

# Hawker School

## Annual Action Plan Report 2017

### Context

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Hawker School is part of the Belconnen cluster which incorporates Hawker School, Weetangera Primary School, Florey Primary School, Southern Cross Early Childhood School, Belconnen High School and Hawker College.

Hawker has a diverse student population and an active parent community. The open plan design of the school makes it a beautiful and unique learning environment with the library at the centre leading into spacious class units.

The core values of Hawker: support, cooperation, acceptance, respect and friendliness permeate student, staff and community relationships. The values both protect and teach students the skills and attitudes they need for life as active citizens in local and global communities. They assist in providing a secure, caring and stimulating learning and working environment which is inclusive, values excellence and is responsive to the community.

The school curriculum offers a strong academic focus as well as a focus on creative and performing arts and sport. Other features of our programs include, French, ICT and our widely acclaimed Environment Education Program.

In 2017, strong demand for student places at Hawker School continued resulting in the school being at capacity.

The Hawker community is diverse with students from 21 countries. Approximately 30% of students at Hawker have English as Additional Language or Dialect (EALD)

### Methodology

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During 2017 implementation of the Annual Action Plan included regular reviews of progress by the staff and the School Board. Team Leaders worked with teaching teams to ensure their work aligned to the priorities articulated in the Annual Action Plan. The School Board was regularly updated on the school's progress and worked with the school principal to ensure the broader school community were kept informed.

Progress of the Annual Action Plan was a regular focus at executive meetings. The team discussed the best way to support staff to achieve targets and outcomes and worked collaboratively to progress the Annual Action Plan. This included discussing performance and perception data and target attainment and planning professional learning for staff.

Key improvement strategies and specific actions were monitored on a termly basis. The National School Improvement Tool was used as a reflective way to evaluate school progress. The emphasis for staff was Domain 7 *Differentiated teaching and learning* and Domain 1 *Effective pedagogical practices*. These Domains were chosen as a focus as they most closely aligned to the Annual Action Plan. The tool was used to reflect on current practices and plan for progression.

# Evaluation of Performance

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## Priority

### Improve student learning outcomes

### Outcomes to be achieved

Within the 'Improve Student learning outcomes' the following outcomes were identified:

- Improve learning in English and Mathematics
- Preschool continues to be a preschool of high quality
- Daily differentiation across the school
- Attain ETD NAPLAN Performance Targets:  
Year 3 – Reading 470 (+ or – 26), Numeracy 434 (+ or – 20)  
Year 5 – Reading 522 (+ or – 22), Numeracy 514 (+ or – 18)

## Targets

The following targets were outlined in the 2017 Annual Action Plan:

- Percentage of students performing in the top two bands of NAPLAN in Reading, Writing and Numeracy
- Percentage of students achieving above the National Minimal Standard in NAPLAN
- Percentage of students achieving benchmark in PM reading benchmarks

## Progress

Within the priority of *Improve Student Learning Outcomes* three key improvement strategies were identified.

- Use of curriculum differentiation and enrichment opportunities for optimum student learning
- Consolidate an expert teaching team through coaching and mentoring in Literacy and Numeracy
- Embed the Early Years Learning Framework as the foundation Preschool program

Throughout the year the Executive Team has led the implementation of these Key Improvement Strategies, ensuring progress of the Annual Action Plan. Outlined below are statements addressing the achievements in each of these areas.

### **Use of curriculum differentiation and enrichment opportunities for optimum student learning**

This year effective differentiation and teaching to the point of need has been a focus for teachers. Throughout the year teachers have participated in school based professional learning with regular follow up at staff and team meetings.

Teachers have been supported with professional readings, workshops and discussions during both team and staff meetings. This has included regular sharing by teachers around effective strategies they are utilising to support differentiation.

In term 3 the staff used the National School Improvement Tool to assist this process. Using domain 7 'Differentiated teaching and learning' staff mapped current practices and planned for continued growth and development of pedagogy and practice.

In 2017, additional extension and enrichment opportunities for students have included participation in GATEWAYS (Mathematics, English, Science and Humanities), the Maths Olympiad and problem solving groups with students with similar abilities.

