



ACT
Government
Education

Hawker Primary School

Report of Review, 2023

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Publication and independent Review Team details

Date of School Review: 31 July, 1, 2 and 3 August 2023

Principal of Review School: Kim McCormack

National School Improvement Tool Review Report prepared by:

- Lead Reviewer: Niall Coburn, *ACER Senior School Improvement Consultant*
- ACT Review Team members: 1. Liz Bobos, *Principal of Majura Primary School*
2. Julie Dixon, *Principal of Narrabundah Early Childhood School*

Report Date: 5 August 2023

Report of Review, 2023 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

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Overview of the School Review process

Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool* (NSIT) and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, parents and community members.

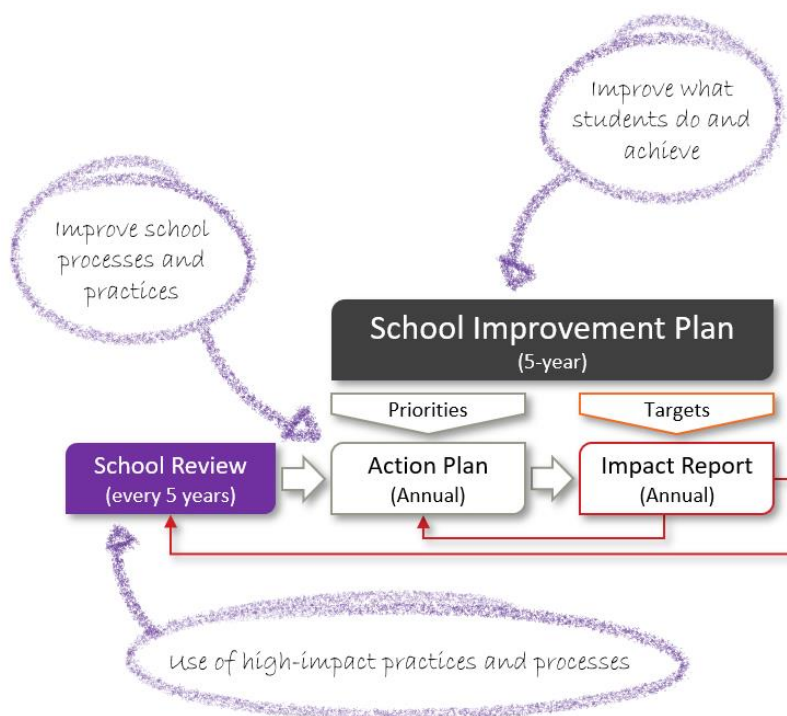
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school communities.

The *Report of Review* includes detailed findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations

for continued school improvement.

Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.



What are Commendations, Affirmations and Recommendations?

Commendations

Commendations highlight positive actions the school has taken over its last improvement cycle. Typically, these actions are either complete, or embedded in school practice.

Affirmations

Affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations

Recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school effectively implementing its 5-year School Improvement Plan.

NSIT Domain 1: An explicit improvement agenda

Domain descriptor

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Findings

- Hawker Primary School has a clear vision and mission that is closely aligned with the ACT Education Directorate's Strategic Plan. To ensure this alignment, the leadership team drives the specific improvement agenda and planning through the five-year School Improvement Plan (SIP).
- There is clear evidence of coherence between system and school objectives in the specific priorities undertaken by the school each year in the Annual Action Plan (AAP) that flow from the SIP in literacy, numeracy, and quality teaching.
- The priorities in the school's AAP are further clarified by listing specified actions to be taken and by whom in working towards an intended impact. These actions include regular interrogation of data, peer feedback, use of expert consultants, commitment to collective teaching efficacy, and alignment with core area belief statements.
- Clear emphases on consistent and contemporary teaching practice, development of professional learning within teams, and supporting understanding of agreed pedagogy are included in AAPs.
- The annual Impact Report (IR) flows directly from the school's AAP and highlights impactful school vision for "planned actions on learning and perception"; "the effectiveness of strategies, actions and implementation"; and "the efficacy of measures and suitability of targets".
- Teaching staff and leaders are involved in six-monthly reviews of targets and goal achievement as measured against baseline data from National Assessment Program Literacy and Numeracy (NAPLAN), PAT ¹ testing, and school-based achievement data.
- The nurturing of students' learning and the professional practices of the staff are contextualised for Hawker Primary School in its values framework called SCARF (support, cooperation, acceptance, respect, friendliness). SCARF is used to communicate high expectations for student engagement and measurable improvement in learning outcomes and personal growth for all students. It is displayed prominently in learning spaces, publications, and public areas, and is known and understood by students and staff members.
- A detailed analysis and explanation of NAPLAN data are shared with families annually in newsletters and the principal's annual report to the School Board, with emphasis on school goals for improvement for every student.

