

Impact Report 2023

The purpose of this document

This document flows directly from our Action Plan for 2023 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education* and *Set up for Success* Strategies

Set up for Success and Future of Education Strategies

Foundation: Valuing educators, values children, Empowered learning professionals

In 2023 our school supported this foundation through Priority 1 – All students master the essential skills and knowledge of their learning program by:

- School Leader Cs, as instructional leaders, facilitate and lead high quality pedagogical practice in classrooms, with targeted resources for this.
- Mentoring for New Educators.
- Regular Professional Learning staff workshops aligning with school priorities and areas of need.
- Programs of Learning underpinned by a guaranteed and viable curriculum.
- Professional Learning Teams (PLTs) engaging in spirals of inquiry and learning sprints, focussed on learning progress for every student.

In 2023 our school supported this foundation through Priority 2 – Successful transitions and pathways for all students by:

- Professional learning for staff on differentiated and inclusive education.
- A comprehensive Home Group program for all students, led by the Personal and Social Capability College Team.
- A Student Services PLT established to investigate transitions and pathways for vulnerable students.
- Strengthening the range of student services and supports to enable successful transitions and pathways.
- *College Teams* focused on General Capabilities and Cross Curriculum Priorities.
- Study and professional learning opportunities for the Student Services team.

Foundation: A fair start for every child, Students at the centre

In 2023 our school supported this foundation through Priority 1 – All students master the essential skills and knowledge of their learning program by:

- Professional Learning Team (PLT) program focussed on learning progress for every student.
- Comprehensive Programs of Learning underpinned by a guaranteed and viable curriculum.
- Building capacity in the General Capabilities by embedding in Programs of Learning and through cross faculty *College Teams*.
- Implementing a range of collaborative and innovative education programs that provide learning opportunities for the broad range of students in our learning community.
- A flexible timetable structure which includes an independent learning component for students and scheduled PLT time for staff.
- A Participation and Engagement Tool (PAE) to measure student participation and engagement in their learning fortnightly.
- Professional learning for staff on differentiation and inclusive education.

In 2023 our school supported this foundation through Priority 2 – Successful transitions and pathways for all students by:

- The Student Services team meeting weekly to monitor and support successful transitions and pathways for all students.
- A comprehensive Home Group program for all students
- A range of transition activities implemented, and comprehension transition data collected.
- Providing the opportunity for genuine student voice through the Student Leadership Group (SLG) and interest groups
- Professional learning on Inclusive Education
- A well-resourced Careers and Transitions team, offering programs, opportunities and support
- Implementation of weekly wellbeing check in.

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 2025 we will achieve:

- Growth in mean Year 12 AST result for Multiple Choice (MC) paper, from 1st trial baseline to final cohort MC result.
- Reduction in percentage of E Grades from S1 to S2 for each cohort (Year 11 and Year 12).
- Increase in assessment submission percentage from Semester 1 to Semester 2 for all courses.
- Maintain median ATAR at 80 +/- 2%
- Growth in proportion of Strong responses for Academic Emphasis
- Average increase in each domain in all areas of the Professional Learning Community Maturity Matrix.

In 2023 we implemented this priority through the following strategies:

- Continued to build and consolidate 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 *College Teams* with primary responsibility of building the capacity of staff to embed the targeted General Capabilities and Cross Curriculum Priorities into their classroom practice and develop students' knowledge, understanding and capabilities in these areas. These teams are Creative and Critical Thinking, Cultural Integrity, Data, Literacy, Personal and Social Capability and Sustainability.
- Building the capacity of School Leaders (C) as instructional leaders through professional learning and coaching.
- A weekly independent learning component embedded into each Program of Learning, completed by students in their own time.
- A comprehensive AST preparation program, led by the AST Coordinator
- An explicit focus on critical thinking and literacy incorporated into all Programs of Learning and staff workshops on these.
- Ongoing use of formative assessment to inform teaching and learning.

