

Southern Cross Early Childhood School

Network: Belconnen

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 (see reporting for detail):

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 2 (see reporting for detail):

- Develop a suite of documents to support teachers in their delivery of numeracy across the school
- Continue to develop the capacity to use effective, evidence-based strategies in the teaching of numeracy
- Enhance teacher abilities to interpret data and use it to plan in meaningful ways to improve student outcomes in numeracy

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 (see reporting for detail):

- Engage all staff in our cultural integrity journey
- Add to our repertoire of meaningful and effective parent engagement strategies and continue to bring families closer to their child's learning
- Continue to progress development of the OLE

Reporting against our priorities

Priority 1: To develop student agency and confidence to improve writing and spelling (in context).

Targets or measures

By the end of 2019 we will achieve:

- An increase in the proportion of children achieving at or above standard in writing (C and above)
- An increase in the proportion of children achieving to be above standard in writing (A and B)

In 2019 we implemented this priority through the following strategies.

- Developing a suite of documents to support teachers in their delivery of writing and spelling across the school
- Continuing to develop the capacity of teachers to use effective, evidence-based strategies in the teaching of writing and spelling
- Enhancing teacher abilities to interpret data and use it to plan in meaningful ways to improve outcomes for children in writing and spelling

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
Increasing the proportion of students achieving at or above standard in writing by 6%. (C and above)	Not measured	64%				
Increasing the proportion of students achieving to be above standard in writing by 10% (A and B)	Not measured	16%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Measure the perception of students in understanding what good writers do, how students can improve their writing, knowing where they are at and knowing how to improve.	Not measured	Survey development in Progress				
Measure parent satisfaction of students understanding of what good writers do, how students can improve their writing, knowing where they are at and knowing how to improve by 5%.	Not measured	Survey development in Progress				
Measure teaching staff confidence levels in teaching writing and spelling and how well supported they feel to teach writing and spelling as expected.	Not measured	Survey development in Progress				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
By 2023, we will have an agreed and implemented set of principles which guide curriculum planning for writing and spelling.	Shared belief document completed					
Consistency in pedagogical practice in the teaching of writing and spelling. Source: Observations (Learning Walk and Talks and emersion visits) and school based Teacher survey	Learning Walk and Talk evaluation and Teacher Survey development in Progress					
Evidence of long-term team planning aligned to a developed scope and sequence for spelling and writing.	Scope and Sequence under development					

What this evidence tells us

- 2019 was the first year that Southern Cross Early Childhood School recorded a grade in writing for Year 1 and 2 children separately from the overall English grade.
- In 2019 Year 1 children achieving at or above standard in writing was 55.5% and Year 2 achieving at or above standard in writing was 76.6%
- Over 2019 we have been developing a survey to measure the perception of students in understanding what good writers do, how students can improve their writing, knowing where they are at and knowing how to improve.
- We have also developed a process to better understand parent satisfaction of students understanding of what good writers do, how students can improve their writing, knowing where they are at and knowing how to improve as part of our current parent engagement processes for 2020.

Our achievements for this priority

Consistent implementation of the teaching of writing and spelling across the school

- All new staff have attended that Early Years Literacy Project professional learning with Literacy Expert and critical friend Christine Topfer
- Work has begun on moving our Phonological Scope and Sequence to include spelling
- Our Shared Beliefs document for Writing and Spelling has been drafted
- Christine Topfer attended the school on two days in Semester 2 to build staff capacity in the understanding of the links between the morphology and phonology of words

Centralisation of data and improved teacher efficacy in using data for programming and planning

- Whole School Data Plan has been developed

- Staff are updating the data as required
- Teams discuss data regularly as part of their PLC's and whole school data is considered once per term

Learning Walks and Talks are embedded across the school

- Procedure developed for Learning Walks and Talks
- Shared beliefs document created to support the specific focus for learning Walks and Talks
- All teachers were observed through a Learning Walk and Talk with written feedback provided by the Leadership Team
- All teachers received an observation visit from a peer with written feedback provided by their peer

Improved mentoring and coaching

- Members of the Executive Team have undertaken further Professional Learning in Mentoring and Coaching
- Additional mentoring and coaching was provided to teachers in their first three years of teaching

Challenges we will address in our next Action Plan

- Continue to build consistency of practice through and shared understanding of quality literacy practices across the Whole School - birth to Year 2

Action: Provide Whole School professional learning (including our Anglicare component) in quality Early Childhood Literacy practices

Action: Undertake analysis of the Learning Walk and Talk data that is gathered over the year

- The Executive Team have identified that staff absences impacted on our capacity to undertake Learning Walks and Talks

Action: Finalise our shared beliefs document and monitor implementation through Learning Walks and Talks with built in flexibility to allow for teacher absences

- The Executive Team have identified that we can gather additional perception data from families to gain a deeper understanding of their goals for their children as writers

Action: Build the understanding across our community of possible writing goals for their children, discuss at the Getting to Know You interviews and seek feedback from families at Learning Journeys

Priority 2: To develop student agency and confidence to improve numeracy and understanding of the language of mathematics.