Learning support at Hawker is a multi-faceted approach which includes in class support, small group withdrawal and individualised learning programs. Learning support teachers utilise MiniLit and MacqLit as a tiered literacy intervention. The learning support team work in close consultation with classroom teachers and parents to provide enrichment, extension and targeted learning support.

BEE Spelling is the core spelling program across the school. The program focuses on differentiation and targeted groups. This ensures students are taught at their point of need. The other key component is the vertical alignment of spelling across the school.

The junior team consolidated their use of the Letters and Sounds program following professional learning workshops. This further supported differentiation in literacy programs.

Spelling will be a focus for Hawker in 2018 with an emphasis on inducting new staff and the revisiting of BEE spelling to ensure consistency across the school. A review of spelling practices and student achievement across the school will include exploring additional strategies and resources to guide the teaching of spelling.

EnVision Maths continues to be used as the basis for Mathematics teaching K-6. This ensures vertical alignment of the curriculum and provides excellent opportunities for differentiation, higher order thinking and problem solving allowing students to successfully access the curriculum at their point of need.

The program provides scaffolding to those who require support and extension and enrichment for students who have already consolidated their understanding in a particular area. The program is explicitly linked to the Australian Curriculum.

Teachers were actively involved in professional learning throughout the year to ensure continued capacity building. Teachers were encouraged to visit colleagues and discuss best practice. Staff and team meetings were utilised as opportunities for professional discussion, reflection and sharing of best practice.

In addition to this the following actions were also implemented:

- Regular opportunities for staff to visit and observe other teacher's practice
- Continued use of regular 'spotlight' focus to build staff capacity in curriculum differentiation
- Continued differentiation between the classes in each year level
- Trial and implementation of other delivery and management options for the Hawker School Environment Program

- Expanded a enrichment and passion opportunities

### **Consolidate an expert teaching team through coaching and mentoring in Literacy and Numeracy**

Coaching and mentoring continues to be a focus for building teacher capacity with a comprehensive and individualised approach in place. This included whole staff training and professional learning, visits to classrooms of colleagues to identify effective teaching practices, working in close consultation with the literacy coach who provided written feedback to individual teachers and scaffolded plans for building teacher capacity.

In 2018 there will be an increased emphasis on extending the current numeracy coaching model.

School based professional learning is closely aligned to the coaching and mentoring model and is targeted to the needs of the staff.

In term 4 teachers used the National School Improvement Tool to reflect on domain 1 'Effective pedagogical practices'. This information will be used to further develop the coaching and mentoring model in 2018. Information gathered using the staff expertise register will also assist in identifying areas where teachers are seeking support and areas where they feel they have capacity to provide support to colleagues.

In addition to this the following actions were also implemented:

- Consolidation of the 'Letters and Sounds' program in Kindergarten, Year 1 and Year 2
- Professional learning on enVision Maths
- Continued coaching support for literacy and numeracy across the school K - 6
- MiniLit and MacqLit for tier 2 intervention programs
- Updating and implementing staff register of expertise

### **Embed the Early Years Learning Framework as the foundation Preschool program**

Hawker preschool was rated in 2016 as 'exceeding national quality standard'. In 2017 the preschool staff consolidated those programs and practices.

There are strong links between the preschool and the primary school with the preschool classes regularly visiting the primary school for library and music. The knowledge of the specialist teachers enriches the preschool program and supports transition.

In 2017 the preschool team worked closely with the literacy coach to introduce *Letters and Sounds* Phase One. This met the needs of the particular cohort of students allowing for enrichment opportunities. The preschool continued to implement the NQS self-assessment tool to identify areas of strength and those requiring further development. The main focus for the preschool this year has been to further consolidate learning stories and consistency with programming including effectively communicating this with families.

In addition to this the following actions were also implemented:

- Professional learning for P-2 staff on 'Letters and Sounds' program

- Continued use of the NQS tool to identify areas for future improvement of the preschool
- Further refinement of planning and program documents to reflect implementation of EYLF
- Recording of preschool observations consistently and linking these with both program and planning documents
- Introducing Letters and Sounds Phase 1 in the Preschool

In 2017, Hawker School met all but one of its set targets.