¹ The Progressive Achievement Tests measure what students in Foundation to Year 10 know, understand, and are capable of across domains, and help monitor progress over time. The PAT assessments are administered by ACER and include PAT-R (Reading), PAT-M (Mathematics), and PAT Adaptive. See: <https://www.acer.org/au/pat>

- The 'loaves and hyacinth principle in education' philosophy is pervasive in the school and is used to plan and strategize for improvement in core foundation skills in literacy and numeracy, and 'passion areas, creativity, curiosity, and confidence'.

NSIT Domain 2: Analysis and discussion of data

Domain descriptor

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Findings

- The school has developed and is implementing a plan for the systematic collection of a range of student outcome data from K-6. There is explicit data being collected to show evidence of achievement against the priorities in maths and spelling.
- The data plan is supported by an assessment framework and a data tracker.
- The assessment framework outlines the assessment tools to be used, their purpose and the responsibilities of teachers, school leaders, and the student support team. It articulates the timelines for the collection of assessment data and reporting to parents.
- School leaders routinely monitor and analyse whole-school learning data sets over time. There is an opportunity to develop further data literacy for all teachers.
- The school uses data to show growth over time for individual students. This forms part of the 'handover' package between class teachers at the end of each school year.
- Significant time is allocated at the start of each year for teachers to share and discuss data sets and anecdotal data about each student. School leaders and teachers attested to the value of the provision of this time.
- The school uses data to inform school-level resourcing decisions, interventions, and initiatives. Teachers use data to inform in-class groupings which are fluid, depending on the needs of the students.
- Negative incidents are routinely recorded by teachers and school leaders on the Sentral school management system, and written records are maintained for all students who attend lunchtime Consequence of Action (COA) conversations.
- The school routinely monitors perception data from staff members, students, and parents/carers, including data relating to student attendance and behavioural data.
- Student attendance from years 1-6 is consistently high, and in the few instances where attendance is a concern for a student, there are rigorous measures to monitor and report and, more importantly, to support families. It was noted that there are a number of students for whom routine lateness is a concern.

NSIT Domain 3: A culture that promotes learning

Domain descriptor

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Findings

- There is a strong collegial culture of mutual trust and support among teachers, school leaders, and families. Parents and School Board members express a high degree of trust and confidence in the principal, school leaders, and staff members.
- Positive and caring relationships that contribute to successful learning are inherent in the school culture. Students, members of staff, and parents speak positively about their school.
- SCARF values are embedded throughout the school both physically and culturally. Students, staff members, and families reference the SCARF values and the role they play in creating and maintaining a positive school culture.
- The school promotes and maintains a positive and safe learning culture. Students describe the school as a safe and positive learning environment.
- The school has clear strategies to promote appropriate behaviour, including agreed responses and consequences for inappropriate student behaviour. Students could clearly explain the role of the COA process and express the desire to make positive choices.
- The school places a high priority on student wellbeing through the resourcing of a specialist mental health and wellbeing teacher who works with K-6 classes weekly. This teacher also provides weekly check-ins with targeted students to address individual needs.
- There is an emphasis placed on staff wellbeing, evidenced by the ongoing provision of mental health and wellbeing discussions with the staff led by the specialist teacher. Members of staff expressed that they feel well supported by the leadership team both professionally and personally.
- The school has expressed a desire to work with families as partners in the promotion of student learning and wellbeing. Parents expressed a desire for more opportunities to volunteer in school activities and classroom learning.
- The underpinning, founding philosophy of the school embraces the 'loaves and the hyacinths' principle in education². Students actively strive to receive the Hyacinth Award in recognition of consistent demonstration of the SCARF values, citizenship, and a positive attitude towards all areas of school.
- The school actively works to create an attractive and stimulating physical environment that supports and encourages learning. All stakeholders share a sense of pride in the

² The philosophy is based on the quote: "If thou of fortune be bereft and of thine earthly store hath left, two loaves: sell one and with the dole, buy hyacinths to feed the soul."

school, its inviting physical environments and unique architectural design.

