Lyons Early Childhood School

Network: South Canberra/ Weston

Impact Report 2019

# The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

# Our school’s contribution to whole-of-system Strategic Indicators

## Education Directorate Strategic Indicator 2018-2021

*To promote greater equity in learning outcomes in and across ACT public schools*

In 2019 our school supported this Strategic Indicator through – Priority 1:

* Implementation of Early Years Literacy Initiative
* Introduction of evidence-based Response to Intervention model for literacy
* Growing Wild Readers Program
* Knowing 2020 preschool families and engaged with support agencies to best facilitate smooth transitions
* Engaged NSET team, senior psychologist, social worker and Support at Preschool Team to support vulnerable families
* Early entry preschool for Indigenous students
* Targeting student support funds and working with the school P & C to ensure equitable access to programs including swimming, as well as after school clubs including Joeys soccer and AFL

## Education Directorate Strategic Indicator 2018-2021

*To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.*

In 2019 our school supported this Strategic Indicator through Priority 1 and 3:

* Built staff capacity to implement Essential Literacy Practices with all staff P to 2
* Australian Curriculum PL - Using National Literacy and Numeracy Learning Progressions
* System Leadership work with Dr Mary Jean Gallagher
* Leadership Masterclasses in Literacy

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2019 our school supported this Strategic Indicator through – Priority 3:

* Fostering student love of learning by personalising every child’s learning through interest-based planning and student led inquiry
* Targeted intervention in classrooms ensuring individual student needs were met
* Reviewed birth to 8 integration through development of system map

# Reporting against our priorities

## Priority 1: to maximise the literacy achievements of every student in their foundation years of schooling

## Targets or measures

By the end of 2021 we will achieve:

At least 80 percent of students demonstrate –

• improved proficiency in speaking and listening according to the EAL/D Learning Progression

• expected or above expected growth in PIPs

• Increased proficiency in the language of interaction for every student as demonstrated by the EAL/D Learning Progression

• expert use of a range of literacy modes (for example, reading, writing, digital text) as a social practice at school and at home

• achieved or exceeded Education Directorate benchmarks for reading

• Increased numbers of students reaching at least the achievement standard (C) for English.

In 2019 we implemented this priority through the following strategies

* Improve the capability of our teachers to teach literacy P-2 as a Phase 6 School of the Early Years Literacy Initiative

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

#### Student learning data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| PIPS: 80% of students achieving expected progress or above expected growth in PIPS Reading |  | 56% | 42% |  |  |  |
| Reading: 80% of students achieving or exceeding ED benchmarks for reading  |  | 67% | 53% |  |  |  |
| English: Increased numbers of students reaching at least the achievement standard (C) for English |  | 64% | 65% |  |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| My child is making good progress at this school | 75% | 78% | 69% |  |  |  |
| My child’s learning needs are being met at this school | 75% | 78% | 66% |  |  |  |
| Student’s learning needs are being met at this school | 100% | 100% | 57% |  |  |  |
| Staff are well supported at this school | 100% | 83% | 57% |  |  |  |
| Teachers expect students to do their best | 100% | 92% | 71% |  |  |  |
| This school looks for ways to improve | 100% | 95% | 100% |  |  |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Proportion of school leaders and teachers demonstrating effective implementation of the workshop approach (writing component) | 100% | 80% | N/A |  |  |  |

### What this evidence tells us

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| The proportion of kindergarten students achieving expected progress in PIPS has not reached the target of 80% of expected or above expected growth. This shows that the school needs to build teacher capacity and ensure that literacy is explicitly taught using an evidence-based approach.The perception data for the year differs to the previous year. At the time of the survey, several recent staff changes had taken effect due to staff obtaining promotion and permanent positions elsewhere. It is difficult to ascertain whether the data reflects these changes. It is anticipated that staffing will remain consistent during 2020. The percentage of students reaching benchmark is less than the previous year and below the target. During semester 2 experienced teachers found that previous benchmarks recorded for students were not accurate and corrected accordingly. |

### Our achievements for this priority

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| * Strengthened capacity of leadership team as instructional leaders of literacy through the Early Years Literacy Initiative during Semester 2
* Developed staff understanding of consistent approaches to literacy instruction integrated across the day (P-2) through the 10 Essential Literacy Practices
* Introduced Interactive Writing to support the literacy development of students K-2
* Completed Phonological Awareness PL - putting it into practice with all staff
* Trained support staff and introduced MiniLit as an evidence based RTI program for year one students reading below benchmark during term 4
* Engaged writing consultant Catherine Nash to further develop staff capacity to embed lesson elements of Writers’ Workshops including mini lessons and the Gradual Release of Responsibility model
* Continuing the Growing Wild Readers program to support targeted students
* Introduction of a release timetable that supported teachers to plan in teams with a member of the leadership team present
* Introduced planning days for teams during term time
* Supported teaching teams to develop a word conscious culture through professional learning and reading of Guided Thinking for Essential Spelling book for P-2 staff
* Engaged in professional learning with the Australian Curriculum Team
* Identified 2020 Literacy Coaches and engaged them in PL
* Collaborated with Hughes PS to moderate writing during Semester 2
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### Challenges we will address in our next Action Plan

