



Hawker Primary School

Annual School Board Report 2020



Hawker School Philosophy

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

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

School Context

Hawker School is a two-stream P-6 school. The unique open plan designed architecture requires a strong, collaborative culture, where teachers work closely in teams and share the responsibility of the learning for all students.

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. 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.

The School values are based on the values of the SCARF program which stands for;

Support

Cooperation

Acceptance

Respect

Friendliness

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.

Student Information

Student enrolment

In this reporting period there were a total of 345 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	180
Gender - Female	165
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	0
LBOTE**	96

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	16.12
Teaching Staff: Full Time Equivalent Temporary	5.00
Non Teaching Staff: Full Time Equivalent	9.41

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2018. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 98% of parents and carers, 100% of staff, and 88% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School

Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 28 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff* in agreement with each national opinion item

National opinion item	
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	96
Staff get quality feedback on their performance.	72
Student behaviour is well managed at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	100
Students like being at this school.	100
Students' learning needs are being met at this school.	96
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	90
This school is well maintained.	100
This school looks for ways to improve.	96
This school takes staff opinions seriously.	96
This school works with parents to support students' learning.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 90 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers* in agreement with each national opinion item

National opinion item	
I can talk to my child's teachers about my concerns.	95
My child feels safe at this school.	96
My child is making good progress at this school.	94
My child likes being at this school.	94
My child's learning needs are being met at this school.	89
Student behaviour is well managed at this school.	84
Teachers at this school expect my child to do his or her best.	97
Teachers at this school give useful feedback.	84

Teachers at this school motivate my child to learn.	95
Teachers at this school treat students fairly.	89
This school is well maintained.	99
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	80
This school works with me to support my child's learning.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 143 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students* in agreement with each national opinion item

National opinion item	
I can talk to my teachers about my concerns.	66
I feel safe at this school.	81
I like being at my school.	74
My school gives me opportunities to do interesting things.	83
My school is well maintained.	81
My school looks for ways to improve.	86
My teachers expect me to do my best.	84
My teachers motivate me to learn.	81
Staff take students' concerns seriously.	72
Student behaviour is well managed at my school.	54
Teachers at my school treat students fairly.	81
Teachers give useful feedback.	78

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	123979.40	127762.59	251741.99
Voluntary contributions	100.00	7325.00	7425.00
Contributions & donations	0.00	17848.00	17848.00
Subject contributions	18900.00	7445.00	26345.00
External income (including community use)	4754.78	0.00	4754.78
Proceeds from sale of assets	408.32	0.00	408.32
Bank Interest	1990.02	1619.80	3609.82
TOTAL INCOME	150132.52	162000.39	312132.91
EXPENDITURE			
Utilities and general overheads	42238.01	81209.25	123447.26
Cleaning	0.00	0.00	0.00
Security	687.44	617.32	1304.76
Maintenance	17932.56	17261.24	35193.80
Administration	194.35	3647.51	3841.86
Staffing	0.00	0.00	0.00
Communication	1134.86	1536.61	2671.47
Assets	53623.72	40259.41	93883.13
General office expenditure	10861.57	14896.17	25757.74
Educational	13726.80	15950.20	29677.00
Subject consumables	23743.31	373.14	24116.45
TOTAL EXPENDITURE	164142.62	175750.85	339893.47
OPERATING RESULT	-14010.10	-13750.46	-27760.56
Actual Accumulated Funds	117982.79	117817.34	117817.34
Outstanding commitments (minus)	-2520.98	0.00	-2520.98
BALANCE	101451.71	104066.88	87535.80

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Outdoor Spaces This reserve has been set up to continue the upgrade to playground areas. This is used to maintain the grounds, continue the planting of trees and shrubs, establish native gardens and create learning areas for the students. Our playground is an open area - which is used by the students and the broader community of the suburb of Hawker.	\$60,000	2022
ICT This reserve is set up for the ongoing purchasing of devices, smartboards and technological equipment for use by the students and staff at Hawker School to ensure students and teachers have access to high quality resources.	\$60,000	2022
Teacher Offices This reserve is to go towards the refurbishment of the junior and senior teacher offices.	\$10,000	2022

Endorsement Page

Members of the School Board

Parent Representative(s): Rebecca Lundy David Robertson

Community Representative(s): Cherie Lutton -
Byrnes

Teacher Representative(s): Amanda Thomas Lisa Fairlamb

Board Chair: Amy De Corsey

Principal: Kim McCormack

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

2020 Board Chair Signature:

Amy De Corsey

Date: 25/ 06/ 2021

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature:

Kim McCormack

Date: 25 / 06 / 2021