



# Hawker School Board Report 2014



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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

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## About our 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 chess, French, ICT and our widely acclaimed Environment Education Program.

In 2014, strong demand for student places at Hawker School continued resulting in the school being at 97% at capacity.

## Student Information

### Student enrolment

In 2014 there was a total of 339 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	163
Female	176
Indigenous	8
LBOTE	81

Source: Planning and Performance, August 2014

### Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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: 2014 Semester 1 attendance rates*

Year Level	Attendance Rate %
K	94.3
1	94.3
2	93.7
3	93.0
4	94.2
5	92.0
6	94.2

Source: Planning and Performance, July 2014

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

*Table: 2014 Qualification of Teaching Staff*

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	10

Source: School Data, 30/1/15

### Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It

does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

*Table: 2014 Workforce Composition Numbers*

<b>Role</b>	<b>Total</b>
Administrative Service Officers	6
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	19
<b>TOTAL</b>	<b>30</b>

Source: Workforce Management, August census 2014

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

There is one indigenous staff 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 2014 parents and carers gave in excess of 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.

## School Review and Development

In 2014, the ACT Education and Training Directorates *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 2010-2014* 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.

Hawker School was validated in 2014. A copy of the 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 2014 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, who were invited to take part in an online survey.

### Overall Satisfaction

In 2014, 49 parents, 22 staff and 49 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 84% of parents and carers, 100% of staff, and 84% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

*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.	86
Teachers at this school provide my child with useful feedback about his or her school work.	76
Teachers at this school treat students fairly.	82
This school is well maintained.	96
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	96
My child likes being at this school.	90

This school looks for ways to improve.	80
This school takes parents' opinions seriously.	78
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	75

Source: 2014 School Satisfaction Surveys, September 2014

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

Item	(%)
My teachers expect me to do my best.	90
My teachers provide me with useful feedback about my school work.	82
Teachers at my school treat students fairly.	71
My school is well maintained.	88
I feel safe at my school.	73
I can talk to my teachers about my concerns.	56
Student behaviour is well managed at my school.	67
I like being at my school.	73
My school looks for ways to improve.	86
My school takes students' opinions seriously.	67
My teachers motivate me to learn.	88
My school gives me opportunities to do interesting things.	83

Source: 2014 School Satisfaction Surveys, September 2014

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.

## Professional Learning

In 2014 there was a strong ongoing focus on quality learning across the school. Staff participated in a range of professional learning including;

- Professional Learning Communities
- Building community partnerships
- Literacy (ANU 1 day conference)
- BEE Spelling
- Dylan Williams – formative assessment strategies

- Dyslexia Friendly Schools
- In addition, staff successfully completed anaphylaxis, asthma and CPR training.

## 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 one and two.

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

*Table: Hawker Primary School PIPS 2014 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	58	129	51	124
Mathematics	42	56	39	54

Source: Planning and Performance December 2014

The table above indicates Hawker School kindergarten students began the year performing above the ACT average (7 raw score points) in the reading element of the system wide PIPS assessment. This demonstrates the strength of the Hawker Preschool program, specifically the emphasis that is placed on early literacy development. When tested at the end of the year Hawker School kindergarten students again outperformed the ACT average (5 raw score points) in the reading element of the assessment.

In Mathematics Hawker School kindergarten students began the year performing above the ACT average (3 raw score points). The results demonstrate the impact of Hawker Preschool's focus on early numeracy development. When tested at the end of the year Hawker School kindergarten students again outperformed the ACT average (2 raw score points).

Hawker School's PIPS results validate Hawker School's focus on:

- maintaining a seamless transition between preschool and kindergarten
- developing whole school agreed practices in reading and mathematics
- supporting teachers differentiating learning experiences for students

The reading results recorded in the table above are also supported by our school wide student data collection analysis. Hawker School use the PM Reading Benchmarking system to assess, monitor and inform reading instruction for all students. A reading benchmark of 3 is set for kindergarten students at the end of term 2 and a benchmark of 8 is set for the end

of term 4. Students not reaching the set benchmarks are supported by the Literacy Coordinator and engage with targeted reading support. At the end of term 2 the average reading level was 4.3 and at the end of the term the average reading level was 11. The table below displays the average reading level of kindergarten students at the end of each term in 2014. The table indicates a steady increase of student reading achievement throughout the year.

