



# Hawker Primary School Board Report 2015



This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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The school website is <http://www.hawkerps.act.edu.au>.

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## School Board Chair Report

One of the functions of the School Board is to work in partnership with the School Principal and the Directorate to achieve the strategic objectives of the school and monitor the efficient and effective use of its funding. This School Board Report also allows the school and wider community to review the School's strategic and financial performance against those goals on an annual basis.

The School's finances have been responsibly managed, resulting in the School's strong financial position. In addition to classroom resourcing, this has enabled the Board to set aside school funds toward an upgrade to the school's playground equipment and school grounds. The School has made strong progress to improving student learning outcomes, including in English and Mathematics, and is continuing to lift its performance where needed.

The School maintains a very active and positive school culture, both within the school between staff and students, and with the wider community. This is evidenced by many outstanding community events (Welcome BBQ, School Fete, Book Week celebrations, Christmas Carols to name a few), an outstanding number of hours that volunteers have worked in the school, and a high proportion of Year 5&6 students, parents and carers indicating satisfaction with the School as part of the 2015 School Satisfaction Survey.

The School not only supports the Australian Curriculum, but provides a wealth of opportunities for students to broaden their extra-curricular experiences through participation in a wide range of events including school camps, Bandstravaganza, chess competitions, and sporting events. It is part of the School's mantra, or 'hyacinth' focus to support not only the academic advancement of each and every child by developing their core foundation skills (i.e. literacy and numeracy and the skills involved in learning), but by also developing their passion areas, creativity, curiosity and confidence.

With consistently high levels of student achievement in NAPLAN, record high enrolments with the school at capacity, and the ongoing focus on developing the passions and talents of all students, Hawker School is recognised as an outstanding local public school.

### Introduction to School

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 2015, strong demand for student places at Hawker School continued resulting in the school being at 100% at capacity.

### Student enrolment

In 2015 there were a total of 318 students enrolled at this school.

*Table: 2015 Student Enrolment Breakdown*

Group	Number of Students
Male	160
Female	158
Indigenous	7
LBOTE	68

Source: Planning and Performance, December 2015

### Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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 one to the last day of term two.

*Table: 2015 Attendance rates in Percentages*

Year Level	Attendance Rate %
K	95.0
1	94.0
2	93.0
3	93.0
4	94.0
5	94.0
6	90.0

Source: Planning and Performance, December 2015

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.

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 has provided the following data based on teachers registered as at 18 December 2015.

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

*Table: 2015 Qualification of Teaching Staff in Percentages*

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	34

Source: Teacher Quality Institute, Date 18 December 2015

**Note:** Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

The above table indicates that 100% of teachers at Hawker School hold accepted teaching qualifications and are registered through ACT Teacher Quality Institute. 34% of staff hold postgraduate qualifications, typically in the form of post graduate certificates or master's degrees.

### Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes 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.

*Table: 2015 Workforce Composition Numbers*

Staff Employment Category	Total
Teaching Staff :Head Count	24
Teaching Staff :Full time Equivalent Permanent	14.8
Teaching Staff :Full time Equivalent Temporary	6.9
Non Teaching Staff (Head Count)	5
Non Teaching Staff :Full time Equivalent	4.0

Source: Workforce Management, August census 2015

**Note:** This table includes pre-school staffing

There is one indigenous staff at this school.

**Note:** \* Indigenous staff are reported where the staff member has self identified.

The table above indicates that there was a total of 24 teaching staff and a total of five (5) non-teaching staff at Hawker School in 2015.

## Volunteers

The parent community at Hawker School donated many hours of their time to assist with teaching and learning programs across the school and support the positive community building events jointly organized by the P&C and school.

In 2015 parents and carers gave approximately 1900 hours of volunteer time to the school. The school acknowledges the valuable support provided to regularly assist with the home reading program, school events, sporting events and the performing arts and band program.

The annual school fete continued to be a main event in the P&C fundraising efforts for the school. The huge success of the fete is a result of the commitment of the parent community and support of the teachers and wider Hawker community.

