

# 2022 Annual Report to the School Community

School Name: Hawthorn West Primary School (0293)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2023 at 02:23 PM by Nerida Smith (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 04:12 PM by Gabriella Lorenzetti (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

# About Our School

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## School context

Hawthorn West Primary School endeavours to develop an inclusive community where a love of learning flourishes, and students feel empowered to contribute to their ever-changing world. The school community is committed to ensuring that our shared values (curious, confident, connected and pursuing excellence) are embedded within the learning program and all aspects of the school's operations.

Located in Melbourne's inner east in the city of Boroondara, Hawthorn West Primary School was established in 1853, and is one of the oldest government schools in Victoria. The school has a mixture of modern and traditional facilities, set within a picturesque and thoughtfully developed playground. In 2022, Hawthorn West educated 492 students (222 males and 271 females) who generally reside within the local area.

The school provides an academically rigorous education which comprehensively addresses the Victorian Curriculum. In the core learning areas of Mathematics and English, all students have access to a differentiated learning program, which aims to ensure they receive 'point of need teaching' that enables each individual to be both challenged and successful. Students actively participate in engaging integrated units of inquiry, as well as a broad range of specialist programs.

The school enjoys positive partnerships with the community who are valuable contributors to the provision of a balanced education. The parents and carers of Hawthorn West Primary School, are highly supportive of the school's commitment to ensuring, that in addition to the pursuit of academic excellence, students also participate in a broad range of experiences intended to inspire their personal passions and develop the skills required for forming respectful relationships and remaining mentally healthy. The focus on Student Wellbeing is a strength of our school, with both the School Wide Positive Behaviour Support and Visible Wellbeing Programs underpinning the maintenance of an inclusive and safe learning environment.

In April 2022, there was a change of leadership at Hawthorn West Primary School with a new Principal appointed at the beginning of Term 2. The staff of Hawthorn West Primary School are highly professional and operate within a culture of continuous improvement. Working in Professional Learning Communities, the teaching team collaborates effectively to ensure the planning and provision of the learning program is both engaging and consistent. The Staff Team is comprised of 29.2 Teaching Staff, 2.6 Principal Class Officers and 7.8 Education Support Staff. There are no Aboriginal or Torres Strait Island staff members. Hawthorn West Primary School's SFOE category is low which is indicative of a high proportion of tertiary educated parents, who work in a range of professions.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 the School Community was involved in a comprehensive self-evaluation and school review, which concluded the 2018-2022 School Strategic Plan. This process enabled the school to identify its relative strengths and areas for development. In term one 2023, the new Hawthorn West Primary School Strategic Plan, which articulates the specific goals and targets that guide the school's continuous improvement will be finalised. The plan will continue to focus on both high achievement, but also on student growth from one year to the next.

During this annual reporting period, in all measures of student performance in English and Mathematics, the students of Hawthorn West Primary School performed above both the State and Similar Schools average. Teacher judgements of student achievement, indicate a very high percentage of students from Foundation to Year 6 met or exceeded the expected standards of learning. This school based data, is mirrored by the National Assessment Program for Literacy and Numeracy which also indicates very strong performances at both Grade 3 and Grade 5. In both Reading and Numeracy, a higher percentage of students performed in the top three bands of NAPLAN than students across Victoria and in schools identified as having similar student populations.

The school wide implementation of the both the Readers and Writers Workshops has enabled the teaching team to ensure that students are engaged in learning which has been differentiated to target their next steps in learning. The programs are very well

resourced with all students having access to a broad range of contemporary learning materials, selected based on both their interests and abilities. In 2022 the Tutor Learning Initiative (TLI) continued to consolidate the learning of students identified as requiring additional support in Literacy. The small group and individual teaching provided through TLI was successful in reinforcing the classroom program. To further enhance the Literacy Program, staff completed professional learning relating to teaching phonics and spelling. In 2023, Little Learners Love Literacy and SMART Spelling will be implemented.