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	149.7	149.1		

Targets or Measures	Task	Multiple Choice /80		
AST 2021	1 st trial result	42.6		
	2 nd trial result	48.9		
	% Change	+14.8		

Targets or Measures	Task	Multiple Choice /80		
AST 2022	1 st trial result	34.3		
	2 nd trial result	37.5		
	% Change	+4.0		
	Actual AST MC result	42.1		

Targets or Measures	Task	Multiple Choice /80		
AST 2023	1 st trial result	36.1		
	2 nd trial result	40.8		
	% Change	+4.7		
	Actual AST MC Result	Not yet released		

Targets or Measures	2023 Year 11		2023 Year 12	
	S1	S2	S1	S2
Reduction in E grades	4.26%	4.22%	4.62%	3.07%
	92 E grades out of 2162 units studied	87 E grades out of 2062 units studied	75 E grades out of 1622 units studied	41 E grades out of 1335 units studied
	-0.04% change S1 – S2		-1.55% change S1 – S2	

Targets or Measures	2023	
	S1	S2
Increase in assessment submission (decrease in non-submission)	Non-Submission rate of 7.32% 790 NS out of 10,788 Assessment Items	Non-Submission rate of 7.24% 682 NS out of 9,426 Assessment Items
	-0.08% change S1 – S2	

Perception data

Targets or Measures	Base 2020	2021	2022	2023	2024	2025	
Median ATAR	75.4	78.15	78.35	78.85			
Targets or Measures		2020 Baseline	2021	2022	2023	2024	2025
Strong response for students' Academic Emphasis		76.5%	79.4%	76.5%	71.0%		

School program and process data

Targets or Measures	2023 Baseline					
increase in each domain in all areas of the Professional Learning Community Maturity Matrix.	17.9 out of a max score of 32 (for 11 PLCs)					

What this evidence tells us

The evidence shows once again a slight incremental improvement in the median ATAR with the highest ATAR in the cohort being 99.85 and 22.29% of the cohort receiving an ATAR above 90. The median ATAR for the ACT in 2023 was 78.3 meaning our median ATAR was slightly above the system average. This could be attributed to our continued focus on improvement in developing quality assessment tasks with embedded AST style questions and monitoring and analysing achievement data. The refinement of the embedded PLT model with the ongoing focus on learning progress for every student, is the structure that allows for this collaborative practice to occur, and the evidence indicates that this is having an impact on student outcomes. The professional learning workshops on Programs of Learning and having time scheduled for staff to develop these may also be contributors to this steady increase.

In May 2023, we reviewed and refined our targets and measures to make them more explicit with the aim of being able to better capture our improvement journey. One of these changes was to the AST target, focussing on the Multiple Choice (MC) component of the AST only for a more valid reflection of growth over time. A designated AST Coordinator and the AST scaffolded program may have contributed to the significant growth that the students achieved from their first MC trial. Compared to 2022 we improved the percentage of change from the 1st and 2nd trial, once again attributable to the AST program. The measure for AST growth remains a priority.

For 2023 the V grade measure was modified to be a reduction in E grades, in order to better capture student achievement that is less impacted by student leavers or non-attenders. This is a more informative learning measure being less impacted by external factors. A reduction in unit E grades can be seen across both cohorts from Semester 1 to Semester 2 with the biggest positive change being present for the year 12 cohort. The significant intervention strategies and package monitoring is evident for the Year 12 cohort. Additional wellbeing resourcing was invested in our Student Services team in Semester 2 to support students, which may also have contributed to this change. Due to the success of the additional investment in Student Services support in Semester 2, we will carry forward this initiative into 2024 with an additional Year Coordinator being allocated to each cohort.

Although a growth in the proportion of Strong responses for Academic Emphasis did not occur in 2023, the data result brought us on par with same school types. This has been identified as an area for improvement in 2024 along with a concerted effort to increase the completion rate of the survey even more so that the measure is representative of a large proportion of the student cohort.

