

Narrabundah Early Childhood School

Network: South Canberra/ Weston

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Please note that from 2019 the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data has not been finalised.

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

DATA

SYSTEM LEVEL (provided/populated by Directorate) Not available

System-level analysis statement (provided by Directorate) Not available

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate) Not available

School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students. Not available

Education Directorate Strategic Indicator 2018-2021

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

DATA

SYSTEM LEVEL (provided/populated by Directorate) Not available

System-level analysis statement (provided by Directorate) Not available

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate) Not available

School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes. Not available

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

DATA

SYSTEM LEVEL (provided/populated by Directorate) Not available

System-level analysis statement (provided by Directorate) Not available

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate) Not available

School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students. Not able to complete

Reporting against our priorities

Priority 1: Improved wellbeing for each child

Targets or measures

By the end of 2022 we will achieve:

- 95% of year two children demonstrate their ability to usually or always negotiate and resolve conflict in our end of year report
- 95% of year two children demonstrate their ability to usually or always work towards learning goals in our end of year report

In 2018 we aimed to achieve:

- 75% of year two children demonstrate their ability to usually or always negotiate and resolve conflict in our end of year report
- 75% of year two children demonstrate their ability to usually or always work towards learning goals in our end of year report

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 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
End of year report – ability to usually or always negotiate and resolve conflict	100%	84%				
End of year report – ability to usually or always work towards learning goals	92%	73%				

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
Students at this school are friendly to each other	88%	85.75%				
Staff have a consensual approach to managing issues within the school	50%	78.57%				

School program and process data

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
Circles and emotional check-ins are used everyday in every learning space.		40%				

What this evidence tells us

What does this evidence indicate about your school's progress towards your five-year targets?

Our goal around 75% of year two children being able to resolve conflict effectively in 2018 has been surpassed by 9%. This indicates that our initial goal was set too low and requires adjusting. We are well on our way to achieving our ultimate goal of 95% in five years.

The ability for children to usually or always work towards learning goals has decreased from the previous year. Significant work has begun around what learning goals are and how these can be used to support student agency in learning. Learning goals linked to our strategic priority around reading are evident in all learning spaces kindergarten to year two. More work needs to occur around a systematic approach and building on the foundations laid this year to ensure we are on track to achieving our five-year goal.

Perception data around children being friendly to each other has decreased slightly from 88% to 85.75%. This needs to be a continued focus along with ensuring we communicate what is happening in this space and maintain accurate data.

There has been a significant increase around the perception of staff having a consensual approach to managing issues within the school from 50% to 78.57%. Our major focus on school culture and developing a processes and systems that support a consistent whole school approach has enabled significant growth in this area. We will continue to embed this work and extend what we are doing to support the school to successfully manage issues effectively and consistently.

40% of staff indicated that they use circle time and emotional check-ins. In discussions and unpacking this it has become clear that further work needs to occur in building capacity within the staff to effectively implement these.

Have any of your data sources changed over time? If so, why?

This was the first year of our plan. We are still trying to work out if the data sources we are using are the most accurate and effective to measure what we are wanting to achieve. 2018 has been the first year of the implementation of our five-year Strategic Plan. The collection of base line data from previous years has indicated the need for a systematic approach and consistent understanding and implementation across the school.

A number of new initiatives have been introduced in 2018 and are in their infancy. As with the introduction of any new systems a performance dip has resulted in some areas. Ensuring strong systems of support are put in place to enable the embedding of these new initiatives and consistency in approach will be important in tracking our progress.

In reflecting on school programs and process data we have decided to include the use of circles and emotional check-ins as one of our measures against this priority.

What implications does this evidence have for your next AP?

- Need to collect baseline data around use of circles and emotional check-ins.
- Continue to develop a systematic approach for goal setting.
- Communicating regularly and effectively with staff, families and the wider community will enable a comprehensive understanding of what we are doing around key initiative around the work we are doing and the impact this is having on children.

Our achievements for this priority

- With the introduction of Positive Behaviour for learning a number of key initiatives have been developed to support the embedding of a positive school culture where children are recognised for their positive contributions with immediacy and regularity. These have included:
 - Creation of our PBL expectations in all shared spaces
 - A reward system to match our R.I.S.E. motto.
 - The introduction of a token system to catch children doing the right thing that leads to a whole school reward at varying intervals.
- A suite of professional learning designed to build teacher capacity in supporting social and emotional learning has been delivered. This has included:
 - Trauma training
 - Kids Matter workshops
 - Real Schools workshop for staff and the community
 - Positive Behaviour for learning training and workshops
- Guidelines around the effective use of Story Park to share learning around this priority have been developed to support a consistent approach for all staff. This has been clearly articulated in writing for all staff to follow.
- Considerable work has been done around unpacking what the indicators for the two markers in this area mean. This has led to the development of a document to support staff when moderating and assessing work for reporting purposes and to support the collection of data.
- A review of partnerships and how these have impacted on the achievement of our strategic priorities has been conducted. This has led to us narrowing and refining the partnerships and programs we offer.

Challenges we will address in our next Action Plan

Developing baseline data from that enables us to show progress over the years has provided an initial challenge as it identified that all teachers had a different interpretation of what the grades at each year level mean. This has continued to be a challenge as we navigate the complexities around social and emotional learning and the availability of quality tools to support us in identifying what a year's growth looks like.

