

# 2020 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](http://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 2020 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 15 March 2021 at 10:40 AM by Gillian Connolly (Principal)

The 2020 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 25 March 2021 at 09:20 AM by Adam Leslie (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is 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 a disability 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').

## About Our School

### School context

Hazelwood North Primary School is located in the Latrobe Valley, nestled in farmland approximately 6 km from Morwell and 10 km from Traralgon with a current SFOE of 4.036. Many of the children at the school come from the Hazelwood North area with other children coming from neighbouring towns. Students are bused or driven by parents to school. Late in 2020 our school received funding to upgrade and refurbish parts of our school including the administration building and toilet block.

Throughout 2020 our school community worked together to revisit and revise our vision and values so they aligned with the future goals and direction of our school.

Our revised vision statement is:

At Hazelwood North Primary School we are a community of life-long learners who are inclusive, kind and curious. We are problem solvers who work together with confidence to strive for growth and excellence.

Our values are:

We are respectful; We are Responsible; We are resilient.

In 2020 we saw the arrival of remote and flexible learning, which with the support of our parent community was quite successful. We were able to provide learning that was targeted to year levels and incorporated our specialist subjects with an overall focus on well-being. The specialist programs offered were Visual Arts, STEM, Performing Arts and Physical Education. Library was also offered across all year levels when we were on site. Extra curricula activities organised were somewhat limited due to the COVID-19 restrictions, however the Grade 6 cohort attended a leadership day at Allambee Camp and we held a very well attended and successful end of year concert. The grade 3-6 students attended a 3-day camp at Coonawarra which was a fantastic opportunity for our students and staff to try a range of activities and spend time together.

The school has a very small Parents' & Friends' Club who are the main fundraising body for the school and are at risk of folding due to numbers. For the first time in many years we had a full and active School Council who supported the school throughout remote learning and a school review.

In 2020 the school had seven classes and an enrolment in December of 150 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 the 3 EFT Educational Support staff supporting students and programs. We have 8.6 EFT teaching staff that includes a Learning Specialist, a full-time Business manager and Principal. We currently have no Aboriginal or Torres Strait Islander staff at the school.

During Term 4, 2020 the school participated in the four-yearly school review. This was a wonderful opportunity to celebrate our successes and identify clear goals and opportunities for the next four years. This plan has identified the following as our intent, rationale and focus:

Establishing a safe, orderly and inclusive environment is essential to enabling high learning achievement for all students. Listed below are the priorities as identified in the school review:

- student achievement in literacy and numeracy emphasizing high achievement for all students
- safe, inclusive and engaging learning environment for all members the school community, including redefining our vision and values
- student ownership of their learning
- effective communication and engagement of families and the wider school community.

### Framework for Improving Student Outcomes (FISO)

Working towards the KIS during 2020 was somewhat hampered by the implementation of remote and flexible learning. Having to develop systems to provide this learning for our students took some of the focus away from working towards the school goals as all efforts were re-directed to providing quality, on-line learning experiences for our students while

staff learnt to navigate various platforms to do this. In term 4 we underwent the 4-yearly review, as part of that process we evaluated our school against the FISO continuum. This identified that across all areas our school is at the emerging, or emerging moving into evolving levels. The review identified the following as part of our work: That there has been discussions and development around the effectiveness of learning intentions, success criteria and planning differentiated learning tasks, however this needed to be an ongoing focus. That the collection and analysis of data to plan learning tasks at students' point of need in planning teams had improved the level of consistency in teacher practice in and across classrooms. That in 2020 the focus on acknowledging positive behaviour, the approaches to its social skills program and the regular celebration of students' achievements, had improved the learning environment for students and needed to be a continued focus. That the engagement of the members of the school community in student learning had improved in 2020 and with ongoing work will contribute to developing of a positive school climate, engagement and wellbeing.

