2021 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 2021 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 22 March 2022 at 02:48 PM by Gillian Connolly (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 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 2021 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 30 March 2022 at 04:04 PM by Sam Armstrong (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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 0.4303. 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 with plans underway to start later this year.

Our vision for the school 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 2021 we saw the continuation of remote and flexible learning mixed with on-site learning, which with the support of our parent community was again successful. We were able to provide learning that was targeted to year levels and incorporated our specialists 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 the the COVID-19 restrictions, however the Grade 5/6 grades were lucky enough to enjoy a 3 day camp to Ballarat and Melbourne.

The school has a small Parents' & Friends' Club who are the main fundraising body for the school and work hard to support our school. Once again we have a full and active School Council who supported the school throughout the year.

In 2021 the school had seven classes and an enrolment in December of 155 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 had 8.6 EFT teaching staff that includes a Learning Specialist, a full-time Business manager and Principal. We currently have no Aboriginal or Torres Straight Islander staff at the school.

Our current Strategic Plan Goals are:
•   To improve learning growth for all students with an emphasis on high achievement.
•   That all students are engaged in a safe and inclusive learning environment
•   To support all students to be active agents in their learning
•   To build school connectedness to hte school and engagement with the wider school community

Framework for Improving Student Outcomes (FISO)

Once again working towards the KIS during 2021 was challenging with the frequent disruption of being in and out of remote and flexible learning. Despite this, there was some movement in working towards a number of KIS:

1.   KIS 1b - Utilize professional learning community practices, including the FISO Improvement Cycle, to establish and embed consistent approaches to assessment that drive teacher planning, differentiation and targeted teaching
•   Our Leadership team undertook PLC training which provided learning around the PLC process, protocols and using the FISO Improvement Cycle to target student learning
•   This learning was shared with staff in PLC teams where reading was the focus for improving outcomes and teacher practices

2.	KIS 1a - Embed a whole-school approach to reading incorporating an evidence-based approach to the teaching of phonics and phonemic awareness.
•	Our school worked in a School Improvement partnership with Yinnar Primary School which enabled us to visit their school and review their practices in reading. The partnership also allowed us to visit other schools (Nilma, Stockdale Road and Churchill) to see what they are doing and choose a model that suited our school. We also purchased a number of teacher resources and decodable readers from this partnership.
•	After we visited schools, our staff undertook some learning around the science of reading and decided to deliver Heggerty as our phonemic awareness approach and adopt Sounds-Write to teach phonics.
•	3 junior staff were trained in Sounds-Write, with the remaining staff being trained this year.

3.	KIS 4b - Instil a sense of school pride and community connectedness by embedding the school's vision and values into all areas of the curriculum.
•	A lot of work was undertaken with the student, staff and parents in clarifying what our vision statement meant to us and how we would operate as a result of this

4.	KIS 2a - Develop and document positive, pro-social and inclusive student behaviours using evidence-based frameworks
•	Positive Behaviour for Learning (PB4L) was adopted as a whole school approach to behaviour management and is being formally introduced in 2022.
•	Staff undertook training on what PB4L is and how to deliver this consistently across the school.
•	The school also started delivering the Respectful Relationships curriculum to target the teaching of respect and inclusivity.

Achievement

In 2021, despite the interruptions with remote and flexible learning we nearly met our AIP goals for PLCs, reading and the climate which was fantastic. Most students engaged well with their learning via Seesaw, receiving feedback from their teachers and responding to this on a week to week basis. When on-site students worked well in class and enjoyed our specialist subjects of Art, PE, STEM and Chinese. PSD funded students were supported by adjustments made to the curriculum and through Education Support Staff in the room working with them. Students with behavioural needs were also supported with additional yard supervision and coaching of social skills.

Our NAPLAN data shows we have 37% of year 5 students in the top 2 bands, which is below the state but comparative to similar schools. We have 32% of year 3 students in the top 2 bands which is well below the state and similar school averages. In relation to benchmark growth, we have 22% above, 33% at level and 44% below. This is just below similar schools and state averages. Across the Foundation to Grade 6 grades for teacher judgement, we average having 89% of students at expected level in reading, 81% at level in writing and 87% in number.

