

Hawker College

Annual Action Plan Report 2017

Priority 1

Build and promote an engaging and inspiring school community working to improve learning and wellbeing outcomes for all students.

Targets

- 1.1 An engaged and inspired school community focussed on learning and wellbeing for all.
- 1.2 A growing enrolment trajectory.
- 1.3 High levels of student, staff and parental satisfaction with the college.

Outcomes to be achieved

- 1.1 20% of system survey respondents indicate awareness of college vision and mission
- 1.2 2% growth in 2018 enrolment on baseline demographer's projection of 383
- 1.3 System Survey reflects high levels of student, staff and parental satisfaction with the college.

Progress

Key improvement strategy 1.1: Hawker College vision & mission with explicit student improvement targets communicated and implemented within the school and community.

- *Specific Actions:* Hawker Colleges' core objective to improve learning outcomes for students was evident in Teacher Professional Development Plans in 2017, and in feedback and coaching conversations with staff; students and parents reflected greater awareness of our vision and mission in the school climate survey. The 2017 AAP & Strategic Plan content was the focus for executive and staff meetings, and progress was reviewed each term. The Vision, Mission & Strategic plan was communicated via our website, newsletter, social media, and was clearly displayed throughout the college and in all college publications.

Key improvement strategy 1.2: Develop and implement strategies to promote Hawker College in the community and foster connections with network schools and institutions.

- *Specific Actions:* Hawker College updated our school colours, communication and marketing materials, and actively promoted the College via Social Media, the website, advertising and marketing in the community. We ran a very successful Open Night event, attracting more than 600 people. We have seen a dramatic increase in 2018 enrolments, surpassing projections, and including the proportion of PEA students. We implemented a number of programs to connect with local schools such as our High school peer support and Road Ready programs with Belconnen HS and Kingsford Smith School; Hawker College students successfully ran nine swimming and sports carnivals in local schools; Hawker College once again hosted the ACT

Colleges Mock Trial competition; our school café was established as 51 Bake and opened to the public and community, hosting a number of functions for community groups such as Belconnen Probus and the school P&C. Our student services team ran comprehensive and customer service focussed transition and enrolment programs with KS High School, Canberra High School and Belconnen High School. The school continued it's productive relationship with Uniting Care Kippax to further develop and maintain our community garden project, and partnerships with the Australian Signals Directorate, CSIRO and our maths program, and ANU with our music program were established. Hawker College is also actively involved in the ASEAN Bridge program collaborating with schools in Asia. We continued active participation in the Belconnen Science Network which connects schools through collaboration on resources and seminars. Many students also undertook extension and enrichment activities via ANU, CIT and national academic competitions. School facilities were used by a local Yoga club; and for the delivery of an after school Visual arts program for primary school students, and by the Academy of Interactive Entertainment to deliver Vocational courses.

Key improvement strategy 1.3 : Continue to foster student, staff and parental empowerment, connection, and satisfaction with the College through an inclusive, collaborative and respectful school culture that promotes learning.

- *Specific actions:* In 2017 the school developed a new model for student leadership in partnership with Elections ACT and implemented a range of successful student led programs as a result, including a number of wellbeing activities, a bush regeneration program and various fund raising activities for student events such as the school formal. The school implemented a new "O Week" model to build and bind school community connection and revised pastoral care and study support activities to improve the foundation at college for year 11 students. The school embarked on a long term program to refurbish and rejuvenate school facilities; which in 2017 included re-painting the building, native planting and landscaping, incorporating windows into classroom walls; re-purposing facilities and spaces to maximise learning outcomes and the purchase of furniture to create improved social and learning spaces for students. In 2017 faculties were successfully restructured and consolidated to improve collective teacher efficacy, with all staff now housed with their respective teams, and a program to refurbish faculty offices to suit commenced with the Faculty 4 staffroom. Students participated in many engaging and challenging school excursions, including skiing, and a scuba diving expedition to Fiji, and a visit to the Sydney Street Retreat. Humanities students attended numerous live theatre performances and exhibitions and attended National Press club lunches. One student won every award in the National History Challenge and was a finalist in the Atom film festival. Hawker continued to strengthen the ESL/IPS program through refurbishment of an IPS space, support for pastoral care and excursions to the coast and the snow as part of school curriculum.

