

Hawker Primary School

Network: Belconnen

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 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 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Clearly articulate the school's approach to planning and learning including general capabilities

Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

- Provide coaching around our current use of specific data to enable PLCs to increase teaching capabilities in spelling and writing
- Provide coaching around the use of specific data to enable teachers to increase teaching capabilities in Mathematics

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Trial targeted student feedback approaches P-6
- Provide additional enrichment and extension opportunities for students
- Build staff understanding of school wide data plan

Reporting against our priorities

Priority 1: Improve student learning outcomes in writing and 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

In 2019 we implemented this priority through the following strategies:

- Implemented COST Spelling Program in Years 3-6 and Letters & Sounds K-2
- Provided coaching around our current use of specific data to enable PLCs to increase teaching capabilities in spelling and writing

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	Year 3	Year 4	Year 5
An increase in students achieving at/above expected growth in writing	69%	57.8%				
An increase in students achieving at/above expected growth in spelling	60%	40.4%				
Increase the proportion of students in the top two bands for writing (Year 3)	64.4%	60.9%				
Increase the proportion of students in the top two bands for writing (Year 5)	25.5%	16.4%				
Increase the proportion of students in the top two bands for spelling (Year 3)	49.3%	46.8%				
Increase the proportion of students in the top two bands for spelling (Year 5)	33.9%	33.9%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of parents indicating the school has high expectations in all that it does	85.2%	91%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the percentage of class teachers demonstrating differentiation of spelling and writing in their planning/program	80%	85%				

What this evidence tells us

- The data tells us that both spelling and writing need to be targeted in our 2020 Action Plan with a focus on building teacher capacity and ensuring consistency across the school.
- Transition from early years literacy programs to the senior school need to be investigated including the time allocated to the teaching of spelling and writing.
- Our mean scores indicate a high performance compared to both the State and National. This indicates our focus needs to remain on growth and increasing the proportion of students in the top two bands.

2019 Hawker School NAPLAN Summary – averages school, state and national

2019 Averages	Year 3			Year 5		
	Hawker School	ACT	Nat	Hawker School	ACT	Nat
Reading	483.9	441.3	432.3	527.2	517.5	506.0
Writing	442.4	419.6	423.1	483.6	478.4	473.9
Spelling	428.8	410.9	418.7	507.0	498.6	500.7
G&P	481.7	444.3	439.8	522.5	500.7	499.1
Numeracy	443.6	415.5	408.1	506.9	497.0	495.8

Our achievements for this priority

- Tessa Daffern facilitated several professional learning workshops in spelling for all staff across the year.
- We analysed the subgroup of students who did not make expected growth in both spelling and writing. This information will be used as a focus for PLCs in 2020.
- Staff training completed in Tier 2/3 intervention in Spell-It.
- Additional staffing resources were allocated to high needs students and extension groups
- Harry Laing (author) worked with staff to build teacher capacity in writing. He also worked with the writing extension and enrichment groups.
- Updates to the school-based Data Tracker were completed.
- Kathy Thompson (Acting SLC) presented our journey using COST spelling at the ALEA Classroom Chats in August.

Challenges we will address in our next Action Plan

- 2020 will see the second year of the COST spelling program implemented in Years 3-6. Our data indicates this is the area of the school where we need to increase our student gains.
- Early years spelling will include coaching and mentoring and participation in the Early Years Literacy Initiative.

Priority 2: Improve student learning outcomes for Mathematics with an emphasis on high performance

Targets or measures

By the end of 2023 we will achieve:

- Growth for the top 25% in Years 1-6 of students as evidenced by PAT Maths
- % of students in the top 2 bands for numeracy 43-47%
- 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 2019 we implemented this priority through the following strategies.

- Ensure consistent teaching practices in mathematics K-6 including grouping, differentiation and feedback
- Enhance the use of data to inform the teaching of Mathematics

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	Year 2	Year 3	Year 4	Year 5
By the end of 2023, there will be growth for the top 25% in Years 1-6 of students as evidenced by PAT MATHS	Baseline currently being established	TBA				
% of students in the top 2 bands for numeracy 43-47%	Y3 57.8% Y5 40%	Y3 65.2% Y5 31.5%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	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	Baseline established in 2019					

What this evidence tells us

- Our mean scores indicate a high performance compared to both the State and National. This indicates our focus needs to remain on growth and increasing the proportion of students in the top two bands.

Our achievements for this priority

- We analysed the subgroup of students who did not make expected growth in numeracy. This information will be used as a focus for PLCs in 2020.
- Additional staff were allocated for high needs students and extension groups.
- Extension Maths groups for Years 3-6 (37 students) were created, which included links with Belconnen High School to support high performing students working on an individualised program.

Challenges we will address in our next Action Plan

- A focus for our professional learning in 2020 will be investigating a new school wide Mathematics program with a focus on differentiation and extending our high performing students.

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 2019 we implemented this priority through the following strategies.

- Refine and articulate a coaching and feedback model across the school
- Build professional knowledge about quality feedback to students
- Develop a shared vision of quality teaching and learning
- Develop a shared understanding of the school data plan
- Develop a shared professional understanding of the school improvement cycle

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	Year 2	Year 3	Year 4	Year 5
By 2023, we will have a preschool ACECQA rating of exceeding/excellent in QA1	Extending rating	N/A				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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%				

What this evidence tells us

- Teachers are participating in professional learning to build their pedagogical practices.
- The Preschool performs at an exceeding standard.

Our achievements for this priority

- Staff were given opportunities to request coaching and included these areas in their Performance Plans.
- Opportunities for leadership roles were available within the school.
- Coaching feedback visits were completed for all staff.
- The coaching and mentoring model has evolved to include all staff.
- Hawker School hosted early childhood professional learning around cultural integrity and active kids.

Challenges we will address in our next Action Plan

- Continue to build on the coaching and mentoring model
- Maintain the exceeding rating at the preschool
- Continuing to upskill teachers to use SCOUT so they view it as a useful tool
- Utilising PLCs as an avenue analyse and reflect on student data

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 either report against their QIP using the Directorate template or to report progress here.

- QIP reflected upon, updated and new actions identified.

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