

2016 Annual Report to the School Community



School Name: Hazelwood North Primary School

School Number: 2382



Name of School Principal:

Paul Jorgensen

Name of School Council President:

Leigh Markham

Date of Endorsement:

24/04/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



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 2016 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 2016 children attended the Year 6 Leadership camp in Marlo, Year 3/4/5/6 Rumbug camp and a Year 1/2 sleepover at school. We also had several children attend Woorabinda 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 2016 the school had six classes and an enrolment in December of 128 students. This was based around two Foundation/Year One classes, a Year 1/2 Class, a Year 3/4 class and two 4/5/6 classes. Classes in all areas received support from one of the 3 Educational Support staff supporting students and programs.

The schools overarching purpose in the Strategic Plan (2013-2016) is "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)

Our FISO work during 2016 began with setting up our focus areas after our School Review process. The key areas determined for 2016 and 2017 is

Excellence in teaching and learning	Building practice excellence
	Curriculum planning and assessment
Community engagement in learning	Building communities

To achieve this we began in 2016 refining and further documenting our school Assessment schedule, our school Essential Learning continuum, and consistent use of agreed teaching approaches in all classrooms across the school. To enable this to happen and to monitor progress in 2017 we have also developed and resourced an observation and feedback process aligned to HNPS agreed teaching and learning practices.

We have aligned with Boolarra PS to work with in our FISO work, particularly to investigate how we can better assess the progress of children on the ASK model rubrics and personal learning continuums.

Achievement

The Government School Performance Summary for Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) indicates student learning outcomes to be similar when compared with the school comparison index.

Naplan results for Year 3 2016 are higher compared to the school comparison component for reading and similar for numeracy; however the 4 year average is similar for both areas. There has been improvement in these areas over the past three years and it is hoped that the 4 year average will continue to improve over time.

Naplan results for Year 5 2016 are also showing improvement with both Reading and Numeracy similar compared to the school comparison. The 4 year average is lower in reading however again this should improve over time as yearly improvements continue, whilst the Numeracy is similar.



The 2016 Annual Implementation Plan focused on improving literacy and numeracy for all students and in particular to promote high quality educational outcomes and to develop highly confident, motivated and adaptive students with the capacity to become future successful citizens.

Within this focus the emphasis was in developing teacher effectiveness and capacity. This was mainly done through whole school professional development, particularly around Challenging Learning with James Nottingham. This capacity building will continue as a focus for future years and will hopefully see the gradual improvement of student outcomes and be reflected in the data in coming years.

Continued use of Assessment tools to understand student point of learning need and use of Professional Learning Teams was used as the focus to deliver and drive teachers understanding of the use of assessment to support planning and guide learning.

During 2015 ClearTrack data tracking tool was introduced and this now enable staff to track individual, cohort and school progress using a variety of assessment tools. During 2016 this was further used for data tracking and for reporting of student progress.

Staff participated in network Professional Development opportunities within the Churchill Cluster of schools. The focus was to build knowledge around teaching and learning and develop relationships across the network. This work focused on the work of James Nottingham's "Challenging Learning".

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The Government School Performance Summary indicates engagement to be similar with other Victorian government like schools. The average attendance rate of all students in the school remains high and is around 93%. Common reasons for nonattendance include protracted illness and extended family holidays, which do produce a slightly lower result. We do have a small number of students that have high nonattendance rates, these are monitored, and programs put in place to support these children.

Wellbeing

The Attitudes to School Survey indicates a positive trend in all areas in 2016. Overall it was higher in relation to like schools. The 4 year trend however remains in the lower area to like schools. With a more stable school environment including emphasis on the Health and Wellbeing policy we expect to see continued improved data in future years.

Staff feel the tone of the playground and classroom environments regarding safety is positive. This has been backed up with data collected from classroom and yard data collection. Positive student behaviour is recognised through classroom reward systems and through the school Civics and Citizenship awards. Students are also encouraged to have a voice through Student Leadership positions and opportunities to have a say.

The school Engagement and Wellbeing policy has been developed which outlines the positive steps towards student management and wellbeing based on a whole school approach to wellbeing.

The school wide introduction and use of the School Values is continuing to have an effect across the school. This is seen as a positive step to highlight and teach values that will support student's wellbeing. Further work on these values will continue in future years with students setting individual goals against these and working towards better understanding of the values and their importance as life long learners.

