

2019 Annual Report to The School Community



School Name: Hazelwood North Primary School (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 Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 08 November 2020 at 03:27 PM by Gillian Connolly (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 09 November 2020 at 06:29 PM by Leigh Markham (School Council President)

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 bused or driven by parents to school.

Our vision at Hazelwood North Primary School is to empower students to acquire, demonstrate, articulate and value knowledge, skills and attitudes that will support them as life-long learners. Our students, as 21st century learners and citizens, will contribute to the global world through practice of the core values of our school: Resilience, Responsibility, Challenge, Curiosity and Collaboration.

In 2019 specialist programs offered were Visual Arts, Performing Arts and Physical Education. Library was also offered across all year levels. 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 2019 children attended the Year 6 Leadership camp in Marlo, Year 3/4 Phillip Island camp and the 5/6 Melbourne/Ballarat camp. The year 2 cohort had a sleepover at school.

The school has a small and active Parents' & Friends 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 2019 the school had seven classes and an enrolment in December of 148 students. This was based around two Foundation/Year One classes, two Year Two/Three classes and three Year Four/Five/Six classes. Classes in all areas received support from one of the 3 Educational Support staff supporting students and programs.

During 2019 the school continued to focus on the 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 focused learning on the 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 2019, major work included the further development of our school beliefs and understandings of teaching Reading and the refinement of the Gradual Release of Responsibility instructional model. Extensive professional learning was delivered, both through involvement with Bastow Leading Literacy and through school based learning together. 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. Established instructional model along

with documented whole school agreed teaching practices allows new staff to easily understand and integrate these practices into their classroom teaching allowing for consistent teaching and learning across all classrooms in the school.

Achievement

Our 2019 student achievement data based on Teacher judgement was positive in both English and Mathematics areas with 90% or more of students at or above their expected level in English and 93% in Mathematics. While this was positive we had a decline of students in the NAPLAN top two bands in Numeracy and English areas and results were below Similar Schools. This may have been caused by a change to NAPLAN online testing in 2019, or a variation in cohort achievements and is something that will need to be monitored in 2020.

The Year 3 NAPLAN data was lower than the Year 5 data across all areas although mean scores across Year 3 and 5 were below state means. The Year 5 Punctuation and Grammar mean was higher than the state mean.

Engagement

During 2019 there continued to be 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. Using individual Student Learning Folders students set individual goals in a range of curriculum areas as well as in developing against our school values and Capabilities. This has impacted positively on student survey data. Examples include: 79% positive endorsement "Motivation and interest" (83% 2017) and 91% positive endorsement with "Self regulation and goal setting" and 97% positive endorsement of "High expectations for success" (67% 2017)

Feedback from the Parent Opinion Survey has been problematic with low response rates over the past few years; however, the general trend over the past few years has been positive. In 2019 85% positive and 15% neutral for 'This school gives me opportunities to participate in my child's education' was pleasing, however, 'The school has a strong relationship with the local community' was low with 38% positive, 31% neutral and 31% negative. 60 to 70% of positive responses were for parents feeling comfortable about approaching the school with concerns and for being able to get the information they need through schools regular communication. Again these results are taken from a very low response rate from school community - 9 responses from 60 surveys, a 15% response rate. This equates to feedback from 6% of the school community.

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 87% positive endorsement, Collective Efficacy 82% positive endorsement and Collective Responsibility 85% positive endorsement). This survey had the majority of areas show a positive endorsement of between 70% and 91%. The school recorded an average rate of between 91% to 93% attendance across all year levels and is in the lower range to comparison schools during 2019. 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 2019 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. An AtoSS score of 84% positive for this area was achieved in 2019.

In 2019 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, this was at 88% positive overall.

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 2019 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.

Financial performance and position

While our available funds decreased over the 2019 year we are still in a strong position. Funds were used for building works through 2019 to replace classroom decking areas to provide a safe environment, then replace degrading external classroom walls, particularly on the western side of buildings. This work included painting the exterior of the Classroom 1 - 4. Work was also done on erecting new fencing on the Church St. fences and a new safety bollard at the entrance to the school on Church St. We then budgeted for further works in 2020 including external cladding and painting of the Office & Staffroom areas.

The majority of money received is directly from the Student Resource Package while we also received more Equity money in 2019 than 2018 which allowed us to run intervention programs by experienced teachers and continuing Education Support programs.

Parents and Friends Club through School Council also raised funds that supported the provision of computers and other student related support.




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 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

Enrolment Profile

A total of 148 students were enrolled at this school in 2019, 69 female and 79 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Above </p> <p>Above </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:

Key: Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>55%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>75%</td> <td>15%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>40%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>65%</td> <td>5%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	55%	10%	Numeracy	75%	15%	10%	Writing	45%	40%	15%	Spelling	30%	60%	10%	Grammar and Punctuation	30%	65%	5%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	35%	55%	10%																															
Numeracy	75%	15%	10%																															
Writing	45%	40%	15%																															
Spelling	30%	60%	10%																															
Grammar and Punctuation	30%	65%	5%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	25%																																	

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	92 %	93 %	94 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	92 %	93 %	94 %	92 %										

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,399,390	High Yield Investment Account	\$100,530
Government Provided DET Grants	\$173,020	Official Account	\$28,036
Government Grants State	\$2,000	Total Funds Available	\$128,566
Revenue Other	\$10,700		
Locally Raised Funds	\$84,545		
Total Operating Revenue	\$1,669,656		
Equity¹			
Equity (Social Disadvantage)	\$44,433		
Equity Total	\$44,433		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,190,540	Operating Reserve	\$37,672
Books & Publications	\$980	Funds Received in Advance	\$3,182
Communication Costs	\$1,736	Funds for Committees/Shared Arrangements	\$2,000
Consumables	\$15,270	Asset/Equipment Replacement < 12 months	\$10,000
Miscellaneous Expense ³	\$40,683	Maintenance - Buildings/Grounds < 12 months	\$51,000
Professional Development	\$3,807	Total Financial Commitments	\$103,854
Property and Equipment Services	\$68,598		
Salaries & Allowances ⁴	\$79,956		
Trading & Fundraising	\$22,323		
Travel & Subsistence	\$745		
Utilities	\$14,286		
Total Operating Expenditure	\$1,438,923		
Net Operating Surplus/-Deficit	\$230,733		
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 26 February 2020 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.

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)

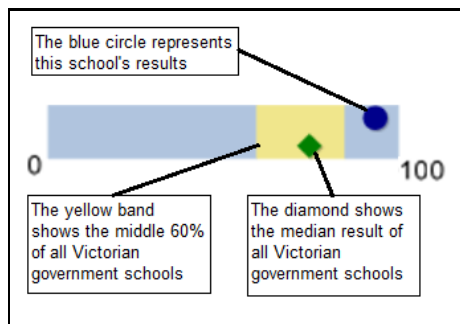
Engagement

- 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).

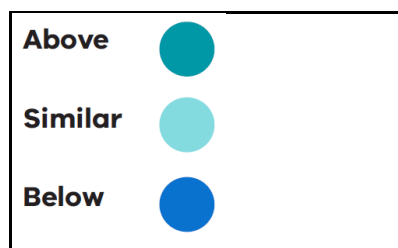


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').