Outcomes achieved

- 1.1 69.5% of system survey respondents indicate awareness of college vision and mission
- 1.2 27% growth in 2018 enrolment on baseline demographer's projection of 383 to 485. This represents a 13% increase on actual 2017 enrolments.
- 1.3 The 2017 School Climate Survey reflects high levels of student, staff and parental satisfaction with and connection to the college, with increases on 2016 levels in most areas, and

resulting consistently above the ACT mean.

Priority 2

Develop systematic approaches for collecting, analysing and using a range of summative and formative data to monitor school improvement and identify gaps in student achievement and wellbeing.

Targets

- 2.1 Implementation of a “student profile data” system
- 2.2 Student profile data is routinely used throughout the school to monitor school improvement and identify gaps in student achievement and wellbeing.
- 2.3 Teachers routinely use formative and summative data on student achievement as evidence of successful teaching.

Outcomes to be achieved

- 2.1 10% of teachers demonstrate routine pedagogical use of student profile data
- 2.2 10% of attending students’ progress is individually tracked and quantifiable
- 2.3 10% of teachers TPD plans refer to student profile data as a KPI

Progress

Key Improvement Strategy 2.1: The school implements a simple and accessible student profile data system gathering various consistent data sources.

- *Specific actions:* 2016 Certification data was presented to all staff in week 1. The Deputy Principal developed a student profile data system for current students that collected attendance, behavioural and achievement data. This proved useful for monitoring some students but was not sustainable, and academic achievement data was not sufficiently accessible to be useful. We identified a need for a possible new report generated from ACS that would collate academic results from multiple markbooks and present a more useful and timely picture of student progress. This proposal will be presented to the BSSS board. Our Student Services team developed a student profile data tool for prospective enrolments which was used to great effect in consultation with feeder schools to collect information about incoming students in order to better prepare for their arrival in 2018. Many teachers and executives use various student data as the basis for planning, teaching and evaluating differentiated programs to improve student outcomes, however it is not centrally monitored or consistent. This gap is a focus for our PL plan in 2018. The school participated in the SAS trial implementation, and it is possible that this system might be used for student profile data in future. The Executive team investigated and developed some ideas for measuring growth in the general capabilities, this will be a longer term project for the school.

Key Improvement Strategy 2.2: Teaching teams, faculties and executive regularly plan, implement and evaluate teaching and learning strategies using student profile data as a diagnostic tool.

- *Specific actions:* There is evidence of effective use of student profile data in planning, teaching and evaluating differentiated programs in moderation and meshing processes, and through regular coaching/mentoring conversations, and the TPD process, though it is difficult at this early stage to connect it to any growth trends in student GPAs. We were not able to facilitate data literacy for education PL for all staff, and coaching using data as a shared PL focus in executive and faculty meetings did not occur consistently and systematically as would be preferable. This is identified as a PL priority for 2018.

Key Improvement Strategy 2.3: Schoolwide implementation of Google Classrooms and use of a range of formative assessment tools.

- *Specific actions:* Each class/unit has a functional presence on Google Classrooms, and teachers have demonstrated evidence of the use of a variety of formative assessment tools. The school established a method to collect all GC codes to monitor progress. There were curriculum resources on every GC and the platform is now in widespread use in the college. The school also uses Kahoots, Mathspace and Clickview. Teachers regularly shared formative assessment tools and strategies in their faculties and at the whole school level throughout 2017.

Outcomes achieved

- 2.1 70% of teachers were demonstrate routine pedagogical use of student profile data
- 2.2 50% of attending students’ progress was individually tracked and quantifiable
- 2.3 70% of teachers TPD plans refer to student profile data as a KPI

Priority 3

Implement differentiated and effective evidence-based teaching and learning practices to support a collaborative and reflective school culture focussed on improving student outcomes.

Targets

- 3.1 Effective and evidence-based classroom teaching and learning practices that ensure every student is engaged, challenged and learning successfully.
- 3.2 Effective and strategically targeted whole school approaches that ensure every student is engaged, challenged and learning successfully.
- 3.3. Routinely construct engaging and authentic learning experiences that are collaborative and support cross-curricular skills and attributes such as literacy and numeracy, digital literacy, creative and critical thinking, interpersonal capability, ethical behaviour and resilience.

