Hawker College

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

Set up for Success and *Future of Education Strategies*

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

In 2022 our school supported this foundation through Priority 1 – All students master the essential skills and knowledge of their learning program by:

- Consolidating a school-wide curriculum plan, including comprehensive Programs of Learning underpinned by a guaranteed and viable curriculum.
- Professional Learning Team (PLT) program focussed on learning progress for every student.
- Building capacity in the General Capabilities by embedding in Programs of Learning and restructuring 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, including an independent learning component, and a Participation and Engagement Tool (PAE) to measure student participation in their learning.

In 2022 our school supported this foundation through Priority 2 – Successful transitions and pathways for all students by:

- Strengthening the range of student services and supports to enable successful transitions and pathways.
- A comprehensive Home Group program for all students
- 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.

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Foundation: Valuing educators, values children, Empowered learning professionals

In 2022 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 workshops aligning with school priorities.
- Programs of Learning underpinned by a guaranteed and viable curriculum.
- PLTs engaging in spirals of inquiry and learning sprints, focussed on learning progress for every student

In 2022 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
- Strengthening the range of student services and supports to enable successful transitions and pathways.
- Restructuring of *College Teams* to focus on General Capabilities and Cross Curriculum Priorities.
- Study and professional learning opportunities for Student Services team

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 2022 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 2022 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.

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- Ongoing use of formative assessment and a weekly independent learning component in each course to monitor learning progress for every student
- An explicit focus on critical thinking and literacy incorporated into all Programs of Learning and staff workshops on these

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			

Targets or Measures AST 2021	Task	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 AST 2022	Task	Multiple Choice /80	Short Response /50	Writing task /20
	1st trial result	34.3	26.5	11.2
	2nd trial result	37.5	28.6	NA
	% Change	+4.0	+4.6	-

Targets or Measures Reduction in V grades 2020-2021 cohort	2020		2021	
	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			

Targets or Measures Reduction in V grades 2021-2022 cohort	2021		2022	
	S1	S2	S1	S2
	92	56	109	44
	39.1% drop from S1 to S2		59.6% drop from S1 S2	
	52.2% drop from 2021 S1 to 2022 S2			

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Targets or Measures	Base 2020	2021	2022	2023	2024	2025
Median ATAR	75.4	78.15	78.35			

Perception data

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

What this evidence tells us

The evidence shows a steady, incremental improvement in both the median ATAR and AST mean. Although not reflected in the median ATAR, there was an increase in ATAR for many students in 2022 including the highest ATAR in the cohort being 99.9 and 25.23% of the cohort receiving an ATAR above 90. This could be attributed to a relentless focus on improvement in developing quality assessment tasks and monitoring and analysing achievement data. 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 allocating time for staff to develop these may also be contributors to this steady increase.

Once again, Data for Trial 1 and 2 has been included for each component of the AST exam to capture the improvement in the different exams. Additionally, The Writing Task was not completed in Trial 2 making it difficult to report on this measure. For this reason, the mean has been included as well, which shows a steady, incremental improvement. The data reflects an improvement in the second trial although not as significant as the previous year. The measure for AST growth would benefit from being reviewed in 2023 and AST preparation for students remains a priority.

There was a sustained reduction in V grades for the 2021-2022 cohort from S1 to S2 each year, with a substantial reduction from S1 2021 to S2 2022. This demonstrates that the focus on intervention strategies being put in place to support struggling students has been successful in improving their learning outcomes throughout their time in college. Despite this, the data does show that S1 for year 12 students can be the most problematic for achievement. Additional focus on transition support for students heading into their final year should be a focus going forward.

Although a growth in the proportion of Strong responses for Academic Emphasis did not occur in 2022, the result was above the proportion for all ACT schools of this type. The response rate increased by 12% and improving the completion rate for this will remain a focus so that this measure is more representative of the student body.

Our achievements for this priority

Consolidating a school wide curriculum plan

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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
PLTs met 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 in each course
A weekly independent learning component integrated into Programs of Learning
Participation and Engagement (PAE) Tool used to monitor progress
Restructure of Cross faculty "College Teams"
College Teams restructured with each team being responsible for a targeted General Capability or Cross Curriculum Priority
Each College Team presented a professional learning workshop to staff

Challenges we will address in our next Action Plan

- Refinement of the independent learning component in each course
- In addition to the continued explicit focus on creative and critical thinking, Aboriginal and Torres Strait Islander histories and cultures and literacy, an explicit focus on numeracy will also be embedded into all Programs of Learning.
- Maintain the current College Team structure so that the momentum on team priorities is not lost and team purpose is consolidated.
- Continue to develop and build the capacity of SLCs as instructional leaders.
- Explore strategies for improved student agency in their own learning and that of their peers
- Feedback to teachers on their practice
- Strategies 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 2022 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 2022 we implemented this priority through the following strategies:

