Hawker College

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 – Priorities 1 & 2 (see reporting for detail):

- Implementing a school wide curriculum plan and PLC program focussed on learning progress for every student.
- Consolidating and strengthening the range of student services and supports to enable successful transitions and pathways.

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):

- Implementing a school wide curriculum plan and PLC program
- Targeting resources and PL to build the capacity of School Leaders (C) as instructional leaders
- Development of a school pedagogical framework; our "Classroom Practice Model"
- Consolidating and strengthening the range of student services and supports to enable successful transitions and pathways.

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 1 & 2 (see reporting for detail):

- Implementing our "College Teams" strategy to support learning progress for every student.
- Implementing a range of collaborative and innovative education programs that provide learning opportunities for the broad range of students in our learning community.

Reporting against our priorities

Priority 1: Enable all students to master the essential knowledge and skills of their curriculum package.

Targets or measures

By the end of 2019 we will achieve:

- Growth in the proportion of grades awarded at C level and higher across semesters
- Growth in mean Year 12 AST result from 1st trial baseline
- Growth in Student Satisfaction result
- Maintain numbers of graduating students receiving an ACT Senior Secondary Certificate
- Growth in VET Certifications (including Statements of Attainment)

In 2019 we implemented this priority through the following strategies.

- Continue to build a consistent and rigorous, results oriented professional learning community based on the Professional Learning Communities at Work model.
- Establish cross faculty teams to work on whole school priorities including Data, Practice, Honours, AST, Workload and Engagement.
- Build the capacity of School Leaders (C) as instructional leaders

Student learning data

Targets or Measures	2018S1	2018S2	2019S1	2019S2		
Proportion of grades awarded at C level and higher yr 11	61.19%	63.73%	60.19%	58.55%		
Proportion of grades awarded at C level and higher yr 12	67.69%	76.61%	69.55%	70.85%		

Targets or Measures	2018 Trial 1	2018 Result	2019 Trial 1	2019 Result		
Aggregate Year 12 AST result (Mean /250)	N/A	107	102	142		

Targets or Measures	2016	2017	2018	2019		
Median ATAR	71.7	73.1	78.2	79.4		

Perception Data

Targets or Measures	2016	2017	2018	2019		
Student Satisfaction result	86.1%	88.6%	77.8%	68.1%		

School program and process data

Targets or Measures	2016	2017	2018	2019		
Numbers of graduating students receiving an ACT Senior Secondary Certificate	175 (87.1%)	211 (90.6%)	170 (90.4%)	238 (93%)		
VET Certifications (including Statements of Attainment)	N/A	N/A	70	137		

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

What this evidence tells us

- The evidence shows continuing improvement and/or maintenance of high levels of academic achievement and certification outcomes. The declining trend in Student Satisfaction is of concern, though this should be considered considering the very low participation rate (30% on average for the last two years, an improvement on a 6% response rate in 2017). This trend is also unusual given the broader trend reflecting increased success for students.
- We remain ambivalent about the validity of aggregate academic growth measures, given the diversity and individual nature of student learning pathways and packages. We continue to investigate suitable methodologies. We have implemented a more detailed unit evaluation survey in 2019, which we believe is more reliable.
- This evidence suggests that we have not achieved a significant growth in C Grades or higher for the current year 11 cohort and will need to review this in our 2020 AAP. Despite our misgivings in relation to the student satisfaction survey, this may be symptomatic of areas we have identified for improvement based on other data. Our 2020 AAP will reflect efforts to improve attendance, engagement and behaviour management.

Our achievements for this priority

Implement a school wide curriculum plan

- Developed consistent and transparent Program of Learning/Unit Outline/Assessment templates and ran whole school PL on the 'guaranteed and viable curriculum'.
- Every class has a Google Classroom and Program of Learning in place.

Implement a school wide PLC program

- Teachers met every week in quarantined PLT time to focus on the progress and results of their students

Establishing "College Teams" to progress whole school improvement priorities (Data, AST, Practice, Honours, Workload, Engagement)

- Honours program established, 25 students commencing in 2019
- Practice team delivered weekly program of PL and led the development of a school pedagogical framework "Classroom Practice Model".
- AST team developed principles for school wide assessment that supported improved AST results.
- DATA team conducted V Grade analysis and identified need for a focus on attendance.

Consolidating and strengthening range of student services and supports

- Extended the scope of Study Support program to allow ongoing student participation
- Implemented various strategies to monitor student progress and keep students on track.

