



# Hawker Primary School

Network: Belconnen

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## School Improvement Plan 2019-2023

## The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's Strategic Plan and system-level and school-based analysis of multiple sources of evidence including our School Review findings. Analysis of these multiple sources of evidence is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school undertakes a school review as an integral component of its five-year improvement planning cycle. The reviews are an important part of how the Directorate supports and monitors school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation.

**Analysis → Priorities → Strategies → Actions → Impact (for student)**

Our school planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families and students.

## Our school's improvement agenda positioned within the Directorate's Strategic Plan

### Vision

**Education Directorate vision:** *We will be a leading learning organisation where people know they matter.*

How will the Education Directorate's vision gain life within your school's context?

#### **School vision:**

The underpinning philosophy of the school embraces the loaves and the hyacinths principle in education:

*'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.'*

The loaves are about the core foundation skills: literacy and numeracy and the skills involved in learning. The hyacinths are about passion areas, creativity, curiosity and confidence. They are about happiness and responding to the joy of being alive.

At Hawker we strive to offer a strong academic program in addition to providing a wide range of opportunities to assist students in discovering their passions and talents.

## Mission

**Education Directorate's mission:** *We develop and deliver educational services to empower each child and young person in the ACT to learn for life.*

How will the Education Directorate's mission gain life within your school's context?

### School mission:

At Hawker School we promote academic excellence by nurturing our students' capacity to be actively engaged in an enriched learning environment with the expectation that all students do their best and strive to reach their potential. Through the establishment of quality relationships, collaboration, team work and resilience, our students become connected to their learning environment. This allows for the development of a culture of peace and social harmony in which each child feels valued and acknowledged in our school community.

At Hawker School we encourage our students to be critical, divergent and creative thinkers. This is underpinned by providing diverse opportunities and differentiated learning activities. Our purpose is to develop strong foundations in English and Mathematics, explore the creative arts, develop life skills in fitness and sport, as well as equip students for their future in technology.

## Values

**Education Directorate's Values:** *Respect, Integrity, Collaboration, Innovation.*

How will the Education Directorate's values gain life within your school's context?

### School values:

The School values are based on SCARF. SCARF stands for:

**S**upport

**C**ooperation

**A**cceptance

**R**espect

**F**riendliness

These values are explicitly taught each year through a range of ways including posters, videos, role plays, explanations and visual displays. The SCARF Values provide the basis for school expectations for all members of the Hawker School community.

## Education Directorate's Strategic goals for 2018-2021

- *Schools where students love to learn*
- *Investing in early childhood*
- *Evidence informed decisions*
- *Learning culture*
- *United leadership team*



## Education Directorate's Strategic indicators for 2018-2021

- *To promote greater equity in learning outcomes in and across ACT public schools*
- *To facilitate high quality teaching in ACT public schools and strengthen educational outcomes*
- *To centre teaching and learning around students as individuals*

*The Directorate will annually publish progress against its strategic indicators. Each school's contributions to these strategic indicators will be provided to our school for inclusion in our Impact Report.*

## Multiple sources of evidence

Evidence informing this School Plan includes:

- analysis of system-level data
- analysis of school-based evidence over time (past 4/5 years)
- recommendations from School Review
- for schools with a preschool setting, Quality Ratings from assessment against the National Quality Framework.\*

***\*For schools with a preschool setting their Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.***

## Our improvement priorities

### Priority 1: Improve student learning outcomes in writing and spelling

*What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?*

By the end of 2023 students at Hawker School will have built upon their literacy skills and demonstrated strong growth in both writing and spelling. This will be achieved by supporting all students to meet their potential through teaching to the 'point of need' and providing support, extension and enrichment where and when required.

*What measurable targets will support progress and monitoring of the impact of this priority?*

Using the multiple sources of evidence approach as a guide, what measures will inform and demonstrate impact for students and staff through implementation of this improvement priority?