The school canteen manager was ably supported by a small but dedicated team of parent and grandparent volunteers throughout the year. Other community celebrations and social activities were organized by the P&C to build on the positive home school partnerships that exist at Hawker School.

The estimated number of hours in which volunteers have worked in the school during 2015 was 1900.

## School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in*

*ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2018. A copy of their most recent validation report can be found on the school website.

### School Satisfaction

Schools continually 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 2015 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 2015, 90% of parents and carers, 96% of staff, and 83% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the 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.

The results for the 23 number of staff who took part in the survey are tabled below.

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

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.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	100
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100

Item	(%)
Student behaviour is well managed at this school.	100
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	96
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.	100
I receive useful feedback about my work at this school.	78
Staff are well supported at this school.	96

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 60 number of parents who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect my child to do his or her best.	88
Teachers at this school provide my child with useful feedback about his or her school work.	83
Teachers at this school treat students fairly.	83
This school is well maintained.	92
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	83
My child likes being at this school.	98
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	83

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 78 number of students who took part in the survey are tabled below.

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

Item	(%)
My teachers expect me to do my best.	88
My teachers provide me with useful feedback about my school work.	86
Teachers at my school treat students fairly.	69
My school is well maintained.	86
I feel safe at my school.	71
I can talk to my teachers about my concerns.	63
Student behaviour is well managed at my school.	63
I like being at my school.	72
My school looks for ways to improve.	91
My school takes students' opinions seriously.	71
My teachers motivate me to learn.	81
My school gives me opportunities to do interesting things.	79

Source: 2015 School Satisfaction Surveys, August/September 2015

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 school plan and the development of annual operating plans. The school plan is available on the school website.

## Learning and Assessment

### NAPLAN Assessment

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

In 2015, 0.00 % of year 3 students and 4.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN 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 2015 mean scores achieved by our students compared to the ACT.

*Table: Hawker Primary School 2015 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	487	443	525	521
Writing	439	420	488	486
Spelling	397	410	489	500
Grammar & Punctuation	478	441	518	516
Numeracy	436	410	502	502

Source: Performance and Planning December 2015

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

The Hawker Primary School 2015 NAPLAN Mean Scores table above shows Hawker Primary School's NAPLAN mean scores in each of the five (5) tests and compares them against the corresponding ACT mean scores. The table shows that Hawker School was above the ACT mean in seven (7) of the tests, equal with ACT mean in one (1) test and below the ACT mean in two (2) of the tests. The table shows that Hawker School year 3 mean scores well exceeded the ACT mean scores in Reading, Writing, Grammar and Punctuation and Numeracy. The Hawker School year 3 mean score for Spelling was below both the ACT average in Spelling. Hawker School year 5 mean scores exceeded the ACT mean scores in Reading, Writing, Grammar and Punctuation and was equal to the ACT mean score in Numeracy. The Hawker School year 5 mean score for Spelling was below the ACT average in Spelling. Hawker School's NAPLAN results show that the school is performing strongly across four (4) of the five (5) domains. Hawker School was below the ACT average in the domain of spelling in both year 3 and year 5. This area continues to be addressed at Hawker School through the following strategies:

- The development of a 'whole school approach' to teaching spelling
- Implementation and student assessment processes through the Brain, Eyes and Ears (BEE) spelling inventories
- Whole school professional development, facilitated by our literacy coordinator
- Professional readings, particularly focusing on First Steps and other expert resources
- Whole school workshops
- Team and individual coaching sessions
- Spelling Spotlights: where all teachers were able to share their practice with the entire teaching staff in an effort to continue building a 'whole school approach' to spelling

### **Performance in other areas of the curriculum**

In 2015 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. 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, Chess, Music, Sport and Environment Education.

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

There was a strong focus on learning technologies across the school, with Hawker School adding to the bank of devices provided by the Directorate as part of our participation as a Foundation School focusing on technology integration with learning. Students in year 5/6 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.

Language Perfect was continued in 2015 to support the French program in years 3 – 6. Hawker students had the opportunity to participate in a number of competitions across Australia in Language Perfect. Hawker students performed well above expectation, given the size of the school in comparison to other competing schools in the ACT.

