

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2025 at 09:19 AM by Nerida Smith (Principal)

- As executive officer of the school council, I attest that this 2024 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 March 2025 at 01:55 PM by Nerida Smith (Principal)

HOW TO READ THE ANNUAL REPORT

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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Hawthorn West Primary School is committed to creating an inclusive community where a passion for learning flourishes and students are empowered to make meaningful contributions to the world around them. Our school community embraces the shared values of curiosity, confidence, connection, and pursuing excellence, which are woven into every aspect of our educational mission.

Located in Melbourne's inner east, in the city of Boroondara, Hawthorn West Primary School has a rich history, having been established in 1853. As one of Victoria's oldest government schools, it features a unique blend of modern and traditional facilities set within a beautifully designed and thoughtfully planned playground.

In 2024, the school served 475 students, including 220 boys and 255 girls, the majority of whom live locally. Our curriculum is academically rigorous, with the Victorian Curriculum strategically differentiated to ensure both accessibility and challenge. In Mathematics and English, students are provided with explicit instruction aligned with their individual learning needs. Our engaging units of inquiry and diverse specialist programs further enrich the students' learning experience.

At Hawthorn West Primary School, we place a strong emphasis on student well-being through comprehensive programs like School Wide Positive Behaviour Support and Visible Well-being, which help create a safe, inclusive, and supportive learning environment.

We value our strong community partnerships, whose ongoing contributions significantly enhance our well-rounded educational approach. Parents and carers play an active role in supporting both academic achievement and the development of students' personal interests, respectful relationships, and mental well-being. The school's low SFOE category reflects a high proportion of tertiary-educated parents working in various professional fields.

In 2024, Hawthorn West Primary School was fortunate to have a major works program which included the development of new student bathrooms, a central staircase and lift, upgraded Music, Visual Arts, and STEM classrooms, as well as two refurbished classrooms with breakout spaces. The year long project has greatly enhanced the school's facilities.

Our dedicated and talented staff consists of 24.8 teaching staff, 2.0 Principal Class Officers, and 11.2 Education Support Staff, all of whom work within a culture of continuous improvement. By collaborating within Professional Learning Communities, our team ensures that the learning program is both evidence-based and engaging for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Hawthorn West Primary School continued to consolidate the implementation of the The Little Learners Love Literacy Program in the junior school. The program's implementation has significantly boosted student engagement and has increased student performance in Reading. The main focus for improvement this year was Mathematics, with substantial resources allocated to further embedding the Hawthorn West Instructional Model. The school continued its collaboration with Maths Consultant Michael Minas, who engaged all staff in modelling, planning, and a range of rigorous professional development opportunities. The increased capacity of staff to provide targeted teaching has resulted in a significant improvement in performance in NAPLAN Numeracy, with more students performing in the top two bands (grade 3 - 88.2%, grade 5 - 98.5%), and significantly less students making low growth. In 2024, the relative growth in Numeracy was 33% - high growth, 54% medium growth and 13% low growth.

In all areas of NAPLAN testing, at both Grade 3 and Grade 5, Hawthorn West had a higher percentage of students performing in the top two bands than both 'similar' and 'network' schools. Top two band performances in Grade 3 were, Reading - 89%, Writing - 93%, Spelling - 81% and Grammar and Punctuation - 75%. In Grade 5, top two band performance was similarly pleasing with Reading - 95%, Writing - 90%, Spelling - 86%, Grammar and Punctuation - 92%.

Staff Survey results continued to demonstrate the positive engagement of staff, despite the challenges associated with a major works project. Of particular note were the following responses, which relate to the school's improvement agenda - 89% plan differentiated learning activities; 93% use data for curriculum planning, 96% focus learning on real-life problems, and 86% monitor effectiveness using data.

Wellbeing

Throughout 2024, Hawthorn West Primary School continued to nurture a safe and inclusive learning environment for its students. The School Wide Positive Behaviour Support Program was further refined to ensure that the school's bi-weekly behavioural focus was driven by comprehensive data analysis. The use of 'pulse' data allowed for more effective support for students requiring intensive interventions and helped identify specific behaviours within the student body that would benefit from extra reinforcement. Additionally, this data allowed staff to determine the times of day when students encountered the most challenges, leading to more precise and timely interventions.