Targets or measures

By the end of 2019 we will achieve:

- An increase in the proportion of children achieving at or above expected growth in numeracy in PIPS
- An increase in the proportion of children achieving at or above standard in numeracy (C and above)
- An increase in the proportion of children achieving above standard in numeracy (A and B)

In 2019 we implemented this priority through the following strategies.

- Developing a suite of documents to support teachers in their delivery of numeracy across the school
- Continuing to develop the capacity of teachers to use effective, evidence-based strategies in the teaching of numeracy
- Enhancing teacher abilities to interpret data and use it to plan in meaningful ways to improve outcomes for children in numeracy

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
By 2023, 72% of students will be achieving at or above expected growth in PIPS numeracy.	66%	66.7%				
Increasing the proportion of students achieving at or above standard in numeracy (C and above) by 8%.	77%	81.3%				
Increasing the proportion of students achieving to be above standard in numeracy (A and B).	39%	34.6%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher satisfaction with our Effective Target Setting Guide (to be developed 2019)						

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
By 2023, we will have an agreed and implemented set of beliefs which guide curriculum planning for numeracy.	Shared belief document completed					

Consistency in pedagogical practice with a particular focus on mathematical language and problem solving.	Mathematical Vocabulary documents for P-2 developed					
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What this evidence tells us

- There has been a very small increase in the proportion of children achieving at or above expected growth in numeracy in PIPS
- There has been a 4.3% growth the proportion of students achieving at or above standard in numeracy (C and above)
- There has been a decrease in the proportion of students achieving to be above standard in numeracy (A and B) from our base of 39% to 34.6% in 2019
- We are building consistency through agreed beliefs and building a shared understanding of mathematical vocabulary

Our achievements for this priority

Documentation developed to support the teaching of numeracy and ensure that implementation is consistent across the school

- Our Shared Beliefs document was developed under the leadership of our Numeracy Coordinator and approved by the teaching team
- The teaching team undertook Professional Learning with our Numeracy Coordinator to continue to build capacity on quality early childhood numeracy teaching
- Numeracy take home bags have been developed and are being used within preschool
- Numeracy vocabulary documents have been developed for each year in the school

Centralisation of data and improved teacher efficacy in using data for programming and planning

- Whole School Data Plan has been developed
- Staff are updating the data as required and are deepening their understanding of next steps for children following SENA 1 and 2 assessment
- Teams discuss data regularly as part of their PLC's and whole school data is considered once per term

Challenges we will address in our next Action Plan

- Increasing the efficacy of teachers when differentiating for numeracy

Action: Continue to develop our suite of documents to assist teachers with understanding data and identifying next steps to support children's learning

- Continue to monitor consistency of practice in the teaching of numeracy across the school

Action: Deepen our understanding of quality early childhood numeracy practices with a focus on mathematical language and problem solving

- The team have identified that we could further deepen the understanding of our parent community about ways to support our children with numeracy at home

Action: Provide parent information sessions with a focus on numeracy (and in particular relevant vocabulary) across the year and develop Numeracy take home bags for use across the school

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.

Key Improvement: The leadership team ensure that relief staff are aware of the needs of the preschool children.

- A relief folder for each preschool class has been developed and includes medical information, risk minimisation and communication plans, evacuation points, court orders if relevant and ways to support children with additional needs.
- Each relief staff member is shown the relief folder and key information is shared with them.

Key improvement: To ensure children's voice is included into the program, with focus on the physically active aspects of the program.

- Children are consulted at the end of the preschool week to seek their input into the program. Ideas are recorded and added to the following cycle of planning.
- We are continuing to support children to understand the importance of the outside learning as equal to their inside learning.
- Preschool classes are regularly accessing the K-2 outdoor learning environment, which includes the Balance Challenge Circuit, Forest Treehouse and the newly completed Oasis.

Key Improvement: The preschool team are encouraged to continue reflection in relation to the ways we celebrate diversity.

- Families were asked at the start of the year for a family photograph and information about their family to be shared with the class and then displayed within the preschool room.
- Educators are incorporating Aboriginal and Torres Strait Islander perspectives into most aspect of the preschool program.
- Educators are celebrating and sharing diversity with the children through the SEL (Social Emotional Learning) program, intentional teaching episodes, literature and hands-on experiences.

Key Improvement: That the cycle of planning implemented includes aspects of The Arts and the Early Years Learning Framework Outcome 5: Children are effective Communicators. This focus will be transparent to families through the program and evidence which is collected.

- The planning cycle documents the ways The Arts are incorporated into the daily program.
- Links to The Arts is visible on the term overview and within the educators programs, including in Investigations and explicit teaching episodes.
- Seesaw posts and portfolio reflections share aspects of The Arts, such as music, dance, drama and visual arts.

Key Improvement: Regular feedback of teaching practice will be incorporated into the executive teams Learning Walk and Talks Framework.

- Executive members planned Learning Walk and Talks with preschool teaching staff.

- During 2019 all preschool educators have been observed and provided feedback from another educator on aspects of the 10Essential Literacy Practices.
- During 2019 all preschool educators have observed other educators within the school, P-2.
- At times, the Learning Walk and Talks were problematic, especially during winter months as there was a high number of teacher absenteeism. A lack of relief staff therefore made getting educators off class difficult.

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