



Hawker Primary School

Annual School Board Report
2016

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, 2016

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

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

Inquiries about this publication should be directed to:

Hawker Primary School
Erlunda Cct.
Hawker ACT 2614

General enquiries:

Telephone (02) 6205 7733

Contents

School Board Chair Report	2
Context	2
Student Information	3
Student enrolment	3
Student attendance	3
Staff Information	4
Teacher qualifications	4
Workforce composition	5
Volunteers	5
School Review and Development	6
School Satisfaction	6
Overall Satisfaction	6
Learning and Assessment	8
Performance in Literacy and Numeracy	8
Early years assessment	8
NAPLAN assessment	9
Performance in Other Areas of the Curriculum	9
Progress Against School Priorities in 2016	10
Financial Summary	11
Professional Learning	12
Voluntary Contributions	12
Reserves	12
Endorsement Page	13
Members of the School Board	13

School Board Chair Report

Since first opening the doors in 1976 to commence “adventures through learning” at Hawker School there have been many changes in education. The one constant that has remained over our schools history is the community’s commitment to providing our children with the best opportunities for quality educational outcomes. This passion and commitment to education was the foundation on which the Hawker School was initially built, local families and the community fiercely advocated for a primary school to be built in Hawker as there was no plans to construct one at the time.

The School Board in our 40th year, continues to represent the passionate commitment of our school community and of our founding families. In 2016 the School Board worked in close partnership with the School Principal and the Directorate to achieve our stated strategic objectives and to monitor the use of our resources to best benefit our children. This School Board Report allows the school and wider community to review the School’s strategic and financial performance against those goals.

Academically the school continues to perform well with consistently high levels of student achievement in NAPLAN. The Board continues to maintain close attention to the performance of our students in literacy and numeracy and the broader skills and environment required to enable learning. Our schools overall academic achievements, supported by a talented teaching and support workforce, and the ongoing focus on developing the passions and talents of all students has resulted in school enrolments at capacity and Hawker School being recognised as an outstanding local public school.

2016 was a year of celebration for the school and our teachers, children and families. Our Birthday assembly had many school families attend, both past and present, and our 40th anniversary fete was a resounding success both financially and as a celebration of all that is wonderful about our school and its community.

As we move forward to the next 40 years, we have been given a great legacy to build upon since the school welcomed its first students. The School Board is incredibly proud of our school and our school community. We hope future generations will reflect upon the actions of our school community today and see we have built upon the traditions of our past, providing a strong values base and solid educational building blocks for our children, so they may continue to take on their individual life adventures through learning.

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 2016, 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 2016 there were a total of 335 students enrolled at this school. This number does not include the preschool enrolment.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	174
Female	161
Indigenous	6
LBOTE	84

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	94.0
1	95.0
2	95.0
3	93.0
4	93.0
5	91.0
6	93.0

Source: Planning and Analytics, December 2016

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 (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	29

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Hawker School is highlighted 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	20
Teaching Staff: Full Time Equivalent	18.4
Non Teaching Staff: Head Count	5
Non Teaching Staff: Full Time Equivalent	4

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There is one indigenous staff member at this school.

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 2016 parents and carers gave approximately 700 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.

A significant amount of volunteer effort was also contributed into community building events additional to school programs. This included the school canteen, where 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. These included a Welcome BBQ at the beginning of the year, the uniform shop, Christmas Carols and Chess Tutoring.

School Review and Development

In 2016, 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 new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Hawker School will be reviewed in 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 2016 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 2016, 86% of parents and carers, 100% 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.

The results for the 26 staff who took part in the survey are tabled below.

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.	100
Teachers at this school treat students fairly.	96
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
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.	88
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.	81
Staff are well supported at this school.	85

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 83 parents who took part in the survey are tabled below.

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.	92
Teachers at this school provide my child with useful feedback about his or her school work.	80
Teachers at this school treat students fairly.	84
This school is well maintained.	94
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	90
Student behaviour is well managed at this school.	88
My child likes being at this school.	99
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	71
Teachers at this school motivate my child to learn.	89
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	79

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 89 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

National Opinion Item	(%)
My teachers expect me to do my best.	100
My teachers provide me with useful feedback about my school work.	90
Teachers at my school treat students fairly.	71
My school is well maintained.	96
I feel safe at my school.	89
I can talk to my teachers about my concerns.	75
Student behaviour is well managed at my school.	73
I like being at my school.	91
My school looks for ways to improve.	95
My school takes students' opinions seriously.	76
My teachers motivate me to learn.	94
My school gives me opportunities to do interesting things.	90

Source: 2016 School Satisfaction Surveys, August/September 2016

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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Hawker Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	50	119	49	121
Mathematics	40	56	39	54

Source: Planning and Analytics

NAPLAN assessment

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 2016, 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 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 2016 mean scores achieved by our students compared to the ACT.

Table: Hawker Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	493	441	526	514
Writing	445	420	485	474
Spelling	457	421	490	490
Grammar & Punctuation	456	442	525	511
Numeracy	462	412	520	497

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 2016 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 was a core focus in 2016.

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, was further embedded 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 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 2016 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 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 2016, 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 2016

Below Hawker School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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	168155.98	175714.60	343870.58
Voluntary contributions	15140.00	1872.50	17012.50
Contributions & donations	0.00	70100.00	70100.00
Subject contributions	26058.00	3015.00	29073.00
External income (including community use)	13981.21	10004.54	23985.75
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4339.22	4456.92	8796.14
TOTAL INCOME	227674.41	265163.56	492837.97
EXPENDITURE			
Utilities and general overheads	46649.66	41533.91	88183.57
Cleaning	32555.52	33730.86	66286.38
Security	802.19	3066.00	3868.19
Maintenance	15662.03	4448.18	20110.21
Administration	3185.80	2639.16	5824.96
Staffing	0.00	0.00	0.00
Communication	8624.17	7376.42	16000.59
Assets	31282.86	42499.53	73782.39
General office expenditure	15895.76	13675.29	29571.05
Educational	12653.22	19272.96	31926.18
Subject consumables	17571.31	6391.46	23962.77
TOTAL EXPENDITURE	184882.52	174633.77	359516.29
OPERATING RESULT	42791.89	90529.79	133321.68
Actual Accumulated Funds	76175.21	76979.71	76979.71
Outstanding commitments (minus)	-32080.67	0.00	-32080.67
BALANCE	86886.43	167509.50	178220.72

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$9,072.

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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
Reserve No 1: Playground 2016/2018 Playground embankment slides. Aim to improve the play areas of the school by maximising an underutilised area of the playground.	\$80,000	Expected to be completed by June 2017.
Reserve No 2: Painting 2015/2016 This reserve is to improve the canteen space.	\$15,000	Expected to be completed by February 2017

Endorsement Page

I declare that the Hawker Primary School Board has operated in accordance with the provisions of the ACT *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:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) 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:
- a) be present when the board considers the issue or
 - b) 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

Parent Representative(s):	Michael Hennessey	Scott Wilkinson
Community Representative(s):	Cherie Lutton	
Teacher Representative(s):	Michelle Robinson	Allison Barker
Board Chair:	David Robertson	
Principal:	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 2016.

Principal Signature:  Date: 28 / 04 / 2017

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

Board Chair Signature:  Date: 28 / 04 / 2017