Challenges we will address in our next Action Plan

- Reduce and consolidate teams to sharpen their focus on fewer priorities
- Continue to develop and build the capacity of SLCs as instructional leaders.
- Continue to increase efficiency and productivity and focus on learning progress through workload reduction/consolidation efforts.

Priority 2:   Enable successful transitions and pathways for all students

Targets or measures

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

By the end of 2019 we will achieve:

- Reduction in S2 V Grades for Year 11 students with S1 V Grades
- Establish a baseline measure from Unit Evaluations for student perception
- All attending Year 11 students have an Individual Learner Profile
- Increased number of students with pathways plan/myfuture.com account
- Increase in % of students participating in Honours program
- Maintain % of students undertaking ASBA/VLO/WEX/SWL above 25% of cohort
- Increase mean attendance by 2%

In 2019 we implemented this priority through the following strategies.

- Lead collaborative and innovative curriculum programs that provide learning opportunities for students at HWKC and across the network
- Student Services to implement activities, programs and events that build student wellbeing and connection to the College.
- Develop a Learner Profile for every year 11 student (three tiers)
- Implement a strengthened Study Support program (Tutorial) for year 11 students
- Implement Careers benchmarking recommendations
- Increase number of pathways/myfuture.com plan that is linked/integrated with a Learner Profile
- Plan, organise and run high quality events that engage parents and community
- Establish sustainability as a school priority, working toward ACT Smart awards accreditation.
- Plan and implement an effective Orientation for incoming year 11
- Refurbish and rejuvenate school grounds and facilities consistent with the HWKC Masterplan

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	2016	2017	2018	2019	Year 4	Year 5
Rate of reduction in S2 V Grades for Year 11 students with S1 V Grades	N/A	N/A	17.23%	6.98%		
There was an overall reduction in V Grades of 8.5% for the class of 2019 over 4 semesters = 45% decrease.						

School program and process data

Targets or Measures	2016	2017	2018	2019	Year 4	Year 5
Proportion of students with pathways plan/myfuture.com account	46%	72%	84%	97%		
Number of students participating in Honours program	N/A	N/A	N/A	25		
Proportion of students undertaking ASBA/VLO/WEX/SWL	20.57%	57.18%	62.45%	69.75%		
Mean attendance	79.7%	82.8%	unavailable	unavailable		

What this evidence tells us

- The data shows pleasing reductions in the rate of V Grades for each cohort as they progress. This effort is ongoing. These figures also demonstrate the remarkably effective practice of the

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

student services team, particularly the TACO and ASBA/WEX officers, achieving very high growth in the rates of achievement for students undertaking ASBA/WEX/VLO/SWL and careers related activity.

- Though an objective of our plan was to develop an aggregate measure for student perception from Unit Evaluations, the school has not been able to manage this in 2019, it remains beyond our resourcing capacity. Similarly, though the school has implemented comprehensive Learner Profiles for many Year 11 students, due to other priorities we have not been able to quantify this in 2019. During the development and implementation of the new SAS attendance program we have been unable to establish reliable mean attendance data.
- We will continue to resource and support student services as a key strategy to enable student progress and success. Improving attendance is a key priority, as it correlates directly with V Grad rates.

Our achievements for this priority

Implementing a range of collaborative and innovative education programs that provide learning opportunities for the broad range of students in our learning community.
- Achieved 5-star sustainability rating and received commendation sustainability award
- Ran many successful events and programs: two WINGS STEM events for girls; two successful performing arts productions; many college and inter college sporting successes; many excursion, incursions and extracurricular activities; many college meetings, and parent/ teacher engagement events; ran student leadership groups and events including SLG elections and special interest days, Hawker Tree Day and Movie Nights.

Establishing "College Teams" to progress whole school improvement priorities (Data, AST, Practice, Honours, Workload, Engagement)
- Honours program established, 25 students commencing in 2019
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- AST team developed principles for school wide assessment that supported improved AST results.
- DATA team conducted V Grade analysis and identified need for a focus on attendance.

Consolidating and strengthening range of student services and supports
- Extended the scope of Study Support program to allow ongoing student participation
Implemented various strategies to monitor student progress and keep students on track.

Challenges we will address in our next Action Plan

- Design and implement strategies to improve attendance, engagement and behaviour management
- Strengthening the capacity of the student services team and its programs will support this such as re-designing the school's pastoral care program.

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