- Intentional and meaningful connections are made between the preschool and the wider school through creative timetabling, weekly library visits, access to the music specialist program, and regular walk throughs.
- There is a happy, optimistic feel to the school. This is reflected in the very high retention rate of preschool students who transition to the primary school each year.

NSIT Domain 4: Targeted use of school resources

Domain descriptor

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Findings

- There is a clear alignment of the Hawker Primary School architectural design and the resourcing of learning and teaching priorities for quality and effective teaching. The school is all under one roof with each year level having an open learning area for two streams with attached wet areas, break-out spaces, safe spaces, connecting tunnels, and withdrawal areas for specialised work.
- The open plan design of the school, with a contemporary, central library at the hub of connections, is impeccably maintained and regularly refurbished and upgraded to reflect developing pedagogical priorities.
- Learning spaces are resourced with modern, flexible furniture and furnishings including modular furniture, acoustic privacy lounges, and withdrawal spaces within the learning area. In years 2-6, 1:1 Chromebooks are provided for students and in K-1, 1:2 iPads are provided.
- Each class from Kindergarten to Year 5 follows the Third Teacher Model, where three teachers are provided for each year level. This extra teacher is part of the teaching team and is involved in planning for differentiated teaching that meets the needs of students. Teacher planning in this model is facilitated through resourcing weekly four-hour teacher planning release.
- Specialist teachers in music, French, health and physical education, mental health and wellbeing, learning support for Tier³ intervention, and seven learning support assistants are funded from judicious and capable budgeting, based on pedagogical imperatives in the school.
- Consultants are contracted by the school to provide specific professional development to enhance teaching effectiveness in spelling, maths, and reading.
- Students identified through PAT tests, PM benchmarking³, and psychometrics are supported through provision of assistance programs that include programs such as Macquarie Literacy Program (MacqLit)⁴, Spell-it⁵, a designated sensory room for students

³ PM Benchmarks is an assessment tool used by K-5 teachers to evaluate, monitor, and report reading comprehension and progress in learning. Students' instructional and independent reading levels are assessed using unseen, meaningful texts. Teachers can use PM Benchmarks to monitor a student's reading achievement and progress over time.

⁴ MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It includes the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. See: <https://multilit.com/programs/macqlit/>

⁵ [Spell-It is a flexible program that assists teachers to plan and implement spelling instruction based on assessment of students' current knowledge. Spell-It teaches the rules, conventions, structure, and logic of the English language. See: https://multilit.com/programs/spell-it/](https://multilit.com/programs/spell-it/)

on a 1:1 Individual Learning Plan (ILP), and a small group program.

- The school has beautiful nature-based grounds with play and sport areas being continually upgraded and reconfigured to meet student needs.
- The Parents and Citizens (P&C) Association gives strategic financial support for developing class and recreational areas, providing learning resources, and funding staff professional development opportunities on request.

