

Lyons Early Childhood School

Annual Action Plan Report 2017

In 2017, the school's final year of its current Strategic Plan, the school participated in an external School Review. Over the school improvement period we have experienced steady growth in enrolments. The proportion of students with English as an Additional Language or Dialect (EALD) has risen consistently each year.

In 2017 the school (preschool to year 2) catered for 139 families from 28 suburbs. We have developed procedures to support transition for children and families into preschool and at the end of year 2. 52 percent of families access long day care and out of hours school care on site.

In 2017, for the first time, the entire school leadership team was permanent and comprised a balance of substantial experience in preschool to year 2 classroom teaching, play pedagogy and school leadership. School leaders and teachers from within the school and across the system have had opportunities to practise leadership in our Early Childhood School. The opportunity has been seized to progress the Professional Learning Team (PLT) model for teachers to engage in coaching and mentoring, reflect critically on their practice and fashion new knowledge and beliefs about content, pedagogy and learning in the early years.

The school has developed strategies for explicitly measuring student learning through a lens on each developmental domain - cognitive, social, emotional, language and physical. Guy Claxton's framework of the 7Cs is used across preschool to year 2 for analysing performance against the general capabilities. This data has been captured across all learning that supports differentiation, including Loose Parts Play, Out the Gate experiences and Acts of Giving. Student progress has been reported to parents each semester in the form of a Learning Story. Results identify areas that require additional resources.

In 2017, our major focus has been building teacher capacity in literacy learning and teaching. Our success in building connections and capacity is underpinned by the school's strong relational focus. Sustained implementation of a Relationships Policy has fostered respectful and positive relationships visible at all levels of service delivery. As we develop and sustain a supportive culture of team, where reflective practice is the order of the day, improvements continue and are nourished.

Methodology

In 2017, as part of School Review, a range of data was collected and analysed to inform achievement and progress against priorities from the Strategic Plan and those included in the 2017 Annual Action Plan. The school leadership team worked with teachers in Professional Learning Teams to consider student achievement across all curriculum areas. Using the school's assessment schedule, data on Reading benchmarks, achievement standards across all curriculum areas, and development of dispositions (the 7Cs) was collected and analyzed. Community surveys (distributed each term and results collated) complemented Directorate satisfaction surveys to assess the impact of staff and parent understandings and interpretations of actions and outcomes. The School Review team engaged with members of the School Board and P&C, and observed school practices to provide an evaluation of teaching and learning against each of the nine domains of the National School Improvement Tool (NSIT). Their work with the school leadership team commenced the development of a new Strategic Plan based on the findings.

Priority	Improve student outcomes in literacy and numeracy
Targets	<ul style="list-style-type: none"> • 100 percent of students achieve at least 12 months growth in Reading as measured by ED PM Benchmark • At least 50 percent of Kindergarten students achieve at least expected growth in PIPS • At least 50 percent of students improve A-E scores (English and Mathematics) from semester one to semester two • 100 percent of students achieve at least 12 months growth in their individual English and Mathematics goals (as measured by Individual Learning Plan reviews)
Key Improvement Strategies	<p>Develop a culture of data collection, analysis and forward planning across p-2 learning and teaching of English</p> <p>Design and implement an explicit coaching and mentoring program that supports teacher capacity building.</p>

Progress

There is an established culture of English and Mathematics data use. In 2017, targeted leadership of a PLT process, where professional learning and identified problems of practice drive data discussions, has elevated teacher conversations to inform improved learning and teaching. In 2017 all teachers completed an assessment schedule that has been sharpened and adjusted. Every teacher used a whole school assessment tracker. Teachers have moved to a point of generating data sets and initiating team interrogation to identify appropriate starting points for teaching.

School leaders' active engagement in professional learning around coaching has driven an agenda for building teacher capacity through cycles of classroom and peer observations. Modified in 2017, these have engaged teachers in inquiring into core literacy practices and contemporary, researched-informed pedagogy. In 2018, the school will continue the design and implementation of a "best fit" model for observing and providing feedback to all teachers.