An area for improvement in 2025 is the Hawthorn West students 'sense of connectedness' to their school which had reduced in terms of positive endorsement. When further investigated, the survey reported that 71% of students positively endorsed their connection to school and 21% made a neutral response, which may mean they feel connected at times and not others. Generally speaking, the female students indicated greater connection and Grade 4 males reported the least

connection. This data will support our planning for the Grade 5/6 students in 2025.

More positive perceptions were held in relation to 'sense of inclusion', which was positively endorsed by 85% of students (10% neutral.) Other pleasing results included the positive endorsement for 'Advocate at School' - 82%, 'Attitudes to attendance' - 84% and 'High expectations for success' - 91%. The school's program places great importance on collaborative learning, with opportunities such as Japanese Day and the Buddy Program offering students valuable shared experiences.

The Visible Wellbeing Program serves as the cornerstone of various initiatives focused on enhancing both physical and mental health, while encouraging positive social relationships. Respectful relationships, Sexuality Education and the Cyber-Safety program all contribute to developing the students' understandings of safety and appropriate behaviour.

Engagement

The students at Hawthorn West consistently demonstrated higher school attendance rates (17.7 absences) compared to both the state average (21.8) and similar schools (18.8), highlighting the strong value placed on education by the students and their families. According to the 2024 Attitudes to School Survey, 88% of students reported, "I always try to attend school." and 97% indicated that 'my parents believe that going to school is important.'

Beyond the core curriculum, the school is dedicated to offering a wide variety of programs that cater to students' individual interests and talents. In 2024, all students had access to specialist teachers in the following subjects Physical Education, STEM (Science, Technology, Engineering, and Maths), Visual Art, Music, and Japanese.

The school also offered a diverse array of extracurricular activities, including Soccer, Chess, Visual Art, Robotics, and lunchtime clubs like STEM, Choir, Ukulele, Minecraft, dance, drawing and lego. Students enjoy ongoing access to the highly resourced library during the lunch break. They also have the opportunity to spend time in St James Park.

Hawthorn West provides numerous leadership opportunities for students, including the Year 6 Leadership Program, the Junior School Community Group, and the School-Wide Positive Behaviours Team. These initiatives give students practical opportunities to contribute to building a positive and inclusive school community, by allowing them to have a voice in the ongoing improvement and development of the school.

Other highlights from the school year

Students were fortunate to actively participate in a broad range of learning and community building activities during 2024. These opportunities were possible due to the commitment and generosity of the staff team and community. Highlights included:

- Grade 5/6 Camp Howqa
- Grade 3/4 Camp Phillip Island

- Curriculum Excurions and Incursions at all levels
- The House Cup Carnivals - Athletics, Swimming and Cross Country
- Interschool Sport
- Hooptime
- Special events - Japanese Day, Book Week, Multi-Genre Celebration, State School Spectacular
- Weekly assemblies - celebrating the learning program and students achievements
- Community activities - Park Plays, Parents' Nights Out, Lapathon, Christmas Concert

Financial performance

In 2024, Hawthorn West Primary School finished the year in a strong financial position, with a budget year surplus of \$91,464. This may be explained by higher-than-expected bank interest, the reduction in learning materials purchased during the building project, and a greater proportion of parents making voluntary payments. The available funds reported for 2024, includes the \$184,800 which will be expended through the School Savings Bonus Program.

The school greatly benefited from generous local donations, with parents contributing to the building and library funds, alongside a highly successful fundraising year. Community fundraising allowed the school to intall a new junior school playground, which has greatly enhanced the school experience for our younger students.

Significant expenditures included increasing the provision of contemporary digital devices in the middle and senior school and the increasing costs associated with teacher replacement, resulting from both illness and professional learning.

For more detailed information regarding our school please visit our website at <https://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 475 students were enrolled at this school in 2024, 255 female and 220 male.

6 percent of students had English as an additional language and 0 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).

