

# 2023 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 28 March 2024 at 08:45 AM by Nerida Smith (Principal)

- This 2023 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 15 April 2024 at 05:29 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).

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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Hawthorn West Primary School is dedicated to fostering an inclusive community where a passion for learning thrives, and students are empowered to contribute meaningfully to their dynamic world. Our school community is deeply committed to instilling our shared values - curiosity, confidence, connectivity, and the pursuit of excellence - throughout all aspects of our educational endeavors. Situated in Melbourne's inner east, within the city of Boroondara, Hawthorn West Primary School has a rich history. Established in 1853, it is one of Victoria's oldest government schools, which now boasts a blend of modern and traditional facilities nestled within a picturesque, thoughtfully designed playground.

In 2023, Hawthorn West Primary School provided education to 475 students, consisting of 211 males and 262 females, primarily residing in the local area. Our curriculum is academically rigorous, aligning closely with the Victorian Curriculum. In Mathematics and English, students benefit from a differentiated learning approach, tailored to their individual needs, ensuring both challenge and success. Engaging integrated units of inquiry and a diverse range of specialist programs enrich the educational experience. At Hawthorn West Primary School, we prioritize student well-being, evident through our robust programs such as the School Wide Positive Behaviour Support and Visible Well-being initiatives, which foster an inclusive and safe learning environment. We cherish our strong partnerships with the community, whose invaluable contributions enhance our balanced educational offerings. Parents and carers actively support our commitment to not only academic excellence but also to providing a wide array of experiences aimed at nurturing personal interests, fostering respectful relationships and promoting mental well-being. Hawthorn West Primary School's low SFOE category is indicative of a high proportion of tertiary-educated parents employed across various professions.

In 2023, Hawthorn West Primary School developed a Master Plan which details proposed improvements to the school facilities. Phase one was completed to detailed design stage and will see the school receive new toilets, central staircase and lift, upgraded Music, Visual Art and STEM learning spaces and two refurbished classrooms with break out spaces. Construction will occur throughout the 2024 school year, with key completion dates in August and January.

Hawthorn West has a dedicated and talented staff team comprised of 27 Teaching Staff, 2.6 Principal Class Officers, and 11.2 Education Support Staff, all of whom operate within a culture of continuous improvement. Through collaborative efforts within Professional Learning Communities, our teaching team ensures that the learning program is based on best practice and is targeted and engaging.

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

### Learning

In 2023 Hawthorn West Primary School commenced implementation of the School Strategic Plan, which was developed late in 2022. The Little Learners Love Literacy Program was fully implemented in Foundation and Grade 1 and the SMART Spelling Program was introduced from Grade 3 to 5. Both of these programs have enhanced student engagement and enabled further consistency of instruction across all learning environments. Mathematics was the principal improvement focus area for the year - with significant resources directed to building staff capacity to provide a challenging and responsive Mathematics Program. The school continued to work intensively with Maths Consultant Michael Minas, with selected members of the teaching team engaged in coaching and mentoring with Michael and participating in the suite of professional learning opportunities provided by the Riversdale Network. Staff survey results indicate that educators are positively engaged with the improvement agenda and the increased emphasis on differentiated learning. Staff Survey results included: professional learning targeted to improving literacy and numeracy - 96%, plan differentiated learning activities - 89%, and collective focus on student learning - 91%.

The redevelopment of the National Assessment Program Literacy and Numeracy (NAPLAN) in 2023, deemed some of Hawthorn West's Strategic Plan goals not currently measurable. Alternative data indicated a very pleasing performance at both Grade 3 and Grade 5, with Grade 5 in particular, outperforming both 'similar' and 'network' schools in Reading, Spelling, and Grammar and Punctuation and performing in a comparable manner in Writing and Numeracy. The Grade 3 results also saw a high percentage of

students performing in the 'exceeding' or 'strong' proficiency levels. (Reading - 83%, Writing - 92%, Spelling - 68%, Numeracy - 89% and Grammar and Punctuation - 70%.)

The Attitudes to School Survey data, indicated that the students from Grade 4 to 6 believe the 'learning is stimulating' - 85% and the teachers have 'high expectations for student success'- 93%. There is also positive endorsement for their access to 'a differentiated learning challenge' - 84%.