EnVision Maths was further consolidated 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 practice as well as three levels of differentiation to cater for each and every learning need. The staff also have access to higher order thinking problem solving activities that extent and stretch our high performing learners.

In 2015, 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.

## **Progress against School Priorities in 2015**

### **Methodology in evaluating progress**

During 2015 staff monitored the school's progress against the annual operating plan. The School Board was also kept informed of the school's progress and played an integral role in communicating with the school community through the newsletter and P&C meetings.

The school executive team ensured that processes and procedures were in place to support staff in achieving school targets and goals. This was achieved through targeted professional learning, planning time and opportunities to collaborate and share practice during core work hours.

The National School Improvement Tool was used as a lens to align school progress and to celebrate school strengths. School based student achievement data, NAPLAN, school perception data, PIPs and the Australian School Climate and School Identification Measurement Tool (ASCSIMT) were also used to measure and track school performance.

### **Evaluation of Performance**

#### **Strategic Priority 1: Improve student learning outcomes**

##### **Desired Outcomes:**

- Improve learning in English (reading and writing)
- Improve learning in Mathematics
- Data used to inform teaching and learning
- Preschool continues to be a preschool of high quality

##### **Targets**

By the end of 2015

- 90% of students achieving above the National Minimum Standard in NAPLAN for Reading, Writing and Numeracy
- Increase the percentage of students in the top two bands to 40% in NAPLAN in year 5 writing
- 90% of students achieving PM Reading Benchmarks across the school K – 6
- Successful National Quality Framework rating of 'Meeting' or 'Exceeding' in Quality Area 1

##### **Progress**

Within the priority of '*Improve student learning outcomes*' a number of specific strategies were identified in the annual school operating plan and successfully implemented throughout the year. Specific strategies included, continued coaching support for literacy and numeracy across the school K -6, agreed consistent whole school practices in teacher planning, curriculum differentiation and student assessment and embedding the Early Years Learning Framework as the foundation preschool program.

This year Hawker School implemented the following:

- Ongoing teacher focus on the explicit teaching of First Steps Reading strategies across the school K – 6.
- Explicit focus on teacher capacity in the teaching of reading across the school.
- Consolidated targeted cross cohort ability groupings during guided reading instruction.
- Continued whole school commitment towards all students writing every day.
- Consolidated targeted cross cohort ability groupings during mathematics lessons at a minimum of four times per week.
- Consolidated mathematics resources used to support student learning.
- Consolidated the use of learning intentions, success criteria and descriptive feedback in all classrooms.

In addition, the school continued to implement full day planning sessions for staff in each teaching team at the end of terms 1, 2 and 3. Each team met with the literacy, numeracy and learning support team coordinators to ensure that learning was targeted and effective for all students. This continues to provide a strong base for effective professional learning communities at Hawker School.

First Steps reading strategies continued to be a focus across the school. All staff explicitly teach reading strategies as a core feature of their reading program as is reflected in their planning documentation.

Student progress and achievement continued to be recorded on the Hawker School data tracker. The data tracker is used to track student achievement over a seven year period. The school based data tracker is utilised from K-6 to monitor the progress of all students. The information provided a basis for targeted and future learning needs through the school's differentiated approach to teaching.

During the year all years, K – 6 were grouped for specific literacy purposes. Groupings were intentionally fluid and were regularly reformed when new aspects of learning were introduced. Targeted grouping of students across cohorts during guided reading instruction continued to be a whole school focus.

Teachers ensured that students were given the opportunity to write every day. Literacy support was again provided by the Literacy Coordinator with a focus on the teaching of guided reading.

Throughout the year all teachers had the opportunity to present how reading was taught in his or her classroom. 'Reading Rendezvous' allowed teachers to learn from each other as well as opportunities to discuss and share ideas, ensuring common teaching practice.

Numeracy support has occurred across the school throughout the year. The Numeracy Coordinator was responsible for continuing the embedding of the school wide envision Mathematics program with a focus of differentiation within the program. A mathematics planning overview template was refined for teachers to map out their long and short term mathematics instruction.