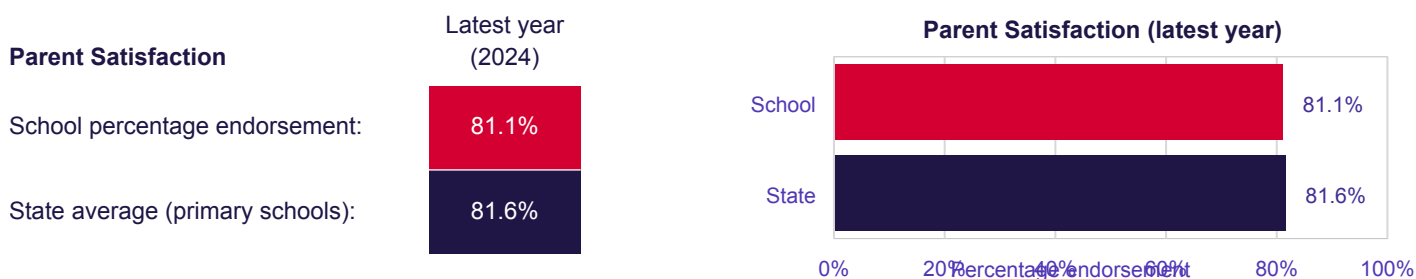
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

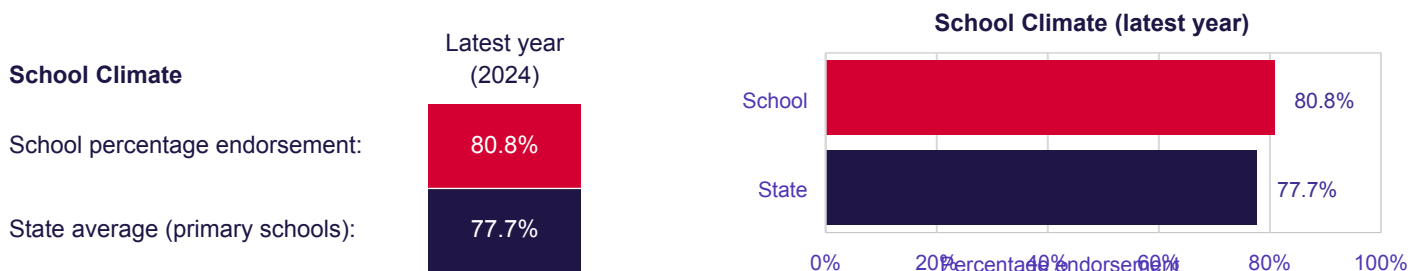


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

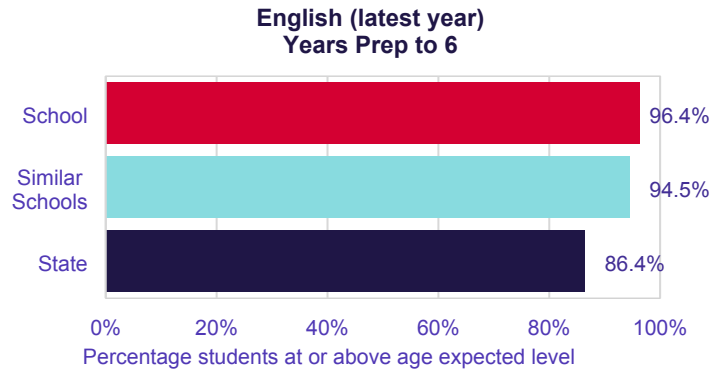
96.4%

Similar Schools average:

94.5%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

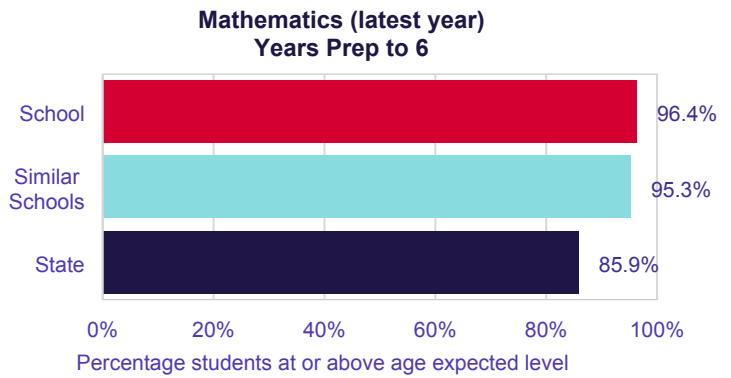
96.4%

Similar Schools average:

95.3%

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.