The changes to targets and measures in May in 2023, prompted the commencement of a PLC maturity matrix measure. PLTs have been in operation at Hawker College for a number of years however their effectiveness has not been quantitatively measured in the past. For this reason, the PLC Maturity Matrix was used to determine the baseline measure to set the foundation for assessing PLT effectiveness in the future. Led by the faculty school leaders, Each PLT self-identified their maturity against the matrix. These values were then averaged for each component, totalled for each PLT and then averaged across all of the PLTs across the college. Moving forward this measure should be able to capture not only growth for each PLT but also track improvement for each individual component of the matrix at both PLT and college level. The number of PLTs and PLT maturity should demonstrate growth over time as this is a priority for the college.

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 with a professional learning workshop for all teachers each semester to reinforce key concepts and introduce the curriculum plan to new staff.

All Programs of Learning incorporated activities in critical thinking

School Leaders (Executive Teachers) as instructional leaders

Targeted resources in the timetable/grid to support SLCs in this role

SLCs facilitated and led high quality pedagogical practice in classrooms

Professional Learning Teams (PLT) program focussed on learning progress for every student

Professional learning on PLTs

PLTs scheduled in the timetable to meet weekly to engage in cycles of inquiry and teaching sprints

Strategies implemented by PLTs to support learning progress including “circling back” for those requiring additional support and those that have demonstrated proficiency

Weekly independent learning component and formative assessment in each course

A weekly independent learning component integrated into all Programs of Learning

Programs of Learning include formative assessment to check for understanding and inform future planning

Participation and Engagement (PAE) Tool used to monitor progress fortnightly and “scores” sent to parents/carers and students so that progress could be tracked and monitored

Cross faculty “College Teams”

College Teams responsible for a targeted General Capability or Cross Curriculum Priority and developing strategies to enhance teachers’ knowledge and awareness

Each College Team presented a professional learning workshop to staff

AST Program

Designated AST Coordinator designed a scaffolded AST preparation program for all students undertaking a T package

Inclusion Professional learning

Staff workshops planned and implemented on inclusion support to build capacity of all staff.

Challenges we will address in our next Action Plan

- Review of the *Independent Learning Component* in each course, including Teachers as Researchers project working with the University of Canberra.
- Continue the Cultural Integrity journey including the introduction of the Cultural Integrity HAT (Hawker Action Team), Cultural Integrity plan and First Nations Student Coordinator

- A previous challenge has been the distribution of cross college leadership roles. Each SLC will undertake a cross college leadership role in 2024. Those roles pertinent to this priority are Curriculum, Assessment and Reporting, Inclusion Support, AST and Moderation
- Extensive consultation and feedback from staff and the 2023 School Improvement Visit indicated that College Teams were not well subscribed with varied investment and success. Staff were seeking to be engaged in more actionable teams and projects. This aligned with our challenge of fulfilling all school roles and responsibilities and as such we will transform College Teams into Hawker Action Teams (HATs) for 2024.
- Introduction of a leadership program for SLCs to build their confidence and capacity as instructional leaders.
- Explore strategies for improved student agency in their own learning and that of their peers including enacting the new constitution for the Student Leadership Group (SLG).
- A renewed focus on feedback for students and staff to improve practice and outcomes.
- Introduction of a change to reporting of student achievement and learning.
- Strategies implemented to improve communication with students and their parents/carers regarding learning progress.

Priority 2: Successful transitions and pathways for all students

Targets or measures

By the end of 2025 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.
- Increase in percentage of students graduating with Honours in at least one course.
- Maintain or increase the number of students (as a percentage) receiving a 0.2 or more R unit for voluntary enrichment activities.
- Maintain or increase number of work experience placements (as a percentage of the college cohort size)
- Maintain or increase number of VET Certifications (including Statements of Attainment), from both Hawker College and external RTOs (as a percentage of the college cohort size).
- Growth in proportion of 'Strong' student responses for Belonging
- Maintain student wellbeing indicator above 70% for each cohort

In 2023 we implemented this priority through the following strategies:

- Implemented a new inclusion model for students with a disability
- 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
- Increased use of adjustment matrices for students requiring additional support that were not eligible for an Individual Learning Plan (ILP) and a system implemented to make these more accessible for all staff
- Ongoing professional learning and coaching for staff on inclusive and differentiated learning
- Increase in the number of extra curricula activities and whole school activities, programs and events for staff and students, focussed on wellbeing and learning beyond the classroom

- Improvements in infrastructure to support increasing enrolments and a safe and supportive learning environment
- Weekly student wellbeing check ins through the Pulse app in Home Group
- A comprehensive, well subscribed transition program implemented including 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
- Provision of study opportunities/professional learning for support staff

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
Percentage achieving the Senior Secondary Certificate	93%	91.2%	93.50%	91.66%	92.10%	

Targets or Measures	S1 2021	S2 2021	S1 2022	S2 2022	S1 2023	S2 2023	S1 2024	S2 2024
Student Engagement Aggregate	85%	80.8%	81.92%	95.25%	87.86%	80.69%		

Targets or Measures	2020	2021	2022	2023	2024	2025
Percentage of students graduating with Honours	3.67%	3.19%	1.64%	1.86%		

Targets or Measures	2023	2024	2025
Percentage of students receiving a 0.2 or more unit for voluntary enrichment activities	358 (178 S1, 18 S2) out of 624 = 57.37%		

Targets or Measures	2020	2021	2022	2023	2024	2025
Percentage of students undertaking a work experience placement	20.59%	19.88%	25.00%	24.49%		

Targets or Measures	2019	2020	2021	2022	2023	2024	2025
Numbers of VET Certifications	137	97	71	110	142		

Perception data

Targets or Measures	2020 Baseline	2021	2022	2023	2024	2025
Strong response for students' Belonging	67.4%	57.7%	58.0%	59%		

Targets or Measures	2021	2022	2023	2024
Student Wellbeing Indicator	*	63%	69.6% Average response rate of 7.84% of cohort users (319)	

What this evidence tells us

The evidence indicates a continued commitment to successful pathways and transitions for all students. The number of graduating students receiving an ACT Senior Secondary Certificate at or above 90% was maintained again with a slight increase. This measure reflects the rigorous and relentless effort to support students to either graduate with a Senior Secondary Certificate or to transition to an alternative pathway prior to the end of year 12.

After a temporary suspension in 2022, The PAE (Participation and Engagement) tool was utilised for the full year in 2023 allowing data to be collected for the year. The data demonstrated a dip in student engagement in Semester 2 from Semester 1. Possible attributing reasons could include a significant number of students reduce their academic load in Semester 2 as they realise they have met their unit requirements for the Senior Secondary Certificate and many students have already received an early offer to university by this time. For other students the pressure associated with Semester 2 can negatively impact their engagement and performance. Additionally, several students have left college at this time of the year either because they have met the requirements for the ACT Senior Secondary Certificate already or have left to pursue an alternate pathway. The PAE will continue to be a useful source of data in 2024 for tracking student engagement with their learning. Expanded for the first time in Semester 2, data was also shared with parents/carers fortnightly, in addition to the students, although a lag in timeliness will be addressed in 2024.

Despite inconsistent staff oversight of the Honours program due to staffing changes and shortages, there was slight increase in the number of Year 12 students graduating with Honours. This measure was introduced in May 2023 to better quantify students seeking extension and enrichment opportunities to complement their learning program. Previously Honours was encapsulated in a broader measure which did not really reflect this commitment, and the value of this program. One designated staff member in 2024 will be allocated through the Hawker Action Teams (HATs) to drive this enrichment opportunity for students.

The breadth of student experience should correlate to more successful transitions and pathways for students out of college. To capture this, a new measure was introduced in May 2023, to reflect the number of students, as a percentage of the cohort, who engage in voluntary extra curricula activities to complement their learning program and support their social and emotional wellbeing. Examples of this include intercollege sport, Rainbow Fusion, musical/drama production, Student leadership Group and Gaia. This data does not include compulsory R unit activities like Home

Group, Study Support and AST preparation. More than half of the college cohort embraced these opportunities for personal growth beyond their courses of study, enhancing their college experience.

