

Hawker Primary School

Network: Belconnen

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2022 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

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

In 2022 our school supported this foundation through – Priority 1 Improve student learning outcomes in spelling and Priority 2 Improve student learning outcomes for mathematics with an emphasis on high performance and middle years

- Implement the Hawker Spelling Beliefs with a focus on differentiation
- Implement High Impact Teaching strategies (HITs) with a focus on setting goals, differentiation and feedback

Foundation: Valuing educators, values children, Empowered learning professionals

In 2022 our school supported this foundation through – Priority 3 Strengthen the culture of learning to reflect a strong commitment to excellence and academic rigour

- Finalise a pedagogical framework which clearly outlines agreed best practice across the school

- Utilise the Professional Learning Communities Maturity Matrix to track growth and identify areas for future development
- Continue to build on the Hawker coaching and mentoring model
- Continue to build staff understanding of the school wide data plan

Reporting against our priorities

Priority 1: Improve student learning outcomes in spelling

Targets or measures

By the end of 2023 we will achieve:

- An increase in students achieving at/above expected growth in writing
- An increase in students achieving at/above expected growth in spelling
- Increase the proportion of students in the top two bands for writing
- Increase the proportion of students in the top two bands for spelling
- Increase the proportion of parents indicating the school has high expectations in all that it does
- Increase the percentage of class teachers demonstrating differentiation of spelling and writing in their planning/program
- Increase the difference between the 95th percentile at Hawker School and the norming reference group for PAT Spelling

In 2022 we implemented this priority through the following strategies.

- To ensure consistency in delivery and the use of current evidenced based approaches to the teaching of spelling (Effective Spelling - Christine Topfer)
- Enhance the use of data to inform the teaching of spelling (performance vs growth data)

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	Base	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
An increase in students achieving at/above expected growth in writing	69%	57.8%	N/A	59.5%	n/a	
An increase in students achieving at/above expected growth in spelling	61%	40.4%		52.4%	n/a	
Increase the proportion of students in the top two bands for writing (Year 3)	64%	60.9%		66.7%	60%	

Increase the proportion of students in the top two bands for writing (Year 5)	29%	16.4%		28.3%	32.7%	
Increase the proportion of students in the top two bands for spelling (Year 3)	56%	46.8%		60%	42.5%	
Increase the proportion of students in the top two bands for spelling (Year 5)	34%	33.9%		43.5%	30.6%	

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

Perception data

Targets or Measures	Base	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 2023
Increase the proportion of parents indicating the school has high expectations in all that it does	85.2%	91%	92%	88.7%	91.8%	

School program and process data

Targets or Measures	Base	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
Increase the percentage of class teachers demonstrating differentiation of spelling and writing in their planning/program	80%	85%	<div>Strongly Agree Spelling: 33.3% Writing: 16.7%</div> <div>Agree Spelling: 33.3% Writing: 83.3%</div>	<div>Strongly Agree Spelling: 25% Writing: 50%</div> <div>Agree Spelling: 75% Writing: 50%</div>	<div>Strongly Agree Spelling: 20% Writing: 30%</div> <div>Agree Spelling: 80% Writing: 70%</div>	

Increase the difference between the 95 th percentile at Hawker School and the norming reference group for PAT Spelling H = Hawker School AN = Australian Norms	TBA	N/A		H	AN	Diff			H	AN	Diff			H	AN	Diff	
			Yr2	139.7	118	+21.7		Yr2	129.1	118	+11.1		Yr2	122.1	118	+4.1	
			Yr3	136.8	137	-0.2		Yr3	153.7	137	+16.7		Yr3	144.5	137	+7.5	
			Yr4	150.7	152	-1.3		Yr4	160.7	152	+8.7		Yr4	153.1	152	+1.1	
			Yr5	159.5	162	-2.5		Yr5	158	162	-4.0		Yr5	165	162	+3.0	
			Yr6	166.7	168	-1.3		Yr6	166.7	168	-1.3		Yr6	172.2	168	+4.2	

What this evidence tells us

- Writing performance remains consistent in years 3 and 5 as indicated per NAPLAN.
- The PAT data indicates consistent performance above the Australian Norm for the 95th percentile for all year levels in 2022.
- The evidence indicates that a focus needs to remain on high performing spellers and differentiation.
- To achieve our five-year targets, we need to remain focused and continue to implement the Action Plan and build teacher efficacy.
- Our data sources have remained stable and allow for the analysis of longitudinal data.
- Our data collection is consistent over time and across year levels.