**Achievement**

With NAPLAN being cancelled in 2020, we are unable to comment on student achievement in this area. Students on the whole responded well to remote and flexible learning, uploading tasks as required and using feedback given. Our 2020 student achievement data based on Teacher judgement showed we had the following percentages of students at or above level for English and Mathematics: 87% in reading, 91% in speaking & listening, 79% in writing, 86% in number & algebra, 85% in statistics & probability and 89% in measurement & geometry. All areas were equivalent or above state averages apart from writing which was 2% below the state average. In 2021 our school will be introducing School Wide Positive Behaviour Support (SWPBS) to help reach our School Strategic Plan (SSP) of providing a safe and inclusive learning environment. We will also be continuing our work in Professional Learning Communities (PLCs) to track student learning, target teaching and improve teacher consistency and practice.

**Engagement**

Throughout 2020 we had a strong level of engagement during remote and flexible learning. Our school identified the need to focus on well-being throughout this time so ensured this was provided through activities, use of Webex calls and phone calls home to students and parents. Although our school completed the student Attitudes to School Survey, our results were inconsistent with previous years, therefore will not be used for target setting purposes. Our school review identified that students are wanting more voice and agency in relation to the curriculum and what is taught in the classroom. This will be an increasing focus throughout the life of our 4-year SSP. Participation in the Parent Opinion Survey was high last year, with 53 responses compared to 9 in 2019. In 2020 we achieved 67% for parent participation and involvement (below state mean); 83% for school connectedness and 78% for being satisfied with the school's approach to remote and flexible learning and only 6% dissatisfied. Most areas for Parent Opinion Survey are below the state mean. Attendance in 2020 shows we had 21% of students who were absent 20 days or more throughout the year which is below the state mean. Our school uses an automatic absence notification each day for students who have an unexplained absence. If no response is received a phone call home is made and for students with a concerning number of absences, a support meeting is set up with the parent or carer to identify ways to help the student attend school more frequently.

**Wellbeing**

Although our school completed the student Attitudes to School Survey, our results were inconsistent with previous years, therefore will not be used for target setting purposes. Our school review did identify that a number of our students feel unsafe at school, both in the yard and in the classroom, therefore it was decided to investigate frameworks that would support a safe and inclusive environment. In 2021 our school will be introducing School Wide Positive Behaviour Support (SWPBS) and the Respectful Relationships curriculum to achieve this. Our student leadership will be more active this year to ensure we have student voice and agency in this area. For 2021 we have established a teacher portfolio to support the wellbeing of students in our school. As this is a new role we are still identifying how this will work. Our school also holds twice-termly meetings with the Student Support Services to discuss any concerns we have for students and what supports can be put in place for them.

**Financial performance and position**

Our surplus has carried over from 2019 to 2020, however will be reduced in 2021 due to the introduction on the Tutoring Learning Initiative that will be partly funded by the school. In 2020 building works included replacing the roof of the administration building due to continuing leaks. The majority of money received is directly from the Student Resource Package while we also received some Equity money allowed us to run intervention programs with increased Education Support Staff. Sporting Schools Victoria grants enabled us to provide additional Physical Education Programs such as orienteering and purchase of much needed equipment. Parents and Friends Club through School Council were limited in the funds raised during 2020, however supported the purchase of an outdoor table tennis table and contributed funds towards a year 6 leadership day and graduation. In 2020 we were fortunate enough to be included in a music program for primary schools that also enabled us to purchase \$5000 worth of musical instruments such as a keyboard and percussion to support our performing arts program.

**For more detailed information regarding our school please visit our website at**  
<http://www.haznthps.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.

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 150 students were enrolled at this school in 2020, 70 female and 80 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

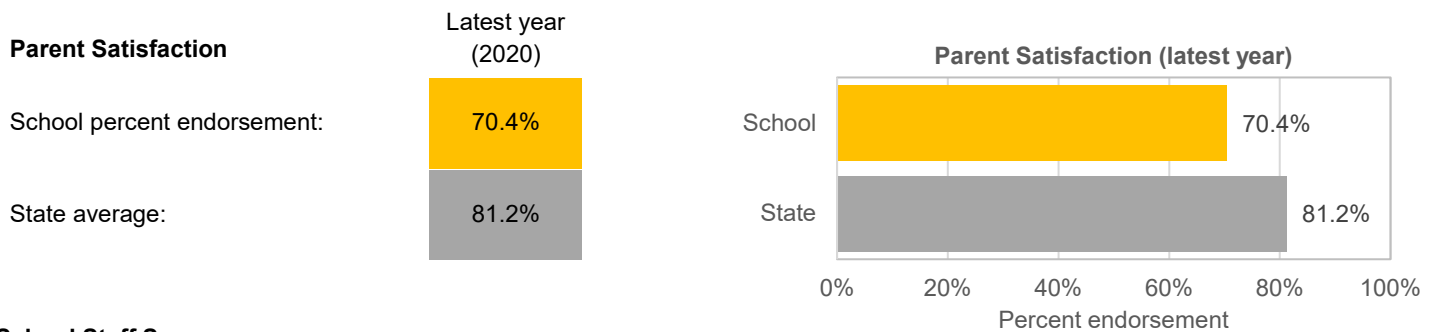
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