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| * Formalise a whole school literacy plan which enables strong links between curriculum, assessment and reporting, is evidenced based and allows for vertical alignment across year levels.
* Embed Essential Literacy Practices with consistency across whole school
* Develop a whole school Professional Learning Plan that includes effective literacy coaching to enhance teacher practice and improve student learning
* Develop and implement a plan for the systematic collection and analysis of student learning data as part of work in Professional Learning Communities
* Build staff capacity to set individual learning goals and provide students with effective feedback in literacy
* Engage in professional learning and consistent practices when benchmarking students
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## Priority 2: to maximise the numeracy achievements of every student in their foundation years of schooling

### Targets or measures

By the end of 2021 we will achieve:

At least 70 percent of students demonstrate:

▪ At least expected growth in PIPS (Math)

▪ reaching at least the Achievement Standard (C) for Mathematics

• At least 80 percent of students demonstrate use of improved language proficiency to develop knowledge, skills and understandings in Mathematics

In 2019 Priority 2 was not a focus during 2019.

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

#### Student learning data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| PIPS: percentage of students that achieved expected progress or above (Maths) |  | 75% | 76% |  |  |  |
| Mathematics (years 1 and 2): percentage of students that achieved at or above achievement standard (C) |  | 76% | 82% |  |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| My child is making good progress at this school | 75% | 78% | 69% |  |  |  |
| My child’s learning needs are being met at this school | 75% | 78% | 66% |  |  |  |

### What this evidence tells us

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| PIPS data indicates that the growth target of 70% of students making expected growth in mathematics was surpassed for the second year by 6 percentage points. As there is a small cohort of students who completed PIPs in 2018 and 2019, 6 percentage points reflects approx. 1 student. This highlights the importance of continuing to focus on improving mathematics pedagogy to ensure the target of 70% is exceeded by more than 6 percentage points. There has been a slight increase in the percentage of students achieving or exceeding the achievement standard. As the cohort of students receiving A-E grades is larger, this is an increase of approx. 2 students across the school, again highlighting the need to continue to improve mathematics pedagogy practices. While the perception data has dropped marginally, the number of actual responses causing this drop is low. This however doesn’t take away the fact the school needs to continue to both ensure that parents feel their children’s learning needs are met; and effectively publicise student progress.  |

### Our achievements for this priority

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| * Due to changes in both the leadership and teaching teams we were limited as to what we could achieve in this priority. It was decided that we would focus our efforts in 2019 on Priorities 1 and 3.
* All staff engaged in professional learning around the Australian Curriculum Numeracy Learning Progressions
* Recruitment of key personnel with expertise in database development will support key improvement strategies in our next Annual Action Plan around data assessment and effective feedback
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### Challenges we will address in our next Action Plan

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| * Determine staff current beliefs, shared and agreed practices in the teaching, learning and assessment of mathematics that is evidence based and vertically aligned across year levels
* Develop and implement whole school data tracking for mathematics
* Use Australian Curriculum Numeracy Progressions to track progression of K-2 students
* Build staff capacity to set individual learning goals and provide students with effective feedback in numeracy
* Develop a whole school Professional Learning Plan that includes effective numeracy coaching to enhance teacher practice and improve student learning
* Use the Numeracy Practices Guide K-2 to inform learning walks and talks
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## Priority 3: Build a strong framework that supports successful learning in the early years

### Targets or measures

By the end of 2021 we will achieve:

* All students have made yearly progress in the development of dispositions for learning
* 100% of school curriculum plans include planned teaching of capabilities and dispositions
* 100% of students reflect on their development of dispositions
* Annual Technology targets met for at least 80% of students

In 2019 funding for the TRUST program ended. Staff changes made it difficult to reinforce the strategies with consistency across the school.

A Next Steps Analysis was requested to inform opportunities for further school improvement during Term 2, 2019. This informed our actions during terms 3 and 4.