### Targets/Measures to be achieved by 2023.

#### *Student learning data*

**Target or measure** During the period of 2021-2023 an average of 69-73% of Year 3-5 students achieving at/above expected growth in writing

**Source** NAPLAN/SCOUT

**Starting point** Average of the last 3 years growth is 69%

**Target or measure** During the period of 2021-2023 an average of 61-65% of Year 3-5 students achieving at/above expected growth in spelling

**Source** NAPLAN/SCOUT

**Starting point** Average of the last 3 years growth is 61.4%

**Target or measure** During the period of 2021-2023 the average % of students in top 2 bands for writing will be 29-33%

**Source** NAPLAN/SCOUT

**Starting point** Average of the last 3 years 28.9%

**Target or measure** During the period 2021-2023 the average % of students in the top 2 bands for spelling will be 31-35%

**Source** NAPLAN

**Starting point** Average of the last 3 years 33.6%

### *Perception Data*

**Target or measure** During the period 2019 – 2023 the average percentage of parents indicating ‘the school has high expectations in all that it does’ will be 85-89%

**Source** System Satisfaction Survey

**Starting point:** 85.2%

### *School program and process data*

**Target or measure** During the period 2021-2023 100% of class teachers demonstrate differentiation of spelling and writing in their planning/program.

**Source:** School based term planning documents

**Starting point:** 80% in 2018

## PRIORITY 2: Improve student learning outcomes for mathematics with an emphasis on high performance

*What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?*

By the end of 2023 Hawker School students will build their skills, capacity and demonstrate strong growth in Mathematics. Evidence of performance improvement will be reflected by NAPLAN, PAT Maths and the enVision Concept Check In data. High performing students will indicate they feel challenged in Mathematics through perception data and differentiation of Mathematics will occur daily.

*What measurable targets will support progress and monitoring of the impact of this priority?*

Using the multiple sources of evidence approach as a guide, what measures will inform and demonstrate impact for students and staff through implementation of this improvement priority?

### Targets/Measures to be achieved by 2023.

#### *Student learning data*

**Target or measure** By the end of 2023, there will be growth for the top 25% in Years 1-6 of students as evidenced by PAT MATHS. (contact ACER to be determined early 2019)

**Source** PAT Maths

**Starting point** To be determined by 2018 Term 4 results

**Target or measure** % of students in the top 2 bands for numeracy 43-47%

**Source** NAPLAN/SCOUT

**Starting point** Average of last 3 years data 43.5%

#### *Perception Data*

**Target or measure** 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.

**Source** school based survey of students participating in extension and enrichment programs beginning year, end of Term 2 and Term 4

**Starting point** To be determined at the beginning of 2019 when the survey is first completed



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

*What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?*

By the end of 2023 Hawker School students will build their learning skills and capacity, as well as demonstrating strong growth across key learning areas. Teachers will participate in coaching and mentoring around the use of effective pedagogical practices to facilitate high quality teaching and improve student outcomes. Student growth will be underpinned by the building of teacher capabilities. Multiple sources of data will be utilised to demonstrate performance against this priority. This growth will also be complemented by positive perception data from all stakeholders who indicate their satisfaction with the quality of education received at Hawker School.

*What measurable targets will support progress and monitoring of the impact of this priority?*

Using the multiple sources of evidence approach as a guide, what measures will inform and demonstrate impact for students and staff through implementation of this improvement priority?

### Targets/Measures to be achieved by 2023.

#### *Student learning data*

**Target or measure** By 2023, we will have a preschool ACECQA rating of exceeding/excellent in QA1

**Source** ACECQA

**Starting point** Exceeding in QA1

**Target or measure** 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)

**Source** A-E reports

**Starting point** Average of the last 2 years data: Year 2 – 39%, Year 4 – 58%, Year 6 – 66%

#### *Perception Data*

**Target or measure** During the period of 2021-2023 an average of 90-94% parents, 96-100% of teachers, and 93 – 97% of students are consistently satisfied with the education students are receiving

**Source** System Satisfaction Survey

**Starting point** Average of the last 3 years data 90.4% Parents, 98.8% Teachers, 93% students

**Target or measure** During the period 2020-2023, 85-89% of parents have a favourable response to the statement 'I am satisfied the school has high expectations in all that it does'

**Source** System Satisfaction Survey

**Starting point** Average of the last 3 years data 85.2%

*School program and process data*

**Target or measure** 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.

**Source** School-based survey

**Starting point:** To be determined at the beginning of 2019 when the survey is first implemented


**Target or measure** During the period 2021-2023 100% of classroom teachers will have participated in coaching to use data to inform their practice

**Source** School-based survey

**Starting point:** To be determined at the beginning of 2020 when the survey is first implemented

# Endorsement

*This School Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.*

Acting Principal   
Name: Mandy Kalyvas (Kim Mc Cormack)  
Date: 10/4/19

## Director School Improvement

Name: Kris Willis  
Date: 9/4/19

## Board Chair

  
Name: David Robertson  
Date: 6 APRIL 2019