NSIT Domain 5: An expert teaching team

Domain descriptor

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Findings

- The principal and school leaders view the development of an expert teaching team as central to improving outcomes for students. The creation and embedding of a culture of continuous professional improvement and a school-wide shared responsibility for student learning are seen as essential to the development of an expert teaching team.
- The school has in place a professional learning plan and associated budget to support school priorities. The professional learning plan clearly connects school improvement priorities to the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers.
- School leaders and teachers are committed to continuous improvement and the school's explicit improvement agenda. Professional Learning Teams (PLTs) have provided an opportunity for teachers to collaborate and develop whole-school beliefs in the areas of spelling and mathematics.
- Teachers are provided with various professional learning opportunities. An opportunity exists for this commitment to be extended to administration and support staff through engagement in performance and development plans and relevant professional learning.
- The leadership team has strategies in place to assist teachers to continue to develop and share their skills and knowledge. Teachers engage in peer observations and are keen to engage in the recently revised coaching model.
- The school expects all teachers to be highly committed to the continuous improvement of their own teaching and focused on improving student learning. This is evidenced by staff participation in ongoing professional learning and engagement in PLTs linked to school priorities.
- The school works to ensure the continuity of a culture of collaboration and teamwork. This is evidenced in timetables that intentionally release teaching teams to plan together on a weekly basis.
- There are established processes in place for year level teaching partners to collaborate and plan in meaningful ways. Teaching teams report that time spent with their teaching partner is purposeful and valued.
- High levels of trust and collegiality are evident across the school. The principal and leadership team are seen as supportive of the day-to-day practice and learning of teachers.
- The school has achieved a high degree of stability of staff, with the majority of staff members having worked at the school for at least five years. All members of staff express pride in working at Hawker Primary School.

NSIT Domain 6: Systematic curriculum delivery

Domain descriptor

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Findings

- The school has an explicit and sequenced plan for curriculum delivery from Kindergarten to Year 6. This plan is based on the Australian Curriculum (Version 8.4) and is reflected in year level planning. The planned 2024 transition to Version 9.0 of the Australian Curriculum provides an opportunity for curriculum planning to be refined and reviewed.
- Teachers work collaboratively in their teaching teams to share responsibility for developing curriculum plans. There are dedicated days for year level planning each term and targeted planning discussions within teaching teams.
- The deputy principal facilitates planning review meetings each term. These meetings focus on key questions related to school priorities, differentiation, and critical reflection. This allows school leaders to guide teacher development, influence coaching opportunities, and drive consistency across the school.
- The Early Years Learning Framework guides preschool planning, reflection, and reporting to families. Class, group, and individual student learning stories explicitly link student learning to the Early Years Learning Framework.
- The Hawker Preschool is held in high regard by the community. It currently celebrates 'exceeding' ratings across all domains of the National Quality Standards which recognises the high calibre of learning provided at the preschool.
- Assessment processes are aligned with the curriculum and are designed to establish where students are in their learning and to monitor learning progress across the years of school. A combination of classroom-based assessment and standardised testing provides teachers and school leaders with information to track student growth.
- School leaders focus attention and energy on priority curriculum areas and on ensuring that all students are proficient in the basics. This has been reflected in the 2019-2023 School Plan.
- A priority is given to constructing learning experiences that are engaging and challenging for all students. This has been prioritised through targets set in the context of the Third Teacher Model across Kindergarten to Year 5.
- Reporting processes are aligned with the curriculum and designed to provide families and students with information about the achievement of curriculum intentions and progress over time. This is supported by additional strategies such as learning journeys and parent teacher interviews.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Findings

- The principal and the school leadership team place the highest priority on ensuring that classroom teachers identify and address the learning needs of individual students, including high-achieving students; commit to 'point-of-need teaching'; and attain the confidence and capacity to teach inclusively through continuous professional development.
- Many teachers voiced awareness of multiple levels of student competencies that exist in their classes and commit to developing practices to ensure successful learning for all their students. This is closely aligned with the vision of inclusion promulgated by the school leadership team, which is yet to be taken up in explicit, everyday practice by all teachers.
- All teachers speak about being able to use data such as that yielded from NAPLAN, PAT, or PM data, together with A to E school data in student data books. Baselines for student's individual levels of understanding and competence are established from the data and are used to monitor progress and design appropriate scaffolding of teaching and learning strategies in teams.
- The Hawker Primary School Third Teacher Model that assigns three teachers to each two stream K-5 year level is the clearest commitment to, and expression of, inclusive teaching across the school and in every class. Differentiated teaching, learning, assessment, and planning are undertaken by teachers in teams.
- All teachers differentiate their practice to varying degrees depending on their levels of competence, understanding, and confidence at this time of development in inclusive practice at Hawker Primary School
- Tier 3 withdrawal and specialist interventions are reserved for higher and more intensive needs such as identified students with complex needs in 1:1 engagement in a specialised sensory room, and students who require a small group program. All other students are included in the class group and have adapted programs and differentiated teaching informed by data.
- All teachers are aware of the Hawker vision for inclusion through differentiation, and share knowledge of the scope of this inclusion ranging from higher support needs for some students, to the extension of highly competent and advanced students who are looking for challenge in their learning. This remains a growth area for further development in the school.
- Parents expressed enduring appreciation for the support of their students and the ready and generous commitment made by the leadership team and staff members to accommodate individualised attention to their students' specific learning needs. Testimonials from parents attest to the effectiveness of Hawker's holistic outcomes for students.

