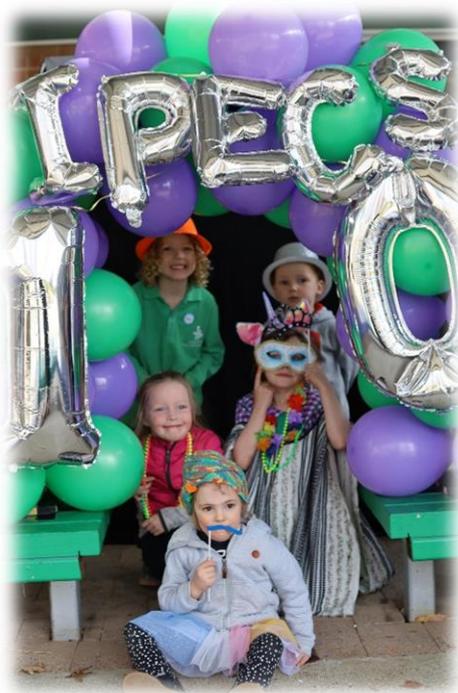# Isabella Plains Early Childhood School

Network: Tuggeranong

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 2 (see reporting for detail):

- Undertaking Cultural Integrity professional learning
- Purchase of new flexible learning furniture for kindergarten to year 2 learning spaces
- Implementing PRIDE value recognition system
- Continued investment in digital technologies to support teaching and 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 1 (see reporting for detail):

- Development of curriculum delivery plan
- Investment in professional learning for teachers including attending interstate conferences
- Refinement of data collection tools across the school
- Focused professional learning on teaching writing by engaging an external mentor

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 1 and 2 (see reporting for detail):

- Investment in aesthetics of learning spaces including purchase of new furniture to develop flexible learning spaces
- Continued focus on social emotional learning including first stage discussions of implementing PBL

Reporting against our priorities

Priority 1:   Maximise growth in learning for all children

Targets or measures

By the end of 2022 we will achieve:

- All children will achieve a minimum of one band of growth in the *Creola and Devine Oral Language Assessment* at the end of their preschool year. Aspirationally they will all finish preschool in the top band.
- All children K-2 will achieve the ACT ED Benchmark in Reading for their year level. Aspirationally, all children will exceed the benchmark.
- All children K-2 will demonstrate growth in reading at a consistent rate with feeder schools (Bonython, Richardson, Monash). Aspirationally, we would like to see all our graduates achieve a higher rate of growth.
- All children will achieve the grade level outcomes of the Writing Assessment Tool. Aspirationally, 20% of children will achieve above the expected grade level outcomes.
- All children will retain the same grade year to year in English. Aspirationally, we would like 20% of our students transitioning to higher grades.
- All children will retain the same grade year to year in Mathematics. Aspirationally, we would like 20% of our students transitioning to higher grades.

In 2019 we implemented this priority through the following strategies.

- Develop a coherent, sequenced plan for curriculum delivery

Analysis → Priorities → Strategies → Actions → Impact (for student)

- Develop systems and processes for consistent data collection, moderation and teacher judgements for accuracy of reporting against individual student growth using the Australian Curriculum achievement standards.
- Establish a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching.
- Engage and empower parents as partners in education and care.
- Document partnership agreements between IPECS and Communities@Work and IPECS and Isabella Gardens.

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
Creola and Devine Oral Language Assessment – percentage of children achieving one year of growth	NA	65%	58%			
Reading benchmarks – percentage of K-2 children at or above reading benchmark	NA	89%	64%			
All children will achieve the grade level outcomes of the Writing Assessment Tool.	NA	NA	K: 46% 1: 55% 2: 55%			
Percentage of year 1 children who achieved a C grade or higher in English*	80%	60%	76%			
Percentage of year 2 children who achieved a C grade or higher in Mathematics*	88%	69%	83%			
Percentage of year 1 children who achieved a C grade or higher in Mathematics*	73%	85%	86%			
Percentage of year 2 children who achieved a C grade or higher in Mathematics*	73%	100%	91%			
Percentage of kindergarten children achieving average or better growth in PIPS reading**	75%	69%	61%			
Percentage of kindergarten children achieving average or better growth in PIPS numeracy**	68%	65%	72%			

* Targets have been adjusted to allow for simplified reporting
** Additional target added to 2019 Action Plan

