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

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| --- | --- | --- | --- | --- | --- | --- |
| **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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * 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

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| * 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

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| * 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

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| --- | --- | --- | --- | --- | --- | --- |
| **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

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| * 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

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| * 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

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| * 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

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

### Our achievements for this priority

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| * 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

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| * 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.

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| * QIP reflected upon, updated and new actions identified. |

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