In Mathematics, students are both supported and challenged through the use of 'enabling' and 'extending' prompts and differentiated learning activities. In 2022 teachers participated in extensive professional learning which focused on developing problem-solving skills. Modelling and coaching in relation to the teaching of Mathematics will continue to be a focus 2023, as will the school's active participation in Riversdale Network learning activities.

## Wellbeing

In 2022, there was significant focus on ensuring that the students and school community have opportunities to reconnect, following two years of significant disruption due to the global pandemic. Pleasingly, school performance data collected by the Department of Education indicates that students, staff and the families of Hawthorn West Primary School are generally feeling positive and connected to the school. In the Attitudes to School Survey, Grade 4-6 Students reported a comparable positive endorsement for the 'school connectedness' variable as Similar Schools. In the Parent Survey, parents indicated that 'General Satisfaction' was slightly below the statewide average, whilst the Staff Survey indicated a higher endorsement for 'School Climate' than the Statewide average.

At Hawthorn West Primary School, all students participated in the School Wide Positive Behaviour Support and Visible Wellbeing Programs. The School Wide Positive Behaviour Support Program has enabled the staff to ensure an orderly and safe learning environment within which students are systematically taught appropriate behaviours which align directly with the values of our community. All students participate in a weekly focus lesson which is determined based on the behaviours being observed in our classrooms, playground and other areas of the school, such as movement areas and bathrooms. By using extensive data collected on the school portal, the teaching team can be responsive to the needs of the student body. 'Management of Bullying' as measured by the Attitudes to School Survey showed a decrease in endorsement from the four year average in 2022. The staff team are committed to improving this data through the completion of the School Wide Positive Behaviour Support Program - Management of Bullying module to be completed in 2023.

In 2022, all students continued to benefit from the school's implementation of the Visible Wellbeing Program, which is based on the work of Professor Lea Waters-a world leading expert in positive psychology. Using the SEARCH (Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, Habits and Goals) framework the focus on the wellbeing and mental health of both students and staff was embedded within the learning program and all aspects of school life. To support the successful embedding of the SEARCH framework across the school, staff utilised resources drawn from the Department of Education's Resilience, Rights and Respectful Relationships Program and an expert program was provided by Sexual Education Australia.

The Program for Students with Disabilities included 9 students who were educated at Hawthorn West Primary School in 2022. All of these students were provided with an accessible learning program which saw them make significant growth throughout the year as measured by the goals outlined in their Individual Education Plans.

## Engagement

Attendance rates at Hawthorn West Primary school are very strong with the average number of days absent significantly less than both the State and Similar Schools. Students are actively engaged in a broad learning program, which is supported by a wide range of incursions, excursions and school events and celebrations.

In addition to a differentiated learning program in the core subjects of English and Mathematics, the students at Hawthorn West Primary School are engaged in a stimulating program of inquiry, which focuses on developing their knowledge and skills across a

range of curriculum areas. Inquiry learning enables students to build key conceptual understandings, as well as pursuing areas of personal curiosity. It also ensures that transferrable capabilities, such as communication skills and critical and creative thinking are reinforced. All curriculum areas are very well resourced with an extensive Library Resource Centre and Classroom Libraries and school wide access to contemporary technological learning tools.

Hawthorn West Primary School provides a broad range of learning experiences, aimed at providing a balanced and engaging school experience for all students. All students participate in specialist lessons in STEM (Science, Technology, Engineering and Maths), Japanese, Physical Education, Music and Visual Art. These single subject programs are highly engaging and provide students with the opportunity to build a broad range of skills and knowledge whilst pursuing new areas of interest. Specialist programs are further enhanced by lunch time STEM and Visual Art Clubs, Choirs and Band. In addition to the school wide learning program, there is a number of extra-curricula programs including Visual Art, Robotics, Chess, Soccerwise, Sportswise, Guitar and Piano.