These actions assisted Hawker School in exceeding the target of ensuring 90% of students achieved above the national minimum standard for reading, writing and numeracy in NAPLAN 2015.

#### *Students above the National Minimum Standard in NAPLAN*

Test Domain	Year 3	Year 5	Average
Reading	95%	86.6%	90.8%
Writing	97.4%	91.4%	94.4%
Numeracy	95%	95.5%	95.3%

Source: SMART Data November, 2015

95% of participating year 3 students were above the minimum national standard for reading, 97.4% of year 3 students were at or above the minimum national standard for writing and 95% of year 3 students were at or above the minimum national standard for numeracy.

86.6 % of participating year 5 students were above the minimum national standard for reading and 91.4 % above the minimum national standard for writing and 95.5 % in numeracy.

Combining the averages indicated that 90.8 % of year 3 and year 5 students were above the national minimum standard in reading, 94.4 % were above the national minimum standard in writing and 95.3% were above the national minimum standard in numeracy. As a result Hawker School was able to exceed the 90% target in all three test domains.

The following table identifies our progress against achieving an increase in the percentage of students in the top two bands to 40% in NAPLAN in year 5 writing.

#### *Year 5 Percentages in Bands for NAPLAN in Writing*

Test Domain	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Writing	4.3	4.3	28.3	47.8	10.9	4.3

Source: SMART Data November, 2015

15.2% of year 5 students scored in the top two bands in the NAPLAN Writing test. However 63% of students in year 5 scored with in the top three bands.

#### Year 3 Percentages in Bands for NAPLAN in Writing

Test Domain	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Writing	1.8	2.6	5.1	25.6	48.7	17.9

Source: SMART Data November, 2015

Although not one of our school targets the table above indicates 66.6% of year 3 students achieved in the top two bands in the NAPLAN Writing test, while 92.2% of students in year 3 achieved with in the top three bands.

#### EnVision Mathematics program

The table below shows the number of students who participated in the NAPLAN Numeracy test in year 3 (2013) and year 5 (2015) at Hawker School. The table also indicates, the average score of each group, standard deviations and the final calculated effect size of our enVision maths program. There were 39 year 5 students in this group. The mean score for year 3 was 415.79 (2013), the mean score for year 5 (2015) was 502.67, the standard deviation for year 3 (2013) was 75.17 and the standard deviation for year 5 (2015) was 63.66. These figures are able to be combined mathematically to produce an effect size calculation that indicates how effective the enVision maths program has been over the last two years.

Schools are able to use John Hattie's effect size formula to measure elements within an educational setting to determine their effectiveness. John Hattie suggests that an effect size of 0.51 represents one (1) year of growth with specific reference to the NAPLAN numeracy test between year 3 and year 5. This means that an effect size of 1.02 would represent two years of growth (between year 3 and year 5). The calculated effect size of enVision on the year 5 students was 1.3 over the two (2) year period. The effect size can then be divided by two (2) to give the final one (1) year effect size of 0.65. As Hattie determines that a score of 0.51 indicates one (1) year of learning, the Hawker School effect size of 0.65 suggests that the enVision program is having a very positive impact on student learning. This is an area that we will continue to measure.

*EnVision Effect Size- Within School matched Students Year 3 2013-Year 5 2015.*

Element	Year 3	Year 5
Number of Students	39	39
Average Score	415.79	502.67
Standard Deviation	75.17	63.66
Average Year 5 – Average Year 3	86.87	NA
Average Standard Deviation	69.41	NA
Effect size (86.87 / 69.41)	1.3	NA
Effect Size (Per Year)	0.65	NA

*Source: SMART Data November, 2015& Hattie effect size formula*

The school continues to track student progress in reading through internal assessments. In each year level students are assessed using a PM Benchmarking kit. The Education and Training Directorate sets ACT System Benchmarks for each year level that are consider to be 'C' level, or within the normal progress range. In respect to our third target of 90% of students achieving the ACT system Reading benchmarks for reading K-6 Hawker School achieved 87% of students attaining this level. When removing students from calculations who receive funded English as an Additional Language or Dialect (EALD) support the percentage of students attaining benchmark level is 90%. Additionally when removing from calculations students receiving EALD support and students who are on Individual Learning Plans (ILP) due to significant intellectual or developmental delays the percentage of students attaining benchmark level is 93%. This result is an improvement on 2015 and an indication that our whole school approach to teaching reading with the support of First Steps Reading is proving successful.