Our Attitudes to School Survey came back low in all domains, all falling within the first quartile percentage. This could be a reflection of 2 years of remote and flexible learning, along with some issues we have around a positive climate for learning. Focus groups were held with students to identify areas we can improve in with some very good and practical solutions put forward.

Our Parent Opinion Survey was completed by just over 50% of our parents and showed some promising improvements across all domains. Some stand out areas included a stimulating learning environment, student agency and voice, school pride and confidence and general school improvement all falling in the 3rd percentile bracket.

Engagement

The number of months spent in and out of remote and flexible learning did impact on student engagement towards the end of this period, particularly for our 3-6 students who spent more time at home than our F-2 cohorts. Some of this is

reflected in our attendance data with 28 students absent for more than 30 days across the year. We had a number of families who took extended vacations throughout the year which impacted on our attendance data. Unfortunately we had only had 38% of students with less than 9 days absent across the year. Our school is going to be taking a more proactive approach to following up absences with families this year to improve our overall attendance rate.

To support students while in remote learning we took on feedback from students and parents and held additional Webex sessions that were solely focused on peer connections. This enabled students to connect with their peers on a social level and even used breakout rooms for the senior students to have time with their immediate friendship groups.

Our AToSS results were lower than expected, with most areas in the lower part of the first percentage quartile. This could be a reflection of 2 years of remote and flexible learning, mixed with a change in Principal with vastly different expectations. To unpack the data, student focus groups were held to discuss why they were low and how things can improve. There were some immediate changes that could be made such as classroom layout, how staff respond to bullying and recognising positive behaviour which were put into place with positive effects. There were some other things that we knew would be addressed through the introduction of positive behaviour for learning and a consistent approach by staff.

Wellbeing

During 2021, staff undertook professional development around Positive Behaviour for Learning which has been the foundation for setting up this framework for our school. Teachers have also adopted teaching the Respectful Relationships curriculum which teaches students about respect and inclusion. As a school we participated in Harmony Day, NAIDOC week, Wear it Purple day (to promote inclusion) and Orange Day (to raise awareness around violence towards women). These were embraced by students and staff alike, opening fantastic dialogue around what this means and what we each need to do to help build a positive culture. Teachers have also been teaching the Zones of Regulation which helps students recognise the types of emotions they are feeling and identify tools and ways to manage these, especially when they are overwhelming. For our Koorie students, we accessed support and visits (when allowed due to COVID-19) from our Koorie Education Support Officer.

During remote and flexible learning, staff were available for families to contact if they needed extra support around the learning and emotional wellbeing of the students. Webex meetings were held in addition to learning sessions to facilitate social connections with student peers and were well received. Parents were able to contact staff directly through Sentral if they had any concerns or needed a phone call or check in. When students returned from remote learning, time was spent in classrooms resettling and reconnecting with students.

Finance performance and position

Our surplus has carried over from 2020 to 2021, however will be reduced in 2022 due to the ongoing implementation of the Tutoring Learning Initiative that is partly funded by the school and by the addition of another Education Support Staff. In 2021 building works included replacing gutters on the library and classroom wing to reduce the amount of flooding were undertaken. The majority of money received is directly from the Student Resource Package and we also received some Equity money which allowed us to run intervention programs with increased Education Support Staff hours. Sporting Schools Victoria grants enabled us to provide additional Physical Education Programs such as clinics and the purchase of much needed equipment. Parents and Friends Club through School Council were limited in the funds raised during 2021, however supported the purchase of bullying incursion, graduation and much needed iPad. In late 2022 we received a grant of $75,000 for the next 3 years to establish an Out of School hours Care program at the school. Unfortunately the provider is having issues finding staff so we have been unable to start this as yet.