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

#### Student learning data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Students participate in emotional literacy coaching |  | 100% |  |  |  |  |
| Individual learning plan goals are achieved |  | 80% |  |  |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures (staff satisfaction survey)** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Teachers at this school treat students fairly | 90% | 83% | 84% |  |  |  |
| Students like being at this school | 90% | 92% | 92% |  |  |  |
| This school looks for ways to improve | 90% | 100% | 91% |  |  |  |
| Teachers at this school motivate students to learn | 90% | 100% | 94% |  |  |  |
| Students’ learning needs are being met at this school | 90% | 100% | 92% |  |  |  |
| Overall, I am satisfied this school has high expectations in all that it does | 90% | 100% | N/A |  |  |  |
| Overall, I am satisfied that students are getting a good education at this school | 90% | 100% | N/A |  |  |  |
| **Targets or Measures (parent satisfaction survey)** |  |  |  |  |  |  |
| Teachers at this school treat students fairly | 90% | 90% | 84% |  |  |  |
| My child likes being at this school | 90% | 90% | 91% |  |  |  |
| This school looks for ways to improve | 90% | 84% | 84% |  |  |  |
| Teachers at this school motivate my child to learn | 90% | 90% | 88% |  |  |  |
| My child’s learning needs are being met at this school | 90% | 80% | 78% |  |  |  |
| Overall, I am satisfied that this school has high expectations in al that it does | 90% | 84% | NA |  |  |  |
| Overall, I am satisfied with my child’s education at this school | 90% | 84% | NA |  |  |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Curriculum plans include planned teaching of the Personal and Social Capability | 100% |  |  |  |  |  |

### What this evidence tells us

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| Note: An important point to highlight when examining the data is that the base data is consistent, and at times uniform. When examining any set of data, over multiple years, the number of respondents often changes. For data sets to show patterns of uniformity like this is highly unlikely and improbable. The existing leadership group has not been able to find original data sets to prove or disprove this point. Accordingly, data analysis has been confined to figures for the 1st and 2nd years. Additionally, the number of respondents in the survey is relatively low, less the 50% of the community. All perception data from the 1st and 2nd years is encouraging and generally in the range of 84%-100%. 78% of parents felt the learning needs of their child was being met, see ‘What evidence tells us’ for Priority 2 (as this is a repeat).A future focus should include greater attempts to ensure a majority of parents responds to the perception data survey. When a majority of the community respond to the survey, the data set will be more rigorous and better inform school performance.  |

### Our achievements for this priority

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| * Dr Jane Kovacs from Quality Learning Australia worked with families, Woden Community Services and school staff and all children, 3 to 8 years to develop the School System Map. The work has enabled us to reaffirm the school’s mission, vision and values to reinforce common understandings enacted by all stakeholders as recommended by the Next Steps Analysis school improvement team
* A Graduate Profile for our year 2 leavers was developed. This will enable us to map our curriculum documents and pedagogical framework to the System Map in 2020
* Completed Team Teach Training and PL with Occupational Violence Team to support staff
* Introduced a specialist music teacher one day a week for children from 3 to 8 years
* During term 3 a visiting Deputy Principal worked at Lyons, in addition to the regular Deputy Principal. This enabled us to focus on building staff capacity to manage complex student behaviours and engage students with curriculum and learning in focused ways. SAS data indicates that negative incidents have reduced considerably
* Transitions to support wellbeing were a focus during term 4. We engaged all 2020 preschool families through ‘Getting to Know You’ meetings with the school executive and transition visits to preschool classrooms. 2019 preschool students were supported in their transitions through a focus on shared eating times and playgrounds as well as several visits to kindergarten classrooms
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### Challenges we will address in our next Action Plan

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| * Develop whole school pedagogical framework which includes planning for student centred learning through play, as well as agreed high impact strategies that engage students in their learning
* Strengthen leadership and teaching teams through professional learning as a PLC
* Use the AITSL standards to develop goals and coaching for all teachers
* Review and further develop whole school procedures to align with the Safe and Supportive Schools document to reinforce positive messaging and support student and staff wellbeing
* Introduce SAS Reporting System to align with other ACT Education Directorate schools
* Formalise whole school approach to reinforce expected practice which includes focused induction processes for new staff
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## Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan\*. Schools have a choice to either report against their QIP using the Directorate template or to report progress here.

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| The Early Years Learning Framework principles, practices and outcomes have guided,supported and enhanced learning across the three preschool classes during 2019. The learning program has maximised children’s agency and they have been active participants in their learning. Student learning has been assessed throughout the year and communicated to parents formally during each semester. The school’s written reporting format has focused on the development of learning dispositions. Families are also actively engaged in celebrating their child’s learning with Festivals of Learning held each term.Early Literacy was a strong focus of staff professional learning through involvement in the 10 Essential Literacy Practices for Preschool initiative.Parent approval was provided for all learning experiences provided beyond the school gate. Risk assessments were conducted for each experience. Emergency evacuation and lockdown procedures were practised each term. Daily checks on the indoor and outdoor environments were completed. Educators set up flexible environments and students made choices about resources and equipment that would support their learning. Students were supported to explore outdoor environments in the playground and through regular visits to Dr Sue’s and Oakey Hill. All teachers and educators working with children were first aid qualified. Records of educators working with children across the day were maintained.Developing quality relationships with children and their families was always a focus of staff. Aboriginal and Torres Strait Islander perspectives were evident in programs. In 2020 school leadership will focus on engaging all staff in contributing to the Quality Improvement Plan. |