Finding a suitable tool to support the assessment of the social and emotional skills of young children has been problematic. We will endeavour to find a relevant tool that supports this and is relevant to the age group we are working with.

The need to develop tier 2 interventions that support children who require additional work around the development of social skills is required.

Strengthening feedback provided to children that is specific to support children to recognise the next step is also crucial.

Regular and effective communication to all stakeholders around our priorities and achievements

needs to be more prominent.

Capacity Building around Circle Time and Emotional Check-Ins will also support us to build the skill sets of all staff to implement these effectively.

Priority 2: Maximise the growth in learning for every child

Targets or measures

By the end of 2022 we will achieve

- 90% of children in year two will be at standard or above in the speaking domain within our school-based reports.
- 85% of children in year two will reach the ACT Reading Benchmark

In 2018 we aimed to achieve:

- 75% of children in year two will be at standard or above in the speaking domain within our school-based reports.
- 75% of children in year two will reach the ACT Reading Benchmark or SMART goals from Individual Learning Plan.

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 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
End of year report – speaking – year 2	100%	84%				
ACT ED reading Benchmark		81%				

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
My child’s learning needs are being met at this school	98%	100%				
Teachers at this school give useful feedback	85%	96%				

School program and process data

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
Every teacher has a goal around our priorities in their Teacher Development and Performance Plan		100%				

What this evidence tells us

What does this evidence indicate about your school's progress towards your five-year targets?

- We surpassed our goal to have 75% of children at standard or above in the speaking domain by 9%. We are on the way to achieving our five-year goal to have 90% of children reach this goal.
- We fell short by 4% of our goal to have 85% of year two children at the ACT Reading Benchmark level 20 – 22. The 15% of children who did not reach the ACT Reading Benchmark all had individual interventions and made significant progress within these.

Have any of your data sources changed over time? If so, why?

- This is the first year that we have begun tracking our end of year report outcomes.

What implications does this evidence have for your next AP?

- The need to articulate explicitly what the measures are and the required evidence to match each grade is imperative.
- Moderation with at least one other school would assist us to ensure our understanding of 'at grade level' is consistent with other schools.
- In the 2019 Action Plan we will introduce the area of mathematics as a new curriculum area focus. We will continue to build on and embed oral language and reading. Ensuring we explore learning goals at a deeper level within the context of student agency and how our strategic priorities are reflected within these will also be a major focus. Differentiation of learning will also be addressed within the next action plan.

Our achievements for this priority

In 2018 a focus in this priority was around reading and oral language. Achievements for this priority include:

- A suite of professional learning was specifically designed and delivered to support capacity building in oral language and reading. These include:
 - BEE Spelling
 - First Steps 2nd Edition Reading – Processes and Strategies
 - Phonological Awareness
 - Balanced Literacy Program
 - Tiers of Vocabulary
 - Music
 - Christine Topfer literacy in the early years
- First Steps 2nd Edition Reading Strategies are visible in each learning space and being explicitly taught from kindergarten to year two.
- Goal setting is evident in each learning space from Kindergarten to year two for all children around reading.
- Data is regularly used in professional learning team meetings as a platform for collaborative analysis of data and robust discussions around how to support planning to meet individual needs.
- A suite of professional learning designed to build teacher capacity in reading and oral language has been delivered and there is evidence of how this is reflected across learning

spaces and in programs.

- Guidelines around the effective use of Story Park to share learning around this priority have been developed to support a consistent approach for all staff. This has been clearly articulated in writing for all staff to follow.
- Considerable work has been done around unpacking what the grades for speaking and reading mean at each year level. This has led to the development of a document to support staff when moderating and assessing work for reporting purposes. It is aligned to the Australian Curriculum achievement standards.
- Bump it up walls have been developed with the children to clearly reflect the success criteria in writing in year one and two.
- Working with a mentor from the Education Support Office has enabled us to receive direct feedback around this priority. This has led to a refined professional learning program and professional learning team meetings. This has enabled the time and energy required to deeply explore this priority to be an embedded part of our meeting structures.
- The implementation of a rigorous coaching program aligned to our priorities has enabled robust discussions that have supported staff to adjust their programs and ensure improved learning outcomes for our children. Staff have commented on the value in receiving very specific feedback in supporting their development.

Challenges we will address in our next Action Plan

Challenges we will address in our next Action Plan include:

- The need for further work around differentiation is required to ensure the diverse needs of all learners are being catered for.
- Ensuring the systems put in place this year are embedded across all learning spaces and reflect on data to inform practice.
- Continued work around goal setting with our children to reflect strategic priorities and to ensure student voice and ownership is evident will need to occur.
- A consistent assessment suite needs to be developed where all staff are trained to administer, evaluate and interpret data and then plan effectively to address this in programs.
- The development of Bump it Up Walls that reflect reading and oral language grades in each learning space will enable a platform for reflection and discussion with children. This will also support children as they set their own learning goals to identify a specific area they are going to focus on.
- Begin work on our approach to mathematics.
- Explore how becoming an International Baccalaureate School will support our strong Inquiry approach to learning and teaching and enhance the transition to our feeder schools.