Our achievements for this priority

Teacher Efficacy

- Whole school shift to using “Effective Spelling” by Christine Topfer.
- Teachers participated in a series of professional learning sessions (5 hours in total) throughout the year in staff meetings. These professional learning sessions were run by Christine Topfer and focused on Spelling, in particular morphology and high frequency words.
- The new Christine Topfer spelling scope and sequence and assessment was implemented from Kindergarten to Year 6.
- Alison Reid, DP met with teaching teams throughout the year to discuss individual year level spelling programs, differentiated groupings, assessment, and teacher confidence levels.
- The Hawker Spelling Belief Statements were implemented K-6.
- The Spelling PLT met fortnightly to continue discussions around current pedagogy in spelling, reviewing feedback from teaching teams about the new spelling resource and adjusting teaching programs and assessment accordingly.
- The Spelling PLT leader was provided with an additional 45 minutes release time to plan and prepare.
- Teaching teams reviewed school-based and system performance data to inform teaching practices.

Targeted Intervention

- Additional staff member trained in Spell-it as a response to student need and a targeted senior group participated in Spell-it.
- Additional teaching staff were trialled in each year group to allow for further differentiation.

Implementing HITS

- In 2023 teams focused on differentiation with reference to spelling. This was evident in planning documentation.

Challenges we will address in our next Action Plan

- In 2023 the school-based assessment data collection will be modified to streamline the process whilst still providing growth and longitudinal data.
- A third teacher will be allocated to all year levels to enable differentiated groupings in spelling.
- Targeted PL will continue to be delivered through staff meetings to continue to build teacher efficacy.
- In 2023 the Spelling PLT will include a focus on writing as well as spelling.

Priority 2: Improve student learning outcomes for mathematics with an emphasis on high performance and middle years

Targets or measures

By the end of 2023 we will achieve:

- Increasing the difference between the 95th percentile at Hawker School and the norming reference group for PAT Maths
- % of students in the top 2 bands for numeracy 43-46% (Year 5)
- 90% of high performing students (students identified to participate in school-based extension and enrichment for mathematics) indicate that they are challenged in Mathematics Year 3-6

In 2022 we implemented this priority through the following strategies.

- To ensure consistency in delivery and the use of current evidenced based approaches to the teaching of mathematics
- Enhance the use of data to inform the teaching of mathematics (performance vs growth data)

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	Base	Year 1 2019				Year 2 2020				Year 3 2021				Year 4 2022				Year 5
Increase the difference between the 95 th percentile at Hawker School and the norming reference group for PAT Maths	Baseline currently being established		Hawker School	Australian Norms			Hawker School	Australian Norms			Hawker School	Australian Norms			Hawker School	Australian Norms		
		Year 1	113.2	117.3	-4.1	Year 1	126.4	117.3	+9.1	Year 1	121.8	117.3	+4.5	Year 1	118.4	118.3	+0.1	
		Year 2	130.9	127.5	+3.4	Year 2	128.8	127.5	+0.8	Year 2	128.1	127.5	+0.6	Year 2	138.6	128.4	+10.2	
		Year 3	146.5	134.9	+11.6	Year 3	134.3	134.9	-0.6	Year 3	151.8	134.9	+16.9	Year 3	130.8	136.8	-6.0	
		Year 4	137.0	140.9	-3.9	Year 4	137.3	140.9	-3.6	Year 4	142.4	140.9	+1.5	Year 4	143	139.9	+3.1	

		<table><tr><td>Year 5</td><td>148.2</td><td>143.7</td><td>+4.5</td></tr><tr><td>Year 6</td><td>150.6</td><td>147.8</td><td>+2.8</td></tr></table>	Year 5	148.2	143.7	+4.5	Year 6	150.6	147.8	+2.8	<table><tr><td>Year 5</td><td>144.9</td><td>143.7</td><td>+1.2</td></tr><tr><td>Year 6</td><td>150.6</td><td>147.8</td><td>+2.8</td></tr></table>	Year 5	144.9	143.7	+1.2	Year 6	150.6	147.8	+2.8	<table><tr><td>Year 5</td><td>142.2</td><td>143.7</td><td>-1.5</td></tr><tr><td>Year 6</td><td>153.2</td><td>147.8</td><td>+5.4</td></tr></table>	Year 5	142.2	143.7	-1.5	Year 6	153.2	147.8	+5.4	<table><tr><td>Year 5</td><td>146.2</td><td>146.2</td><td>0.0</td></tr><tr><td>Year 6</td><td>148.3</td><td>148.5</td><td>-0.2</td></tr></table>	Year 5	146.2	146.2	0.0	Year 6	148.3	148.5	-0.2	
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% of students in the top 2 bands for numeracy 43-46% (Year 5)	43.5%	31.5%	N/A	37%	26%																																	

Perception data

Targets or Measures	Base	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
90% of high performing students (students identified to participate in school-based extension and enrichment for mathematics) indicate that they are challenged in Mathematics Year 3-6	Baseline established in 2020		90.2%	N/A (cohorting due to COVID)	93.7%	

What this evidence tells us

<ul style="list-style-type: none"> The majority of year groups are above or close to the Australian norms for the 95th percentile with the exception of year 3. NAPLAN data also indicates the year 3 cohort to be a higher needs cohort. Appropriate supports have been put into place. The data indicates that we need to continue to meet students at the point of need, with a targeted focus on high performing mathematicians. In 2022 we do not have growth data for students in NAPLAN. We are currently using PAT Maths Adaptive in Semester 1 to identify students who may have higher capacity. In Term 4 we are using PAT Maths to identify students who may require support or extension for the following year. The implications for our next Action Plan is a sustained focus on building teaching capacity and meeting students at their point of need.

