

# 2022 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 of the previous calendar year 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 06 April 2023 at 12:17 PM by Gillian Connolly (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 10:40 AM by Sam Armstrong (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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

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## 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 0.4083. A large number 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. We are currently in the process of upgrading our school administration building and toilet block which will be completed by June 2023. Once relocated into the building the current administration building will be demolished and our basketball court will be reinstated. 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 2022 we returned to regular operations after two years of COVID and remote learning, however still had some attendance issues due to ongoing presence of COVID in the community. The specialist programs offered were Visual Arts, STEAM and Physical Education. Library was also offered across all year levels. Extra curricula activities organised included various grade excursions, the return of our Grade 2 sleepover and a 3-day camp at Coonawarra for our 3-6 students.. The school has an amazingly dedicated and enthusiastic Parents' & Friends' Club who are the main fundraising body for the school and work hard to support us in buying IT equipment, upgrading areas of our yard and supporting events such as our Grade 6 graduation and whole school dance concert. For most of the year we had a full and active School Council who supported the school throughout and its development. In 2022 we added a class due to increased enrolments, taking our school to eight with an enrolment in December of 164 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 4 EFT Educational Support staff working with students and across programs such as intervention, Speech Therapy Assistance and library. We had 8.6 EFT teaching staff that included a Learning Specialist, a full-time Business manager and Principal. We currently have no Aboriginal or Torres Strait 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 the school and engagement with the wider school community

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

**Strategic Plan Goal 1** - To improve learning growth for all students with an emphasis on high achievement: In 2022 we continued our work in implementing a whole school approach to literacy across the school. After exploring best practice approaches and working with other local schools in 2021, we identified using Heggerty to teach phonemic awareness and Sounds-Write to teach phonics. Working in Professional Learning Communities (PLCs) we tracked our student data to ensure all students were learning their letters and sounds as well as catching students up who had previously missed this explicit approach. As a whole school PLC, we continued to explore best practice approaches to the other 'Big 6 Pillars of Literacy'; oral language, vocabulary, fluency and comprehension. This has resulted in our teachers having a shared understanding of what it means to teach literacy at our school and consistency in using this knowledge in their teaching approaches. Throughout the year we ran our tutoring program (with a VIT teacher) to target students who needed additional support with their literacy and our ES staff ran intervention sessions in numeracy. For our higher ability students, we ran a weekly program that focused around thinking and problem solving.

**Strategic Plan Goal 3** - To support all students to be active agents in their learning: As our focus has been working on Strategic Plan goals 1, 2 and 4 we have not had this as a central part of our work. Having said that the school does use PIVOT to survey students about how they experience their classroom. This relates to the content of lessons, level of challenge and teacher practices so enables teaching staff to analyse the data and identify what areas are going well and what we need to work on next.

## Wellbeing

**Strategic Plan Goal 2** - That all students are engaged in a safe and inclusive learning environment: In 2022 we implemented School Wide Positive Behaviour Supports which we call Positive Behaviour for Learning (PB4L). This evidence-based framework is a whole school approach to explicitly teaching students what the expected behaviours are at our school and acknowledging them for when these are demonstrated. Each student has daily opportunities to receive tokens when they demonstrate our school values and expected behaviours which are collected on an acknowledgement chart. When this chart is full, students can choose their reward which has included; free dress day, sitting on the teacher's chair, bringing in a pet or computer time. Since introducing PB4L, there has been a marked increase in our pro-social behaviours and also consistency in how staff approach behaviour management. Towards the end of the year we ran a competition amongst students to design a mascot for PB4L, which resulted in a fantastic koala design created by one of our Grade 6 students. As a staff we have also worked on our behaviour management processes when responding to unexpected or unwanted behaviours. Students have been made aware of what the steps are and are provided with opportunities to reset their behaviour or have a break if needed. This has prevented escalation of behaviours and also resulted in a predictable environment for students as all staff are following the same process. We also spent 2022 in establishing a strong Student Leadership Team and Student Voice Team who ran special event days, House meetings and attended community events to represent our school such as ANZAC and Remembrance Day. Although our performance data shows our school sitting below similar schools and the state average for managing bullying, we have seen an increase in this for our school. Overall we are happy with the direction the school is heading in developing respectful, responsible and resilient students who are kind and inclusive.

