

Narrabundah 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 – Priorities 1 and 2 (see reporting for detail):

- Effective analysis and discussion of data
- Systematic curriculum delivery to support the learning needs of all children
- Implementation of Positive Behaviours for Learning

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 2 (see reporting for detail):

- Participation in Early Years Literacy Professional Learning
- Development of whole school scope and sequence for Australian Curriculum
- Reporting against Achievement Standards

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priorities 1 and 2 (see reporting for detail):

- Development of Response to Intervention Plan Tier 2 and 3 interventions
- Professional learning around goal setting and supporting children to resolve conflict effectively

Reporting against our priorities

Priority 1: Improved wellbeing for each child

Targets or measures

By the end of 2022

- 95% of children in year 2 will demonstrate their ability to negotiate and resolve conflict effectively.
- 95% of children will usually or always work towards learning goals.

In 2019 we implemented this priority through the following strategies

- Analysis and discussion of data
- Systematic curriculum delivery
- Differentiated teaching and learning

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	2017	2018	2019	2020	2021	2022
End of year report – ability to usually or always negotiate and resolve conflict	100%	84%	62%			
End of year report – ability to usually or always work towards learning goals	92%	73%	64%			

Perception Data

Targets or Measures	2017	2018	2019	2020	2021	2022
Students at this school are friendly to each other	88.0%	85.8%	N/A			
Staff have a consensual approach to managing issues within the school	50.0%	78.6%	N/A			
Parent Satisfaction Survey – <i>My child feels safe at this school</i>	94.1%	98.2%	82.8%			
Parent Satisfaction Survey – <i>Student behaviour is well managed at this school</i>	87.5%	90.7%	62.5%			
Staff Satisfaction Survey – <i>Students feel safe at this school</i>	*	80.0%	62.5%			
Staff Satisfaction Survey – <i>Student behaviour is well managed at this school</i>	*	73.0%	50.0%			

School program and process data

Targets or Measures	2017	2018	2019	2020	2021	2022
Circles and emotional check-ins are used every day in every learning space	*	40%	33%			

*Data not available

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?
 - Progress towards achieving our five-year targets has been slow this year possibly due to a large turnover of staff at the end of 2018 and continued staff change throughout 2019.
 - For example, in 2019 two of our four K-2 classes have had six teachers over the year and there have been four principals/acting principals.
 - Staff changes have impacted on the work towards targets and the embedding of priorities.
- Have any of your data sources changed over time? If so, why?
 - -Data sources that relied on end of year outcomes in English and Mathematics were no longer available due to migration of reporting to Sentral. and a changed report format.
 - -New targets will be developed and included in the updated School Improvement Plan 2018-2022.
 - -Perception data relied on an in-school survey which was not conducted this year. We have included additional perception data from the School Satisfaction Survey.
- What implications does this evidence have for your next Action Plan?
 - Some targets will continue for the remainder of the five years and new targets included in the updated School Improvement Plan will form the basis for the 2020 Action Plan.

Our achievements for this priority

Effective analysis and discussion of data

- Student Administration System (SAS) reporting was established, and the data used to discuss student behaviour and school wide expectations.

Implementing Positive Behaviours for Learning (PBL)

- New PBL team established to implement 'all settings' values across the school.
- RISE award system implemented.
- Above 80% understanding and implementation in 'all settings' with training undertaken for 2020 'classroom' implementation phase.

Whole school learning

- All staff participated in Team Teach training in January to ensure consistency of approach.
- School psychologist and Network Student Engagement Team (NSET) Occupational Therapist (OT) presented professional learning in co-regulation and self-regulation in terms 2 and 3.
- All staff completed on-line learning modules in *Be You* with follow up discussions facilitated by the *Be You* committee at staff meetings.

Response to Intervention Plan developed

- Tier 1 in class support provided through increased Learning Support Assistant (LSA) presence in classrooms.
- Tier 2 support provided through executive presence in classrooms, implementation of strategies to support student self-regulation, positive behaviour strategies and if needed withdrawal of students from classroom for short periods for redirection and calming, and restorative conversations.
- Tier 3 ‘workshop’ space developed to deal with small groups of high need students, and an additional School Leader (SLC) employed for term 4 2019.

Challenges we will address in our next Action Plan

- Consistent staff
 - > Leadership – new leadership team appointed – SLA term 4 2019, SLC term 1 2020, SLB early 2020.
 - > Stability of classroom programs with the appointment of four new class teachers
- Professional learning to ensure all staff have shared understandings and knowledge to implement programs

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 2 will be at standard or above in the speaking domain within our school-based reports
- 85% of children in year 2 will reach the ACT Reading Benchmark

In 2019 we implemented this priority through the following strategies.

- Analysis and discussion of data
- Systematic Curriculum Delivery
- Differentiated teaching and learning

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	2017	2018	2019	2020	2021	2022
End of year report – speaking – year 2	100%	84%	N/A			
ACT ED Reading Benchmark	*	81%	69%			

Perception Data

Targets or Measures	2017	2018	2019	2020	2021	2022
My child’s learning needs are being met at this school	90.6%	96.4%	76.6%			
Teachers at this school give useful feedback	93.5%	96.2%	64.1%			

School program and process data

Targets or Measures	2017	2018	2019	2020	2021	2022
Every teacher has a goal around priorities in their Teacher Development and Performance Plan	*	100%	100%			

*Data not available

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
 - While our achievement against the targets has fallen from last year, we are still providing a quality education for our students.
 - A high proportion of students are achieving the appropriate reading benchmark or higher.
 - Parents perception survey data indicates that the school community still has a high degree of trust that we provide a high-quality education for their children.
- Have any of your data sources changed over time? If so, why?
 - End of year reporting data on speaking is no longer available due to the introduction of a new Sentral reporting format.
- What implications does this evidence have for your next Action Plan (AP)?
 - Some targets will continue for the remainder of the five years and new targets will be set in the updated School Improvement Plan 2018-2022.
 - New targets will be compatible with available data sets e.g. Sentral.

Our achievements for this priority

Professional Learning with a focus on best practice in Mathematics

- All teaching staff participated in professional learning with Anita Chin in January – a whole day, term 2 – an after school session, and in term 3 Anita visited classes to observe and model best practice mathematics teaching.
- Resources were purchased to support mathematics professional learning

Systematic curriculum delivery

- K-2 scope and sequence was developed to map the Australian Curriculum across the years.
- Achievement standards were being used for reporting in semester 2.
- Early Years Literacy professional learning participation by two executive staff with a focus on coaching

Challenges we will address in our next Action Plan

- Consistent staff
 - > Leadership – new leadership team appointed – SLA term 4 2019, SLC term 1 2020, SLB early 2020.
 - > Stability of classroom programs with the appointment of four new class teachers.
- Professional learning to ensure all staff have shared understandings and knowledge to implement programs.
- Shared understandings and expectations

- > Systematic curriculum delivery. One example is whole school involvement in Early Years Literacy program with Chris Topfer coaching in the school in 2020.
- > Consistent pedagogical approach across the school – whole staff development and implementation of programs

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.

- Templates and records updated to comply with NQF regulations.
- All student information stored electronically on SAS.
- QIP reflected upon, updated and new actions identified.

**A copy of the QIP is available for viewing at the school.*