Our achievements for this priority

Teacher Efficacy

- The Maths PLT met fortnightly to discuss pedagogy, analyse student data, share teaching practices and participate in professional learning sessions.
- The Hawker Mathematics Belief Statements were implemented across teaching teams. It was a focus for a round of peer observations, with teachers receiving feedback from colleagues on how the statements were evidenced within a lesson.
- The Maths PLT members participated in a series of professional learning sessions around the changes to the Australian Maths Curriculum. These sessions were used as a focus for sharing of practice and assessment strategies.
- In Maths PLT sessions teachers reviewed performance data using NAPLAN and PAT Maths to identify students who may require support or extension.
- The Maths PLT leader was provided with additional release time for planning and organisation.

School Wide Consistency

- The Maths PLT Leader met with each teaching team several times during the year to discuss.
- Additional teaching resources and maths manipulatives were purchased to provide teachers and students access to consolidate learning.
- A list of preferred mathematical teaching resources has been shared with teaching staff.

Targeted Intervention

- Additional staff were trialled in several teaching teams to allow for further differentiation of groups.
- Extension maths groups for Years K-6 with a focus on the Australian Maths Trust Competition for Years 3-6.
- High performing students in maths were surveyed around their experience in the targeted group programs, providing perception data for further analysis.

Challenges we will address in our next Action Plan

- Ensuring consistency of practice across the school in the teaching of maths and the use of preferred resources.
- Embedding the Hawker Maths Belief Statements across the school.
- Continuing to build teacher efficacy and confidence in teaching maths.

- Streamlining selection of students receiving targeted support in maths.
- Identifying experts to share professional learning around the teaching of maths with all staff.

Priority 3: Strengthen culture of learning to reflect a strong commitment to excellence and academic rigour

Targets or measures

By the end of 2023 we will achieve:

- By 2023, we will have a preschool ACECQA rating of exceeding/excellent in QA1
- During the period of 2021-2023 40% of students in Year 2, 59% of students in Year 4 and 67% of students in Year 6 are achieving above standard in English, Mathematics and Science (those receiving an A or B grade)
- During the period of 2021-2023 an increase of parents and to maintain or increase teachers' and students' satisfaction with the education students are receiving
- During the period 2020-2023, an increase of parents have a favourable response to the statement 'I am satisfied the school has high expectations in all that it does'
- During the period 2019-2023 classroom teachers are participating in coaching to use effective pedagogical practices as articulated in the Hawker School Coaching & Mentoring Model
- During the period 2021-2023 all classroom teachers will have participated in coaching to use data to inform their practice

In 2022 we implemented this priority through the following strategies.

- Develop a clear and consistent understanding of agreed pedagogy
- Strengthen the Hawker Primary School Professional Learning Community

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	Base	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
By 2023, we will have a preschool ACECQA rating of exceeding/excellent in QA1	Exceeding rating	N/A	N/A	N/A	N/A	

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

Perception data

Targets or Measures	Base	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
During the period 2019-2023 classroom teachers are participating in coaching to use effective pedagogical practices as articulated in the Hawker School Coaching & Mentoring Model.	N/A	100%	N/A	N/A (cohorting due to COVID)	70%	
Satisfaction with education - parents	90.4%	94.6%	97.8%	94.8%	95%	
Satisfaction with education - students	93%	86%	88%	83%	83.5%	
Satisfaction with education - teachers	98.8%	91.3%	100%	94.1%	100%	

What this evidence tells us

- Survey data indicates high satisfaction levels for both parents and teachers.
- Student satisfaction data has slightly increased in 2022 but remained slightly lower than previous years which may be due to continued Covid restrictions and cohorting across the school.
- The survey data relating to classroom teachers participating in coaching has declined slightly in 2022.

Our achievements for this priority

- Staff have continued to work on the Hawker Pedagogical framework and have incorporated the ACT Education Directorate's Enabling Pedagogies into the framework.
- The Hawker data plan and assessment framework was reviewed and updated.
- A draft Coaching and Mentoring Framework was developed.
- The approach to Peer Observation was formalised.

Challenges we will address in our next Action Plan

- A small team of experienced teachers will continue to work on and lead the Hawker Coaching model.
- Implementation of updated data plan and assessment framework in 2023. This will ensure our school-based data collection is consistent across the school.
- Implementation of the Hawker School Pedagogical Framework.
- Familiarise the staff with the Hawker Data Plan.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. Schools have a choice to report progress and achievements either within their QIP or in the section below.

> QIP reflected upon, updated and new actions identified.

**A copy of the QIP is available for viewing at the school.*