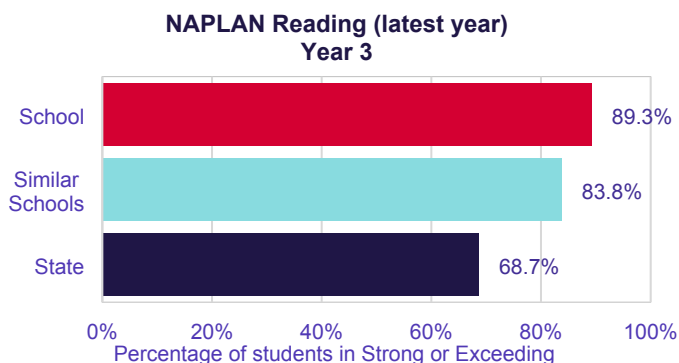
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

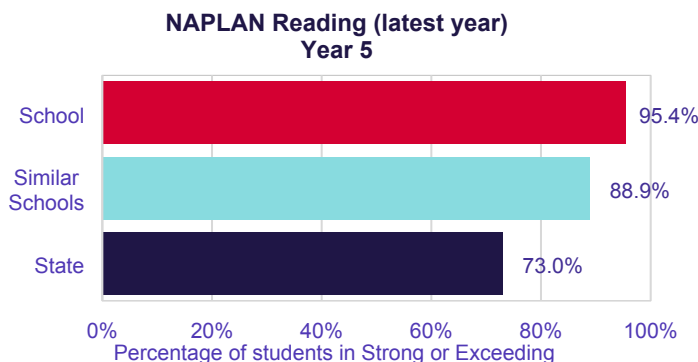
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.3%	86.2%
Similar Schools average:	83.8%	84.5%
State average:	68.7%	69.2%



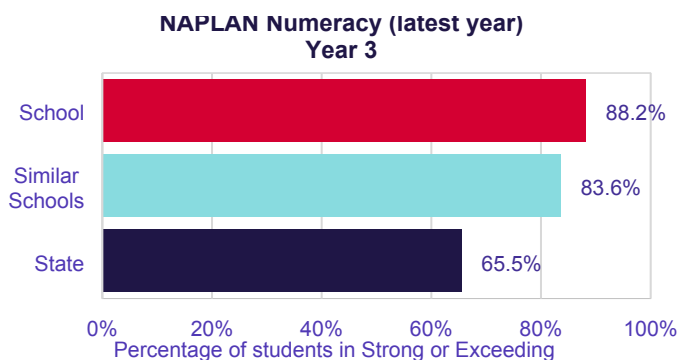
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	95.4%	95.2%
Similar Schools average:	88.9%	90.2%
State average:	73.0%	75.0%



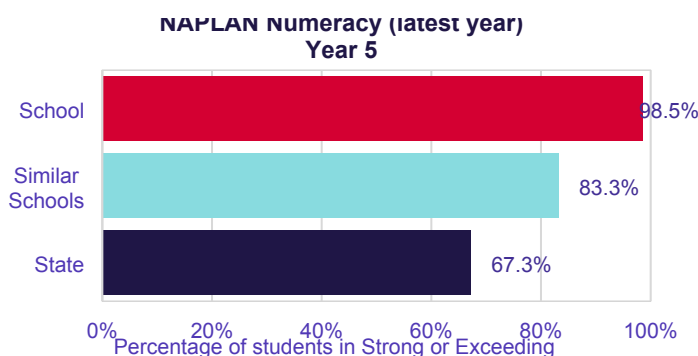
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.2%	88.5%
Similar Schools average:	83.6%	83.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	98.5%	95.2%
Similar Schools average:	83.3%	83.8%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

