



Hawker School

Annual School Board Report 2017



Figure 1 Happy Hawker Students

This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2017

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

School Board Chair Report.....	1
School Context	2
Student Information	2
Student enrolment.....	2
Student attendance	2
Staff Information.....	3
Teacher qualifications.....	3
Workforce composition	3
School Review and Development	4
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
NAPLAN	7
Performance in Other Areas of the Curriculum.....	7
Financial Summary.....	9
Professional Learning.....	10
Voluntary Contributions	10
Reserves	10
Endorsement Page.....	11
Members of the School Board	11

School Board Chair Report

Following our highly successful 40th anniversary in 2016, Hawker School again realised a number of significant achievements both academically and as a school community in 2017. Through close collaboration between the school executive, teachers and families in both the classroom and through formalised measures such as the School Board and our P&C; our children have been provided with a supporting and nurturing environment to continue their 'adventures through learning'. The 2017 School Board Report enables our parents, carers and the broader community to reflect on the school's performance against our strategic objectives and ensure we continue to direct our efforts and resources to benefit to our children. Our Strategic Plan can be found at http://www.hawkerps.act.edu.au/our_community/school_board.

This year again saw Hawker School continue to be a high-performing school of choice in the ACT. Our 2017 NAPLAN results were very good and resulted in the school receiving a letter from the Australian Curriculum and Reporting Authority commending Hawker on student performance and the schools results. The Board continues to pay close attention to the performance of our students in literacy and numeracy, as well as ensuring students are provided the opportunity to develop individual passions and talents in areas such as the performing and visual arts, sporting pursuits and chess. As a school, we are fortunate to have a highly engaged and talented teaching and support workforce dedicated to supporting our children achieve academically and develop socially.

Hawker School continues to be recognised as an outstanding local public school and we attract a strong demand for enrolments from within the ACT, as well as from other parts of Australia and internationally. This high level of interest in our school is undoubtedly a result of both our academic performance and a school culture that truly supports and encourages learning. We will continue to receive interest in our school in the future and our enrolments will need to be monitored in the coming years as we reach capacity to ensure a balance between school performance and culture is maintained.

Through our highly engaged school community we have been able to raise significant funds and have directed this to support the children's learning and development. In 2017 we utilised funds raised by the P&C to enhance the school play environment and installed and commissioned two new slides. The slides, which are a nod to our school history, were officially opened in Term 3 by the Minister for Education, Yvette Berry MLA. Slides were part of the schools original playground equipment. The reinstallation of the slides this year was a highlight for the children and parents alike and we saw many families in the school playground over weekends and holidays enjoying the slides and our open play space.

Our school events in 2017, including the welcome BBQ, the Fete, learning journeys and Christmas Carols were all highly attended and the community mingled and shared experiences of both school and life generally. As a parent, I believe it is our community which makes Hawker 'different'. At our community events the SCARF Values of Support, Cooperation, Acceptance, Respect and Friendliness can be seen in action and this is what makes our school something special to be involved with – our values are not simply words on a wall, they part of who we all are as a school community.

David Robertson

School Board Chair

School Context

Hawker School is part of the Belconnen cluster which incorporates Hawker School, Weetangera Primary School, Florey Primary School, Southern Cross Early Childhood School, Belconnen High School and Hawker College.

Hawker has a diverse student population and an active parent community. The open plan design of the school makes it a beautiful and unique learning environment with the library at the centre leading into spacious class units.

The core values of Hawker: support, cooperation, acceptance, respect and friendliness permeate student, staff and community relationships. The values both protect and teach children the skills and attitudes they need for life as active citizens in local and global communities. They assist in providing a secure, caring and stimulating learning and working environment which is inclusive, values excellence and is responsive to the community.

The school curriculum offers a strong academic focus as well as a focus on creative and performing arts and sport. Other features of our programs include, French, ICT and our widely acclaimed Environment Education Program.

In 2017, strong demand for student places at Hawker School continued resulting in the school being at 100% of capacity. Apart from continued community interest, there has been no significant change in student demographic.

Student Information

Student enrolment

In 2017 there were a total of 337 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	170
Female	167
Aboriginal and Torres Strait Islander	7
LBOTE*	82

*Language Background Other Than English
Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2017 Attendance rates in percentages

Year level	Attendance rate
K	95.0
1	94.0
2	94.0
3	94.0
4	96.0
5	94.0
6	92.0

Source: Planning and Analytics, December 2017

Hawker School requests parents to notify the school about their child’s absence either on the day that they are ill, or in advance if the child is going on approved leave with their family.

The school facilitates this process by encouraging parents to phone the front office and by providing parents with a school pro forma to record the details and reason for their child’s absence. In 2017 there was an increase in the percentage of parents and carers informing the school of student absences via the school app.

Any unexplained absences or extended leave arrangements are usually discussed between parents and the principal on an individual basis.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	17

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of Hawker School is highlighted in the following table. The data is taken from the school’s term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	24
Teaching Staff: Full Time Equivalent Permanent	19.60
Teaching Staff: Full Time Equivalent Temporary	1.60
Non Teaching Staff: Head Count	6
Non Teaching Staff: Full Time Equivalent	4.81

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There is one Aboriginal and Torres Strait Islander staff member at this school.

