



ACT
Government
Education

Hawker Primary School

Review Report Summary, 2018

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Overview of the school review process

Approximately a quarter of all ACT public schools are reviewed each year. 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.

Reviews are undertaken by experienced educators trained in the use of the *National School Improvement Tool* (NSIT), a nationally recognised framework for reviewing teaching and learning practices. Each review team generally consists of two to three reviewers, however, the number of reviewers and length of review depends upon a range of factors, including the size and context of the school.

Reviewers closely consider each school's performance data and speak with a wide range of staff, students, parents and community members to get an accurate picture of the school. Following the review, the school receives a comprehensive report. The report outlines the key findings and recommended improvement strategies to maximise student outcomes. The report concludes with a set of commendations, affirmations and recommendations to assist in future planning and to support school-wide improvement planning.

The following summary contains the commendations, affirmations and recommendations from the review report.

Commendations

The 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

The 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

The 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 developing a sharp and narrow improvement plan.

Commendations

Hawker Primary School is commended for the following.

- Hawker school promotes and maintains a learning environment that is happy, safe, and respectful. Students, staff and families have a strong sense of belonging and speak highly of the school. The Hawker school community is united in its intent to realise its vision represented by the 'hyacinth philosophy'.
- Hawker Board members, PCA representatives and parents from across the school have high levels of confidence in the principal and staff. Parental involvement in the school is strong.
- The school's strategic plan included clearly articulated strategies for improving levels of student achievement and these were enacted. Longitudinal data demonstrate sustained improvement in growth in reading between years 3 and 5. The school leadership team has measured the impact of the key improvement strategies in mathematics, and school-based analyses provide evidence of improvement.
- The SCARF values are embedded throughout Hawker school and are evident in conversations and observations of interactions between all stakeholders.
- Open plan learning environments and a strategic approach to team teaching promotes flexible curriculum delivery and the sharing of practice between teachers. This approach also supports teachers in being able to respond to individual student learning and wellbeing needs.
- Hawker school has developed a well thought out and detailed plan for the systematic collection of a range of student learning and wellbeing data which includes system and school-based assessments. The school is to be commended for the establishment of its digital data tracking base which centralises a range of data sets to support longitudinal studies of data trends. This tracker has been in place for a number of years now and supports the leadership team and staff in conducting longitudinal studies of data trends.
- Outdoor learning environments at Hawker Primary School are purposeful and engaging. Improvements have been initiated by student cohorts and implemented through a community approach.

Affirmations

The Review Team offers the following affirmations for Hawker Primary School.

- The leadership team has worked deliberately to align planning processes across the school. There is broad engagement and a strategic approach to developing curriculum plans using the Australian Curriculum Achievement Standards as starting points.
- Hawker school's preschool program exceeded in the seven areas of the National Quality Standards assessment in 2016, and consistently provides quality learning experiences for preschool aged children.
- The school community has placed a high priority on providing a wide range of co-curricular opportunities to engage and inspire the diverse needs and interests of students.
- In mathematics, teachers closely monitor the progress of individual students using pre and post-testing to identify prior learning and measure success. The data from these tests informs across cohort groupings which change regularly and respond to need. This approach encourages teachers to tailor their teaching to student needs and readiness. Opportunity exists to consider

how these practices can apply across the curriculum.

- An explicit partnership with the University of Canberra and ALEA is enhancing the delivery of a robust spelling program for senior students.
- Teachers intentionally use data from whole-of-school agreed data sets, as well as their own individualised data tools to inform teaching and learning.
- The principal strategically recruits staff to build on the whole-of-school philosophy and to grow an expert teaching team.
- The year 4/5/6 team uses digital classrooms and platforms to link the planning, learning, assessment and feedback cycle.
- Student leadership has a visible presence, promoting initiatives to further increase the positive culture.
- There has been deliberate intent in bringing about consistent approaches to the teaching of English, mathematics and science, and this has supported teachers in being more confident in teaching, assessing and reporting on student learning for these areas.

Recommendations

The Review Team recommends Hawker Primary School pays attention to the following opportunities for school improvement during the next planning cycle.

- Develop an explicit school improvement plan in close partnership with the wider school community which identifies the specific improvements in student learning and wellbeing to be achieved. These improvements should be well defined, time-bound, and measurable. Build a shared ownership of this plan ensuring that teachers have a clear understanding of the changes in practice required to achieve school targets.
- Implement the school's data framework to support the systematic monitoring of performance data for whole-of-school, cohorts, and identified groups. Continue to build the capability of staff in analysing data so that there are very sophisticated understandings of student assessment and data types. Continue to support teachers in routinely using objective data on student achievement as evidence of successful teaching and learning.
- Continue to develop the school's curriculum plan, ensuring that the plan reflects a shared vision for teaching and learning, and is explicit about the expected approaches to curriculum delivery. Ensure that in curriculum planning and delivery, high priority is given to the progressive development of students' deep understandings of concepts and principles within and across learning areas, as well as to the ongoing development of the General Capabilities.
- Ensure that the research-based teaching practices expected in all classrooms across the curriculum are clearly articulated and that teachers are supported in talking about and sharing practice in a way that builds a common language around the signature pedagogies of the school.
- Draw upon the wide suite of practices that some teachers use to provide regular and timely feedback to students and explore ways in which these can be shared to build a repertoire of practice across all classrooms.
- Develop a distributed model which provides opportunities for all leaders to spend time working with teachers, modelling effective strategies, coaching and providing feedback on practice. Align this with opportunities for teachers to visit each other's classrooms to observe and learn from each other.