The Hawker School *NAPLAN Mean Scores Table* shows Hawker School's NAPLAN mean scores in each of the five tests and compares them against the mean scores for ACT. The table shows that Hawker performs better than the state in nine out of the ten tests.

In Year 3 the Hawker mean scores are significantly higher than the mean scores for ACT in all five areas. In Year 5 the Hawker mean scores are again significantly higher than those of the state in Reading, Writing, Grammar and Punctuation and Numeracy. In Spelling the school mean score was 4.9 mean points below that of the state.

Hawker School's NAPLAN results show that the school is performing strongly across all five domains.

#### **Attain Education Directorate Performance Targets**

The ACT Education Directorate provided Hawker School with a year 3 NAPLAN reading target of 470 (+/- 26) and a year 5 target of 522 (+/-22). Hawker school's mean score in year 3 reading of 479.1 **exceeded the school target by 9.1 points**. Hawker School's mean score in year 5 reading of 564.8 **exceeded the school target by 42.8 points**.

The ACT Education Directorate provided Hawker School with a year 3 NAPLAN numeracy target of 434 (+/-20) and a year 5 target of 514 (+/- 18). Hawker schools mean score year 3 numeracy of 443.1 **exceeds the school target by 9.1 points**. Hawker School's mean score in year 5 numeracy of 531.8 **exceeds the school target by 17.8 points**.

**Table: Hawker School 2017 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	479.1	446.1	564.8	520.9
Writing	438.5	415.9	499.8	480.1
Spelling	432.5	414.4	494	498.9
Grammar & Punctuation	471	445.7	543.9	508.4
Numeracy	443.1	419.4	531.8	498.8

Source: Performance and Planning December 2017

**Table: Hawker School 2017 NAPLAN percentage of students in the top two bands**

Test Domain	Year 3 School	Year 5 School
Reading	62%	78%
Writing	65%	26%
Numeracy	60%	49%

Source: Performance and Planning December 2017

Hawker School listed an aspirational key performance indicator as 35% of students in the top two bands for Reading, Writing and Numeracy. This was achieved for both Year 3 and Year 5 for all Domains except for Year 5 writing. In this domain 26% of students were in the top two bands.

**Table: Hawker School 2017 NAPLAN percentage of students above National Minimum Standard**

Test Domain	Year 3 School	Year 5 School
Reading	100%	100%
Writing	100%	98%
Spelling	100%	100%
Grammar & Punctuation	98%	100%
Numeracy	100%	98%

Source: Performance and Planning December 2017

Hawker listed a key performance indicator as 90% of students achieving above the National Minimum Standard in NAPLAN. Hawker surpassed this target with almost 100% of students exceeding National Minimum Standard in each of the five domains.

**Table: PM Reading Benchmark Data Kindergarten – Year 6**

Year Level	Percentage of students at or above benchmark
Kindergarten	87.5%
Year 1	85%
Year 2	93%
Year 3	89%
Year 4	97.5%
Year 5	88%
Year 6	90%
Total K-6	90%

Source: Hawker Data Tracker 2017

Hawker identified the following key performance indicator: 90% of students reading at or above benchmark. In 2017 90% of students were reading at or above benchmark. The table above indicates the performance of students Kinder to Year 6.