## Wellbeing

Hawthorn West Primary School continued to provide a safe and inclusive learning environment for the students in 2023. The School Wide Positive Behaviour Support Program was further refined to ensure the fortnightly, school wide learning focus, was based on comprehensive data in relation to student behaviour. The use of 'pulse' data not only enabled the school to support students who require more intensive interventions, but also to identify the types of behaviours the general student body could benefit from further 'reteaching' in. In addition to the types of behaviours which require focus, data also ensured staff could isolate times of day our students are finding the greatest challenge and plan responsive interventions.

It is pleasing to note that the students of Hawthorn West feel a greater sense of connection to their school than both the state and similar school averages. This positive data may be explained by the commitment of the whole school community to building a strong and connected learning environment. Opportunities for students to work collaboratively are a critical aspect of the learning program, as is the provision of multi-age learning activities such as Science Day, whole school events and the Buddy Program. The Visible Wellbeing Program provides the framework for a broad range of learning experiences which are focused on ensuring positive physical and mental health and supportive social relationships. Attitudes to School Survey Data indicates that students are feeling supported and included at school with 86% of students indicating that they believed they had an 'Advocate at school,' 80% reporting there is 'respect for diversity' and 86% that there is a 'sense of inclusion.'

## Engagement

The students of Hawthorn West had more consistent school attendance than both the State and similar schools, indicating that students and their families value education and the learning opportunities the school provides. The 2023, Attitudes to School Survey data saw 90% of student indicate 'I always try to attend school.'

In addition to the core curriculum, the school is committed to providing a broad range of curricula and extra-curricula programs, focused on developing the individual interests and skills of our students. In 2023 all students had access to specialists teaching in Physical Education, STEM (Science, Technology, Engineering and Maths) Visual Art, Music and Japanese. There were also a broad range of extra-curricula programs, including Soccer, Chess, Visual Art, and Robotics and lunch time clubs including STEM, Choir, Eukele, Minecraft and library. Students initiated a range of opportunities which linked to the annual events calendar and enjoyed ongoing access to St James Park, to engage in a range sports activities.

Hawthorn West provides a number of leadership opportunities for the students, including the Year 6 Leadership Program, the Junior School Community Group and the School Wide Positive Behaviours Team. These initiatives all provide practical opportunities for students to participate in creating a positive and inclusive school community and to have a voice in how we continue to improve and develop our school.

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## Other highlights from the school year

In 2023 there continued to be active participation in the school community, with a range of opportunities provided through both the school and the enthusiastic participation of the parent body. Highlights of year included:

- Grade 5/6 Camp Kangarooobie
- Grade 3/4 Camp Arrabri Lodge
- Curriculum Incursions and Excursions for all students
- Sports events - inter-school sport, house carnival program, lapathon and aerobics
- Weekly assemblies showcasing the classroom learning program
- Whole school events - Harmony Day, Reconciliation Week, Education Week, ANZAC Day, Science Week, Book Week, RU Okay Day, Multi Genre Celebration

- Community social events - Parent Events, Halloween Disco, Foundation picnic and Year Six Celebrations
- State School Spectacular
- End of Year Concert

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## Financial performance

In 2023, Hawthorn West Primary School concluded the year in a financially robust position. Revenues surpassed annual expenditures by \$51,337 due to higher than forecast bank interest, additional contributions from Teamkids, and a higher percentage of community members making voluntary parent payments. Key areas of expenditure included resourcing new curriculum initiatives such as the Little Learners Love Literacy Program and staff professional learning in Mathematics.

The school was fortunate to receive substantial funds raised locally, thanks to parents' willingness to contribute to our building and library funds and a highly successful year of fundraising. These fundraising efforts enabled the school to build a new sports shed to ensure that equipment is more accessible to the student body. In addition to this, fundraising monies were also utilized to purchase a new speaker system and laptop charging stations.

**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 473 students were enrolled at this school in 2023, 262 female and 211 male.

7 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).