Outcomes to be achieved

- 3.1 2.5% improvement in mean GPA for cohort from baseline 3.28 to 3.36
- 3.1.1 1% increase in mean attendance from 2016 baseline 79.7% to 80.7%
- 3.2 1% increase in Year 12 completions as a % of cohort from 2016 baseline 94% to 95%
- 3.3 2% increase in VET Certifications as a % of cohort from 2016 baseline 9.7% to 11.7%
- 3.3.1 2% increase in ASBA/WEX as a % of cohort from 2016 baseline 9% to 11%

Progress

Key Improvement Strategy 3.1: Prioritise collaborative, practical and aligned professional learning that supports differentiated teaching and effective pedagogical practices, including digital pedagogies.

- *Specific actions:* Teacher's TPD, TQI records and coaching conversations reflected this goal and were aligned accordingly. Staff meetings were generally focussed on NSIT domains 7&8, and budget priority was given to PLs for teachers that reflected this priority. Increasingly staff are engaging with digital pedagogies, and these were widely shared and discussed in 2017. The school implemented the new TPD pilot process with mixed success, some of it was found to increase the workload burden and was not useful. The Executive team did spend more time in classrooms observing, reflecting and working collaboratively with teachers, though the long term goal is for this to be established as standard practice, rather than ad hoc. Workload is a highly constraining factor, and a long term focus should be on how schools can address the balance to ensure teachers and leaders have more time to focus on improving collective efficacy.

Key Improvement Strategy 3.2: Develop targeted strategies to optimise outcomes for all students – How can we improve outcomes for all students? What are we doing for students who aren't improving?

- *Specific actions:* In 2017 we introduced a study support program known as "Tutorial" for year 11 students in semester one designed to support their transition from year 10 and help provide a foundation for academic achievement. We conducted an evaluation of the program in semester 2 and it was found that whilst many students got benefit from the program, there was too much focus on a 'tutorial' curriculum, and the program only succeeded when teachers were highly engaged and invested in the goals of the program. The evaluation considered the program a significant but worthwhile investment. The program has been revised for implementation in 2018 based on these findings. The school prioritized AST style assessment formats across the college, and growth in the median ATAR suggests this has been of benefit. An Evaluation of the school's approach to AST however suggests that we can further improve on our approaches to preparing students for the AST. The student services team was also very successful throughout 2017 in managing prospective enrolments and getting them into the right academic and support packages for the commencement of 2018. Student services were also very successful with Work Experience and ASBA outcomes in 2017, with a substantial increase in the numbers of students completing WEX and ASBA activities as part of their package. There was a significant reduction in VET certifications in 2017 and we did not reach our target of a 2% increase. VET provision has been significantly disrupted since 2016 with the departure and retirement of key personnel, and the transition to one RTO impacted greatly on our ability to settle and deliver a comprehensive program in 2017.

Key Improvement Strategy 3.3: Develop strategic and innovative curriculum programs that provide opportunities for teachers and students to collaborate and extend their learning through enterprise and authenticity.

- *Specific actions:* Authentic learning and enterprise is embedded in many courses in the college but has not been consistently documented. Efforts will be undertaken in 2018 to review and

revise unit outlines and Program of Learning documents for consistency. The school led a very successful cluster performing arts program “Inspire” in semester one and a school musical in semester 2 “Rock of Ages.” The latter won an award for best director in the Canberra Theatre Awards. As a result 2018 class sizes in Drama, Dance and Music have grown. In 2017 the school consolidated our canteen and Hospitality operations and education programs to form the 51 Bake project, which has resulted in improved staff morale, healthier food for students, increased canteen sales, and better curriculum alignment and outcomes, particularly for hospitality and agriculture students, with the community garden produce supplying the school kitchen. Hawker College in 2018 introduced Engineering, Mechatronics and IT Game Design courses, was involved in the CIT Bridge challenge and invested in an Agri-bot. These initiatives will be developed further in 2018. The first Hawker Tree Day took place in 2017 and students lead a bush regeneration project which saw more than 200 endemic plant species planted around school grounds to increase bio diversity and improve the school environs. This will be an ongoing project. Hawker staff participated in the writing of the new Science Inter-disciplinary course introduced in 2018.

Outcomes achieved

- 3.1 xx% improvement in mean GPA for cohort from baseline 3.28 to xx
- 3.1.1 3.89% increase in mean attendance from 2016 baseline 79.7% to 82.8%
- 3.2 1.5% increase in Year 12 completions as a % of cohort from 2016 baseline 94.1% to 95.5%
- 3.3 57.7% decrease in VET Certifications as a % of cohort from 2016 baseline 9.7% to 4.1%
- 3.3.1 197% increase in ASBA/WEX as a % of cohort from 2016 baseline 15% to 44.6%