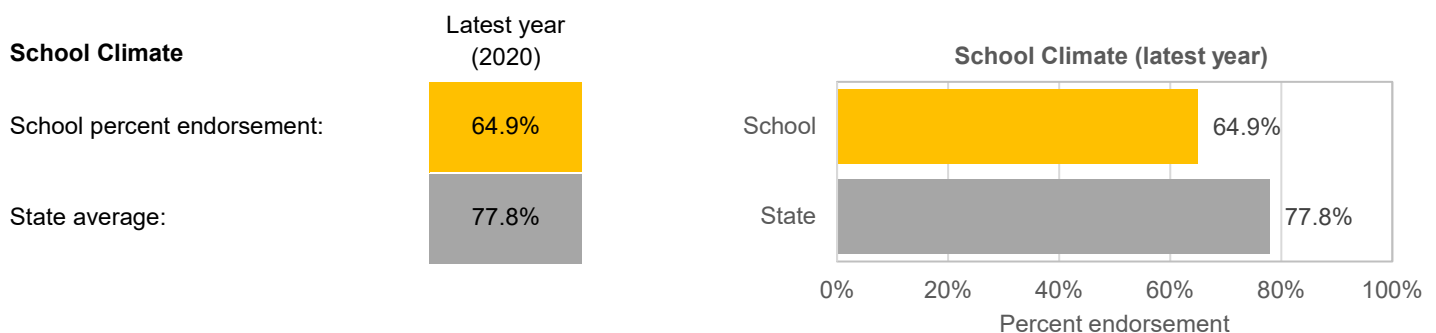


### School Staff Survey

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.



## ACHIEVEMENT

**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

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

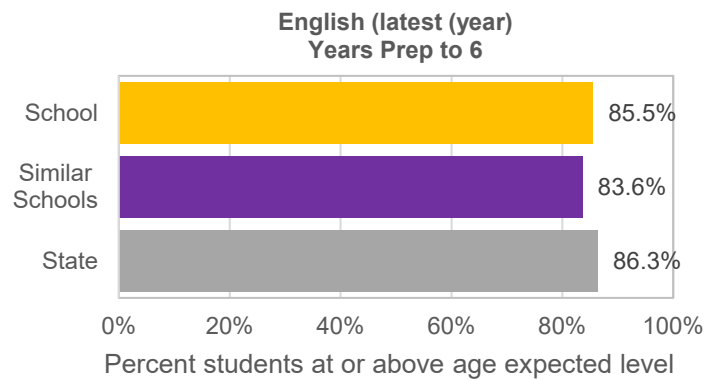
85.5%

Similar Schools average:

83.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

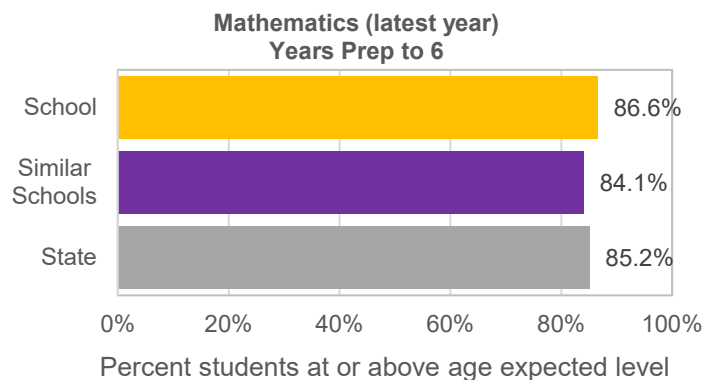
86.6%

Similar Schools average:

84.1%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

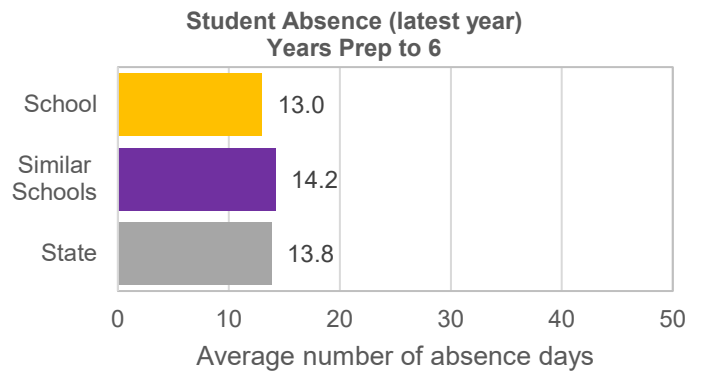
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.0	14.8
Similar Schools average:	14.2	15.2
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	95%	93%	92%	93%	95%	95%

**WELLBEING**

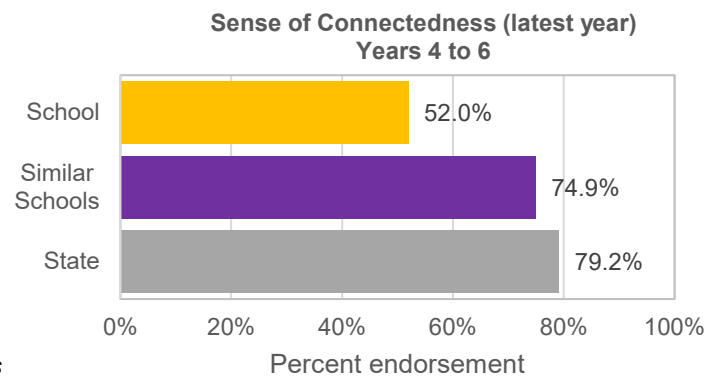
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	52.0%	73.9%
Similar Schools average:	74.9%	78.9%
State average:	79.2%	81.0%



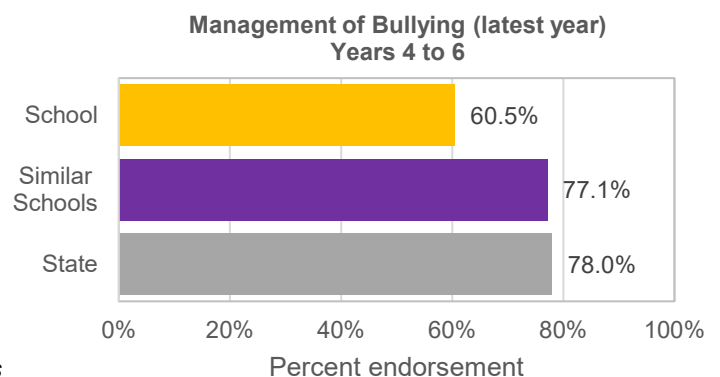
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	60.5%	76.9%
Similar Schools average:	77.1%	80.3%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,430,995
Government Provided DET Grants	\$233,612
Government Grants Commonwealth	\$650
Government Grants State	\$3,000
Revenue Other	\$4,288
Locally Raised Funds	\$57,188
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,729,732</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$41,441
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$41,441</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,272,437
Adjustments	NDA
Books & Publications	\$796
Camps/Excursions/Activities	\$22,166
Communication Costs	\$3,314
Consumables	\$24,232
Miscellaneous Expense <sup>3</sup>	\$2,893
Professional Development	\$4,082
Equipment/Maintenance/Hire	\$17,928
Property Services	\$83,491
Salaries & Allowances <sup>4</sup>	\$77,337
Support Services	\$750
Trading & Fundraising	\$7,740
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$15,060
<b>Total Operating Expenditure</b>	<b>\$1,532,224</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$197,508</b>
<b>Asset Acquisitions</b>	<b>\$9,245</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 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$136,342
Official Account	\$26,338
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$162,679</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$36,565
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$1,992
School Based Programs	\$35,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$7,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$7,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$127,557</b>

*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.*