### PIPs Data

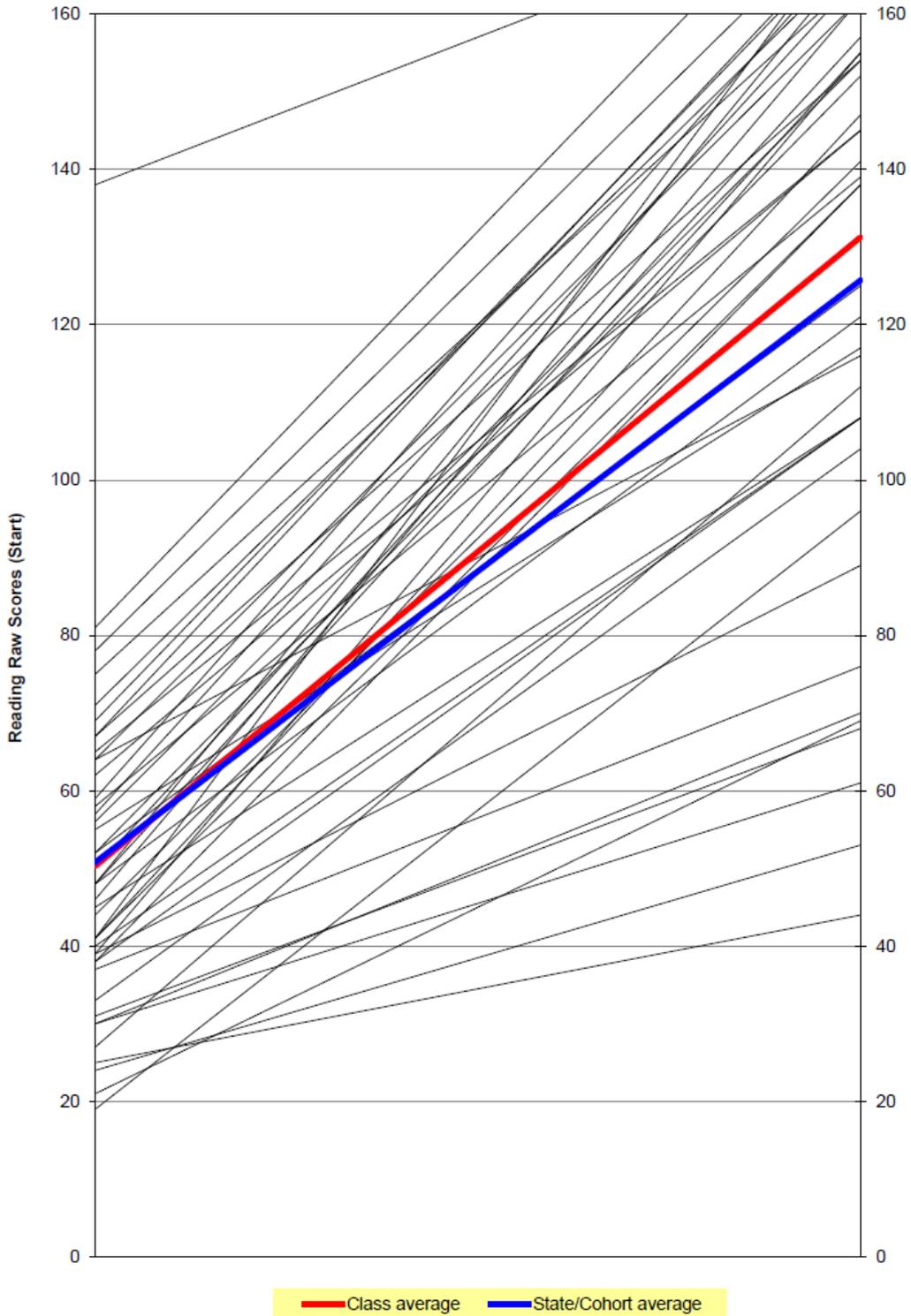
As seen in the following graphs, Kindergarten students at Hawker performed well in PIPS testing. In Reading, Hawker students began the school year slightly below the state average and finished significantly above the state average. In Mathematics, Hawker students began significantly above the state average and finished significantly above. The gap between the school and the state decreased slightly.

