

# Hawker Primary School

Network: Belconnen

## School Improvement Plan 2024-2028



## The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's [Future of Education](#) and [Set up for Success](#) strategies alongside system-level and school-based analysis of [Multiple Sources of Evidence \(MSoE\)](#). Analysis of MSoE is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle, providing valuable opportunities for self-reflection, planning and improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. The findings and recommendations of the Review in conjunction with school performance and perception data support the development of the annual Action Plan. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation:

Analysis ⇒ Priorities ⇒ Strategies ⇒ Actions ⇒ Impact (for students)

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families, and students.

## Our school's improvement agenda positioned within the Directorate's Vision, Mission, and Values

### Vision

Directorate's vision: Every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals.

School's vision:

The underpinning philosophy of the school embraces the loaves and the hyacinths principle in education:

*'If thou of fortune be bereft and of thine earthly store hath left, two loaves sell one and with the dole buy hyacinths to feed the soul.'*

The loaves are about the core foundation skills: literacy and numeracy and the skills involved in learning. The hyacinths are about passion areas, creativity, curiosity and confidence. They are about happiness and responding to the joy of being alive.

At Hawker we strive to offer a strong academic program in addition to providing a wide range of opportunities to assist students in discovering their passions and talents.

### Mission

Directorate's mission: We lead and deliver excellent, inclusive and equitable education where all are safe, valued and able to flourish.

School's mission:

At Hawker School we promote academic excellence by nurturing our students' capacity to be actively engaged in an enriched learning environment with the expectation that all students do their best and strive to reach their potential. Through the establishment of quality relationships,

collaboration, teamwork and resilience, our students become connected to their learning environment. This allows for the development of a culture of peace and social harmony in which each child feels valued and acknowledged in our school community. At Hawker School we encourage our students to be critical, divergent and creative thinkers. This is underpinned by providing diverse opportunities and differentiated learning activities. Our purpose is to develop strong foundations in English and Mathematics, explore the creative arts, develop life skills in fitness and sport, as well as equip students for their future in technology.

## Values

Directorate's values:      The way we work is underpinned by the ACT Public Service values of Respect, Integrity, Collaboration, and Innovation.

School's values:

The School values are based on SCARF.

Support

Cooperation

Acceptance

Respect

Friendliness

These values are explicitly taught each year through a range of ways including posters, videos, role plays, explanations and visual displays. The SCARF Values provide the basis for school expectations for all members of the Hawker School community.

## Education Directorate's *Future of Education* and *Set up for Success* Strategies

The *Future of Education* and *Set up for Success* Strategies outline the plan for education and care from birth to 18 years for all children and young people in the ACT. These two strategies are based on four foundations:

1. A fair start for every child, Students at the centre
2. Valuing educators, values children, Empowered learning professionals
3. Every child has a story, Strong communities for learning
4. Working together for children, Systems supporting learning

These foundations emphasise the importance of focusing on individual needs within a coordinated and collaborative context, supported by strong educators, community partners and families, and a service design approach.

## Multiple Sources of Evidence

Evidence informing this School Improvement Plan includes:

- Findings and recommendations from School Review
- Analysis of system and school-based student learning data
- Analysis of perception data
- Consideration of school programs and processes
- Preschool setting - Quality Ratings from assessment against the National Quality Framework. The Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.

## Our improvement priorities

### Priority 1: To increase student growth in writing

*The statement below details our vision for how this priority will change the experience of school for our students.*

#### Targets/Measures to be achieved by 2028

##### *Student learning data*

- Students will be confident and independent writers
- Students will benefit from increased teacher efficacy which will be built through Professional Learning Teams, coaching, differentiated professional learning and feedback on practice.
- Students will transfer their knowledge of spelling to their writing.
- Student writing will be enhanced through a clear and concise focus on the editing process.
- Students will benefit from relevant, timely and targeted feedback in writing and spelling

##### *Student learning data*

**Target or measure:** Increase the percentage of students in the 'strong' and 'exceeding' proficiency levels in writing

**Source:** NAPLAN writing data

**Starting point:** The 2023 percentage of students in the 'strong' and 'exceeding' proficiency levels in writing is Year 3 - 74% Year 5 - 81%