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- 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 and student interest groups implemented activities, programs and events that build student wellbeing and connection to the college, where possible, within COVID restrictions.
- Weekly student wellbeing check ins through the Pulse app in Home Group
- Once COVID restrictions allowed, a comprehensive transition program implemented 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
- Continued improvements to school grounds, facilities and resources
- Introduction of an adjustment matrix for identified students and all Independent Learning Plans (ILPs) more readily accessible for all staff
- Recruitment of additional staff to support careers and transitions and provision of study opportunities/professional learning for support staff
- Professional learning for all staff on inclusive and differentiated practices

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%		

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%	81.92%	95.25%						

Perception data

Targets or Measures	2021	2022	2023	2024	2025
Student Wellbeing Indicator	*	63%			

School program and process data

Targets or Measures	2021	2022	2023	2024	2025
Number of students to participate in extension/extra-curricula program	176	114			

Targets or Measures	2019	2020	2021	2022	2023	2024	2025

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Proportion of students undertaking ASBA/VLO/WEX/SWL	70%	68.43%	78.79%	84.7%			

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

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. 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.

The PAE tool was temporarily suspended during 2022 as it had not been evaluated since its inception in 2020 and there were some concerns with the process. After a review and subsequent refinement, the PAE tool was re launched early term 4. As data was only collected for a few fortnights in semester 2, the S2 aggregate may not be a reliable indicator in comparison to S1. 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 2023 for tracking student engagement with heir learning.

The number of VET Certificates achieved in 2022 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, not including Australian School Based Apprenticeships (ASBAs). The number of students undertaking ASBAs, Vocational Learning Options (VLOs), Work Experience (WEX) 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.

In 2022 there was a decrease in the number of students graduating with Honours. There were limited opportunities for students to engage in extra curricula activities as a result of Covid-19 restrictions, limiting their ability to meet the criteria to graduate with Honours. In 2023 this measure would benefit from being redefined to explicitly outline which extra curricula activities contribute to the data and how the percentage is calculated in order to be more reflective of achievements for this priority and useful to inform future actions and decisions.

The wellbeing indicator remains a troublesome measure and needs to be refined. Overall, the average wellbeing indicator for 2022 was 63% and so did not reach the 70% target set. The biggest issue with this metric is that it does not take into account the uptake of students that are responding to the wellbeing checks through our Pulse application. In 2022, student uptake of the app was very low, with an average of 8.8% of students completing the check-ins each week. So, the 63% wellbeing indicator is quite positive, it is only reflective of a very small subset of the student population. Low student use of the Pulse app can be attributed to the lingering impacts of

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Covid-19 interruptions and trying not to overload fatigued learners and staff, as well as use of the app not being embedded within the Home Group program. Going forward this measure will be refined to include the percentage of the school population that are using Pulse check-ins, to ensure that we are capturing wellbeing data that reflects the position of more of the students. Increasing the number of students checking in with the Pulse app each week, will be a priority for 2023.

Our achievements for this priority

Strengthened the range of student services and supports
Student transitions and wellbeing a focus for the Home Group program
Consolidation of Study Support program and relocation to Library learning hub
Continued review and refinement of Student Services processes to support students
Increased percentage of Year 12 cohort graduating with a Senior Secondary Certificate
Recruitment of additional qualified careers staff to support the Careers and Transitions Officer

Implemented a range of collaborative and innovative education programs that provide learning opportunities for the broad range of students in our learning community.
7 students graduated with Honours and many Year 11 students engaged in the program
Student Leadership Group invited to facilitate at the Minister's Youth Congress and represented Hawker College at various student forums
Transitions program, including two very successful transition days at Hawker College, which translated to an increase in enrolments for 2023.
14 students completed courses at the UC Extension program
Increased participation in Careers and Vocational Education activities
Activities to contribute to connection and wellbeing such as Tree Day, Stress Less Week, IDAHOBIT and Wear it purple day, fitness studio.

Processes to monitor student transitions and wellbeing progress
Review of the Participation and Engagement Tool (PAE) to measure student participation in their learning and re launch after refinement to the process, including students receiving their fortnightly "score"
Increase in the use of the Pulse app by students for a weekly wellbeing check-in

Cross faculty "College Teams"
Introduction of new College Team structure with the Personal and Social Capability team focussed on this priority.

Challenges we will address in our next Action Plan

- Reinvigorating the Classroom Practice Model to incorporate student voice
- 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
- Increased monitoring and targeted support for student wellbeing
- Improving communication with students and parents/carers about learning progress and wellbeing

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- 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.

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