End of  
2017  
PIPS

School: 1800029  
Whole School



Subject: Reading



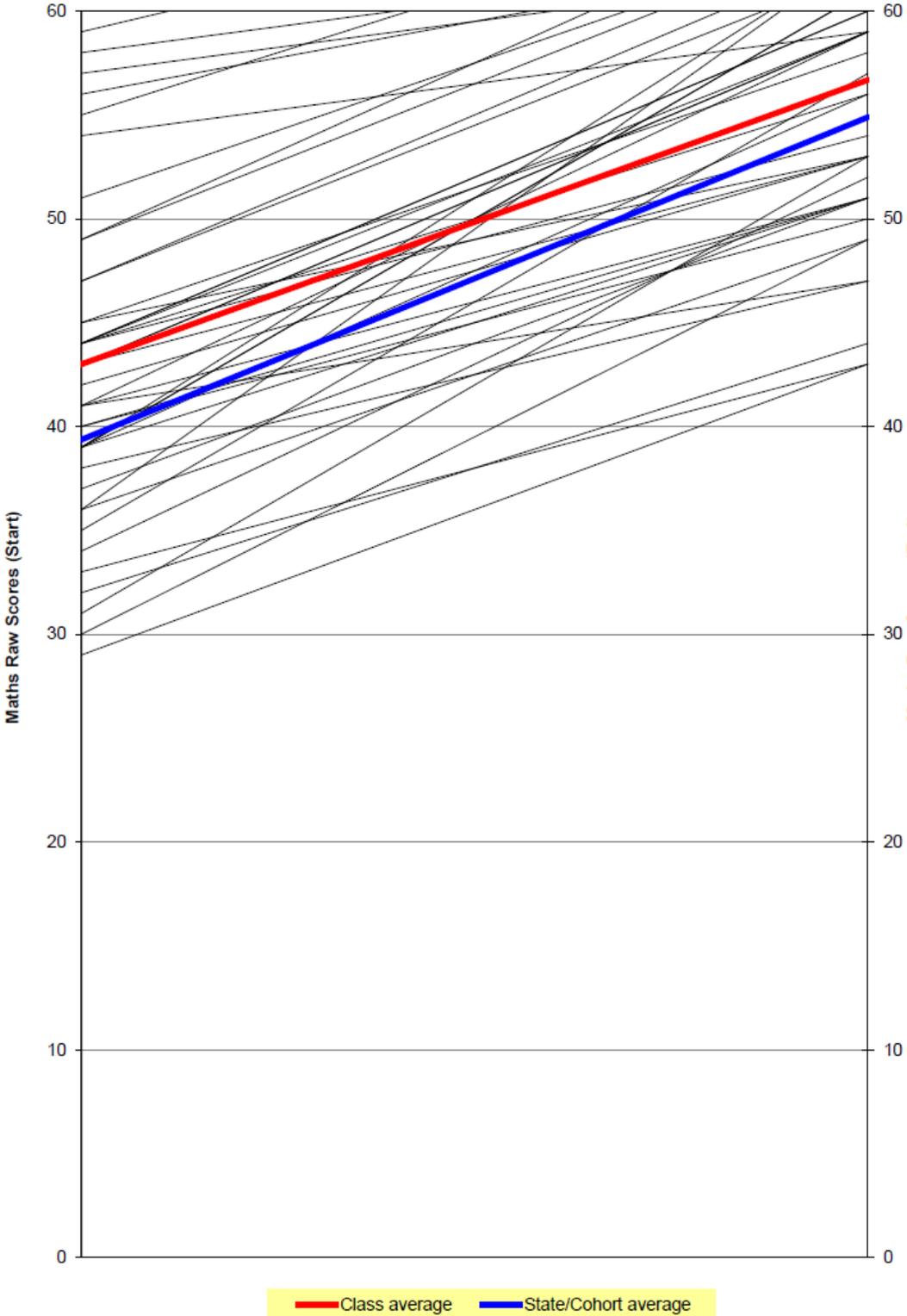
31/10/2017

End of  
2017  
PISA

School: 1800029  
Whole School



Subject: Maths



## Other Performance Data

### ICAS Competition Results

Students in years 3-6 are given the opportunity to showcase their skills in Mathematics and English by participating in ICAS competitions. Hawker students performed well in 2017 as seen in the table below.

	High Distinction	Distinction	Credit	Merit	Participation
English	1	4	16	3	19
Mathematics	1	8	7	3	23

## Priority

### Enhance the positive school culture

#### Outcomes to be achieved

Continued focus on building staff capacity, teacher collaboration and teamwork

#### Targets

Percentage of staff who believe that 'staff are offered programs to develop their teaching and skill'  
Percentage of students participating in leadership or extracurricular activities

## Progress

Within the priority of *Enhance the positive school culture* the key improvement strategy was identified as:

- Deliver quality professional learning that develops staff capacity

### **Deliver quality professional learning that develops staff capacity**

The school leadership team planned and implemented a series of workshops on the effective use of individualised interventions within the classroom.

A key component of this was to develop the skills of Learning Support Assistants (LSAs) throughout the school. LSAs and teachers participated in a series of professional learning aimed to build their capacity to provide in class support to students with specific needs including autism, ADHD and language disorders.