The Work Experience, WEX, measure was also refined to reflect the percentage of the cohort who engaged in WEX rather than the number of placements as some students may undertake a number of placements. This change was particularly pertinent as our student population has increased and WEX was included with other opportunities in the one measure which made it difficult to identify the impact of WEX opportunities alone. The data shows a consistent proportion of our college students engage in WEX opportunities. In 2023 there were 287 placements from 158 different students. Our percentage is significantly higher than the college average, reflecting the investment and value placed on WEX and the efforts of the careers and transitions team.

The number of VET Certificates achieved in 2023 highlights the importance of vocational learning in senior secondary education. This data includes students that received a vocational qualification from either Hawker College or through an external provider with recognition on the Senior Secondary Certificate. The number of students undertaking ASBAs, Vocational Learning Options (VLOs) and Structured Workplace Learning (SWL) placements continued to increase. This could be attributed to the variety of careers and transition activities conducted throughout the year, the relentless efforts of the careers team and the ongoing narrative that learning beyond the college classroom and vocational educational opportunities can contribute significantly to a student's learning program and transition from college to their future pathway.

A strong response for students' Belonging was a new measure introduced in 2023. This data has tracked up slightly in the past three years, reflecting students' identification with their school positively. This data is also slightly above like schools; students like being at Hawker College.

Whilst the wellbeing indicator demonstrated a slight improvement overall, uptake of student responses remains quite low. Contributing factors include challenges with IT permissions being returned and recorded at the beginning of the year hampering the success of the initial roll out and subsequent student buy in for the Pulse app. This process has been streamlined to ensure a more successful roll out in 2024 and greater student buy in.

Our achievements for this priority

Strengthened the range of student services and supports

Student transitions and wellbeing a focus for the Home Group program, designed by the Personal and Social Capability College Team

Consolidation of Study Support program

Continued review and refinement of Student Services processes to support students

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

Additional wellbeing resourcing invested in the Student Services team in Semester 2

Support for careers support staff to undertake formal qualifications.

Increase in students receiving targeted support for their learning

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

10 students graduated with Honours and many Year 11 students engaged in the program

Student Leadership Group represented Hawker College at various student forums and refined their constitution

Transitions program, including two very successful transition days at Hawker College, which translated to an increase in enrolments for 2024.

Increased participation in Careers and Vocational Education activities

Activities to contribute to connection and wellbeing such as Tree Day, IDAHOBIT, Wear it purple day, fitness studio, Wizard of Oz Musical Production, WINGS and the inaugural student led Sports Carnival.

Extensive range of excursions and camps undertaken across a broad range of course areas.

Processes to monitor student transitions and wellbeing progress

Participation and Engagement Tool (PAE) embedded to measure student participation in their learning with students receiving their fortnightly “score”, with parents and carers also receiving this data later in the year

Increase in the use of the Pulse app by students for a weekly wellbeing check-in

Cross faculty “College Teams”

College Team structure refined with the Personal and Social Capability team focussed on this priority.

Challenges we will address in our next Action Plan

- Ongoing professional learning and coaching for staff on inclusive and differentiated learning
- Improve the learning support area to be more contemporary and suited to need
- Embedding the Pulse app to monitor student wellbeing with students checking in weekly during Home Group
- Increase monitoring and targeted support for student wellbeing
- Increase investment in Student Services team with two Year Coordinators per year group and full-time reception staff
- Improving communication with students and parents/carers about learning progress and wellbeing
- Introduction of Hawker Action Teams (HATs) to provide a broad range of experiences for student and staff learning and wellbeing.
- Providing an even greater number of diverse extra curricula activities, focussed on wellbeing, transitions and learning beyond the classroom
- Promote and support the Honours program for greater engagement and completion
- Improvement to the college building, grounds and learning hubs
- Increase the number of student respondents to the Satisfaction and Climate Survey, particularly Year 12.