**TABLE: PM Reading Benchmark Averages for kindergarten students**

Term 1	Term 2	Term 3	Term 4
2.4	4.3	7.3	11

Source: School Data, December 2014

A detailed analysis of our school's academic achievement are incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

### 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 2014, no 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 to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

**Table: Hawker Primary School 2014 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	457	440	502	523
Writing	410	405	499	474
Spelling	421	413	506	502
Grammar & Punctuation	458	441	528	520
Numeracy	436	415	496	499

Source: Performance and Planning December 2014

A detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

## Performance in other areas of the curriculum

In 2014 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 SHINE Extension and Enrichment, French, Chess, Music, Sport and Environment Education.

2014 saw the introduction of Geography as part of the Australian Curriculum rollout.

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 being selected as a 'Foundation School' in the trialling of individual devices and online learning platforms in year 5/6. 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 2014 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 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 extend and stretch our high performing learners.

In 2014, 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 2014

### Priority 1: Improve student learning outcomes in literacy and numeracy

#### Targets

- 90% of students will be achieving at or above the minimum national standard for reading, writing and numeracy in NAPLAN.
- To achieve the ETD targets as set out by Performance and Planning in reading, writing and numeracy.
- 90% of students achieving the ACT System PM Benchmark for reading K-6.

#### Directorate Priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations

#### Progress

Within the priority of *'Improve student learning outcomes in literacy and numeracy'* a number of specific strategies were identified in the annual school operating plan and successfully implemented throughout the year. Specific actions included, agreed whole school practices in teacher planning, curriculum differentiation and student assessment.

This year Hawker School implemented the following:

- Ongoing teacher focus on the explicit teaching of First Steps reading strategies across the school K – 6.
- Focused on teacher capacity in the teaching of BEE spelling across the school.
- Developed and documented an agreed whole school approach to the teaching of spelling.
- Consolidated targeted cross cohort ability grouping during guided reading instruction.
- Targeted teacher PL support for the use of Probe as another reading benchmark tool.
- Continued the whole school commitment towards all students writing every day.
- Focused on correct pencil grip and writing posture P - 6.
- Introduced pre-cursive and cursive writing instruction in year 3 and year 4.
- Embedded Envision Maths across the school K – 6 ensuring consistent following of the resource.
- 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.

In addition, the school implemented full day planning sessions adjusted from the existing half day sessions for all staff in each teaching team at the end of terms 1, 2 and 3. The

adjustments to full day sessions were reflective of the increased emphasis that the school placed on professional learning communities and consistent planning documents.

These sessions continued to be a highly successful initiative and enabled staff to work together in planning quality units of work and catering for the learning needs of all students.

The literacy and numeracy coaches attended the planning days to ensure that all students were being catered for in literacy and numeracy. Coaches provided support and additional strategies to focus on individual students. Moderation practices were also recorded and shared to ensure consistency in assessment and reporting throughout the school.

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

Teachers have been supported by the Literacy Coordinator in the use of Probe as another reading benchmark tool. This has been a particular focus in the senior end of the school as probe provides additional assessment data that cannot be provided by PM benchmarking. Probe assessment data is recorded in the Hawker School Data Tracker.

The student progress achievement continues to be recorded on the school's 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.

The focuses for the year were clearly defined and set during the January professional learning days at the start of the school year. The principal facilitated a series of professional learning sessions designed to highlight our school improvement journey over the past four (4) years. Core focuses for 2014 were discussed, including:

- Professional learning communities
- The building and establishing of trust within school communities
- Outstanding teaching in literacy (reading, writing and spelling) PALLS PL at the ANU

During the year all grades, 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 continues to be a whole school focus.

Teachers ensured that students were given the opportunity to write every day. P – 6 maintained a focus on correct pencil grip and writing posture while year 3 and year 4 teachers introduced pre-cursive and cursive writing instruction.

Literacy support was again provided by the Literacy Coordinator with a focus on the development of a whole school approach to the teaching of spelling.

The Literacy Coordinator, in consultation with the entire teaching staff developed a shared agreed practice for the teaching of spelling. The process began with the Literacy Coordinator building teacher capacity around individual teacher knowledge about spelling. This was accomplished through professional learning sessions during term 1.