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 154 students were enrolled at this school in 2021, 65 female and 89 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
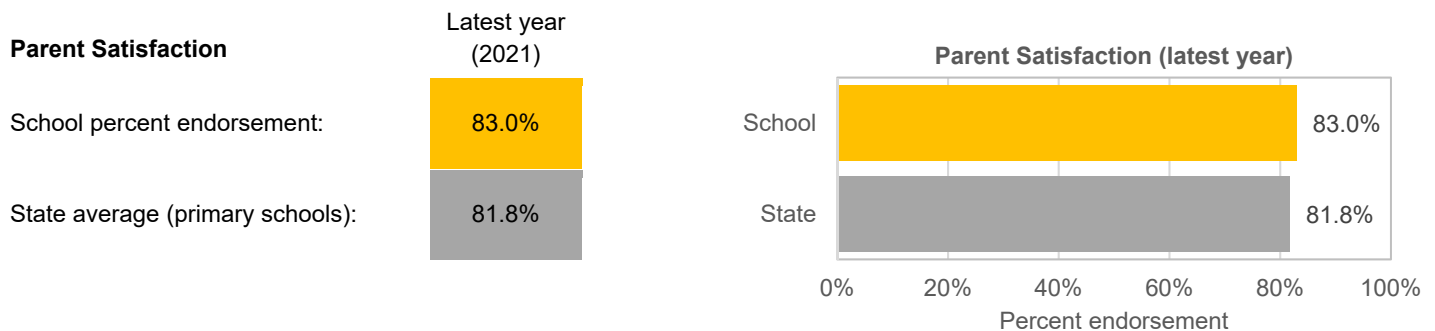
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - 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.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	83.0%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

School	83.0%
State	81.8%

Percent endorsement

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.

School Climate	Latest year (2021)
School percent endorsement:	56.5%
State average (primary schools):	75.8%

School Climate (latest year)

School	56.5%
State	75.8%

Percent endorsement
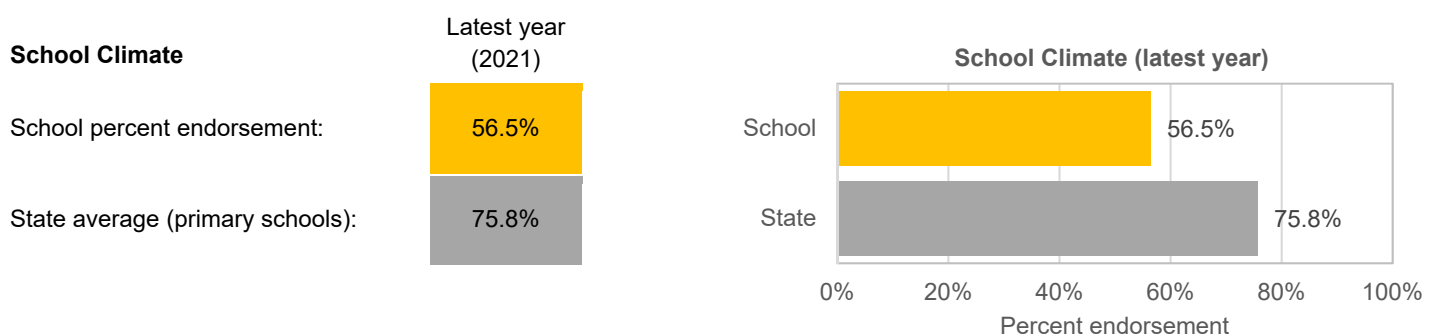
ACHIEVEMENT

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 (2021)

School percent of students at or above age expected standards:	86.8%
Similar Schools average:	82.8%
State average:	86.2%

English (latest (year)
Years Prep to 6

School	86.8%
Similar Schools	82.8%
State	86.2%

Percent students at or above age expected level
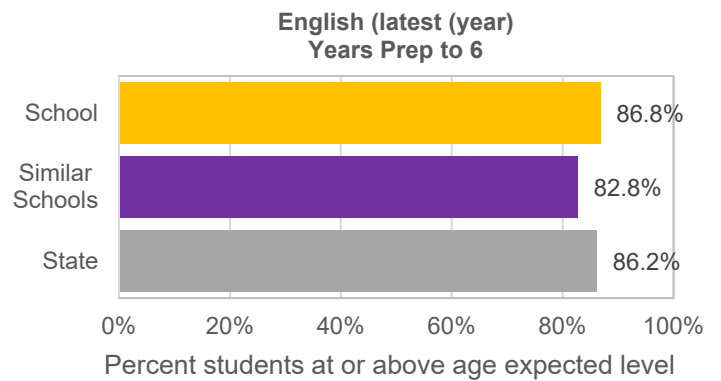
Mathematics
Years Prep to 6

Latest year (2021)

School percent of students at or above age expected standards:	88.4%
Similar Schools average:	83.6%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School	88.4%
Similar Schools	83.6%
State	84.9%