Teachers also participated in professional learning on the effective use of LSAs within the classroom with a specific focus on LSAs providing timely and targeted support for students. Teachers' professional learning extended to the effective writing and implementation of Individual Learning Plans. In addition to this, the learning support team met with individual teachers to develop programs targeting the needs of students with ASD. This work included the writing of ILPs and the effective use of LSAs within the classroom. As a result teachers, LSAs and support staff worked closely together to ensure the specific needs of students were met. In 2017 30 Individual Learning Plans were implemented.

Professional learning on specific classroom practices for gifted and talented students included effective identification, adjustments for complexity of content, and compacting the curriculum to ensure appropriate pace of learning.

A significant portion of the professional learning was dedicated to the complexities of teaching gifted and talented students within the mainstream class and ensuring students were challenged and learning at their point of need. Assessment strategies that allowed students to show their depth of understanding were also discussed and reviewed.

This information was revisited during staff and team meetings with regular professional discussions and relevant readings.

Classroom practices for students with ADHD included capacity building for teachers in the areas of:

- Inattention;
- Impulsivity; and
- Hyperactivity.

Teachers identified the impact of these behaviours within the classroom context and the effect on academic progress and executive functioning. They then identified effective intervention strategies to assist with working memory and self-regulation. The effectiveness of these strategies were reflected upon during both team and staff meetings.

The learning support team worked with individual teachers to provide support and strategies for students with autism spectrum behaviours. Professional learning for teachers and LSAs on the specific needs of students on the autism spectrum will be a continued focus in 2018.

Professional learning for EnVision Maths was team based. Teams of teachers discussed the implementation of the EnVision program to ensure consistency across year levels and vertical alignment across the school. At the end of 2017 a survey was conducted to assess the needs of staff in order to plan for further professional learning and capacity building of staff in 2018.

In the 2017 satisfaction survey 92% of staff indicated a favourable response when responding to the statement - '*staff are offered programs to develop their teaching and skill*'. This result was 7% above the key performance indicator of 85%.

In 2017 all students were given opportunities to participate in leadership and/or extracurricular activities. These opportunities included:

- Student Representative Council
- Sustainability Leaders
- House Captains
- Buddy Program
- Assembly presenters and performers
- Opportunities to perform to an audience in the areas of dance, drama and music
- Choir participation and performance
- Band participation and performance
- Representative Sporting Teams – touch football, cricket, swimming, athletics, cross country
- School Camps Year 3-6
- Excursions P-6
- Walkathon P-6
- Circus Program Year 6

## Priority

### Implement the Australian Curriculum

## Outcomes to be achieved

Early Years Learning Framework successfully implemented in the preschool  
Whole school approach to curriculum planning and documentation  
Purposeful feedback to improve learning

## Targets

Percentage of staff using consistent curriculum planning documents for the Australian Curriculum or Early Years Learning Framework  
Percentage of staff using formative assessment practices

## Progress

Within the priority *implement the Australian Curriculum* the following key improvement strategies were identified:

- Ongoing capacity building and professional learning on formative assessment and high impact visible learning strategies
- Further develop whole school curriculum planning and tracking implementation

In addition to this team meetings focused on:

- **The use of WALT and WILF within classrooms** – to explicitly outline to students expectations and provide scaffolding for self-reflection.
- **Visible learning strategies** – including success criteria and descriptive feedback.
- **Differentiated assessment tasks** – adjustments to format, style, informal and formal assessments with an emphasis on effective measurement of student progress and growth.
- **Collaborative Planning** – use of school based planning templates. Each term teaching teams meet with the literacy coordinator during a dedicated planning day to ensure consistency across the school. School planning documents were reviewed and refined by the learning support team and presented to staff.
- **Mapping the Australian Curriculum in the area of HASS K- 2** - Initial discussions and workshops provided a sound basis for further refinement in 2018.

The result of this work is 100% of teachers are planning using school based planning templates.

These templates have ensured consistency and alignment to the Australian Curriculum. Professional discussions and classroom visits indicate 96% of staff are using formative assessment practices to give feedback to their students.