Kurnai Secondary College is the main secondary feeder school for students transitioning from Year 6 to Year 7, although several children did transition to various other secondary schools in 2016. Students participate in awareness and state transition days.

For more detailed information regarding our school please visit our website at <http://www.haznthps.vic.edu.au/>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 131 students were enrolled at this school in 2016, 59 female and 72 male. There were < 10% of EAL (English as an Additional Language) students and 0% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Higher</p> <p> Similar</p> <p> Similar</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> Lower</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>33%</td> <td>56%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	50%	20%	Numeracy	30%	60%	10%	Writing	22%	56%	22%	Spelling	22%	56%	22%	Grammar and Punctuation	11%	33%	56%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	50%	20%																							
Numeracy	30%	60%	10%																							
Writing	22%	56%	22%																							
Spelling	22%	56%	22%																							
Grammar and Punctuation	11%	33%	56%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="561 824 1040 913"> <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>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	93 %	94 %	94 %	94 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	93 %	94 %	94 %	94 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Lower</p>

How to read the Performance Summary

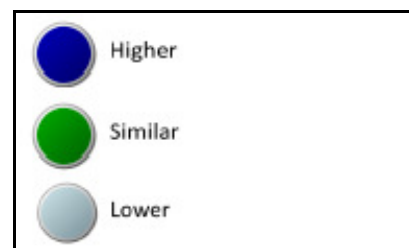
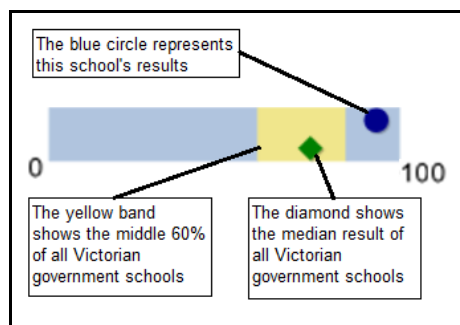
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

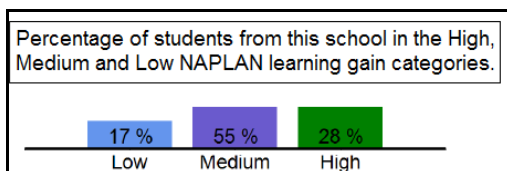
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Over the past few years the school has been able to strengthen its financial position due to close monitoring and management of the Program Budget areas. Where savings can be made the school has been able to put these in place without compromising programs.

Parents Club have been active in raising funds and this money is used to support programs, particularly ICT but also with Grounds and Buildings maintenance. The building maintenance is an area of concern that will need close monitoring in future as this may mean substantial costs.

Despite applications and submissions for school grant money the school has not received any substantial funding. Under the SMS system the school will receive \$8000 in 2017 for drainage and site infrastructure work.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,121,820	High Yield Investment Account	\$53,578
Government Provided DET Grants	\$133,743	Official Account	\$12,870
Government Grants Commonwealth	\$1,228	Other Accounts	\$12,512
Revenue Other	\$5,187	Total Funds Available	\$78,960
Locally Raised Funds	\$86,549		
Total Operating Revenue	\$1,348,527		
Expenditure		Financial Commitments	
Student Resource Package	\$968,782	Operating Reserve	\$32,843
Books & Publications	\$466	Asset/Equipment Replacement < 12 months	\$1,257
Communication Costs	\$2,304	Maintenance - Buildings/Grounds incl SMS<12 months	\$7,300
Consumables	\$16,589	Cooperative Bank Account	\$12,500
Miscellaneous Expense	\$34,466	Other recurrent expenditure	\$2,560
Professional Development	\$2,666	Asset/Equipment Replacement > 12 months	\$9,000
Property and Equipment Services	\$47,703	Maintenance -Buildings/Grounds incl SMS>12 months	\$13,500
Salaries & Allowances	\$59,076	Total Financial Commitments	\$78,960
Trading & Fundraising	\$19,732		
Travel & Subsistence	\$784		
Utilities	\$17,400		
Total Operating Expenditure	\$1,169,967		
Net Operating Surplus/-Deficit	\$178,561		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.