



Hawker Primary School

Annual School Board Report 2021



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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.

Summary of School Board activity

The COVID-19 pandemic made 2021 another remarkable year. Through online meetings, the board continued to meet regularly and carry out its usual business. The dedication of school staff and students to teaching and learning in a remote setting was apparent again as it was in 2020.

The board worked closely with the school leadership on the various plans to manage the COVID-19 pandemic. This included arrangements for remote learning and the equally complex arrangements once students returned to school for face-to-face learning such as strict cohorting, staggered pick-ups and drop-offs, and keeping the school building well ventilated. The board also appreciated the input of the Hawker School P&C Association which provided valuable feedback on the aforementioned COVID-19 safety plans.

In 2021, the board considered, reviewed, and ratified two existing school policies. The first was the policy for gifted and talented students at Hawker School, and the second was the homework policy. The Board, in conjunction with the school executive, commenced an external review of the school's communication with families. This included a comprehensive survey that was sent to all parents and carers and will be built upon with small focus groups. The insights will be used to develop a Communication Strategy that will guide the school's engagement with families, with implementation in 2023.

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 330 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	172
Gender - Female	158
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	4
LBOTE**	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	95.0

2	95.0
3	95.0
4	94.0
5	93.0
6	93.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

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/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	18.63

Teaching Staff: Full Time Equivalent Temporary	0.40
Non Teaching Staff: Full Time Equivalent	8.49

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, 95.5% of parents and carers, 94.1% of staff, and 83.3% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 17 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 get quality feedback on their performance.	77

Student behaviour is well managed at this school.	94
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	94
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	94
Teachers give useful feedback.	94
This school is well maintained.	88
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	94

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 110 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	
My child feels safe at this school.	95
My child is making good progress at this school.	92
Student behaviour is well managed at this school.	89
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	83
Teachers give useful feedback.	86
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	97
This school is well maintained.	98
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	75
This school works with me to support my child's learning.	87

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 138 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 feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	49
I feel safe at this school.	74
I am happy to be part of this school.(Replaces 'I like being at my school')	84
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	62

My school is well maintained.	86
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	93
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	85
Staff take students' concerns seriously.	67
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	86
Teachers give useful feedback.	71

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.

Table: Hawker Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	71	144	42	60
ACT	58	125	38	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

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 this reporting period, no students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	460	437	530	515

Writing	430	418	498	475
Spelling	435	409	503	502
Grammar & Punctuation	451	426	515	497
Numeracy	416	404	501	492

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-December
Directorate Funding	251749.03
Contributions and Donations	18446.50
Subject Contributions	7938.90
Hire of Facilities	6692.28
External Revenue	2528.13
Sale of Assets	0.00
Interest Received	2643.55
Other School Revenue	20455.00
TOTAL INCOME	310453.39
EXPENDITURE	
Utilities and General Overheads	77750.14
Security and Caretaking	654.70
Maintenance	35956.40
Administration	20754.85
Staffing Expenditure	7183.24
Communication	3033.09
Assets & Leases	98868.26
General Expenses	30143.58
Educational Resources	37874.44
Subject Consumables	23061.06
Directorate Funded Payments	2371.74
Other Payments	2533.85
TOTAL EXPENDITURE	340185.35
OPERATING RESULT	-29731.96
Accumulated Funds	107485.96
BALANCE	77754.00

Voluntary Contributions

The funds listed were used to support the general operations of the school in particular they went towards the library refurbishment and resources. 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	40,000	2023
ICT	30,000	2023
Indoor Upgrades	35,000	2024

Endorsement Page

Members of the School Board

Parent Representative(s):	Ben Elliston,	Rebecca Lundy.
Teacher Representative(s):	Felicity Gallagher,	Amanda Thomas.
Board Chair:	Dayle Stanley	
Principal:	Kim McCormack	

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

2021 Board Chair Signature:



Date: 27/ 06/ 2022

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: 29 / 06/ 2022