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## Other highlights from the school year

2022 saw the Hawthorn West School Community unite, to rebuild important community connections and provide our students with many opportunities which they had missed during the previous two years. Highlights for our students included:

- Camp Kangarooie for our senior students
- Phillip Island Camp for the middle school
- A broad range of incursions and excursions for students at all levels of the school
- Social events - including the Moonlight Cinema and Student Disco
- Weekly assemblies to celebrate student learning
- Multi-Genre showcase
- House Carnivals
- Maths Games Afternoon to celebrate Education Week
- State School Spectacular
- National Aerobics Championships
- Year 6 Graduation Ceremony

The Parents and Carers of Hawthorn West Primary School also re-engaged with a range of Grade level social events, complementing the whole school initiatives which included, Mother's Day Events, The Big Night Out and The Father's Day Breakfast.

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## Financial performance

Hawthorn West Primary School finished 2022 in a strong financial position. Expenditure for the year exceeded the annual revenue received by \$32,620. This deficit can be explained by some staff salaries being paid through the cash budget line, rather than the credit line (SRP) which finished the year in a surplus of \$110,000. Significant funds were expended early in the year as a result of 2021 planned projects, including the completion of the Conversation Pit Project and payment for the Gibbon Swing.

Hawthorn West Primary School were fortunate to receive significant locally raised funds through parents willingness to contribute to voluntary Parent Payments and a highly successful year of fundraising. Fundraising monies will enable the school to install a shade sail over the senior playground, purchase laptop devices to be utilised in the middle school and to update all sports uniforms.

Funds held in the school's bank accounts at the end of 2022, will enable the school to be prepared for the Major Building Works Program, which saw the Victorian Government announce \$5.7M in funding for the upgrade of part of Block A, commencing in 2023. These monies will also ensure that the school is able to adequately resource the learning program, including the introduction of new literacy programs and the provision of necessary professional learning for staff.

**For more detailed information regarding our school please visit our website at**  
[www.hawthornwestps.vic.edu.au](http://www.hawthornwestps.vic.edu.au)

# Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 493 students were enrolled at this school in 2022, 271 female and 222 male.

8 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

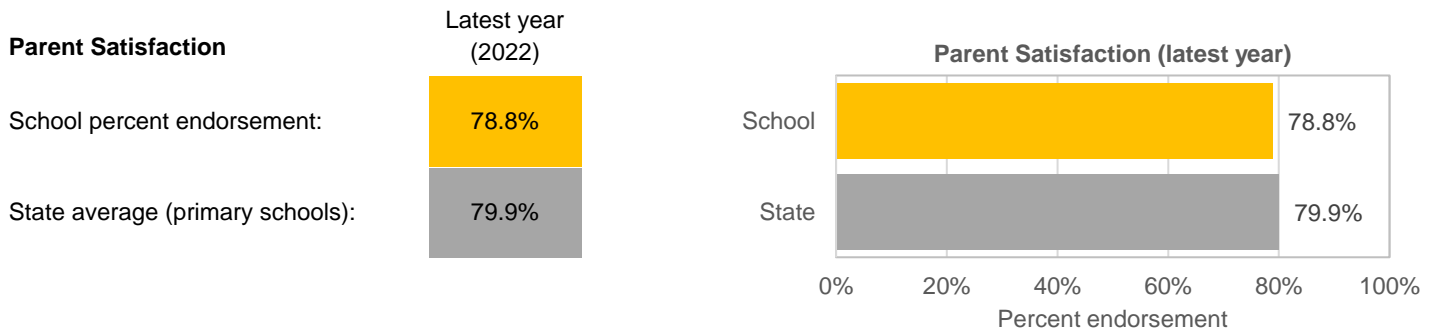
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