Hawker School will continue the explicit teaching of all elements of English and Mathematics. The school has experienced very strong academic results in 2015 and will build on these results in 2016. Spelling remains a focus are for 2016.

In 2015, the Hawker Preschool was not assessed against the National Quality Framework by Children's Education and Care Assurance. As a result the desired outcome of 'Successful National Quality Framework rating of 'Meeting' or 'Exceeding' in Quality Area 1' has not yet been achieved.

The preschool team did however, participate in professional development focusing on educational programs and practices in the Early years. This involved visits to other preschool and early childhood centres across the ACT. This led to professional discussions and attendance at workshops on specific elements of QA1 (Quality Area 1 of the National Quality Standard).

Four specific actions were identified to further embed the Early Years Framework in 2016 with the intent of receiving an assessment rating of meeting or exceeding QA1:

1. Use the National Quality Standard self-assessment tools to identify areas for future improvement.
2. Visit other settings to identify quality implementation of Quality Area 1: Educational programs and practice.
3. Further refine planning and program documents to reflect implementation of EYLF.
4. Record observations consistently and link with program and planning documents.

## **Strategic Priority 2: Further enhance the positive school culture**

### **Desired Outcomes:**

- Student leadership opportunities across the school, including opportunities for authentic student voice
- Continued focus on building staff capacity, teacher collaboration and teamwork
- Further develop positive home school partnerships

### **Targets**

By the end of 2015

- 80 percent of year 5/6 students participating in leadership or extracurricular activities
- 84 percent of parents and carers feel satisfied and connected to the Hawker School Community

### **Progress**

Within the priority of '*Further enhance the positive school culture*' a number of specific strategies were identified in the annual school operating plan and successfully implemented throughout the year. Specific actions included:

- The hosting of a student leadership day for the Belconnen Cluster Partnership Group. This included all students in years 3 – 6 from Weetangera, Florey and Hawker Schools.
- Ongoing leadership opportunities for year 5 and year 6 students through the environment program.
- Increasing the number of leadership opportunities for students in the school through formal and informal opportunities and events.
- Grandparents and extended family morning tea that coincided with the whole school Book Week Parade catered by Hawker College students.

Hawker School successfully achieved the desired outcomes of:

- Student leadership opportunities across the school, including opportunities for authentic student voice
- Continued focus on building staff capacity, teacher collaboration and teamwork
- Further develop positive home school partnerships

All year 5/6 students were engaged in a range of leadership opportunities including:

- SRC involvement
- Arcade Day
- Environment Leaders
- Kids Teaching Kids presenters
- Kids Give ambassadors
- School buddies program
- Student initiated clubs – dance, craft, cricket, skipping
- Merit Certificate Leaders
- Green Group - water

As a result, Hawker School exceeded its target of 80% of year 5/6 students participating in leadership or extracurricular activities. 100% of year 5/6 students were involved in a leadership or extracurricular activity.

The target of *'84 percent of parents and carers feel satisfied and connected to the Hawker School Community'* was also met with 90% of parents agreeing or strongly agreeing with the statement *'Overall I am satisfied with my child's education at this school'*. (School Satisfaction Survey 2015) In addition 100% of parents and carers associated high levels of school identification, meaning that they feel a sense of belonging and connection to the Hawker School community. 80% responded to it being *'excellent'* and 20% responded to it be adequate. (ASCSIMT, 2015)

School culture is a significant strength at Hawker School. It will continue to be an ongoing focus as developing, maintaining and enhancing a positive school culture requires effort across all areas of the school: learning program, learning environment and staffing.