Reading Benchmarks Data 2017

Percentage achieving expected benchmark (as per Education Directorate guidelines)

Kindergarten	58
Year 1	45
Year 2	89

A-E Data 2017

Year 1

	C or above	D or below	
Semester 1 English	50%	50%	Growth of 10% from semester 1 to semester 2
Semester 2 English	60%	40%	
Semester 1 Mathematics	50%	50%	Growth of 5% from semester 1 to semester 2
Semester 2 Mathematics	55%	45%	

Year 2

	C or above	D or below	
Semester 1 English	79%	21%	Decrease of 5% from semester 1 to semester 2
Semester 2 English	74%	26%	
Semester 1 Mathematics	87%	13%	Decrease of 22% from semester 1 to semester 2
Semester 2 Mathematics	65%	35%	

Priority	Embed a culture of high quality early childhood pedagogy across birth to eight
Targets	<ul style="list-style-type: none"> • 100% of students achieve their Individual Learning Plan goals , including students identified as Gifted and Talented (G&T), Aboriginal and Torres Strait Islander, special education or with special needs • 100% of teachers achieve at least expected progress in implementing play-based pedagogy • At least 50% more students transition from childcare to preschool at LECS at the end of 2015 than 2014
Key Improvement Strategies	<p>Implement a literacy and numeracy support plan for Aboriginal and Torres Strait Islander (ATSI) identified students</p> <p>Develop a strategic leadership model that supports the birth to 8 environment</p> <p>Design and embed formative assessment practices into K-2 teaching and learning</p> <p>Implement relationship building practices across the school community to support safety and wellbeing of all students. Embed a culture of reflective practice across learning and teaching.</p>

Progress

By identifying teacher leaders, and cultivating teacher expertise, we supported the development of innovative practice, including Play Workshops and the Curriculum of Giving. In 2017, for the first time, the entire school leadership team was permanent, with a balance of strong experience in p-2 curriculum, play pedagogy and school management and leadership. The opportunity was seized to progress the PLT model to engage teachers in coaching and mentoring, reflecting critically on differentiating practice and enhancing understandings about writing effective ILPs. Intrinsic to improved outcomes for students have been teacher opportunities for in-house professional development in this area.

A peer support initiative continued to be established within and across teams. This supported teachers in establishing a shared purpose, protocols and accountability in relation to all students and their particular needs. In 2017 teaching teams used evidence of learning to continuously adapt teaching and inform the development of ILPs. Each ILP was written and reviewed in consultation with parents and carers. This became a lever for every teacher knowing every child, building strong relationship practices and supporting student wellbeing. In 2018 we will focus our work on inclusive contemporary practices across birth to 8.

In 2017 the school's PLT and team approaches have maximized for teachers the power of formative assessment by learning about and creating quality assessments and analysing results as a team. This occurred to best effect through team professional learning, sharing, feedback and collaborative inquiry. A future focus will be deepening teacher understanding around Mathematics assessment.

Parent and staff satisfaction data over the 2017 period identified a decline in number of staff believing student behaviour is well managed. Strategies adopted by the school have been discussed with staff. Further professional learning is warranted. A particular focus in 2018 will be the alignment of a Restorative Practices approach to the school's philosophy and evidence-based research around early childhood education. Countering Harassment, Bullying and Violence procedures have been developed and endorsed by the school board. Parenting workshops and information sessions (The Peace Table, Literacy and Numeracy, Outdoor Learning, The 7Cs and Play) have received positive feedback.

The school's engagement in the TRUST program in 2018 will be a priority in progressing school-established values and practices.

By common planning, assessment and supported accountability in PLTs, teachers have interrogated their own practice in 2017, supporting others to improve, and engaging in action research and professional learning to understand current contemporary practice (this was included in the new Teacher Performance and Development cycle). These core elements of teachers' work at Lyons Early Childhood School have elevated the status of teachers as informed, articulate, and reflective theorists of their own work. The knowledge base that has been developed has informed student outcomes as it directly tunes into what teachers know and how they can improve. Teachers will engage in further research-based inquiry in 2018.

School leader feedback and surveys distributed in 2017 indicate that at least 80 percent of staff achieved expected progress in implementing play-based pedagogy. All students met their Individual Learning Plan (ILP) goals. Teachers worked in teams to develop Understanding by Design curriculum plans. The use of Tuning Protocols became embedded for providing feedback to each other to inform refinement and polishing of these learning and teaching documents. In 2017 teachers were practising the habit of weekly reflective journaling to self-evaluate and improve on their own practice.

ILPs	Number of students with an ILP	% that achieved goals
	12	100%

Play-based pedagogy	Number of students with an ILP	% that achieved at least expected progress in implementing play-based pedagogy