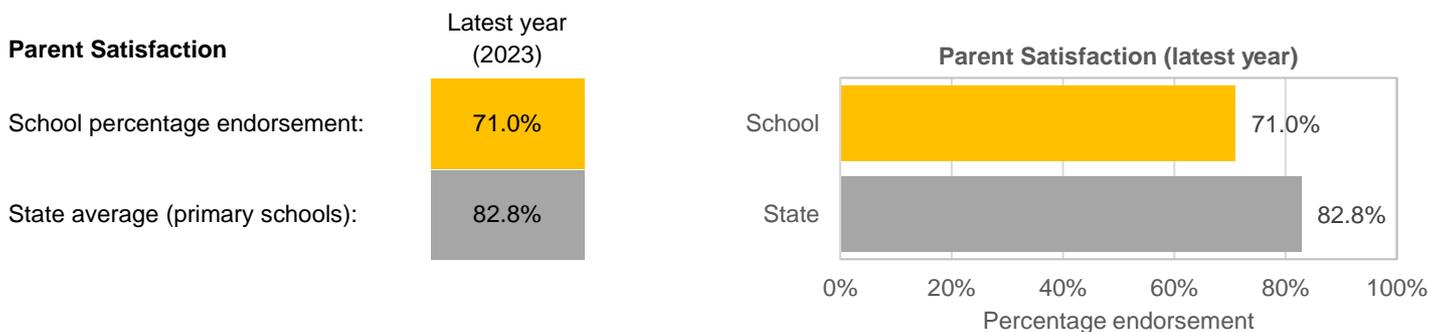
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The 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.

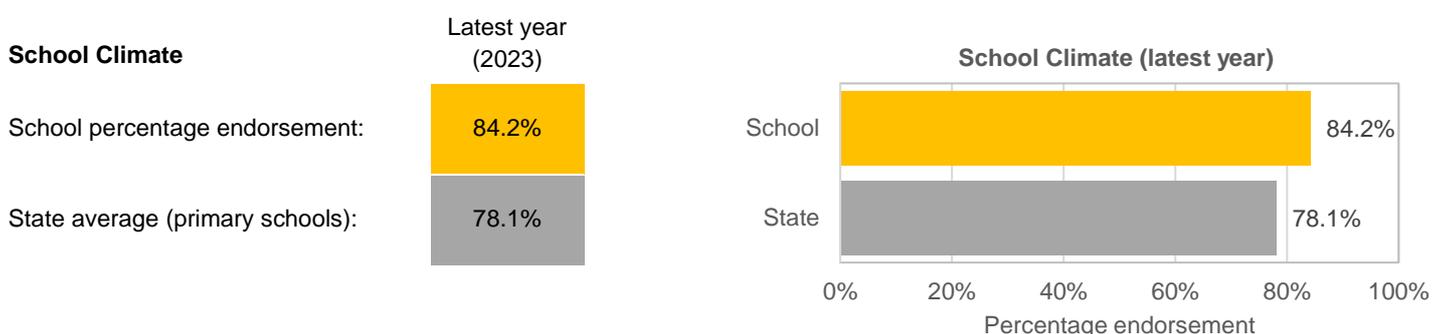


### School Staff Survey

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

Latest year  
(2023)

School percentage of students at or above age expected standards:

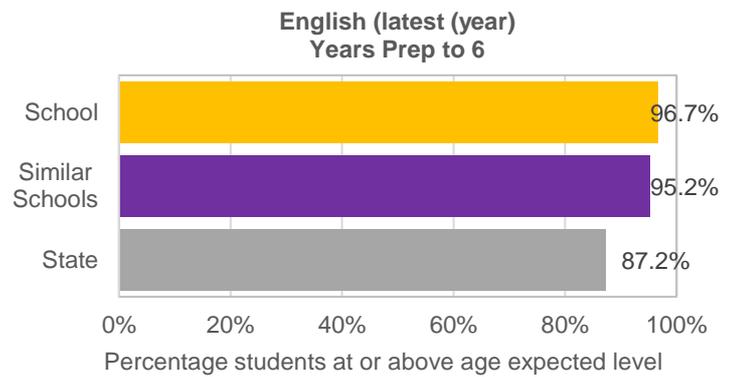
96.7%

Similar Schools average:

95.2%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

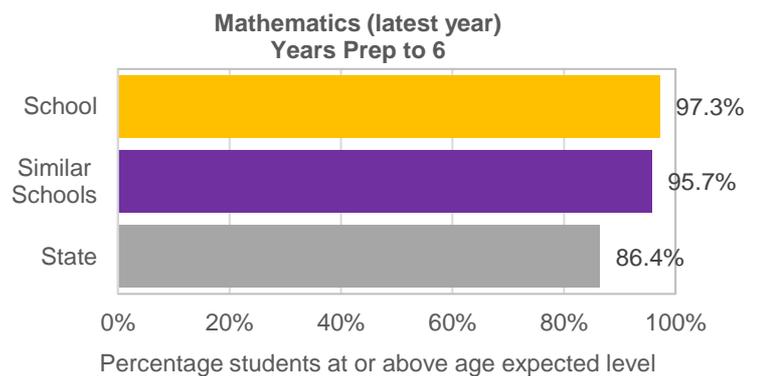
97.3%

Similar Schools average:

95.7%

State average:

86.4%



## 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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.5%

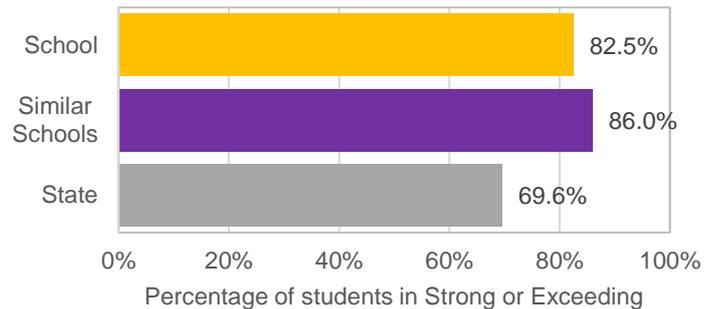
Similar Schools average:

86.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.9%

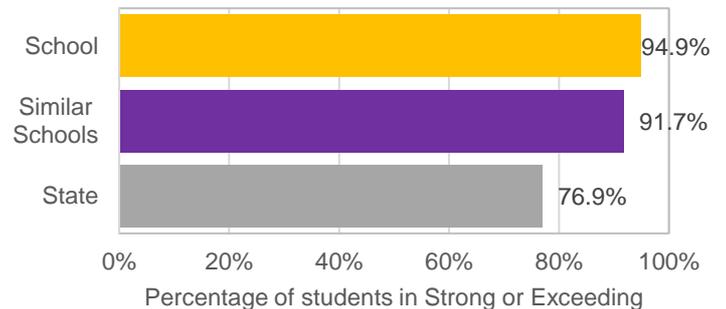
Similar Schools average:

91.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

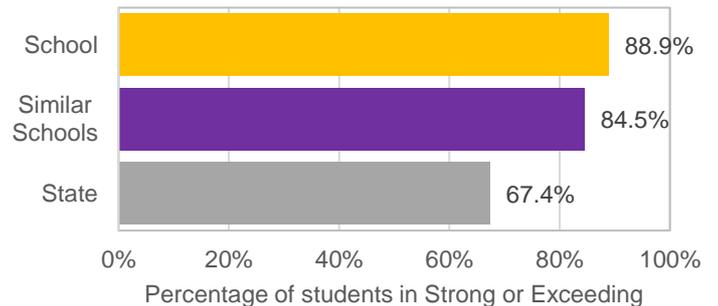
Similar Schools average:

84.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.5%

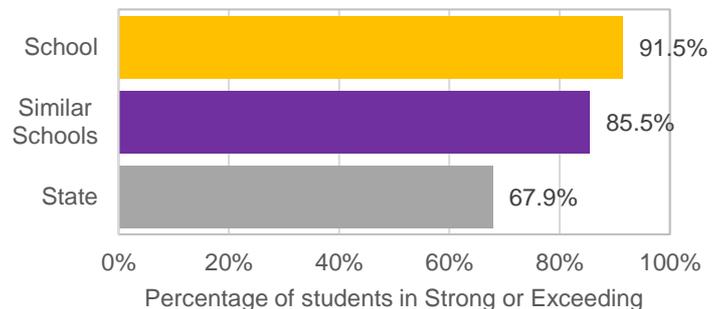
Similar Schools average:

85.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



## 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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

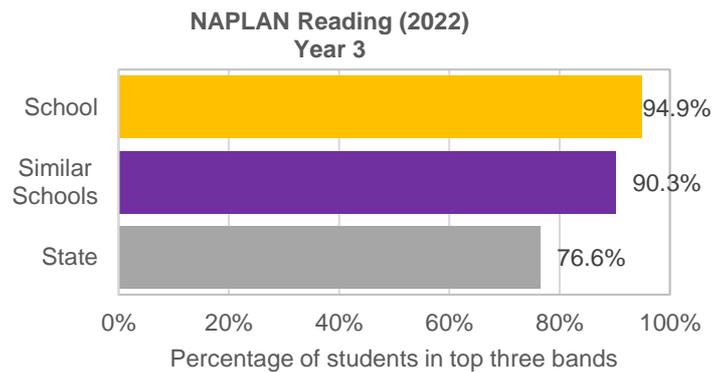
94.9%

Similar Schools average:

90.3%

State average:

76.6%



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

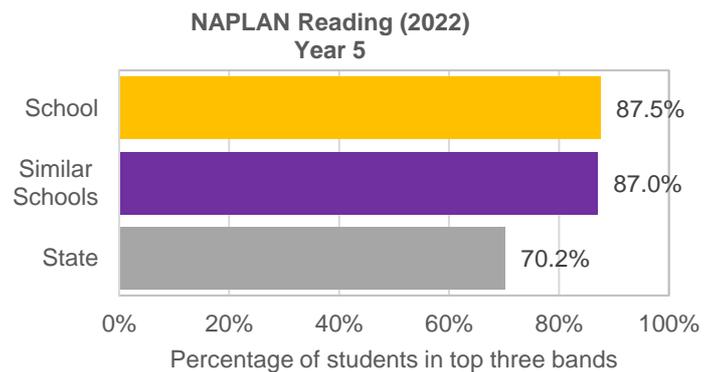
87.5%

Similar Schools average:

87.0%

State average:

70.2%



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

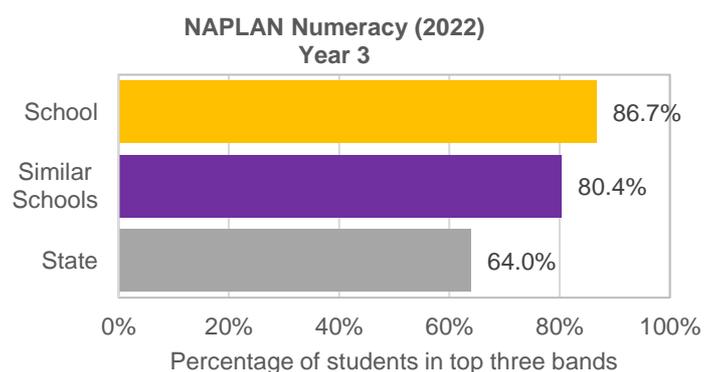
86.7%

Similar Schools average:

80.4%

State average:

64.0%



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

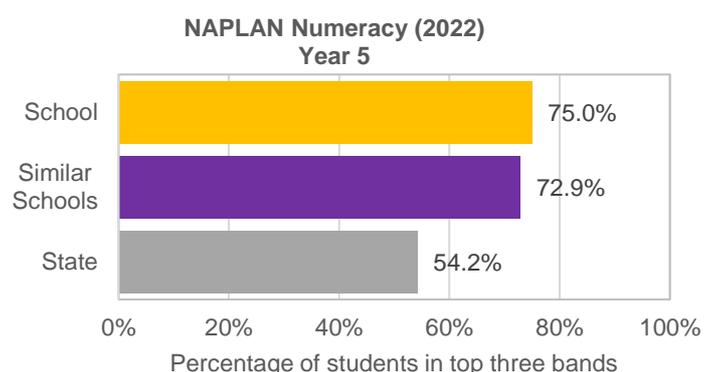
75.0%

Similar Schools average:

72.9%

State average:

54.2%



## WELLBEING

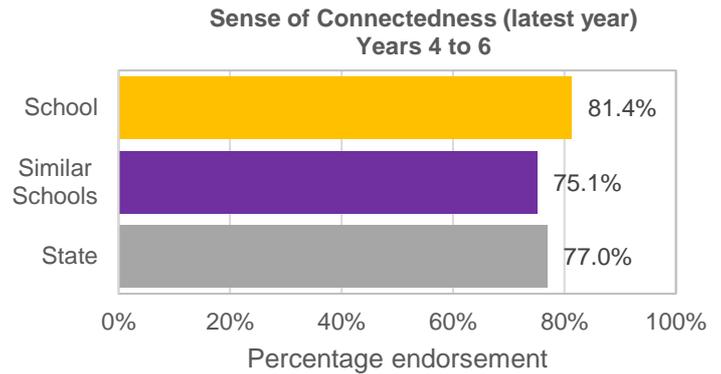
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School percentage endorsement:	81.4%	80.3%
Similar Schools average:	75.1%	77.0%
State average:	77.0%	78.5%

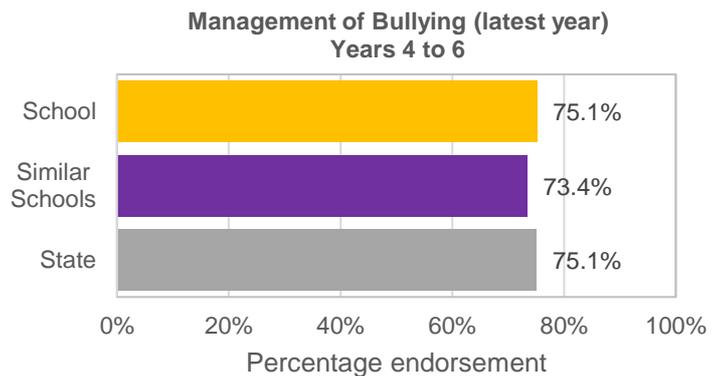


### Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	75.1%	77.6%
Similar Schools average:	73.4%	75.9%
State average:	75.1%	76.9%



## ENGAGEMENT

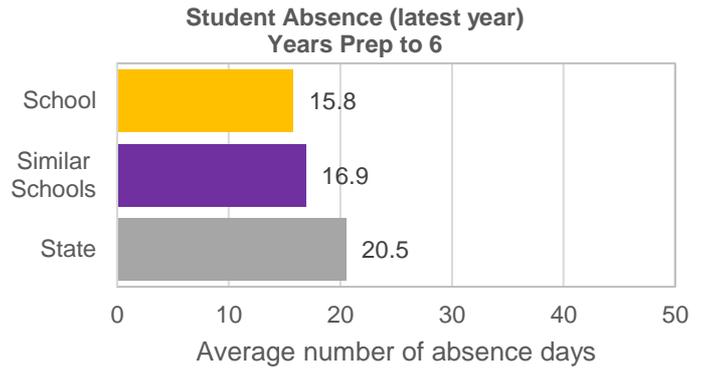
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	15.8	11.8
Similar Schools average:	16.9	13.4
State average:	20.5	18.1



### 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 (2023):	93%	94%	92%	92%	92%	89%	91%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,232,312
Government Provided DET Grants	\$456,384
Government Grants Commonwealth	\$5,300
Government Grants State	\$0
Revenue Other	\$37,903
Locally Raised Funds	\$612,756
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,344,655</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$10,841
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$10,841</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,289,932
Adjustments	\$0
Books & Publications	\$7,177
Camps/Excursions/Activities	\$179,220
Communication Costs	\$10,734
Consumables	\$155,509
Miscellaneous Expense <sup>3</sup>	\$34,634
Professional Development	\$2,024
Equipment/Maintenance/Hire	\$127,254
Property Services	\$98,410
Salaries & Allowances <sup>4</sup>	\$157,912
Support Services	\$158,600
Trading & Fundraising	\$34,731
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,181
<b>Total Operating Expenditure</b>	<b>\$5,293,318</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$51,337</b>
<b>Asset Acquisitions</b>	<b>\$92,716</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 16 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$234,589
Official Account	\$81,380
Other Accounts	\$105,926
<b>Total Funds Available</b>	<b>\$421,896</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$152,750
Other Recurrent Expenditure	\$29,436
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$35,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
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>\$402,446</b>

*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.*