Hawker College

Network: Belconnen

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 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 2021 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

- Consolidating a school-wide curriculum plan, including comprehensive Programs of Learning underpinned by a guaranteed and viable curriculum, and PLT program focussed on learning progress for every student.
- Strengthening the range of student services and supports to enable successful transitions and pathways.

Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

- Consolidating a school-wide curriculum plan, including comprehensive Programs of Learning underpinned by a guaranteed and viable curriculum, and PLT program focussed on learning progress for every student.
- School Leaders (C), as instructional leaders, facilitate and lead high quality pedagogical practice in classrooms, with targeted resources for this.
- Strengthening the range of student services and supports to enable successful transitions and pathways.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

- Cross-faculty "College Teams" to support learning progress for every student.
- Implementing a range of collaborative and innovative education programs that provide learning opportunities for the broad range of students in our learning community.
- Consolidation of the use of the Participation and Engagement Tool (PAE) to measure student participation in their learning.

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Reporting against our priorities

Priority 1:   All students master the essential skills and knowledge of their learning program.

Targets or measures

By the end of 2021 we will achieve:

- Growth in mean Year 12 AST result from 1st trial baseline to final cohort result
- Reduction in V Grades from Year 11 Semester 1 to Year 12 Semester 2 for each cohort
- Growth in proportion of Strong responses for Academic Emphasis
- Maintain median ATAR at 80 +/- 2%

In 2021 we implemented this priority through the following strategies:

- Continued to build a consistent and rigorous, results-oriented professional learning community with PLTs focusing on the 4 critical questions for PLTs as articulated by DuFour et al.
- Cross-faculty teams working on whole school priorities and building capacity including Practice, Honours, Assessment, Cultural Integrity, Wellbeing and New Educators.
- Building the capacity of School Leaders (C) as instructional leaders.
- Regular use of formative assessment to monitor learning progress for every student
- Incorporated explicit focus on critical thinking into all Programs of Learning.
- Consolidated and refined methodologies for learning intentions, providing feedback and unit evaluations.

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	2020	2021	2022	2023	2024	2025
Mean AST	146.8	148.8				

Targets or Measures AST 2021	Task Statistic	Multiple Choice /80	Short Response /80	Writing task /100
	1st trial result	42.6	58.3	57.5
	2nd trial result	48.9	Did not occur due to lockdown	64.0
	% Change	+14.8		+11.3

Targets or Measures Reduction in V grades 2020-2021 cohort	2020		2021		2022		2023		2024		2025	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
	121	64	76	93								
	4.4% drop from S1 to S2		2.5% increase from S1 to S2									
	5.28% drop from 2020S1 to 2021S2											

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Targets or Measures	Base 2020	2021	2022	2023	2024	2025
Median ATAR	75.4	78.15				

Perception Data

Targets or Measures	2020 Baseline	2021	2022	2023	2024	2025
Strong response for students' Academic Emphasis	76.5%	79.4%				

What this evidence tells us

The evidence shows continuing improvement in academic achievement and certification outcomes, despite disruptions as a result of COVID19. This included an improvement in the mean AST result which was reassuring considering the extent to which AST preparation was interrupted and the uncertainty around the final exams. Data for Trial 1 and 2 has been included for each component of the AST exam to capture the improvement in each component. Not all components are completed at each trial, so the overall mean has been included as well. Even though there was a reduction in V grades from semester 1 2020 to semester 2 2021, there was an increase in semester 2 2021. This could possibly be explained by the large proportion of time off campus and students finding it challenging to remain engaged and connected to their learning. This evidence indicates that reducing V grades, and therefore an increase in students achieving a grade for their units, should remain a priority in the 2022 Action Plan. The proportion of students with a strong score for Academic Emphasis aligns with the increase in results. It is important to keep in mind the response rate of 42% although this is an improvement on previous years and will be a focus for the future. The increase in the AST mean and ATAR median results could be attributed to a number of factors, including the explicit focus on critical thinking in all Programs of Learning, ongoing formative assessment and the consistent, rigorous work of the PLTs focussed on student learning progress and achievement. This will remain a focus in 2022.

Our achievements for this priority

Consolidating a school wide curriculum plan
Comprehensive Programs of Learning developed in Semester 1 and 2 underpinned by a guaranteed and viable curriculum
All Programs of Learning incorporated activities critical thinking
School Leaders (Executive Teachers) as instructional leaders
SLCs facilitated and led high quality pedagogical practice in classrooms
targeted resources in the timetable to support this.
Professional Learning Teams (PLT) program focussed on learning progress for every student
PLTs met weekly to engage in cycles of inquiry
Strategies implemented by PLTs to support learning progress
Regular use of formative assessment
Regular formative assessment integrated into Programs of Learning
Participation and Engagement (PAE) Tool used to monitor progress, informed by formative assessment

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Cross faculty "College Teams"
Assessment, New Educators and Practice Teams focussed on this priority and building the capacity of staff

Challenges we will address in our next Action Plan

- Each course to include a weekly independent learning component to be completed by students in their own time
- A clear distinction to be made between formative assessment and the independent learning component and regular formative assessment used to monitor learning progress for every student
- In addition to the continued explicit focus on creative and critical thinking and Aboriginal and Torres Strait Islander histories and cultures, an explicit focus on literacy will also be embedded into all Programs of Learning
- The six College Teams to be reimagined to focus on General Capabilities and Cross Curriculum Priorities
- Continue to develop and build the capacity of SLCs as instructional leaders.