## Engagement

**Strategic Plan Goal 4** - To build school connectedness to the school and engagement with the wider school community: Although our parent satisfaction sits slightly below state average, over the past few years it has been slowly increasing from 66% in 2019 to 78.4%. It is a similar situation with our staff opinion survey which shows growth over the last few years, however we are below state averages for this area and will be working with staff to see how we can lift this. We have been working hard as a school to re-introduce events that parents and families can attend and join as part of our community. At the start of the year we held a fantastic whole school dance concert that was run by STOMP and supported by our Parents' and Friends' Club. During the year we held special days including Book Week and Education Week, where students dress up in themes and attend student led activity sessions. This is a fantastic element to our program as our student leaders are responsible for organising and running the sessions for the rest of the school. Grade 3/4 students attended a fantastic excursion to Buchan Caves which included a focus on Indigenous history of the area and our 5/6 students attended an excursion to Dream City which provided opportunities for them to experience different vocations. 2022 also saw the return of our Grade 2 Sleepover which was a fabulous opportunity for these students to practise staying away from home with a school group. We held one camp this year for our 3-6 students which was held at Coonawarra near Bairnsdale and included a reptile experience. Our average number of days absent per student is below similar schools and state level, however we would like to reduce this number further to ensure students are maximising their learning time. We have a strong Parents' & Friends' Club who have worked tirelessly to raise much needed funds for our school.

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## Financial performance

Our surplus from 2021 was carried over to 2022, however will be significantly reduced for 2023. In 2022 there were significant increased staffing costs due to having to cover COVID leave and staffing shortages that were covered by casual relief teachers. The majority of money received is directly from the Student Resource Package and we also received some Equity money which allowed us to run our tutor and intervention programs with increased Education Support Staff hours. Sporting Schools Victoria grants enabled us to provide additional Physical Education Programs such as clinics, subsidised swimming program and the purchase of much needed equipment. Our school was successful in securing a Shade Sail Initiative grant that enabled us to install some shade sails opposite the art room, creating an area for outdoor learning. We also received a \$75,000 establishment grant for the next 3 years to set up an Out of School Hours Care (OSHC) program. After some initial teething problems with our first third party provider, we have now successfully partnered with the YMCA who run our OSHC service. We commenced works on our classroom wing roof, using targeted maintenance money to replace this.

**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 2.0 (FISO 2.0).

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 172 students were enrolled at this school in 2022, 77 female and 95 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).

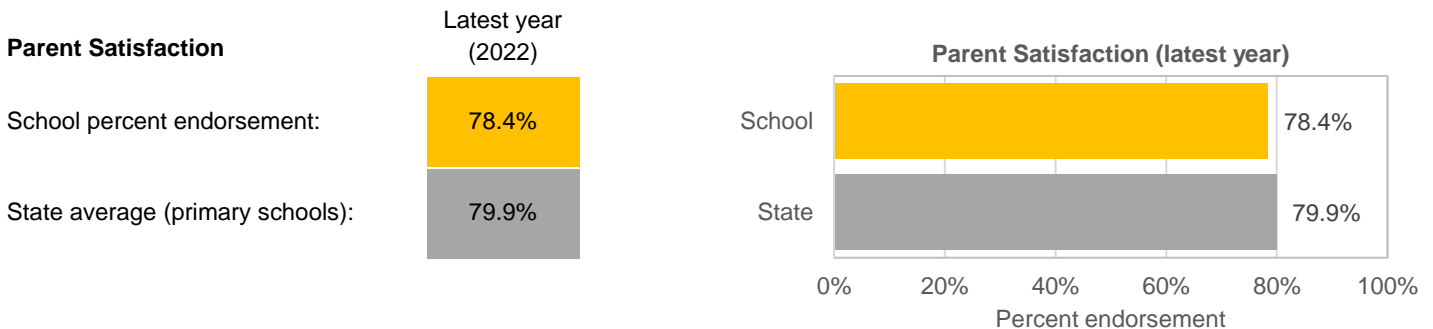
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.