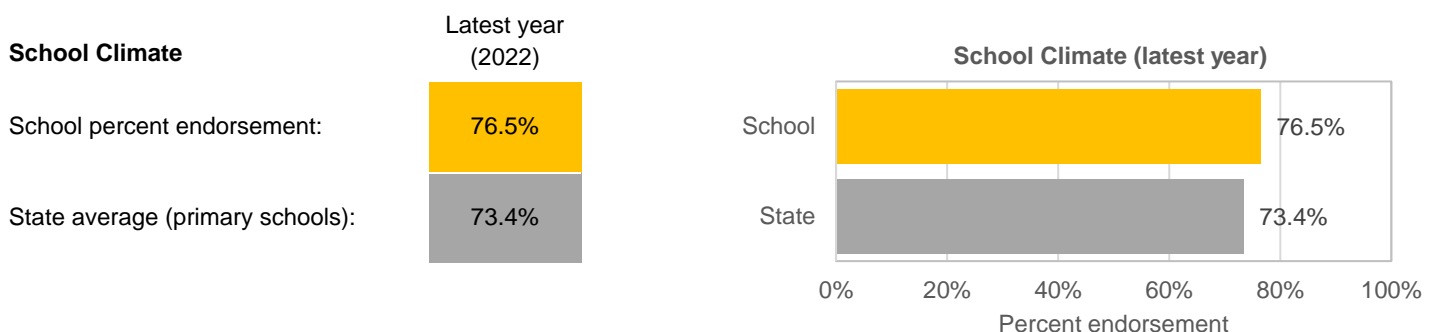


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

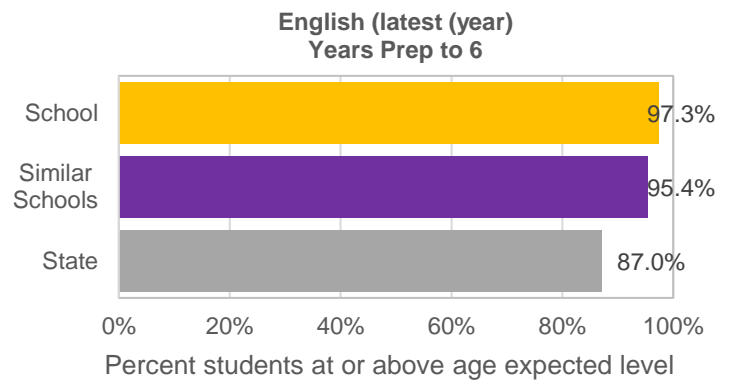
97.3%

Similar Schools average:

95.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

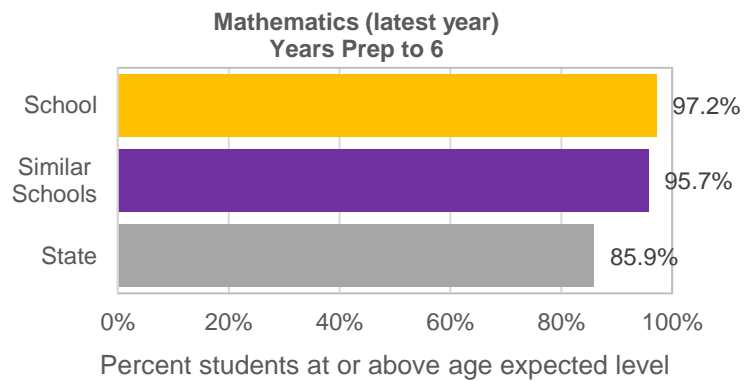
97.2%

Similar Schools average:

95.7%

State average:

85.9%





## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

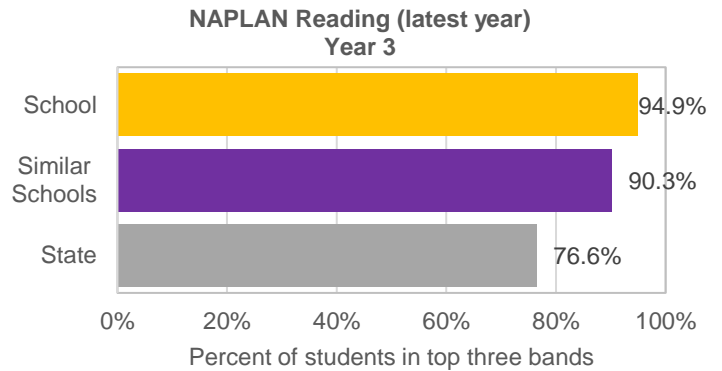
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