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of staff who indicate that they strongly agree/agree that "Staff get quality feedback on their performance" from 84% in 2018 to 95% in 2019.	88%	84%	55%			

Analysis → Priorities → Strategies → Actions → Impact (for student)

Increase the proportion of parents/carers who indicate that they strongly agree/agree that "Parents/carers get information from this school on how to support their children to improve their learning" from 90% in 2018 to 95% in 2019	91%	91%	86%			
Increase the proportion of parents who strongly agree/agree that "Children's learning need are being met at this school" from 85 in 2018 to 90% in 2019	85%	85%	88%			
Increase the proportion of parents/carers who strongly agree/agree that "Community partnerships are valued and maintained" from 92% in 2018 to 95% in 2019	89%	92%	85%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Learning walk and talks (staff confidence interval)	1.8	NA	2.4			
Spirals of inquiry (staff confidence interval)	1.5	NA	1.9			
Data analysis (staff confidence interval)	2.3	NA	2.6			

What this evidence tells us

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

Except for reading data, the learning data indicates slight improvements across all areas, particularly in the distribution of English and Mathematics A-E Grades. Perception data indicates that parents/carers are largely satisfied with the school. Staff perception data demonstrates an increase in staff confidence relating to learning walks and talk, spirals of inquiry and data analysis. However, the decline in the percentage of staff indicating that they receive quality feedback will be addressed in 2020 through coherent and aligned strategic actions in 2020.

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

The introduction of a new writing assessment tool has enabled consistent and comparable judgements to be made based on analysis of children's writing. Teachers have become more confident in using this tool across the year however the year level benchmark will need to be reviewed as this has been set too high. Perception and school process targets and measures were introduced as part of the 2018 Action Plan to include multiple sources of evidence (MSoE). Additionally, the way in which grades in English and Mathematics are analysed has been modified by a slight change to the wording of targets to better reflect the percentage of children achieving at level grades or above.

- What implications does this evidence have for your next AP?

Multiple sources of evidence have indicated that the 2020 AP will focus on alignment and cohesion of key improvement strategies inline with the Directorate's vision for narrow and school improvement focus. Writing will be maintained in 2020 with the addition of a whole school focus and professional development plan on maximising the growth in reading for all children. This is in response to the decrease in children's reading learning data (PIPS Reading and PM Benchmarks).

Our achievements for this priority

Revisit and define literacy beliefs and continue to embed the 10 essential literacy instructional practices

- Whole school professional learning in essential practice six, evidence informed writing instruction, including workshops, co-plan, co-teach and co-reflect cycles and guided planning sessions and spiral of inquiry.
- Beliefs about how children learn to write have been defined across preschool to year 2.
- Introduction of whole school writing assessment tool and whole school writing process including feedback, conferencing and goal setting.

Review the current responses to children's learning and developmental needs and develop teacher's capacity to differentiate learning for all children through PL and coaching

- The introduction of Learning I Need to Know (LINK) intervention cycles based on the Australian Curriculum and data cycles.
- Three staff members attended the Response to Intervention (RTI) Conference.

Provide opportunities for staff to enhance knowledge of inquiry learning
- All staff provided with a copy and read Kath Murdoch's Power of Inquiry.
- Six staff members attended Kath Murdoch Inquiry PL.
- Five staff members attended the UC Affiliated Schools Master Class – Inquiry Learning.

Implement Learning Walks and Talks regularly involving opportunities for leadership and teachers to visit each other's classrooms and provide feedback
- Each week the leadership team visited classrooms for a learning walk and talk focused on writing. The focus was on writing processes, feedback and conferencing.
- Teaching staff participated in ghost learning walks and talks across the year during ePACT sessions.

Provide a range of opportunities each term for Community Workshops and enhance the access of parent/carer resources on the school website
- Based on data collected from a parent survey, two community workshops were provided across the year in the areas of reading and writing.
- Support materials from the workshops were uploaded to the school website.

Review and explore further opportunities for effective partnerships including Communties@Work, Tuggeranong Child and Family Centre and Isabella Grands
- Birth to 8 meetings were held in terms 1, 2 and 3 focused on developing relationships between educators. The school established a partnership with Aboriginal academics David Spillman and Benny Brown who engaged all educators in Engoori processes.

- Preschool educators from the school and from Communities@Work engage in weekly collaboration sessions.
- The partnership with Isabella Grands was enhanced through the re-establishment of the Growing with Grands intergenertational program and the introduction of a sustainability program.

