

Hawker Primary School

Network: Belconnen

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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.

Please note, due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A or 0 (zero) entry has been used.

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 2020 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Implementing High Impact Teaching Strategies (HITS) with a focus on differentiation (spelling and maths)
- Using PLTs to review and reflect on current mathematical pedagogy across the school

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Refining PLTs to continue to build collective teacher efficacy

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 1& 2 (see reporting for detail):

- Building teacher capacity in the teaching of spelling and writing using HITS and 10 Essential Practices for Early Years Learning
- Agreeing on best practice for teaching mathematics with a focus on differentiation and catering for high performing students

Reporting against our priorities

Priority 1: Improve student learning outcomes in writing and spelling

Targets or measures

By the end of 2023 we will achieve:

- An increase in students achieving at/above expected growth in writing
- An increase in students achieving at/above expected growth in spelling
- Increase the proportion of students in the top two bands for writing
- Increase the proportion of students in the top two bands for spelling
- Increase the proportion of parents indicating the school has high expectations in all that it does
- Increase the percentage of class teachers demonstrating differentiation of spelling and writing in their planning/program
- Increase the difference between the 95th percentile at Hawker School and the norming reference group for PAT Spelling

In 2020 we implemented this priority through the following strategies.

- Investigating current evidence-based teaching strategies in spelling
- Building teacher capacity in the teaching of spelling and writing using HITS (High Impact Teaching Strategies) and the 10 Essential Practices in Literacy in the Early Years with an emphasis on differentiation
- Implementing SA Spelling test and PAT Spelling to monitor student progress and performance (this assisted given we did not implement NAPLAN in 2020)

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
An increase in students achieving at/above expected growth in writing	69%	57.8%	N/A			
An increase in students achieving at/above expected growth in spelling	60%	40.4%				
Increase the proportion of students in the top two bands for writing (Year 3)	64.4%	60.9%				
Increase the proportion of students in the top two bands for writing (Year 5)	25.5%	16.4%				
Increase the proportion of students in the top two bands for spelling (Year 3)	49.3%	46.8%				
Increase the proportion of students in the top two bands for spelling (Year 5)	33.9%	33.9%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of parents indicating the school has high expectations in all that it does	85.2%	91%	92%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the percentage of class teachers demonstrating differentiation of spelling and writing in their planning/program	80%	85%	Strongly Agree Spelling: 33.3% Writing: 16.7%			
			Agree Spelling: 33.3% Writing: 83.3%			
Increase the difference between the 95 th percentile at Hawker School and the norming reference group for PAT Spelling H = Hawker School AN = Australian Norms				H	AN	
			Yr2	139.7	118	
			Yr3	136.8	137	
			Yr4	150.7	152	
			Yr5	158	162	
			Yr6	166.7	168	

	Kindergarten	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6			
1+ years below		June	Nov	June	Nov	June	Nov	June	Nov	June	Nov	June	Nov		
		8/39	6/40	5/48	5/45	8/50	4/51	5/47	5/48	18/44	20/53	15/58	14/56		
		20%	15%	10%	11%	16%	8%	11%	10%	41%	38%	26%	25%		
	Kindergarten	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6			
1+ years above		June	Nov	June	Nov	June	Nov	June	Nov	June	Nov	June	Nov		
		7/42	13/44	9/39	17/40	20/48	23/45	21/50	31/51	21/47	24/48	17/44	20/53	14/58	24/56
		17%	29%	23%	43%	42%	50%	42%	61%	45%	50%	39%	38%	24%	43%

Fig 1 – School Based Data

What this evidence tells us

- To assist in responding to the needs of the students, several additional school-based assessments were implemented in 2020. These included the SA Spelling Test and PAT Spelling assessments. The SA Spelling test was implemented in June to establish baseline data and then again at the end of the year (Nov) to track progress. Our school-based spelling data all grades increased the percentage of children spelling one or more years above their chronological age and five out of six year levels decreased the percentage of students spelling one or more years below their chronological age.

- When comparing the PAT Spelling student results with the norming reference data, we have identified a need to focus on the growth of our high performing spellers. It also indicates that targeted intervention programs are making a positive impact.
- Parent/carer perception data indicates parents have a strong belief that the school has high expectations in all that it does.

Our achievements for this priority

Implementing HITS

- Teachers participated in professional learning throughout the year with opportunities to trial different strategies and discuss the impact on student learning with colleagues.
- The HITS were used as a lens to analyse whole school resources such as potential spelling programs.

Teacher Efficacy

- Whole school participation in the 10 Essential Literacy Practices for the Early Years literacy project.

Targeted Intervention

- Trained an additional three (3) staff members in the Spell-It intervention
- Trained an additional one (1) staff member in MacqLit intervention
- Trained an additional two (2) staff members in MiniLit intervention
- An additional 135 mins per week in extension literacy and an additional 495 mins per week in literacy support (MultiLit programs) for terms 3 and 4

Challenges we will address in our next Action Plan

- Spelling will continue to be a priority in 2021 with a focus on building teacher efficacy.
- Ensuring a consistent and evidenced based approach to teaching spelling across the school. Our work with Christine Topfer will support us to work through this challenge.
- Creation of a Spelling PLT that will review and reflect on performance data, leading best pedagogical practice across the school with a focus on differentiation and ensuring growth of high performing students.

Priority 2: Improve student learning outcomes for Mathematics with an emphasis on high performance

Targets or measures

By the end of 2023 we will achieve:

- Increase the difference between the 95th percentile at Hawker School and the norming reference group for PAT Maths
- % of students in the top 2 bands for numeracy 43-47%
- 90% of high performing students (students identified to participate in school-based extension and enrichment for mathematics) indicate that they are challenged in Mathematics Year 3-6

In 2020 we implemented this priority through the following strategies.