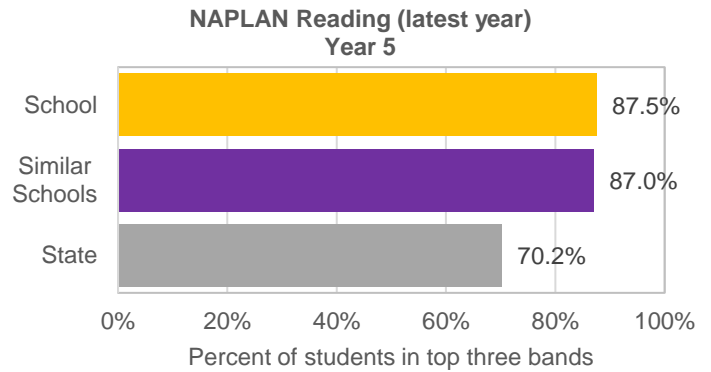
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.9%	94.9%
Similar Schools average:	90.3%	90.3%
State average:	76.6%	76.6%



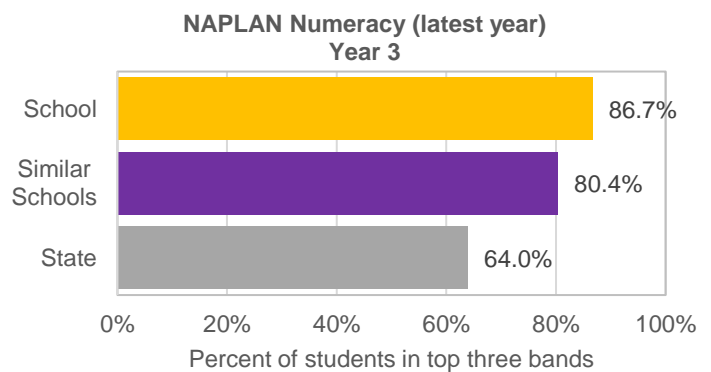
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	83.6%
Similar Schools average:	87.0%	86.2%
State average:	70.2%	69.5%



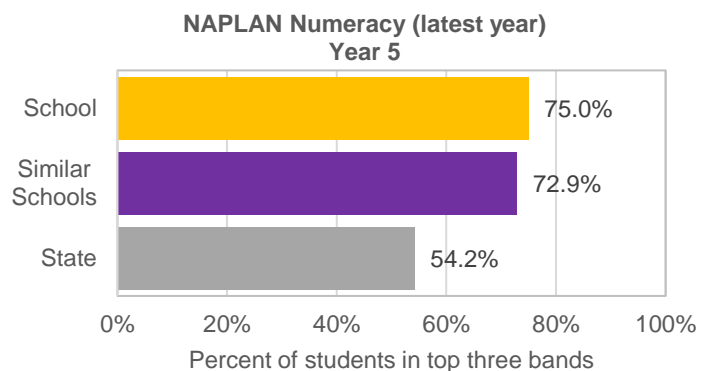
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	89.0%
Similar Schools average:	80.4%	83.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	82.4%
Similar Schools average:	72.9%	77.8%
State average:	54.2%	58.8%



