2017 Annual Report to the School Community

School Name: Hawthorn West Primary School

School Number: 293

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool (SPOT)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

Hawthorn West Primary School is located in Melbourne's inner east and was first established in 1853.

At Hawthorn West we strive to build a community of learners including staff, students and parents who learn, work and share together.

Our teachers work in partnership to create a vibrant learning culture where students are provided with the skills to achieve academically, socially and emotionally. We are proud of our consistent teaching and learning practices and the high standards we set for our staff and students.

At Hawthorn West we are committed to continuous improvement and maximising achievement levels for all students by developing excellence in teaching and learning throughout the school. Our emphasis is on creating an inclusive learning community driven by a focus on lifelong learning underpinned by our school values - Curious, Confident, Connected, Achieving Excellence. We have established a dynamic learning environment, which inspires, challenges and supports all students to achieve their personal best and make a positive contribution to the world in which they live.

The school has developed highly effective Professional Learning Communities (PLC's) where teachers and students work and learn together within a multi - age structure. Our teachers work collaboratively and use student data to plan differentiated instruction to meet the individual learning needs of students. Our priorities are the development and provision of targeted and engaging learning sequences that enhance Literacy, Numeracy and Critical Thinking skills whilst building personal and interpersonal learning skills. At Hawthorn West, our students are provided with a wide range of personal, academic and practical experiences. We provide a comprehensive learning program based on the Victorian Curriculum with specialist programs in Japanese Language, Music, PE, Science and Visual Art.

Hawthorn West is a welcoming school and has a strong commitment to fostering key relationships with parents and families. Community involvement in the school is strongly encouraged and is an important component of the school. Parents are actively involved in a variety of school programs and are committed to maintaining and improving the school and its facilities for the benefit of the students. Parent participation complements and extends the quality programs provided by the staff.

At the time of the 2017 February Census there were 476 students enrolled at the school. Hawthorn West PS had an equivalent full time staff that included: 2 Principal class, 2 Leading Teachers, 25.8 teachers and 6.2 Education Support staff.

Framework for Improving Student Outcomes (FISO)

Analysis of school performance data led to selection of FISO priorities of 'Excellence in teaching and learning with the initiative of 'Building practice excellence' and 'Positive Climate for learning' with the initiative of 'Setting expectations and promoting inclusion'.

Building Teacher Practice recognizes the importance of working together to develop and strengthen evidenced based pedagogies (teaching and assessment approaches), continue building on a culture of professional learning and collaboration and to enhance feedback to students and staff.

Setting expectations and promoting inclusion recognises the importance of developing and implementing a school wide approach to supporting wellbeing, inclusion, positive behaviours, and engagement of all students and staff in positive education practices.

FISO Priority 1: *Excellence in Teaching and Learning*
FISO Initiative: *Building practice excellence*
Key improvement strategies were to
- Develop a whole school model for Teacher Observation and Professional Growth
- Implement the FISO Inquiry Model
- Continue to build teacher capacity in the rigorous use of student performance data and evidence to inform coherent planning, teaching and assessment.

FISO Priority 2: *Positive Climate for learning*
FISO Initiative: *Setting expectations and promoting inclusion*
Key improvement strategies were to
- help students and staff to more clearly *see* their own and other's wellbeing using VWB practices;
- support students and staff to more systematically build wellbeing;
- facilitate learning through the Visible Wellbeing (VWB) classroom process

Staff implemented the following programs to support building student wellbeing:
- the Positive Detective program
- Resilience, Rights, Responsibilities and Respectful Relationships program

The feedback from students, staff and parents has been very positive.

Achievement

The Key Improvement Strategies outlined in the School Strategic Plan ensure that we continue to focus on embedding a consistent whole school approach to the teaching of Literacy and Numeracy with a focus on raising the capacity of our teachers to improve outcomes for all students. We foster a culture where high expectations support the achievement of excellence in teaching and learning.