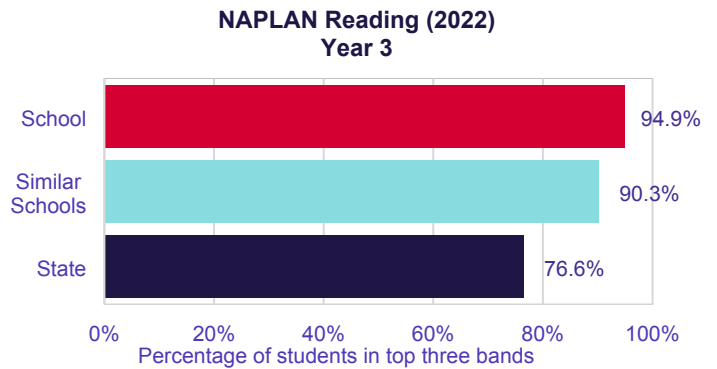
94.9%

Similar Schools average:

90.3%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

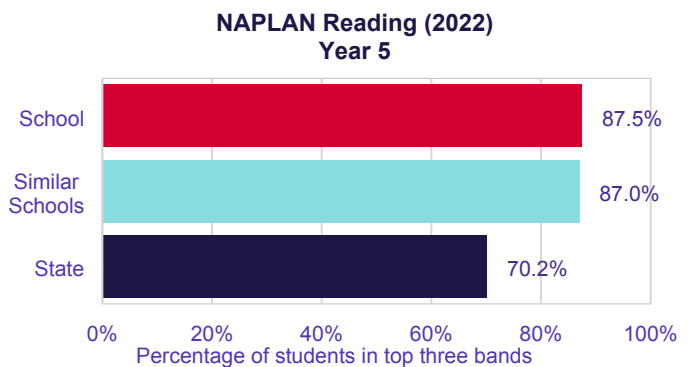
87.5%

Similar Schools average:

87.0%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

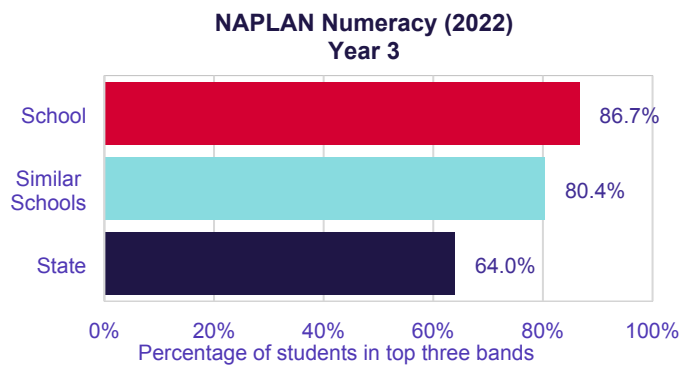
86.7%

Similar Schools average:

80.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

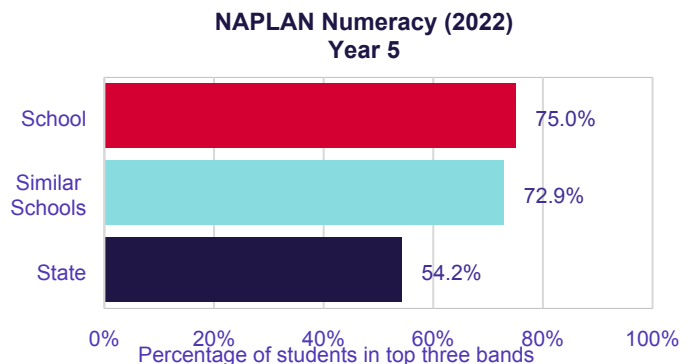
75.0%

Similar Schools average:

72.9%

State average:

54.2%



WELLBEING

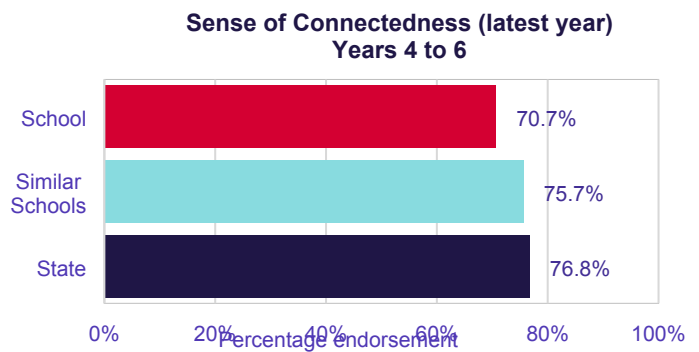
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2024)	4-year average
School percentage endorsement:	70.7%	77.8%
Similar Schools average:	75.7%	75.9%
State average:	76.8%	77.9%

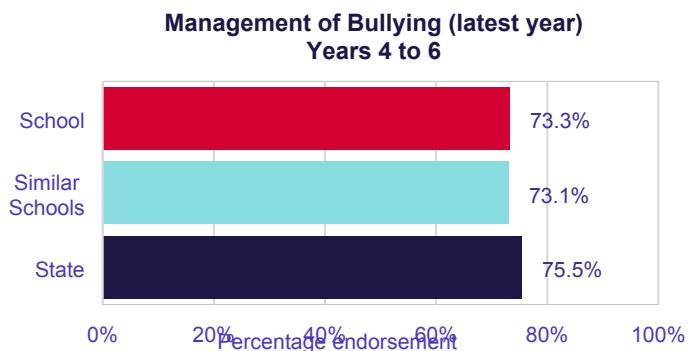


Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	73.3%	76.4%
Similar Schools average:	73.1%	74.2%
State average:	75.5%	76.3%



ENGAGEMENT

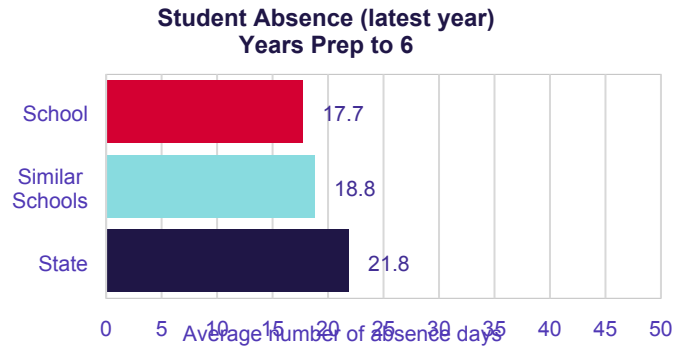
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	17.7	14.3
Similar Schools average:	18.8	16.5
State average:	21.8	20.1



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 (2024):	93%	91%	92%	91%	90%	91%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,395,206
Government Provided DET Grants	\$327,331
Government Grants Commonwealth	\$4,009
Government Grants State	\$7,598
Revenue Other	\$53,079
Locally Raised Funds	\$629,659
Capital Grants	\$0
Total Operating Revenue	\$5,416,883

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,375
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,375

Expenditure	Actual
Student Resource Package ²	\$4,290,660
Adjustments	\$0
Books & Publications	\$8,771
Camps/Excursions/Activities	\$205,809
Communication Costs	\$5,580
Consumables	\$137,239
Miscellaneous Expense ³	\$24,612
Professional Development	\$8,232
Equipment/Maintenance/Hire	\$144,401
Property Services	\$85,096
Salaries & Allowances ⁴	\$165,144
Support Services	\$152,502
Trading & Fundraising	\$47,523
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,850
Total Operating Expenditure	\$5,325,419
Net Operating Surplus/-Deficit	\$91,464
Asset Acquisitions	\$107,820

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$325,891
Official Account	\$58,755
Other Accounts	\$88,140
Total Funds Available	\$472,785

Financial Commitments	Actual
Operating Reserve	\$173,407
Other Recurrent Expenditure	\$7,952
Provision Accounts	\$0
Funds Received in Advance	\$184,800
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$461,159

All funds received from the Department of Education, 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.