Percent students at or above age expected level
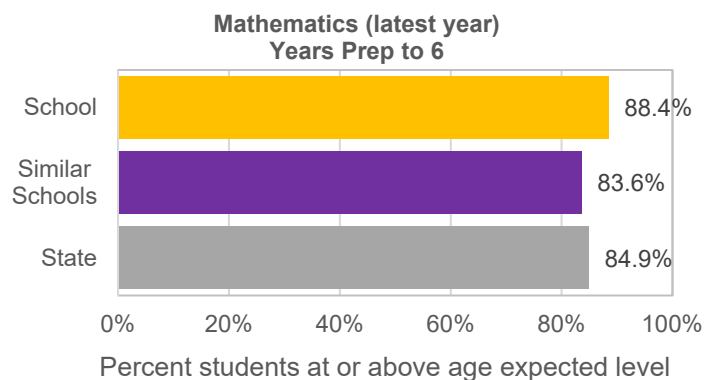
ACHIEVEMENT (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.
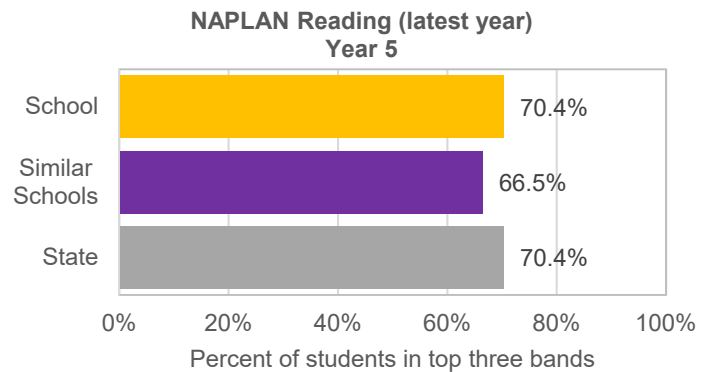
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	63.3%
Similar Schools average:	69.9%	70.6%
State average:	76.9%	76.5%

NAPLAN Reading (latest year) Year 3

School	60.0%
Similar Schools	69.9%
State	76.9%

Percent of students in top three bands
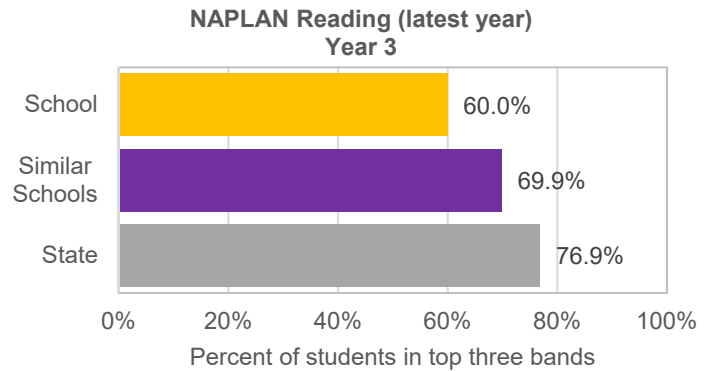
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	70.4%	70.8%
Similar Schools average:	66.5%	64.9%
State average:	70.4%	67.7%

NAPLAN Reading (latest year) Year 5

School	70.4%
Similar Schools	66.5%
State	70.4%

Percent of students in top three bands

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	40.0%	57.7%
Similar Schools average:	62.5%	64.8%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School	40.0%
Similar Schools	62.5%
State	67.6%

Percent of students in top three bands
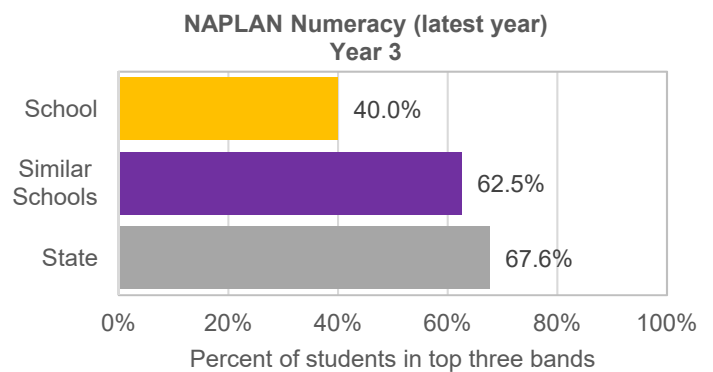
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	51.9%	57.8%
Similar Schools average:	54.2%	53.9%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