- Reviewing and reflecting on current mathematical pedagogy across the school
- Trialled school wide resources enabling professional dialogue around the teaching of Mathematics at Hawker
- Decided on a school wide approach to teaching Mathematics in 2021

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 2020			Year 3	Year 4	Year 5
Increase the difference between the 95 th percentile at Hawker School and the norming reference group for PAT Maths	Baseline currently being established			Hawker School	Australian Norms			
		Year 1	126.4	117.3				
		Year 2	128.8	127.5				
		Year 3	134.3	134.9				
		Year 4	137.3	140.9				
		Year 5	144.9	143.7				
% of students in the top 2 bands for numeracy 43-47%	Y3 57.8% Y5 40%	Y3 65.2% Y5 31.5%	N/A					

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90% of high performing students (students identified to participate in school-based extension and enrichment for mathematics) indicate that they are challenged in Mathematics Year 3-6	Baseline established in 2019		90.2%			

Did you feel challenged in extension Maths groups in 2020?

31 responses

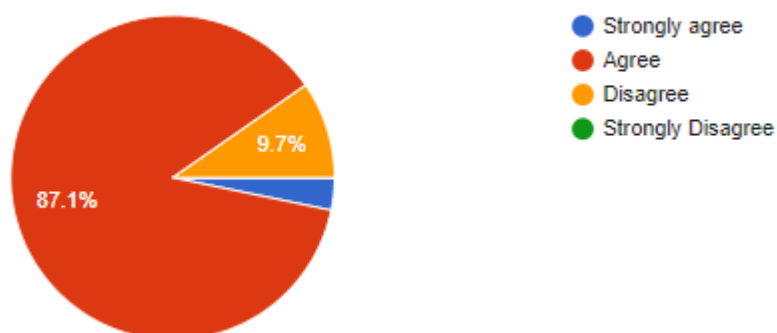


Fig 2 – School Based Survey

What this evidence tells us

- The PAT Maths data tells us that we need to focus on our high performing students and increasing the difference to the norming reference group.
- The PAT Maths data also tells us there is a significant difference between the performance of the 5th percentile at Hawker compared to the norm referencing group however the difference decreases from Year 4 onwards in 2020.
- The majority of students participating in extension Mathematics feel challenged, however further investigation is warranted with those not feeling challenged.

Our achievements for this priority

Review of Maths programs

- Using the lens of the HITS, staff reviewed maths programs and resources to determine a way forward in 2021
- Reviewed and reflected on current Maths pedagogy across the school
- Reviewed practice around differentiation and meeting the needs of high performing students

Intervention

- Intervention included an additional 225 mins per week in extension and 585 mins per week in support (in class and small groups) for terms 3 and 4
- One strategy for support and extension which was prompted by remote learning was filming Maths instructional videos for students to access as needed. A trial was conducted during Term 3 with Year 3. Results showed that students accessed videos regularly to support their learning and confidence levels increased due to their ability to independently seek support through the videos.

Challenges we will address in our next Action Plan

- Ensuring consistency of practice across the school while we are moving away from a specific structured program. This includes meeting the needs of high performing students and differentiation across the school.
- Creation of a Maths PLT that will review and reflect on performance data, leading best pedagogical practice across the school with a focus on differentiation.
- Opportunities for professional learning to develop teacher efficacy.
- Ensuring intervention (support and extension) is targeted and timely.

Priority 3: Strengthen culture of learning to reflect a strong commitment to excellence and academic rigour

Targets or measures

By the end of 2023 we will achieve:

- By 2023, we will have a preschool ACECQA rating of exceeding/excellent in QA1
- During the period of 2021-2023 40% of students in Year 2, 59% of students in Year 4 and 67% of students in Year 6 are achieving above standard in English, Mathematics and Science (those receiving an A or B grade)
- During the period of 2021-2023 an increase of parents and to maintain or increase teachers' and students' satisfaction with the education students are receiving
- During the period 2020-2023, an increase of parents have a favourable response to the statement 'I am satisfied the school has high expectations in all that it does'
- During the period 2019-2023 classroom teachers are participating in coaching to use effective pedagogical practices as articulated in the Hawker School Coaching & Mentoring Model
- During the period 2021-2023 all classroom teachers will have participated in coaching to use data to inform their practice

In 2020 we implemented this priority through the following strategies.

- Developed staff capacity to ensure consistency of planning and practice
- Build a pedagogical framework which clearly outlines agreed expectations

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, we will have a preschool ACECQA rating of exceeding/excellent in QA1	Exceeding rating	N/A	N/A			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
During the period 2019-2023 classroom teachers are participating in coaching to use effective pedagogical practices as articulated in the Hawker School Coaching & Mentoring Model.	N/A	100%	N/A			

What this evidence tells us

- The evidence tells us we need to continue our journey to embed a coaching and mentoring model which meets the needs of the staff at Hawker School.
- The preschool continues to embed best practice in preparation for the review and rating process.

Our achievements for this priority

Pedagogical Framework

- Executive staff worked with Education Directorate staff on the development of the Enabling Pedagogies Framework.
- Executive staff reviewed various pedagogical frameworks.
- Executive staff reviewed and reflected on the existing Hawker pedagogical framework.

Collective Teacher Efficacy (PLTs, Coaching and Mentoring, Professional Learning)

- All staff participated in professional discussions around evolving PLTs, Coaching and Mentoring and Professional Learning at Hawker School.
- Staff reviewed Hawker School on the Professional Learning Communities Maturity Matrix.
- Staff reviewed several descriptions of PLTs. This work will continue in 2021.

Challenges we will address in our next Action Plan

- Establishing an agreed model of coaching and mentoring 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 report progress and achievements either within their QIP or in the section below.

- QIP reflected upon, updated and new actions identified.

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