Our student achievement data continues to demonstrate that our students operate at a high level. Victorian Curriculum teacher judgments rating students at A and B level exceeded similar schools and state results. HWPS has strong NAPLAN results in Reading, Writing and Number at Year 3. When comparing the top two bands of achievement in Year 3 against similar schools, 78 % of HWPS students achieved at these levels in writing compared to 66% for similar schools. In both reading and numeracy, 77% of our students achieved in the top two bands in comparison to 70% and 60% respectively, for similar schools. The NAPLAN relative growth data indicates significant medium and high levels of growth from Year 3 to Year 5 in Numeracy and Writing. Our aim is to increase the percentage of students who achieve high growth between Years 3 and 5 in all areas.

In 2017, our continued work on building highly effective Professional Learning Communities (PLCs) has shown strong commitment towards building a robust culture of school improvement through collaboration and analysis of student data. This has ensured greater consistency between teachers as they embed agreed instructional practices and a consistent approach across the school in Reading, Writing, Spelling and Numeracy. Teachers ensure all students' learning needs are considered in planning and utilise a range of ongoing assessments to identify individual learning needs, improve student performance and develop learning programs. Students identified to be achieving below expected standards are supported with targeted intervention and Individual Student Learning Plans.

Literacy
Teachers continued their work with Literacy to strengthen and embed the agreed evidence-based Spelling approach across the school to ensure students' individual needs are targeted. Teachers continued to implement structured writing conferences with students, and regularly moderated students' writing against the 6+1 Writing Traits and the Victorian Curriculum to assist with teaching to students' point of need.

Numeracy
Teachers continued their work with Numeracy by building their knowledge of differentiation, with a particular focus towards extending students working six to twelve months ahead. Teachers engaged students in a range of open-ended and investigative tasks that encourage students to think, question, analyse and solve unfamiliar problems, promoting higher levels of thinking and student agency.

In 2018, the school will continue to have a strong focus on developing and improving teacher practice through the implementation of an Observation and Professional Growth process. Teachers will have regular opportunities to work with colleagues to reflect on and improve their practice by having their teaching observed. Continuing to improve student outcomes in Reading, Writing and Numeracy, using the FISO inquiry cycle, continues to be a priority for PLCs.

Engagement

Hawthorn West continues to provide a broad range of opportunities for all children to pursue their interests and experience success. We recognise that students have different needs, talents and interests and provide additional enrichment programs, which include Camps & Excursions, Rock Band, Choir, School Concerts, Junior School Council, Aerobics, Cross Country, Swimming and Athletics. Our 'Mini White Night' festival was a highlight of the school calendar which celebrated the artistic talents of our students.

The introduction of math clinics/fish boning, open ended maths and author's chair were some of the strategies that have been successfully implemented to provide students with choice in their learning.

There was a continued focus on student engagement through the Science specialist program which included students exploring robotics and coding.

Students are provided with many opportunities to develop their leadership capacity. These include an active Junior School Council and a focused Student Leaders program. Our student leaders attend the Halogen Young Leaders Conference and have the opportunity to initiate and facilitate student led projects such as whole school assemblies and Grade 6 Market Day.

The average student attendance is 93%. Extended family holidays and medical appointments during school time, feature heavily as reasons for student absence. The school will continue to promote 'Every Day Counts' and maintain protocols governing student absences due to a high correlation with student outcomes.

Wellbeing

2017, saw the introduction of Professor Lea Waters, 'Visible Wellbeing' framework at Hawthorn West Primary. Our staff participated in professional learning across the year and discussed student wellbeing in PLC meetings. Teachers collected and analysed data (Pivot Survey and Attitudes to School Survey) and trialled a range of strategies to improve student wellbeing. The introduction of the 'Positive Detective' program, mindfulness and gratitude boxes were some of the initiatives trialled.

The Resilience, Rights and Respectful Relationships (RRRR) learning materials were also implemented across the school to develop our students' social, emotional and positive relationship skills.

Teachers used 'Circle Time' and 'Restorative Conversations' to strengthen connections and resolve issues between students. Set procedures are followed and incidents are documented and followed up accordingly.