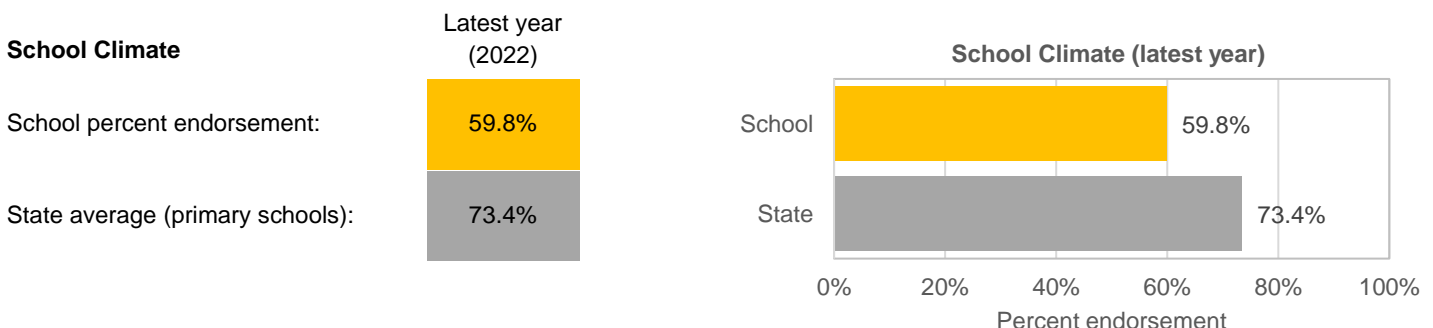


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

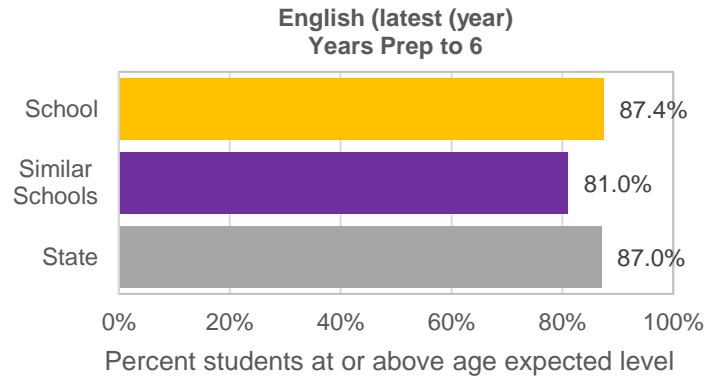
87.4%

Similar Schools average:

81.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

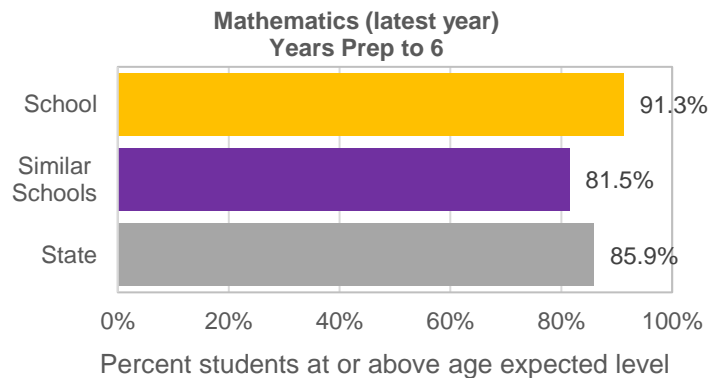
91.3%

Similar Schools average:

81.5%

State average:

85.9%



## LEARNING (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.

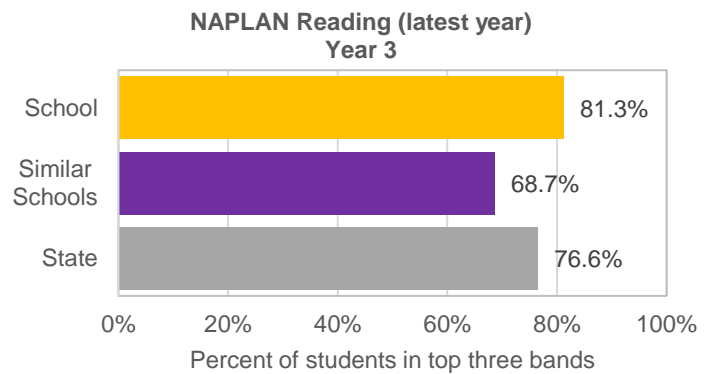
### NAPLAN

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 2019, 2021 and 2022 data.

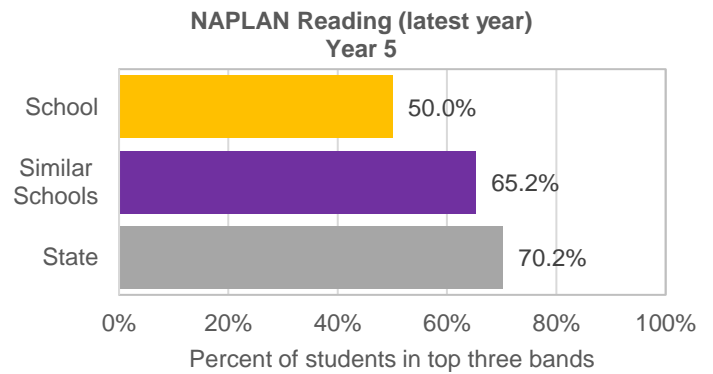
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.3%	64.9%
Similar Schools average:	68.7%	68.7%
State average:	76.6%	76.6%



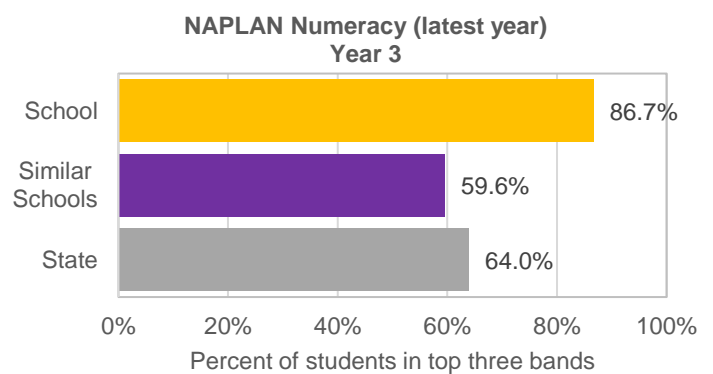
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	63.6%
Similar Schools average:	65.2%	64.1%
State average:	70.2%	69.5%



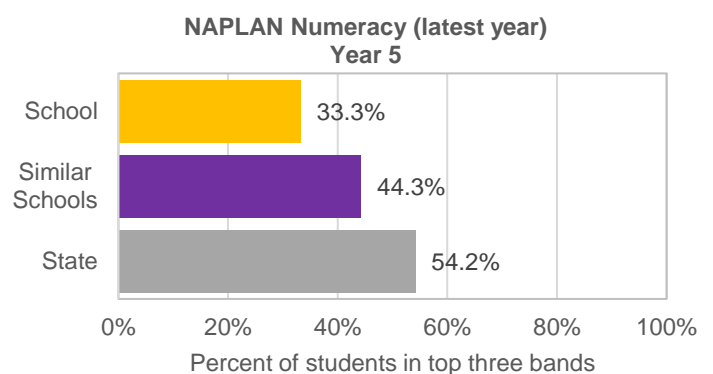
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	57.5%
Similar Schools average:	59.6%	60.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	48.5%
Similar Schools average:	44.3%	50.0%
State average:	54.2%	58.8%