School	51.9%
Similar Schools	54.2%
State	61.6%

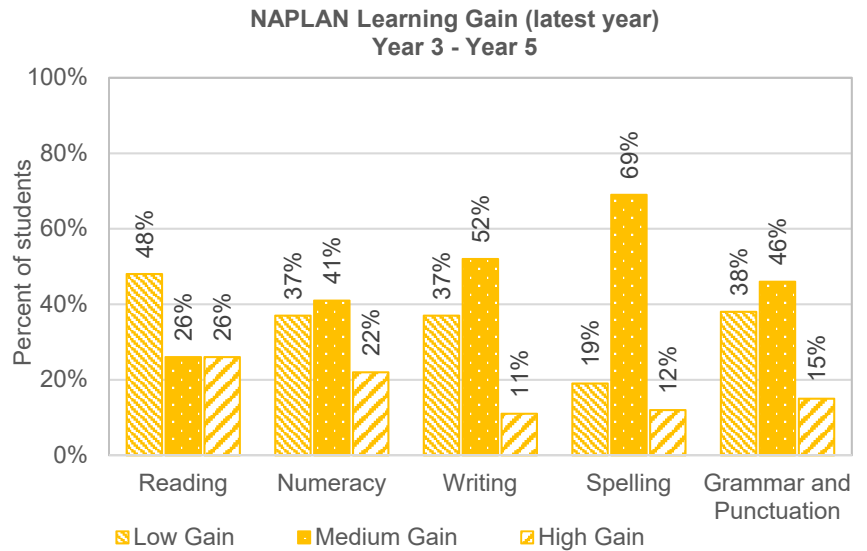Percent of students in top three bands
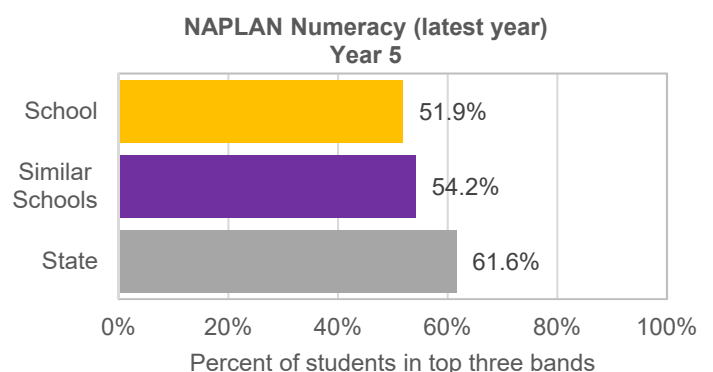
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain
Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	48%	26%	26%	20%
Numeracy:	37%	41%	22%	20%
Writing:	37%	52%	11%	15%
Spelling:	19%	69%	12%	21%
Grammar and Punctuation:	38%	46%	15%	16%

NAPLAN Learning Gain (latest year)
Year 3 - Year 5

Reading: Low Gain 48%, Medium Gain 26%, High Gain 26%
Numeracy: Low Gain 37%, Medium Gain 41%, High Gain 22%
Writing: Low Gain 37%, Medium Gain 52%, High Gain 11%
Spelling: Low Gain 19%, Medium Gain 69%, High Gain 12%
Grammar and Punctuation: Low Gain 38%, Medium Gain 46%, High Gain 15%
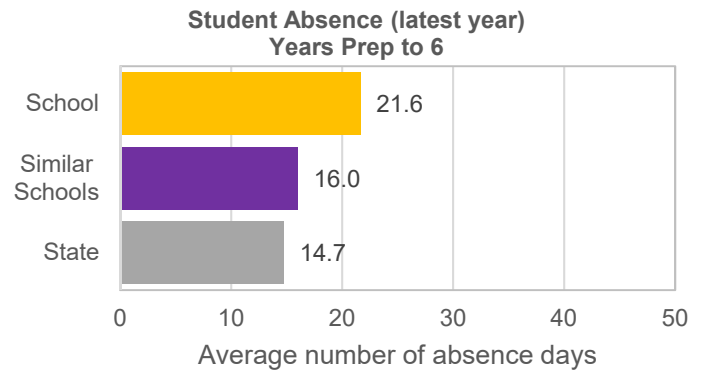
Legend: Low Gain — Medium Gain — High Gain

