

2017 Annual Report to the School Community



School Name: Hazelwood North Primary School

School Number: 2382



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 30 April 2018 at 09:34 AM by Paul Jorgensen (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 15 May 2018 at 08:34 PM by Leigh Markham (School Council President)



Education and Training



About Our School

School Context

Hazelwood North Primary School is located in the Latrobe Valley approximately 6 km from Morwell and 10 km from Traralgon. Most of the children come from the Hazelwood North area but other children do come from neighbouring towns. Students are bussed or driven by parents to school.

In 2017 specialist programs offered were Visual Arts, Performing Arts, Physical Education and Library. Extra curricula activities organized included visiting performances and shows, excursions to support curriculum areas, participation in a variety of sporting activities and our Camping Program. In 2017 children attended the Year 6 Leadership camp in Marlo, Year 3/4 Phillip Island camp, Year 5/6 Melbourne/Ballarat camp and a Year 1/2 sleepover at school. We also had several children attend Somers Camp and Latrobe Valley Sports Camp.

The school has an active Parents' Club and School Council, with Parents Club being the main fundraising body for the school. Parent participation is encouraged in class programs, specialist areas, sports, camps and excursions and this is always well received.

In 2017 the school had six classes and an enrolment in December of 128 students. This was based around two Foundation/Year One classes, two Year Two/Three classes and two Year Four/Five/Six classes. Classes in all areas received support from one of the 3 Educational Support staff supporting students and programs.

During 2017 the school developed a new Strategic Plan (2017 – 2020). This plan contained essential elements of the previous plan which had the overarching purpose "To meet the varied and individual needs of all students within a vibrant community of lifelong learners."

Some of these competencies include being a confident person, who is adaptable and resilient, a concerned citizen, who is informed about local and world issues, an active contributor, who works in teams, is innovative, takes calculated risks and exercises initiative, a self-directed learner, who questions, reflects, perseveres and takes responsibility of own learning.

To support this the school has developed a set of School Values that encompass the competencies of 21st Century learners and includes Responsibility, Curiosity, Collaboration, Challenge and Resilience.

The development of these 21st Century competencies is a major factor in students learning and this is supported through varied programs including Inquiry Based Learning activities that run across the school.

Framework for Improving Student Outcomes (FISO)

Hazelwood North Primary School has focused on the FISO Continua elements associated with Excellence in Teaching & Learning and in particular Curriculum Planning & Assessment and Building Practice Excellence. Our self-evaluation of these areas indicates that we are moving from evolving into the embedding level.

In 2017, major work included the documentation of a whole school curriculum plan. Extensive professional learning was delivered. This resulted in teaching teams further developing the capacity to challenge and improve each other's practice as a collective responsibility. Each professional learning team routinely used data along with teaching and learning protocols.

2017 also saw a focus on the FISO element of Community engagement in learning: Building communities. We were able to form a working party through School Council, which meets regularly to provide ideas and strategies to enhance our processes to engage with the school community.

Achievement

Our 2017 student achievement data demonstrates ongoing, consistent improvements in Grammar and Punctuation and Writing. This can be attributed to student centred goals and targets being set by students. NAPLAN learning Gain Year 3 – Year 5 was solid with the school recording 67% medium/high levels of growth in Numeracy, 83% medium/high growth in Writing and 67% medium/high growth in reading and 72% medium/high growth in spelling.

While we have been able to lessen the percentage of children in the low growth areas over the past few years, we do need to focus on getting children to move from the medium growth to high growth.

The percentage of students assessed through teacher judgement as working at or above age expected standards in English and Mathematics was at a similar level to the schools compared with.



The school will strive to ensure that all students achieve a minimum of 12 months learning growth in every school year from Prep through to Year 6. This will be achieved through building on existing high practice, ensuring more consistency of the “High Impact Teaching Strategies” and maintaining our focus on student learning in literacy and numeracy.

Engagement

As in previous years in 2017, there was a strong focus on student engagement. This included students taking more ownership for their learning through individual goal setting and the use of proficiency scales that allow children to monitor their progress. Students set individual goals in a range of curriculum areas as well as in developing against our school values. This has impacted positively on student survey data. Examples include: 83% positive endorsement “Motivation and interest” and 87% positive endorsement with “Sense of confidence” and 76% positive endorsement of “High expectations for success”

Feedback from the Parent Opinion Survey has been problematic with low response rates; however, the general trend over the past few years has been positive. Mean factor scores for most areas remain between 5 and 6 out of 7.