School Review and Development

In 2017, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. 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'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Hawker School will undergo an external review during 2018. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2017 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2017, 92% of parents and carers, 96% of staff, and 93% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

A total of 27 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	
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	96
Teachers at this school treat students fairly.	96
This school is well maintained.	96
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	96
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	89
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	100
This school works with parents to support students' learning.	96
I receive useful feedback about my work at this school.	84
Staff are well supported at this school.	96

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 105 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	
Teachers at this school expect my child to do his or her best.	95
Teachers at this school provide my child with useful feedback about his/her school work.	87
Teachers at this school treat students fairly.	92
This school is well maintained.	98
My child feels safe at this school.	98
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	90
My child likes being at this school.	98
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	88
This school works with me to support my child's learning.	84

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 85 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	98
My teachers provide me with useful feedback about my school work.	95
Teachers at my school treat students fairly.	88
My school is well maintained.	95
I feel safe at my school.	92
I can talk to my teachers about my concerns.	74
Student behaviour is well managed at my school.	93
I like being at my school.	89
My school looks for ways to improve.	94
My school takes students' opinions seriously.	84
My teachers motivate me to learn.	93
My school gives me opportunities to do interesting things.	90

Source: 2017 School Satisfaction Surveys, August/September 2017

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

Table: Hawker Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	50	130	43	56
ACT	51	124	39	55

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.

In 2017, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2017 mean scores achieved by our students compared to the ACT.

Table: Hawker Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	479	442	565	517
Writing	439	412	500	475
Spelling	433	411	494	494
Grammar & Punctuation	471	441	544	503
Numeracy	443	417	532	496

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

In 2017 Hawker School continued to focus on a strong academic program in English and Mathematics, while still ensuring that students are exposed to a broader curriculum to identify and develop talents and passions in a range of areas. Curriculum differentiation continued to be a core focus in 2017.

The Hawker School philosophy of: *'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'* underpins all learning, with the loaves being about the core foundation skills; literacy and numeracy and the skills involved in learning.

The hyacinths are about passion areas, creativity, curiosity and confidence. It is about happiness and responding to the joy of being alive.

In keeping with this Hawker students are exposed to a range of programs including Extension and Enrichment, French, Music, Sport and Environment Education.

Primary Connections, the core program for Science, continued across the school with students engaged in hands on science learning in each semester.

There was a continuing focus on learning technologies across the school, with Hawker School adding to the bank of devices with the purchasing of Chrome Books. Students in years 5 and 6 were able to support learning through the incorporation of 1:1 device allocation. Staff across the school also integrated interactive white boards, iPads, laptops and online learning programs into the daily program where appropriate.

In 2017, a new French teacher to the school introduced students to a range of enrichment opportunities including poetry recital competitions and research projects that were displayed at the Alliance Française de Canberra. The school also hosted the Canadian High Commissioner who spoke to students about their research work and presented gifts to the school.

EnVision Maths continued as the core Mathematics program at Hawker School for kindergarten to year 6 students. The EnVision program includes mental computation strategies, guided and consolidated opportunities to practise as well as three levels of differentiation to cater for each and every learning need. The staff also have access to higher order thinking and problem solving activities that extend and stretch our high performing learners.

In 2017, Hawker School students represented the school at a wide range of events and competitions including Bandstravaganza, chess competitions, forums, award ceremonies, International reading, Writing and Mathematics competitions, sporting and community events.

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	221586.79	143034.68	364621.47
Voluntary contributions	18207.00	900.00	19107.00
Contributions & donations	400.00	50594.00	50994.00
Subject contributions	26298.00	1565.00	27863.00
External income (including community use)	7831.54	11537.27	19368.81
Proceeds from sale of assets	1882.57	1153.64	3036.21
Bank Interest	4820.88	4615.39	9436.27
TOTAL INCOME	281026.78	213399.98	494426.76
EXPENDITURE			
Utilities and general overheads	35857.07	67796.43	103653.50
Cleaning	33730.86	34960.65	68691.51
Security	1621.07	2210.80	3831.87
Maintenance	22815.56	14548.84	37364.40
Administration	9222.06	587.02	9809.08
Staffing	0.00	0.00	0.00
Communication	9554.47	3410.50	12964.97
Assets	96441.02	83750.86	180191.88
General office expenditure	9351.41	12591.04	21942.45
Educational	16398.78	21781.52	38180.30
Subject consumables	30126.29	70.40	30196.69
TOTAL EXPENDITURE	265118.59	241708.06	506826.65
OPERATING RESULT	15908.19	-28308.08	-12399.89
Actual Accumulated Funds	208763.74	203763.74	203763.74
Outstanding commitments (minus)	-9766.35	0.00	-9766.35
BALANCE	214905.58	175455.66	181597.50

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1,000.00

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 2017.

Reserves

Name and Purpose	Amount	Expected Completion
Creative Arts Project 2018-2019	\$20,000.00	December 2019
Playground 2016-2018	\$0.00	July 2017
Painting 2015-2016	\$0.00	July 2017
Outdoor Spaces 2018-2019	\$40,000.00	December 2019
ICT 2018-2019	\$40,000.00	December 2019

Endorsement Page

Members of the School Board

Parent Representative(s): Michael Hennessey Scott Wilkinson

Community Representative(s): Cherie Lutton

Teacher Representative(s): Allison Barker Caroline Adams

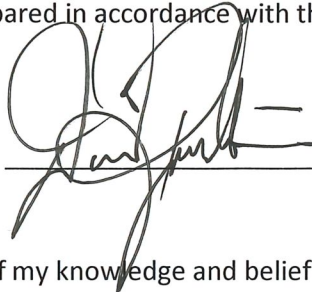
Student Representative(s):

Board Chair: David Robertson

Principal: Mandy Kalyvas

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

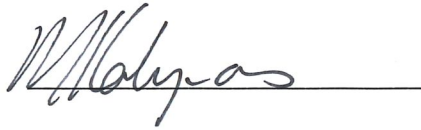
Board Chair Signature: _____



Date: 9 / 5 / 2018

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2017.

Principal Signature: _____



Date: 9 / 5 / 18