HAWKER COLLEGE
Belconnen Network

Strategic Plan 2016 - 2020 (Revised)

Endorsement by School Principal
Name: Andy Mison

Signed _____ Date: 17 March 2017

Endorsement by School Board Chair
Name: Peter Jones

Signed _____ Date: 17 March 2017

Endorsement by Director School Improvement
Name: Stephen Gwilliam

Signed _____ Date: 20 March 2017

HAWKER COLLEGE
Engage | Inspire | Achieve

VISION

As a community of learning we **engage** and **inspire** each other to **achieve** our potential.

MISSION

Hawker College is dedicated to providing high quality academic, vocational and social programs that improve learning outcomes for all students and enable them to successfully realise their individual potential and future pathways.

VALUES

Honesty, Excellence, Fairness and Respect
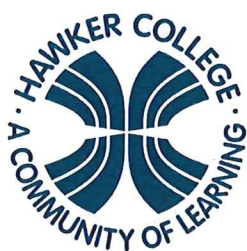
Hawker College Strategic Plan 2016-2020 Belconnen Network

Strategic Priority 1: Build and promote an engaging and inspiring school community working to improve learning and wellbeing outcomes for all students.

Targets:

1.1 An engaged and inspired school community focussed on learning and wellbeing for all.
1.2 A growing enrolment trajectory.
1.3 High levels of student, staff and parental satisfaction with the college.

Outcomes to be achieved by the end of 2020:

1.1 80% of system survey respondents indicate awareness of college vision and mission
1.2 Surpass annual baseline enrolment projections by 2%
1.3 System Survey reflects high levels of student, staff and parental satisfaction with the college.

	Key Improvement Strategies	Key Performance Indicators
1.1	**Hawker College vision & mission with explicit student improvement targets communicated and implemented within the school and community.**	Hawker Colleges' core objective to improve learning outcomes for students is evident in TPD Plans, feedback and coaching conversations, students and parents reflect awareness in system surveys.
1.2	**Develop and implement strategies to promote Hawker College in the community and foster connections with network schools and institutions.**	A greater proportion of PEA student enrolments at Hawker College.
1.3	**Continue to foster student, staff and parental empowerment, connection, and satisfaction with the College through an inclusive, collaborative and respectful school culture that promotes learning.**	High levels of student, staff and parental satisfaction with and connection to the college as evidenced by system survey

Strategic Priority 2: Develop systematic approaches for collecting, analysing and using a range of summative and formative data to monitor school improvement and identify gaps in student achievement and wellbeing.

Targets:

2.1   Implementation of a "student profile data" system

2.2   Student profile data is routinely used throughout the school to monitor school improvement and identify gaps in student achievement and wellbeing.

2.3   Teachers routinely use formative and summative data on student achievement as evidence of successful teaching.

Outcomes to be achieved by the end of 2020:

2.1   80% of teachers demonstrate routine pedagogical use of student profile data system

2.2   90% of attending students' progress is individually tracked and quantifiable

2.3   80% of teachers TPD plans refer to student profile data as a KPI

	Key Improvement Strategies	Key Performance Indicators
2.1	The school develops and implements a simple and accessible Student Profile Data system gathering various consistent data sources.	All teachers and executive access and use student profile data as the basis for planning, teaching and evaluating differentiated programs to improve student outcomes.
2.2	Teaching teams, faculties and executive regularly plan, implement and evaluate teaching and learning strategies using student profile data as a diagnostic tool.	Evidence of effective use of student profile data in planning, teaching and evaluating differentiated programs through regular coaching/mentoring conversations, TPD, and growth trends in student GPAs.
2.3	Schoolwide implementation of Google Classrooms and use of a range of formative assessment tools.	Each class/unit has a functional presence on Google Classrooms, and teachers demonstrate evidence of the use of a variety of formative assessment tools.

Strategic Priority 3: Implement differentiated and effective evidence-based teaching and learning practices to support a collaborative and reflective school culture focussed on improving student outcomes.

Targets:

3.1 Effective and evidence based classroom teaching and learning practices that ensure every student is engaged, challenged and learning successfully.

3.2 Effective and strategically targeted whole school approaches that ensure every student is engaged, challenged and learning successfully.

3.3 Routinely construct engaging and authentic learning experiences that are collaborative and support cross-curricular skills and attributes such as literacy and numeracy, digital literacy, creative and critical thinking, interpersonal capability, ethical behaviour and resilience.

Outcomes to be achieved by the end of 2020:

3.1 2.5% demonstrated improvement in mean GPA for each cohort

3.1.1 4% increase in mean attendance from 2016 baseline 87% to 91%

3.2 4% increase in Year 12 completions as a % of cohort from 2016 baseline 83% to 87%

3.3 8% increase in VET Certifications as a % of cohort from 2016 baseline 18% to 26%

3.3.1 8% increase in ASBA/WEX as a % of cohort from 2016 baseline 15% to 23%

Key Improvement Strategies		Key Performance Indicators
3.1	Prioritise collaborative, practical and aligned professional learning that supports differentiated teaching and effective pedagogical practices, including digital pedagogies.	• Teacher's TPD, TQI records and coaching conversations reflect and align accordingly;
3.2	Develop targeted strategies to optimise outcomes for all students – How can we improve outcomes for all students? What are we doing for students who aren't improving?	• Improvements in mean ATAR, attendance, Year 12 completions, increased ASBA/WEX placements; Positive exit outcome data – i.e. employment, further study.
3.3	Develop strategic and innovative curriculum programs that provide opportunities for teachers and students to collaborate and extend their learning through enterprise and authenticity.	• Improvements in mean ATAR, attendance, Year 12 completions, increased ASBA/WEX placements; Increased student, staff and parental satisfaction with and connection to the college.