The School Staff survey endorses the view that there is a strong and positive collective focus on student learning, efficacy and responsibility. (Collective Focus on Student Learning 95% positive endorsement, Collective Efficacy 81% positive endorsement and Collective Responsibility 92% positive endorsement). This survey had the majority of areas show a positive endorsement of between 70% and 95%.

The school recorded an average rate of between 91% to 93% attendance across all year levels and is in the similar range to comparison schools during 2017. The 4-year average for student absence is at a similar level to comparison schools but is slightly lower in the mean score. The school will continue to promote attendance and punctuality as a vital component for school success.

Wellbeing

The 2017 Student Attitudes to School – Sense of Connectedness results indicated that the school sits above the median for all Victorian Government Primary Schools. This result is higher than in previous years and is evidence that the specific actions implemented to address previous survey results has had a positive impact. The data is now at a similar level to comparison schools and is tracking into the top 20% of schools range.

In 2017 the Student Attitudes to School – Management of Bullying result sat above the median for all Victorian Government Primary Schools and at a similar level to comparison schools.

The school delivered effective pathways for PSD (Program for Students with a Disability) students. A detailed individual learning plan was developed for each student in this program and regular student support group meetings were conducted.

Overall, in 2017 the broad range of school survey data indicates high levels of staff and student satisfaction in the area of wellbeing with improving data in the parent survey. There is a strong culture of connectedness and community. This is demonstrated by the wide variety of forums that provide a voice for all members of the school and processes and events that enrich the home school partnership.

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



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 118 students were enrolled at this school in 2017, 55 female and 63 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>61%</td> <td>6%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>56%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	61%	6%	Numeracy	33%	56%	11%	Writing	17%	67%	17%	Spelling	28%	56%	17%	Grammar and Punctuation	17%	50%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 907 1037 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	92 %	93 %	93 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	92 %	92 %	93 %	93 %	93 %										



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

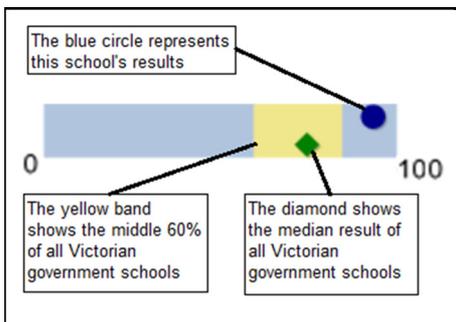
Engagement

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

Wellbeing

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

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



What does *School Comparison* refer to?

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

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

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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

Financial Performance and Position

Financial performance and position commentary

In 2017, Hazelwood North Primary School continue to effectively manage school finances in both the Credit (Staffing) area and Cash (Program Budget) area. Cash funds not fully expended in 2017 are being carried over to deliver programs in 2018 and School Council is currently looking at building works that will require funding. Equity funding was used to subsidise the range of support programs delivered including intervention programs.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,117,949	High Yield Investment Account	\$174,929
Government Provided DET Grants	\$182,060	Official Account	\$9,513
Government Grants Commonwealth	\$2,637	Other Accounts	\$0
Government Grants State	\$1,300	Total Funds Available	\$184,442
Revenue Other	\$39,598		
Locally Raised Funds	\$74,000		
Total Operating Revenue	\$1,417,545		
Equity¹			
Equity (Social Disadvantage)	\$24,220		
Equity Total	\$24,220		
Expenditure		Financial Commitments	
Student Resource Package ²	\$972,163	Operating Reserve	\$30,028
Books & Publications	\$1,204	Maintenance - Buildings/Grounds incl SMS<12 months	\$39,414
Communication Costs	\$2,047	School Based Programs	\$40,000
Consumables	\$12,866	Asset/Equipment Replacement > 12 months	\$15,000
Miscellaneous Expense ³	\$26,885	Capital - Buildings/Grounds incl SMS>12 months	\$40,000
Professional Development	\$2,194	Maintenance -Buildings/Grounds incl SMS>12 months	\$20,000
Property and Equipment Services	\$59,777	Total Financial Commitments	\$184,442
Salaries & Allowances ⁴	\$52,512		
Trading & Fundraising	\$18,080		
Travel & Subsistence	\$73		
Utilities	\$19,244		
Total Operating Expenditure	\$1,167,045		
Net Operating Surplus/-Deficit	\$250,499		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



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