NSIT Domain 8: Effective pedagogical practices

Domain descriptor

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Findings

- The leadership team developed a pedagogical framework in 2018 which they evaluated and reviewed in 2022. The latest iteration aligns to the ACT Education Directorate's 'Enabling Pedagogies' work. The school values, philosophy, and beliefs and pedagogical approaches to:
 - > planning for student-centred learning
 - > high expectations; alignment of curriculum, pedagogy, and assessment
 - > evidence-based decision making
 - > targeted, explicit, and scaffolded instruction
 - > safe, supportive, connected, and inclusive learning environments
 - > are articulated within the framework. These are yet to be translated to school-wide classroom practice.
- The framework references explicit teaching, learning intentions and success criteria, fluid differentiated grouping, and the gradual release of responsibility as preferred pedagogical practices. These are supported in the curriculum planning documents and were highlighted by some teachers in their conversations with panel members.
- Teachers knew of the existence of the framework and described how they are currently trusted to teach in a manner which best meets the needs of their students.
- Maths and spelling PLTs have developed belief statements which articulate what pedagogical practices should be observed in classrooms if those beliefs are enacted.
- Belief statements have been shared with the wider staff. Belief statements are intended to maintain currency and are being reviewed later this year.
- The maths PLT is currently engaged in a mini project where they will be looking for photographic or video evidence of those beliefs enacted in classrooms. They will use this as a whole-school professional learning opportunity.
- School leaders have actively promoted the importance of creating classrooms, break out spaces, and purpose-built learning environments in which all students are engaged, challenged, feel safe to take risks, and are supported to learn.
- The principal has shared with the staff the correlation between teacher efficacy and student achievement. There is an opportunity for teachers to analyse the impact their teaching approaches have on student engagement and learning growth, and to engage in critical self and peer feedback.

NSIT Domain 9: School-community partnerships

Domain descriptor

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Findings

- Strong relationships have been established with the School Board and the P&C and their members understand and support the school's strategic priorities.
- P&C fundraising supports the school's vision for physical improvements and enhancement, and professional learning of the staff.
- Parents were very appreciative of the principal's and leadership team's presence at school drop off and pick up and understood this as an implicit value of connecting to community.
- In 2021, the school engaged a communications consultant to develop a plan for improving its communication with parents. As a result of this consultation, the school is progressing its vision of a 'single source of truth', the enhancement of their school website. Parents also spoke of the benefits of having one place to find all information about the school that they need.
- This year the school has strengthened its relationship with the out-of-school hours care provider, and opportunities exist to share with the wider parent community what the service offers its children.
- The school has strong connections with both the local high school and college, accessing their facilities, and supporting the Australian school-based apprenticeship program.
- An informal partnership exists between the school and the Ginninderra Rats Basketball Club which has led to the upgrade of the school's basketball facilities and assistance with coaching. As a result, students are enthusiastic about pursuing basketball as a sport of choice. The school is looking to formalise this partnership moving forward.
- The P&C has managed the school canteen for several years, and an opportunity now exists for the school to investigate alternative arrangements for the provision of a service for its students. Both students and parents expressed their desire for a high-quality canteen service.