In 2018, we will continue to develop our 'Visible Wellbeing' framework through further professional learning in conjunction with MGC (Melbourne Girls' College). The implementation of a whole school 'Visible Wellbeing' team will drive the implementation of this framework across every PLC. The six pathways which we will introduce over the two year cycle are Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits and Goals.

We will continue to implement targeted anti bullying initiatives across each PLC. This will include a focus on Cyberbullying with our Grade 5/6 students and parent community.

For more detailed information regarding our school please visit our website at [enter web address here]

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▨
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 476 students were enrolled at this school in 2017, 241 female and 235 male.

11 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
       Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	● Higher ● Higher

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▯
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Lower Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 34 % / 45 % / 21 % Low / Medium / High **Numeracy** 21 % / 46 % / 33 % Low / Medium / High **Writing** 18 % / 49 % / 33 % Low / Medium / High **Spelling** 31 % / 44 % / 25 % Low / Medium / High **Grammar and Punctuation** 29 % / 50 % / 21 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2017 attendance rate by year level:	Results: 2017 0 — 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 — 50 Few absences <------> Many absences	● Similar ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	94 %	93 %	93 %	93 %	94 %	92 %

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ▬▬▬🔵🟨🔶▬ 100	🟢 Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ▬▬▬🔵🟨🔶▬ 100	⚪ Lower

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
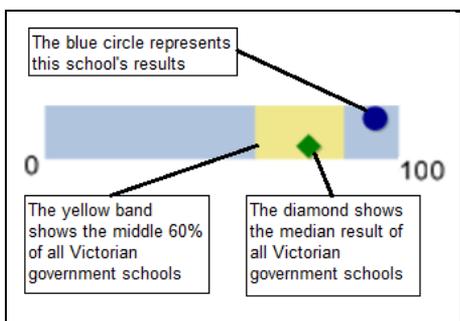
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
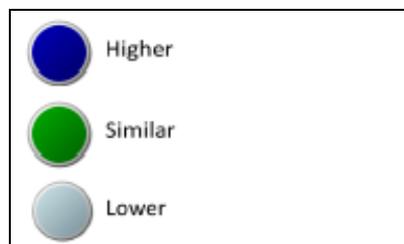
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

Through careful management of government and parent raised funds, the financial position of the school in 2017, resulted in a surplus. The school did not receive additional funding from any other sources during 2017, however very successful fundraising throughout the year boosted held funds. The surplus included funds already committed to various School Council approved projects such as: our grounds master plan, and upgrading staff toilets as well as allowing us to invest in a number of school programs to enhance student learning outcomes. Significant funds were also expended on staff professional learning which is more than the amount outlined below. Our community strongly believe that our staff are our most valuable resources and investing in their ongoing learning and development is vital if we are to continue to improve the learning opportunities for our students.

I would like to thank the members of the Finance Committee for their support throughout 2017.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$3,119,874
Government Provided DET Grants	$494,620
Government Grants Commonwealth	$3,000
Government Grants State	$1,000
Revenue Other	$22,436
Locally Raised Funds	$617,824
Total Operating Revenue	**$4,258,754**

Equity[1]	
Equity (Social Disadvantage)	$6,877
Equity Total	**$6,877**

Expenditure	
Student Resource Package[2]	$3,038,842
Books & Publications	$23,072
Communication Costs	$18,382
Consumables	$116,061
Miscellaneous Expense[3]	$283,866
Professional Development	$13,608
Property and Equipment Services	$361,438
Salaries & Allowances[4]	$62,085
Trading & Fundraising	$32,248
Utilities	$24,261

Total Operating Expenditure	**$3,973,863**
Net Operating Surplus/-Deficit	**$284,891**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$35,872
Official Account	$87,462
Other Accounts	$897,704
Total Funds Available	**$1,021,038**

Financial Commitments	
Operating Reserve	$139,620
Asset/Equipment Replacement < 12 months	$35,000
Capital - Buildings/Grounds incl SMS<12 months	$40,000
Maintenance - Buildings/Grounds incl SMS<12 months	$60,000
Revenue Receipted in Advance	$1,141
Capital - Buildings/Grounds incl SMS>12 months	$745,278
Total Financial Commitments	**$1,021,038**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.