**Target or measure:** Increase percentage of students sitting at expected year level or above in writing.

**Source:** Literacy progressions taken from Australian Curriculum V9.0

**Starting point:** early 2024 baseline data will be gathered to ascertain percentage of students sitting at or above expected year level

**Target or measure:** Increase percentage of students Years 2-6 with a stanine of 7, 8 and 9

**Source:** PAT Spelling

**Starting point:** \*\* 2023 data being calculated

##### *Perception data*

**Target or measure:** Increase the percentage of students who respond with 'agree/strongly agree' in relation to the statement 'Teachers give useful feedback'

**Source:** School Satisfaction and Climate Survey - Students

**Starting point:** 73.2% (calculated by averaging 2021, 2022, 2023)

**Target or measure:** Increase the percentage of teachers who respond with 'agree/strongly agree' in relation to the statement 'Staff get quality feedback on their performance'

**Source:** School Satisfaction and Climate Survey - Staff

**Starting point:** 74.9% (calculated by averaging 2021, 2022, 2023)

### *School program and process data*

**Target or measure:** 90% of staff will consistently demonstrate the teaching of spelling within context across key learning areas.

**Source:** Classroom observations

**Starting point:** Baseline to be determined in 2024

**Target or measure:** Average increase from *embedding* to *excelling* in “building practice excellence” and “curriculum planning and assessment”.

**Source:** Self-evaluation against the Education Directorate Professional Learning Community maturity matrix

**Starting point:** Baseline to be determined in 2024

## Priority 2: To increase student growth in Mathematics

The statement below details our vision for how this priority will change the experience of school for our students.

- Students will view themselves as confident and independent mathematicians
- A differentiated approach to teaching mathematics will ensure students are appropriately challenged and extended
- Students will benefit from increased teacher confidence and skills in analysing data sets to target teaching and monitor student growth
- Mathematics lessons that are focused on language, a hands-on approach and provide real world connections will enhance student engagement
- Increased teacher efficacy through the sharing of knowledge within Professional Learning Teams, coaching, feedback and differentiated professional learning will ensure consistent practice to progress student outcomes.

### Targets/Measures to be achieved by 2028

#### Student learning data

**Target or measure:** Increase the percentage of students in the 'strong' and 'exceeding' proficiency levels in numeracy

**Source:** NAPLAN numeracy data

**Starting point:** The 2023 percentage of students in the 'strong' and 'exceeding' proficiency levels in numeracy is Year 3 - 69% Year 5 - 71%

**Target or measure:** Increase the percentage of students Years 1-6 with a stanine of 7, 8 and 9

**Source:** PAT Maths

**Starting point:** 2023 data being calculated

**Target or measure:** Increase the percentage of kindergarten students achieving *expected or high growth* in mathematics in BASE.

**Source:** BASE

**Starting point:** 2023 data being calculated

**Target or measure:** Increase the percentage of students achieving *expected or high growth* in mathematics from BASE to Year 3 NAPLAN Numeracy.

**Source:** BASE to NAPLAN comparative data provided by ACT Education directorate

**Starting point:** 2023 Year 3 student BASE to NAPLAN Numeracy results has 86% in *expected or high growth*

#### Perception data

**Target or measure:** Increase the percentage of parents who respond with 'agree/strongly agree' in relation to the statement 'My child's learning needs are being met at this school'

**Source:** School Satisfaction and Climate survey-parents

**Starting point:** 87.3% (calculated by averaging 2020, 2021, 2023)

#### School program and process data

**Target or measure:** Average increase from *embedding* to *excelling* in building "data used to focus and drive collaborative improvement and evaluate impact on learning"

**Source:** Self-evaluation against the Education Directorate Professional Learning Community maturity

matrix

**Starting point:** Baseline to be determined in 2024

## Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

### Principal

Name: Alison Reid

Date: 24 November 2023

### Director School Improvement

Name: Sam Seton

Date: 24 November 2023

### Board Chair

Name: Sharon Smith

Date: 23 November 2023