Teachers then unpacked their beliefs about effective methods students employ when learning to spell. Teachers were able to come to a shared understanding and agreement about effective teaching and learning strategies and core resources they could use consistently across the school.

During the early stages of term 2, the Literacy Coordinator was able to facilitate with teachers an agreed scope and sequence as well as agreed teaching assessment strategies.

Coaching support was then provided across the school to support teachers in ensuring that teaching practices were common across the school. The Literacy coordinator worked alongside with every classroom teacher from Kindergarten to Year 6 throughout 2014 to ensure that teaching practices were consistent and that students were experiencing highly engaging and targeted lessons.

Throughout the year all teachers had the opportunity to present how spelling was taught in his or her classroom. This 'spot light on spelling' allowed teachers to learn from each other as well as opportunities to discuss and share ideas, ensuring common teaching practice. All teachers have received at least two (2) written pieces of feedback from the Literacy Coordinator regarding the spelling practice in his or her classroom.

The Teacher Register of Expertise continues to be a tool that the school employs to investigate areas of teacher development as well as future coaching opportunities. Teaching staff are surveyed twice a year to investigate areas of strength as well as areas of development. The Literacy and Numeracy Coordinators use this information to:

- align teachers with peers to build capacity,
- coach teachers in specific aspects of their practice, and
- provide whole school professional learning.

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. A mathematics planning overview template was supplied for teachers to map out their long and short term mathematics instruction.

This overview template was used by every teaching team from K-6 each term during planning days. As agreed by teaching staff, mathematics instruction is timetabled to occur a minimum of four (4) times each week.

These actions assisted Hawker School in exceeding the target of ensuring 90% of students achieved at or above the national minimum standard for reading and writing in NAPLAN 2014.

*Table; Students at or above the National Minimum Standard in NAPLAN in 2014*

Test Domain	Year 3	Year 5
Reading	100%	91%
Writing	95%	90%

Source: SMART Data November, 2014

100 percent of participating year 3 students were at or above the minimum national standard for reading and 95 percent of year 3 students were at or above the minimum national standard for writing. 91 percent of participating year 5 students were at or above the minimum national standard for reading and 90 percent of year 5 students were at or above the minimum national standard for writing.

The following tables identify our progress against achieving the ETD targets in reading and numeracy.

*Table: Year 3 NAPLAN Mean Scores and ACT Directorate Targets*

Test Domain	Year 3 Target	School Mean
Reading	441 $\pm$ 26	457.3
Numeracy	413 $\pm$ 20	436.1

Source: SMART Data November, 2014 and Planning and Performance, 2014

Hawkers year 3 mean scores in reading was above the ETD target but not significantly when considering the confidence intervals. The year 3 numeracy results were significantly above the target when considering the confidence intervals.

*Table: Year 5 NAPLAN Mean Scores and Targets*

Test Domain	Year 5 Target	School mean
Reading	519 $\pm$ 22	501.5
Numeracy	515 $\pm$ 18	496

Source: SMART Data November, 2014 and Planning and Performance, 2014

Hawker year 5 mean score performed within the ACT Directorate of Education and Training's set targets in reading with consideration given to the  $\pm$  22 confidence intervals. Hawker year 5 numeracy mean score was significantly below the ETD target when

considering the confidence intervals, one point below the ACT Directorate of Education and Training's set target in numeracy.

*Table: Year 3 NAPLAN Mean Scores*

Test Domain	National	ACT	Hawker	Students
Reading	418.6	440.1	457.3	43
Writing	402.1	405.1	409.7	44
Spelling	411.9	413.0	420.8	44
Grammar & Punctuation	426.2	441.3	458.1	44
Numeracy	401.8	415.1	436.1	44

Source: SMART Data November, 2014

*Table: Year 5 NAPLAN Mean Scores*

Test Domain	National	ACT	Hawker	Students
Reading	500.7	522.8	501.5	32
Writing	468.2	474.2	489.8	31
Spelling	497.7	502.5	506.2	31
Grammar & Punctuation	504.1	519.8	528.0	31
Numeracy	487.2	498.7	496.0	32

Source: SMART Data November 2014

### Summary

The above table shows that Hawker School year 3 mean scores well exceeded National mean scores across all testing areas and exceeded ACT mean scores across all testing areas.

The above table shows that Hawker School year 5 mean scores exceeded mean national scores in all areas with the exception of reading and numeracy.