Challenges we will address in our next Action Plan

- Increase staff engagement in decision making processes
  - > School leaders to engage in research by Helen Timperley and Vivianne Robinson
  - > Develop systems and processes for collaboration with staff on theories of actions.
- Enhance feedback and support process for staff including Learning Walks and Talks, coaching and mentoring frameworks.
- Reengagement the Early Years Literacy initiative as phase 7 school in 2020.
- Review targets and measures of the School Improvement Plan with support from School Improvement team and align School Improvement Plan with updated templates with a coherent and aligned focus.
- Increase the percentage of children achieving maximum growth in reading.

Priority 2: Maximise growth for all students in learning assets, skills and dispositions required for 21st century global citizens

Targets or measures

By the end of 2022 we will achieve:

- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in their previous school report in recognising and expressing emotions appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in demonstrating resilience appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in demonstrating respect for others appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in negotiating and resolving conflict appropriately
- There will be less than 10 reportable playground incidents per term and all students will report satisfaction with the outdoor learning environment
- An increase in agreement with the statement 'The use of learning technologies is an integral part of teaching and learning' in both the parent and staff satisfaction surveys. Staff (88% in 2017) up by 7 percentage points. Parents (87% in 2017) up by 5 percentage points. Aspirationally, all staff and parents will agree or strongly agree with this statement.
- Growth across all domains within the Cultural Integrity Continuum, advancing from 2017 benchmark of 'culturally aware' to Developing. Aspirationally we would achieve 'practising' in all domains.

In 20XX we implemented this priority through the following strategies.

- Continue to improve learning environments
- Develop effective monitoring of learning dispositions, assets and skills
- Embed a culture of inclusion and diversity across the school through the development and implementation of a set of strategies that raise visibility and awareness of diverse cultures and ways of being and promote international mindedness

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
Recognising and expressing emotions appropriately	NA	85%	87%			
Demonstrating resilience appropriately	NA	81%	87%			
Demonstrating respect for others appropriately	NA	94%	94%			
Negotiating and resolving conflict appropriately	NA	80%	80%			

Analysis → Priorities → Strategies → Actions → Impact (for student)

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
An increase in agreement with the statement 'The use of learning technologies is an integral part of teaching and learning' in the parent and satisfaction survey. Parents (87% in 2017) up by 5 percentage points.	87%	87%	87%			
An increase in agreement with the statement 'The use of learning technologies is an integral part of teaching and learning' in the staff and satisfaction survey Staff (88% in 2017) up by 7 percentage points.	88%	96%	82%			

What this evidence tells us

- Over three years parents have a consistent view of the use of learning technologies being an integral part of teaching and learning.
- Teachers perception of technology being an integral part of teaching and learning demonstrates a drop of 14%. This could be explained by the loss of an experienced school leader who provided in school coaching and mentoring around incorporating ICT into teaching and learning.
- There is a very slight increase in children's expressing emotions and demonstrating resilience.
- The level of respecting others and resolving conflict remains consistent.

Our achievements for this priority

- The implementation of the schools PRIDE value tickets has had a positive impact on children's demonstration of the school values.

- The school continues to have a strong teaching focus on resilience, emotions and respect through the Bounce Back social emotional learning program.

- Cultural integrity professional learning has been a whole school focus including engaging with the University of Canberra to support whole site staff meeting professional learning. School leaders and some teacher have attended Directorate Cultural Integrity PL.

- The school has implemented recording of positive and negative behaviour incidents including recording PRIDE value tickets on Sentral.

- New furniture has been purchased for the kindergarten to year 2 learning spaces. Feedback from children, staff and families has indicated this has had a positive impact on student engagement within the learning space.

Challenges we will address in our next Action Plan

- In 2020 we will be implementing the first stage of Positive Behaviour Learning (PBL) which will include change in practice, policies and procedures.
- A school wide focus on recording dispositions to learning and how this data can be captured as a result of the changes to the school mid and end of year report format.
- A refocus on coaching and mentoring teachers to enhance use of technology within their teaching to enhance student outcomes

Analysis → Priorities → Strategies → Actions → Impact (for student)

- Develop a cultural integrity action plan.

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.

- Implementation of Directorate suite of policies
- Upgrades to the outdoor preschool environment
- Enhanced collaborative practices to include Communities@Work and school preschool educators
- Preschool compliance audit completed.

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