Commendations

Hawker Primary School is to be commended for:

- The clear alignment of the school's vision and mission with the ACT Education Directorate's Strategic Plan to reflect clear learning and teaching priorities for the school.
- The school leaders driving a specific improvement agenda.
- The clarity in identifying literacy, numeracy, and quality teaching goals as the basis for the effective improvement of learning outcomes for all students.
- The use of key data to inform decision-making about effective strategies to measure learning progressions.
- The clear emphases on consistent and contemporary teaching practice, development of professional learning within teams, and supporting understanding of agreed pedagogy.
- The enacted school vision for "planned actions on learning and perception"; "the effectiveness of strategies, actions and implementation"; and "the efficacy of measures and suitability of targets".
- The collaboration of teaching staff and leaders in six-monthly reviews of targets and goal achievement.
- The nurturing of students' learning, school culture, and the professional practices of the staff contextualised for Hawker Primary in its SCARF philosophy.
- Sharing and explaining school data annually with the staff and wider community to emphasise school goal setting for improvement outcomes for every student.
- The unremitting focus on effective teaching and learning in the resourcing and maintenance priorities to develop the Hawker way of inclusive education.
- The resourcing of the innovative Third Teacher Model unique to the school in its learning-led physical environment.
- The principal and the school leadership team placing the highest priority on ensuring that classroom teachers identify and address the learning needs of individual students, including high-achieving students, through 'point-of-need' teaching.
- The strong sense of community in the school that is shared and expressed by members of staff, families, and students together.
- The strong collegial culture of mutual trust and support among the staff, school leaders, and families.
- Developing and implementing a plan for the systematic collection of a range of student outcome data from K-6.
- Allocating significant time at the start of each year for teachers to share and discuss both learning and anecdotal data about each student.
- The high priority placed on student wellbeing through the resourcing of a specialist mental health and wellbeing teacher.
- The happy, optimistic feel to the school.
- The focus on the development of an expert teaching team as a central driver to improving outcomes for students.

- The explicit and sequenced plan for curriculum delivery from Preschool to Year 6.
- The intentional and meaningful connections made between the Preschool and the wider school.
- The development of maths and spelling belief statements to inform school-wide pedagogical practice.

Affirmations

Hawker Primary School is to be affirmed for:

- The beautiful grounds with play and sport areas being continually upgraded and reconfigured to meet student needs.
- The Parents and Citizens Association that gives informed and strategic financial support for developing class and recreational areas, providing learning resources, and funding staff professional development opportunities on request.
- The depth and breadth of school support for students' welfare, health, and fulsome growth across the spectrum of life in Hawker.
- The routine monitoring and analysis of whole-school learning data sets over time by the leadership team.
- The professional learning plan connecting school improvement priorities to the AITSL Australian Professional Standards for Teachers.
- The continuity of a culture of collaboration and teamwork.

Recommendations

- Build on current practices and initiatives to develop and embed a unique school wide understanding of, and approach to, differentiated teaching and learning by every teacher in their teaching teams, to meet the learning needs of each student with particular emphasis on:
 - > effective measurement of student achievement relative to learning progressions and standards of the Australian Curriculum Version 9.0 and ACT Education Directorate learning priorities
 - > continuous monitoring of students' achievement levels and adjusting teaching strategies to ensure progression by meeting specific and identified learning needs
 - > using a variety of preferred and point-of-need teaching strategies in day-to-day teaching.
 - > communicating data and applied learning strategies to parents and families and enlisting their support in achieving learning progression for their student.
- Continue to refine and enhance the coherent and comprehensive curriculum implementation plan for the prescribed and mapped Australian Curriculum Version 9.0 and the newly revised Early Years Learning Framework.
- Refine and extend the professional learning plan to include all members of staff through:
 - > sharp focus on the school's explicit improvement agenda.

- > succession planning.
- > comprehensive and systematic approach to the observation, feedback, mentoring, and coaching of the staff that includes protocols for feedback conversations.
- Consider the opportunities for adding value to learning enrichment and students' wellbeing through strategic and evaluated school-community partnerships that may develop learning fulfilment for students in cross-curriculum priorities such as:
 - > enhanced differentiated learning opportunities and skilling.
 - > accessing health and wellbeing expertise to supplement school programs.
 - > strengthened cultural awareness and wider connection with community.
 - > using community educational and immersion facilities beyond the resources of the school, particularly in science, technology, engineering, arts, and mathematics (STEAM).