In respect to our third target of 90% of students achieving the ACT system Reading benchmarks for reading K-6 the table below shows across the school we achieved 81% of students at this level. Our greatest percentage was in year 3 and year 1.

**Table: Percentage of students below the School PM Bench Mark 2014**

Year level	Students	Below Benchmark	Percentage
K	46	8	17%
Y1	38	6	16%
Y2	43	9	21%
Y3	45	4	9%
Y4	53	11	21%
Y5	36	13	36%
Y6	27	5	19%
<b>Total</b>	<b>288</b>	<b>56</b>	<b>19%</b>

Source: School Data November 2014

The teaching of reading continues to remain a focus for the 2015 school year.

## **Priority 2: Implement the Australian Curriculum and develop whole school practices that support teachers in their planning**

### **Targets**

- 100% of Australian curriculum implementation as demonstrated by the proportion of teachers using the Australian Curriculum as demonstrated in planning documentation.
- Implementation of agreed whole school teacher planning and assessment documentation and procedures.
- 100% of teaching staff use agreed teacher planning and assessment documentation in English, maths, science, geography and history of the Australian Curriculum.

### **Directorate Priority areas covered with this priority**

Quality Learning, Inspirational teaching and leadership, High expectations

### **Progress**

The key actions within this priority included;

- The introduction of the teaching of Geography as part of the roll out of the Australian Curriculum.
- The consolidation of staff knowledge and understanding of the Australian Curriculum area of history.
- The sharing of professional learning across the staff.

These actions were evaluated against the indicators of the proportion of staff confidently using the Australian Curriculum, with particular focus on geography and history, consistent planning documentation with reference to the Australian Curriculum achievement standards across the school and the alignment of assessment and reporting practices.

In 2014 Hawker School successfully met all of the targets set with 100% of teaching staff confidently using the Australian Curriculum for planning, documentation and assessment

and reporting for English, maths, science, geography and history and abiding by the agreed whole school planning and assessment documentation and procedures. In addition the staff;

- Consolidated whole school planning documentation across the curriculum.
- Updated the Hawker School Curriculum Overview document to include history and geography.
- Sent staff representation to a number of professional learning opportunities which were later shared with the whole staff.
- Updated the Hawker School Report templates.

This year Hawker School was validated by an external panel marking the completion of the current four year school improvement cycle. In the final validation report, the panel recognised and commended the significant work that had been completed during the life of this school improvement cycle. In particular, reference was made that the school had focused on creating and developing whole school planning documentation reflecting the learning outcomes and achievements of the Australian Curriculum and that professional learning opportunities were provided to staff to develop their knowledge and usage of the Australian Curriculum.

During the validation process the school articulated the future areas of focus within the curriculum area to continue the work that has been undertaken. The validation panel agreed with the school and made the recommendation to continue to document the systematic delivery of the curriculum. This work is well underway and will be further refined during the next school improvement cycle.

### **Priority 3: Implement the Early Years Framework into preschool practice and establish procedures and processes to ensure Hawker Preschool is a preschool of high quality.**

#### **Target**

- Successful accreditation in 2014 against all areas of the National Standards

#### **Directorate Priority areas covered with this priority**

Quality Learning

National Quality Standard 3: Physical Environment

3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.

#### **Progress**

The key actions within this priority included;

- To improve the physical outdoor environment at the preschool through additional gardens and plantings.
- To engage the parent community as active participants in the development of the physical space through collaboration and working bees.

- To continue to foster and develop the transition of students from the preschool (and other schools such as Southern Cross Early Childhood School) to the primary school site.

These actions were evaluated against the indicator of an improved outdoor learning, play and garden space.

During 2014, Hawker School has successfully achieved all of the key actions proposed in the annual operating plan. The school successfully;

- Held a number of working bees at the preschool and wider school environment to improve the outdoor spaces. This included the planting of a new grass surface and additional gardens at the preschool. A dry creek bed was constructed with the help of the parent community and a Preschool Matters Grant was won to assist in the cost. An outdoor learning space was constructed on the primary grounds which includes a circle of large rocks, surrounded by ornamental pear trees. The preschool students visit this space and the wider playground on a regular basis.
- Further developed The Hawker Transition process with the introduction and extension of orientation visits for families requiring additional support in their transition to the Hawker school.
- Began the preschool to kindergarten orientation process in term 1 of this year which included weekly visits to the school library.
- Attended a number of professional learning sessions through the Preschool Matters network and a mini conference conducted by CPRU about the National Quality Framework, Element 1.
- Continued to focus on program planning based on student choice and interests.