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6	Latest year (2021)	4-year average
School average number of absence days:	21.6	16.4
Similar Schools average:	16.0	15.4
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	21.6
Similar Schools	16.0
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	90%	85%	92%	88%	89%	88%

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).

| **Sense of Connectedness Years 4 to 6**	Latest year (2021)	4-year average
School percent endorsement:	49.5%	66.5%
Similar Schools average:	78.4%	78.4%
State average:	79.5%	80.4%
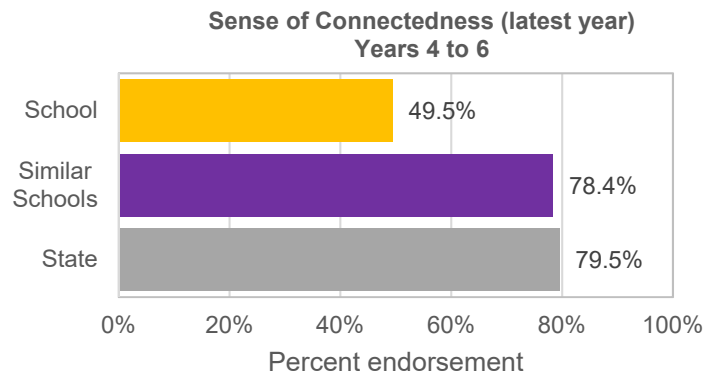
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School — 49.5%
Similar Schools — 78.4%
State — 79.5%

Percent endorsement

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	47.3%	68.7%
Similar Schools average:	79.8%	79.7%
State average:	78.4%	79.7%
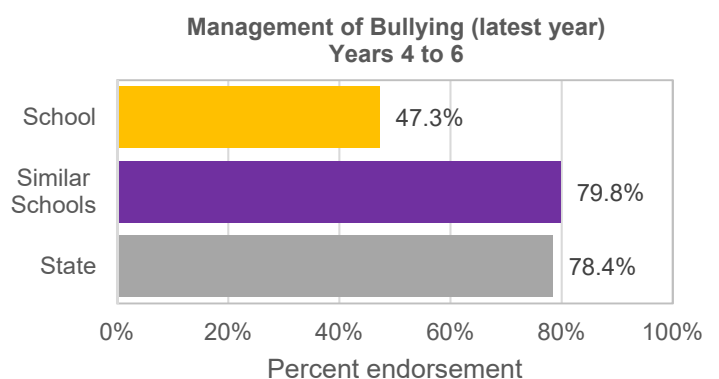
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School — 47.3%
Similar Schools — 79.8%
State — 78.4%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	$1,501,855
Government Provided DET Grants	$300,326
Government Grants Commonwealth	$0
Government Grants State	$4,200
Revenue Other	$6,980
Locally Raised Funds	$59,554
Capital Grants	$0
Total Operating Revenue	**$1,872,914**

Equity [1]	Actual
Equity (Social Disadvantage)	$48,719
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$48,719**

Expenditure	Actual
Student Resource Package [2]	$1,367,698
Adjustments	$0
Books & Publications	$17,808
Camps/Excursions/Activities	$31,130
Communication Costs	$2,674
Consumables	$20,780
Miscellaneous Expense [3]	$857
Professional Development	$2,505
Equipment/Maintenance/Hire	$40,604
Property Services	$97,570
Salaries & Allowances [4]	$98,006
Support Services	$0
Trading & Fundraising	$10,458
Motor Vehicle Expenses	$0
Travel & Subsistence	$350
Utilities	$14,974
Total Operating Expenditure	**$1,705,417**
Net Operating Surplus/-Deficit	**$167,497**
Asset Acquisitions	**$0**

(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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	$182,762
Official Account	$13,389
Other Accounts	$0
Total Funds Available	**$196,151**

Financial Commitments	Actual
Operating Reserve	$49,087
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$13,350
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$55,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$117,437**

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.