## WELLBEING

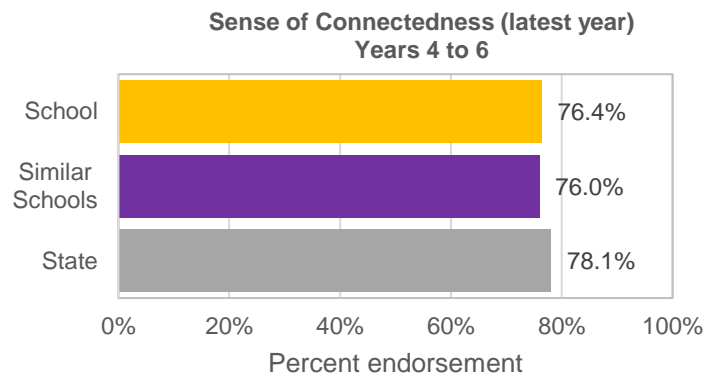
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.4%	81.4%
Similar Schools average:	76.0%	78.1%
State average:	78.1%	79.5%

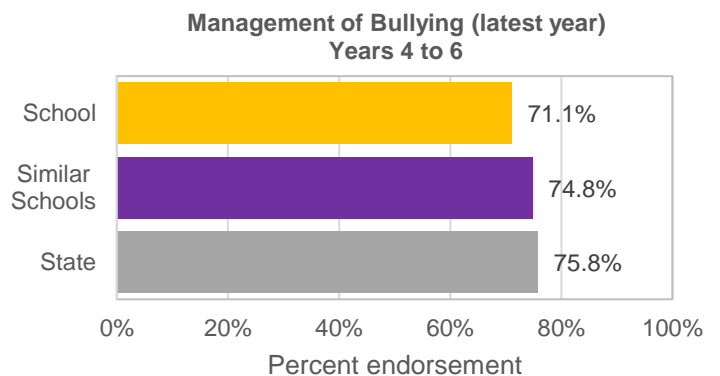


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	71.1%	82.9%
Similar Schools average:	74.8%	77.5%
State average:	75.8%	78.3%



## ENGAGEMENT

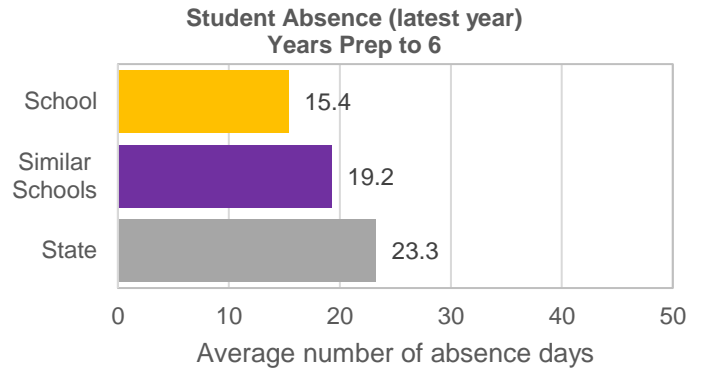
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	15.4	11.3
Similar Schools average:	19.2	12.7
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	93%	92%	92%	92%	93%	92%	92%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,239,326
Government Provided DET Grants	\$393,316
Government Grants Commonwealth	\$8,650
Government Grants State	\$19,960
Revenue Other	\$19,653
Locally Raised Funds	\$647,511
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,328,416</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$9,881
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$9,881</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,130,243
Adjustments	\$0
Books & Publications	\$11,411
Camps/Excursions/Activities	\$174,886
Communication Costs	\$9,962
Consumables	\$119,162
Miscellaneous Expense <sup>3</sup>	\$50,521
Professional Development	\$5,485
Equipment/Maintenance/Hire	\$170,955
Property Services	\$202,150
Salaries & Allowances <sup>4</sup>	\$120,901
Support Services	\$277,730
Trading & Fundraising	\$45,971
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$634
Utilities	\$41,026
<b>Total Operating Expenditure</b>	<b>\$5,361,037</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$32,620)</b>
<b>Asset Acquisitions</b>	<b>\$7,000</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$204,276
Official Account	\$61,864
Other Accounts	\$141,400
<b>Total Funds Available</b>	<b>\$407,539</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$174,809
Other Recurrent Expenditure	\$27,566
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$32,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$125,000
Maintenance - Buildings/Grounds < 12 months	\$40,260
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$439,635</b>

*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.*