### **Strategic Priority 3: Implement the Australian Curriculum**

#### **Desired Outcomes:**

- Early Years Learning Framework successfully implemented at the preschool
- Whole school approach to curriculum planning and documentation
- High quality planning documents, data collection, assessment and reporting strategies

**Targets**

By the end of 2015

- 100% of classroom teachers using consistent curriculum planning documents for the Australian Curriculum or Early Years Learning Framework
- 'Visible learning tools' will be on display in 100% of classrooms

**Progress**

Within the priority of '*Implement the Australian Curriculum*' a number of specific strategies were identified in the annual school operating plan and successfully implemented throughout the year. Specific actions included;

- Task purpose statements and curriculum outcomes attached to portfolio work samples
- The introduction of learning intentions and outcome statements attached to student art pieces
- What I'm Looking for (WILF) and We Are Learning To (WALT) visible in all classrooms for specific learning
- Evidence of written , descriptive feedback in student's books
- Formative assessment strategies being used across the school
- Increased opportunities for student reflections about learning in years 2-6
- Consistent planning documentation across the school
- Consistent use of the Early Years Learning Framework in the preschool
- Whole school assessment approach embedded across the school
- All teachers using the Australian Curriculum across the school

All targets for this priority were met in 2015. Further work in 2016 will include the development of digital formative assessment strategies and higher order curriculum differentiation.

## 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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	120937.64	147764.23	268701.87
Voluntary contributions	11682.71	1097.50	12780.21
Contributions & donations	0.00	550.00	550.00
Subject contributions	22859.00	2010.00	24869.00
External income (including community use)	11088.95	6042.80	17131.75
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4313.02	4106.52	8419.54
<b>TOTAL INCOME</b>	<b>170881.32</b>	<b>161571.05</b>	<b>332452.37</b>
EXPENDITURE			
Utilities and general overheads	35424.90	74741.54	110166.44
Cleaning	31408.68	32564.61	63973.29
Security	1438.07	3727.22	5165.29
Maintenance	8686.04	17594.01	26280.05
Administration	3123.07	555.51	3678.58
Staffing	0.00	0.00	0.00
Communication	2313.22	4004.70	6317.92
Assets	43157.15	49675.68	92832.83
General office expenditure	11349.25	17723.49	29072.74
Educational	16118.86	13724.13	29842.99
Subject consumables	18581.59	0.00	18581.59
<b>TOTAL EXPENDITURE</b>	<b>171600.83</b>	<b>214310.89</b>	<b>385911.72</b>
<b>OPERATING RESULT</b>	<b>-719.51</b>	<b>-52739.84</b>	<b>-53459.35</b>
<b>Actual Accumulated Funds</b>	<b>130357.97</b>	<b>110357.94</b>	<b>130357.94</b>
Outstanding commitments (minus)	-9620.77	0.00	-9620.77
<b>BALANCE</b>	<b>120017.69</b>	<b>57618.10</b>	<b>67277.82</b>

**Professional learning**

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$672.

**Voluntary contributions**

This school received \$12780.21 in voluntary contributions in 2015. These 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 2015.

**Reserves**

<b>Name and purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Playground: Upgrade to playground by erecting further play equipment for the enjoyment of all students	\$80,000.00	December 2018
Painting: Painting of classrooms to preserve the condition of the building, and to make the school a pleasant environment for student learning.	\$15,000.00	December 2016

## Endorsement Page

I declare that the Hawker Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
  - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### MEMBERS OF THE SCHOOL BOARD

<b>Parent Representative:</b>	Gillian Treloar	David Robertson	Scott Wilkinson
<b>Community Representative</b>	Cherie Luton		
<b>Teacher Representative</b>	Michelle Bailey	Mark Deeker	
<b>Student Representative:</b>	N/A		
<b>Board Chair:</b>	Gillian Treloar		
<b>Principal:</b>	Mandy Kalyvas		

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 2015.

Principal Signature: \_\_\_\_\_

Date: 26/5/16

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

Board Chair Signature: \_\_\_\_\_

Date: 26/5/16