At this stage, Hawker Preschool has not been assessed by the CPRU and as a result, we are unable to comment on the outcome of the target 'Successful accreditation in 2014 against all Areas of the National Standards'. The timeline of assessments is under the control and jurisdiction of CPRU.

Hawker School has always offered a high quality preschool program. This focus will continue into 2015 and will remain as a priority area for the next school improvement cycle.

### **Preschool Unit- Quality Improvement**

The National Quality Framework, which has been agreed by the Council of Australian Governments (COAG), has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

### Education program and practice

The educational practice at Hawker Preschool is play-based, providing a stimulating and engaging program that enhances children's learning and development. The curriculum nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Following the completion of the self-assessment tool and the assessment visit last year Hawker Preschool staff have worked through the programming cycle to ensure that children's needs and interests are best catered for. Through this process, new programming and reflection templates have been developed and were introduced during 2014. All of have been developed to align with the Early Years Learning Framework. As part of the school focus of ongoing improvement the new templates will be reviewed each semester.

Assessment at Hawker Preschool is continuous and multi-faceted to allow children to demonstrate skills in many areas. To communicate student progress to families there are formal and informal interview opportunities throughout the year. Written reports are sent home at the end of each semester.

The Early Years Learning Framework is the curriculum document used for planning, reflections and to evaluate the preschool program. It informs the development of a program that takes into account each child's interests, strengths, capabilities, culture and experiences.

Staff have high expectations for all children's learning, ensuring that every child experiences success. They continuously observe and reflect on their practice; interacting with children and incorporating their areas of interest into the program to ensure students' time at preschool is productive, significant and meaningful.

### Children's health and safety

The children's health and safety is always at the forefront of our practice. The program always offers opportunities for children to participate in active play, learning fundamental motor skills and other skills in an outdoor program where the children learn through directed and non-directed play.

Children's health and wellbeing is promoted at Hawker Preschool. Healthy eating and safe hygiene practices are modelled and encouraged within the preschool. The children wash their hands as they enter and exit the school, as per the National Quality Standards. Healthy eating is embedded in the program. They are explicitly taught healthy eating habits and personal hygiene. The preschool offers a program that provides a balance between indoor and outdoor play.

Programs such as Constable Kenny visits, Protective Behaviours and the SCARF Values are utilised to assist children in developing an awareness of what it means to be safe. These programs also support the development of students' protective behaviour networks.

During 2014 all preschool staff updated their asthma and Epi-pen training and have maintained or updated their general first aid skills. Children with special needs are catered for by trained staff and there is regular consultation with parents/carers regarding each child's health and wellbeing.

### **Relationships with children**

Preschool staff form positive relationships with the children to enhance their learning experiences. The programming cycle is constantly being monitored and updated to ensure each child's needs and interests are catered for.

The children participate in and create a range of different play activities and games that enable them to form close bonds with the other children. The opportunity to interact freely with each other allows children to comfortably develop positive social relationships. Children also had the opportunity to mix and play with children from the other class group, further developing opportunities for the forming of positive relationships, enhancing social skills and widening their friendship base.

To facilitate the preschool students' confidence in, and familiarity with, the primary school staff and environment, each preschool group has a weekly visit to the school library. Teachers from the primary site also undertake playground duty at the preschool.

### **Staffing arrangements**

Qualified and experienced educators and assistants encourage and support children's active engagement in the preschool program. There are three early childhood qualified teachers employed at Hawker Preschool. In addition there are three qualified, part time assistants in a job share capacity to staff the three preschool classes.

The preschool operates on a 5 day fortnight, with the children coming to preschool three days one week, two days the other. Therefore the assistants now work the same days on a rotation basis.

The primary school has developed effective timetabling procedures to ensure the educator-to-child ratios are maintained during preschool staff lunch breaks and teacher release times.

The primary staff who cover these breaks are teachers the children will encounter regularly during their kindergarten year. This enables students to build relationships with future teachers during their preschool year; an excellent first step into formal schooling.