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Priority 2:   Successful transitions and pathways for all students

Targets or measures

By the end of 2021 we will achieve:

- Maintain numbers of graduating students receiving an ACT Senior Secondary Certificate at or above 90%
- Maintain student engagement aggregate above 85% for each cohort
- Maintain student wellbeing indicator above 70% for each cohort
- Numbers of students participating in extension/extra-curricular programs i.e Honours/College Sport/Student Groups
- Maintain % of students undertaking ASBA/VLO/WEX/SWL above 60% of cohort participation and engagement
- Numbers of VET Certifications (including Statements of Attainment)

In 2021 we implemented this priority through the following strategies:

- Student Services team met weekly for increased monitoring and targeted support for student wellbeing
- Individual plans implemented for students at risk of not meeting the requirements for a Senior Secondary Certificate
- Student Services team implemented activities, programs and events that build student wellbeing and connection to the college.
- A mechanism for measuring student wellbeing data was explored and purchased
- A comprehensive transition program implemented including Week 1 orientation, transition days and liaison with feeder high schools
- A structured Home Group program focussed on student transitions and wellbeing
- Study Support program for year 11 students
- High quality events conducted to engage parents and the community
- School grounds and facilities refurbished and rejuvenated consistent with the HWKC Masterplan
- Improved differentiated learning approaches for ISP students
- Adaptions made so that students could still engage in careers, transitions, VET and extra curricula activities during lockdown

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	2019	2020	2021	2022	2023	2024	2025
Percentage achieving the Senior Secondary Certificate	93%	91.2%	93.50%				

Targets or Measures	S1 2021	S2 2021	S1 2022	S2 2022	S1 2023	S2 2023	S1 2024	S2 2024	S1 2025	S2 2025
Student Engagement Aggregate	85%	80.8%								

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Perception Data

Targets or Measures	2021	2022	2023	2024	2025
Student Wellbeing Indicator	*				

School program and process data

Targets or Measures	2021	2022	2023	2024	2025
Number of students to participate in extension/extra-curricula program	176				

Targets or Measures	2019	2020	2021	2022	2023	2024	2025
Proportion of students undertaking ASBA/VLO/WEX/SWL	70%	68.43%	72.04%				

Targets or Measures	2019	2020	2021	2022	2023	2024	2025
Numbers of VET Certifications	137	97	71				

What this evidence tells us

The evidence indicates a commitment to successful pathways and transitions for all students. Some of the targets would benefit from being re worded to better reflect the outcomes for students. The decline in VET certifications reflects both a national downward trend and the impact of COVID and lockdown in the ACT as practical lessons and workplace placements were not able to continue during this time. This data source also reflects the change in VET offerings in 2021 as the Certificate II in Sport, Recreation and Leadership was discontinued due to not having suitably qualified staff to deliver the training package. The increase in the percentage of students graduating with an ACT Senior Secondary Certificate affirms the efforts towards ongoing monitoring of student progress and targeted support for student wellbeing. The engagement student aggregate was down in Semester 2. This could possibly be explained by the large proportion of time off campus during that semester and students finding it challenging to remain engaged and connected to their learning. There is no student wellbeing indicator data for 2021, the anticipated baseline data*. This is due to a 6-month delay in having the software approved and then minimal consent being provided. This will remain a priority for 2022 with a concerted effort towards increasing the number of students with consent to use the Pulse app and a process enacted for students to regularly check in via the app. The anticipated follow on from this work would be the implementation of strategies and support structures to address any student wellbeing concerns highlighted through this data. The measures for students engaging in extra-curricular programs and careers and vocational education activities would benefit from being redefined to explicitly outline how the data is defined as the percentage of the cohort may not be as effective as an indicator if a student engages multiple times. Additionally, an explanation of which extra curricula activities have been included in the data set and the criteria to determine engagement and participation would be useful.

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Our achievements for this priority

Strengthened the range of student services and supports

A structured Home Group program focussed on student transitions and wellbeing

Targeted use of resources for the Study Support program

Consolidation of the Student Services team and processes to support students, including the Inclusion Support Program and the introduction of a Learning Support Unit.

Increased percentage of Year 12 cohort graduating with a Senior Secondary Certificate.

Implemented a range of collaborative and innovative education programs that provide learning opportunities for the broad range of students in our learning community.

16 students graduated with Honours, more than half in two courses

Restructured Student Leadership Group

Transitions program

Introduction of H courses with University of Canberra

Increased participation in Careers and Vocational Education activities, despite COVID19, adapting as required

Processes to monitor student transitions and wellbeing progress

Consolidation of the use of the Participation and Engagement Tool (PAE) to measure student participation in their learning

Introduction of Pulse app

Cross faculty "College Teams"

Honours, Cultural Integrity and Wellbeing Teams focussed on this priority and building the capacity of staff

Challenges we will address in our next Action Plan

- Embedding the Pulse app to monitor student wellbeing
- Reinvigorating the Classroom Practice Model to incorporate student voice
- Increased monitoring and targeted support for student wellbeing
- Improve differentiated learning approaches and support for Inclusion Support Program (ISP) students
- Increasing student engagement and agency in their own learning

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