



Hawker Primary School

Annual School Board Report 2018



Fig 1 A mosaic jointly constructed in 2018 by Year 6 students and artist in residence Karen Telese

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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

School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

In 2018 Hawker School continued to accomplish significant academic and community outcomes and our achievements as a school community only occurred through the close collaborative partnership between all stakeholders involved with the school. The school values of Support, Cooperation, Acceptance, Respect and Friendliness (SCARF) provide the foundations for building a positive learning environment for the children, and these values are readily seen in action across the entire Hawker School Community during both the academic year and in our incredibly well supported community events.

As a School Board we continued to work closely with the school and its executive to ensure our children's academic and social performance is maintained and grown. 2018 saw a review of the school against our strategic plan objectives and participation in this review process included staff, students and parents. The high level of engagement and participation in the review process reflects our positive school culture and information collected through the review is incredibly important to inform and shape the school's strategic objectives for the next five years.

The 2018 School Board Report enables our parents, carers and the broader community to review the school's performance against our strategic objectives and ensure we continue to direct our efforts and resources to benefit to our children. Our new Strategic Plan can be found at http://www.hawkerps.act.edu.au/our_community/school_board.

Hawker School is again a high-performing school of choice in the ACT. Our 2018 NAPLAN results were very good, and the Board continues to pay close attention to the performance of our students in literacy and numeracy. As well as ensuring our children are supported to reach their academic potential, the Board also pays close attention to the opportunities provided to the children to develop individual passions and talents in areas such as the performing and visual arts, sport and chess. We are again fortunate to have a highly engaged and talented teaching and support workforce dedicated to helping our children achieve academically and develop socially.

Our academic performance and school culture that truly supports and encourages learning saw Hawker School continue attract a strong demand for enrolments from within the ACT, as well as from other parts of Australia and internationally in 2018. As we move towards reaching student capacity, the Board will continue to work with the school and the Directorate to monitor our enrolments. This work will ensure the balance between school performance and culture is maintained.

The incredible Hawker School community again raised significant funds this year to support the children's learning and development. In 2018 our school events included the welcome BBQ, the highly popular Fete, learning journeys and Christmas Carols. All of these events were extremely well attended and the community mingled and shared experiences of both school and life generally. As a parent, the opportunity created through these community events to share life experiences and provide support for one another is what makes Hawker 'different'. Our school something special to be involved with – we are a strong school community and our children will look back fondly upon their 'adventures through learning' at Hawker School in their futures.

School Context

Hawker School is a two-stream school catering for 389 students from Preschool to Year 6. 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.

Hawker School has a diverse enrolment, with students representing 21 different countries and with approximately 25% of the student population being students learning English as an additional dialect.

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. It is about happiness and responding to the joy of being alive. 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 SCARF. Scarf 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 2018 there were a total of 347 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	174
Female	173
Aboriginal and Torres Strait Islander	8
LBOTE*	85

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	94.0
2	94.0
3	93.0
4	93.0
5	93.0
6	93.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	21.00
Teaching Staff: Full Time Equivalent Temporary	1.80
Non Teaching Staff: Full Time Equivalent	7.93

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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'*. 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.

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

[http://cms1.ed.act.edu.au/data/assets/word_doc/0007/431917/Hawker Primary School - Review Report Summary 2018.docx](http://cms1.ed.act.edu.au/data/assets/word_doc/0007/431917/Hawker_Primary_School_-_Review_Report_Summary_2018.docx)

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 94% of parents and carers, 100% of staff, and 94% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 31 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.	97
Teachers give useful feedback.	94
Teachers at this school treat students fairly.	94
This school is well maintained.	90
Students feel safe at this school.	97
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	94
Students like being at this school.	97
This school looks for ways to improve.	97
This school takes staff opinions seriously.	87
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	97
This school works with parents to support students' learning.	97
Staff get quality feedback on their performance	53
Staff are well supported at this school.	74

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 191 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.	97
Teachers give useful feedback.	91
Teachers at this school treat students fairly.	98
This school is well maintained.	99
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.	93
My child likes being at this school.	96
This school looks for ways to improve.	91
This school takes parents' opinions seriously.	85
Teachers at this school motivate my child to learn.	95
My child is making good progress at this school.	94
My child's learning needs are being met at this school.	93
This school works with me to support my child's learning.	91

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 84 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.	96
Teachers give useful feedback.	81
Teachers at my school treat students fairly.	81
My school is well maintained.	98
I feel safe at this school.	85
I can talk to my teachers about my concerns.	70
Student behaviour is well managed at my school.	80
I like being at my school.	90
My school looks for ways to improve.	95
Staff take students' opinions seriously.	72
My teachers motivate me to learn.	92
My school gives me opportunities to do interesting things.	90

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement Plan) is available on the school website.

http://www.hawkerps.act.edu.au/our_community/school_board

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. Below are the results for this school.

Table: Hawker Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	42	120	34	52
ACT	49	124	39	54

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Hawker Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	457	441	548	518
Writing	414	411	499	460
Spelling	418	410	534	494
Grammar & Punctuation	450	438	544	510
Numeracy	420	416	523	494

Source: Analytics and Evaluation

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	196809.58	141617.36	338426.94
Voluntary contributions	19665.00	1121.00	20786.00
Contributions & donations	400.00	30000.00	30400.00
Subject contributions	27296.00	2304.00	29600.00
External income (including community use)	10032.20	7833.31	17865.51
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4540.97	4988.38	9529.35
TOTAL INCOME	258743.75	187864.05	446607.80
EXPENDITURE			
Utilities and general overheads	40960.86	45010.17	85971.03
Cleaning	27433.90	40545.68	67979.58
Security	0.00	873.70	873.70
Maintenance	9161.74	23406.26	32568.00
Administration	4600.29	568.34	5168.63
Staffing	0.00	0.00	0.00
Communication	7356.70	3133.21	10489.91
Assets	88028.43	67827.20	155855.63
General office expenditure	24833.78	21027.06	45860.84
Educational	17620.55	25640.72	43261.27
Subject consumables	24387.01	816.59	25203.60
TOTAL EXPENDITURE	244383.26	228848.93	473232.19
OPERATING RESULT	14360.49	-40984.88	-26624.39
Actual Accumulated Funds	191474.91	92947.15	92947.15
Outstanding commitments (minus)	-3368.11	0.00	-3368.11
BALANCE	202467.29	51962.27	62954.65

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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Senior Playground 2019-2020 Replacing the current playground.	\$80,000.00	Expected completion October 2019
Creative Arts Project 2018-2019 Enrichment program for students. Working with an artist in residence.	\$50,000.00	December 2019
Outdoor Spaces 2018-2019 Continuation of the upgrade and improvement of the outdoor spaces.	\$40,000.00	December 2019
ICT 2018-2019 Replacement and upgrade of current devices.	\$40,000.00	December 2019

Endorsement Page

Members of the School Board

Parent Representative(s):	Rebecca Lundy	David Robertson	Scott Wilkinson
Community Representative(s):	Cherie Lutton-Byrnes		
Teacher Representative(s):	Kim McCormack	Nicole Bowen	
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:




David Robertson

Date: 23 / 05 / 2019

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.

Acting
Principal Signature:



Kim McCormack

Date: 23 / 05 / 2019