### **Leadership and management**

Hawker Preschool is committed to continuous improvement. Well documented policies and practices are regularly evaluated in partnership with educators, coordinators, staff and families to ensure the ethical management of the service.

In 2014, the leadership and management of the preschool have been overseen by an executive teacher from the primary school. Meetings occur each week with the preschool staff to discuss any issues which arise and to work through the NQS self-assessment tool.

### **Physical environment**

Hawker Preschool provides a physical environment that supports a range of learning and physical activity, both indoors and outdoors. The indoor and outdoor spaces, buildings, furniture, equipment, facilities and resources are purpose designed for preschool aged children.

Staff provide a range of real, commercial, natural, recycled and simple homemade materials to support and enhance children's learning. Developmentally appropriate technologies, tools and media are introduced to enrich children's learning and encourage students to create and experiment with resource equipment and materials.

Preschool children are encouraged to be active ambassadors for sustainability and are actively involved in recycling and environmental programs. Staff and students also work together to maintain and care for the preschool grounds. Sustainable practices are embedded in the program and are modelled and encouraged to instil a positive attitude toward sustainability and the environment.

In 2014 the preschool staff and parents continued to improve the outdoor environment with the addition of the dry creek bed and surrounding garden.

### **Collaborative partnerships with families and communities**

Hawker Preschool develops and maintains respectful and supportive relationships with families and communities through active communication and consultation. Collaboration with other organisations and service providers also supports families in their parenting role and enhances children's learning and wellbeing.

In 2014 there have been opportunities for formal and informal interviews with parents regarding their child's progress. Staff are available each afternoon to talk with parents if the need arises. Interviews with incoming families are held towards the end of the year, prior to the children commencing in February.

Information evenings are held to inform parents about all aspects of the preschool program. In addition, an overview of the program and upcoming events is produced each term and sent home to parents.

To support the transition to kindergarten, an evening is held to inform parents of the kindergarten transition process, kindergarten expectations, procedures and uniform requirements.

Parents and carers are encouraged to participate in the preschool program and are actively involved in excursions, special celebrations, classroom activities and the sharing of areas of expertise. Preschool families are invited to participate in special days, breakfasts and learning journeys.

School fundraising opportunities also facilitate collaborative family partnerships, with the preschool operating a stall at the school fete. The preschool also contributes to the primary school newsletter which is produced fortnightly and available for parents either in hard copy or online. The children are involved in the wider school community through visits to the primary school library, assemblies and the playground.

## 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.

### Professional learning

The average expenditure at the school level per full time equivalent teacher on professional learning was \$ 3,748

### Voluntary contributions

This school received \$10,553 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

### Reserves

Name and purpose	Amount	Expected Completion
ICT 2015/2016	\$20,000	2016
Playground 2014/2015	\$50,000	2015
Gardens 2014/2015	\$30,000	2015
Painting 2015/2016	\$15,000	2016

Financial Summary	
	31-Dec-14
<b>INCOME</b>	
Self management funds	260,545
Voluntary contributions	10,552
Contributions & donations	11,000
Subject contributions	26,257
External income (including community use)	14,682
Proceeds from sale of assets	
Bank Interest	9,605
<b>TOTAL INCOME</b>	<b>332641</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	93,292
Cleaning	61,821
Security	2,725
Maintenance	27,184
Mandatory Maintenance	
Administration	5,697
Staffing	
Communication	12,350
Assets	44,072
Leases	
General office expenditure	24,044
Educational	33,071
Subject consumables	17,553
<b>TOTAL EXPENDITURE</b>	<b>321809</b>
<b>OPERATING RESULT</b>	<b>10831</b>
<b>Actual Accumulated Funds</b>	<b>97,738</b>
<b>Outstanding commitments (mil)</b>	<b>-81</b>
<b>BALANCE</b>	<b>108487</b>

## 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>	Mr Michael Wade	Mrs Gillian Treloar
<b>Community Representative:</b>	Mrs Cherie Lutton	
<b>Teacher Representative:</b>	Mr Buddy Weddell	Mrs Lisa Fairlamb
<b>Board Chair:</b>	Mr Anthony Overs	
<b>Principal:</b>	Mrs 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 2014.

Principal Signature:  Date: 13/2/15

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

Board Chair Signature:  Date: 13/2/15