## WELLBEING

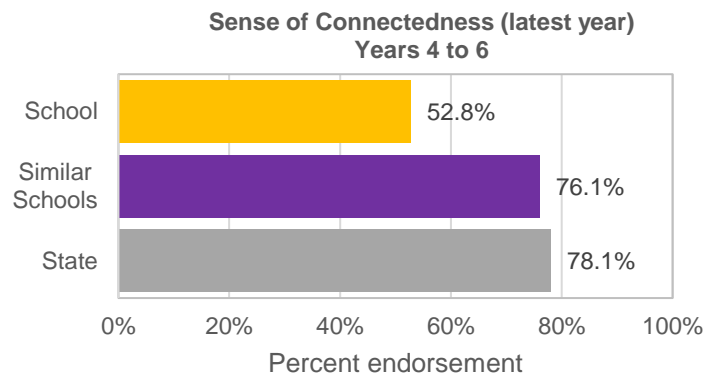
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School percent endorsement:	52.8%	59.1%
Similar Schools average:	76.1%	76.5%
State average:	78.1%	79.5%

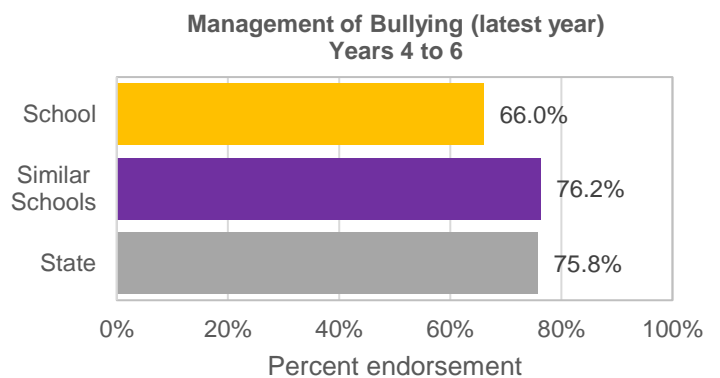


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	66.0%	65.1%
Similar Schools average:	76.2%	77.3%
State average:	75.8%	78.3%



## ENGAGEMENT

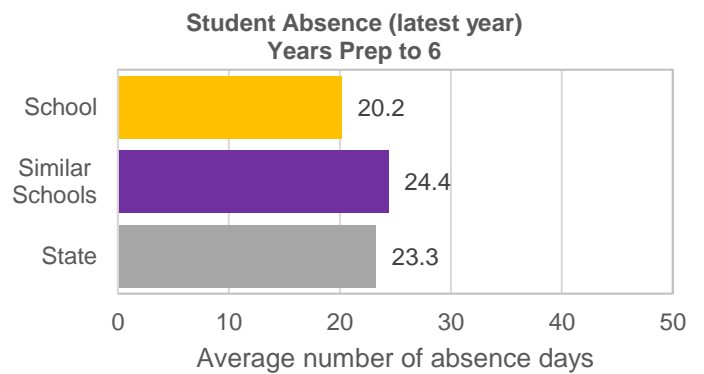
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.2	17.5
Similar Schools average:	24.4	18.1
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	92%	90%	91%	89%	86%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,646,968
Government Provided DET Grants	\$400,179
Government Grants Commonwealth	\$75,000
Government Grants State	\$2,200
Revenue Other	\$10,345
Locally Raised Funds	\$88,426
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,223,119</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$63,156
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$63,156</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,564,857
Adjustments	\$0
Books & Publications	\$6,743
Camps/Excursions/Activities	\$38,829
Communication Costs	\$2,672
Consumables	\$35,281
Miscellaneous Expense <sup>3</sup>	\$1,452
Professional Development	\$22,676
Equipment/Maintenance/Hire	\$36,755
Property Services	\$53,618
Salaries & Allowances <sup>4</sup>	\$218,626
Support Services	\$0
Trading & Fundraising	\$30,862
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$16
Utilities	\$17,667
<b>Total Operating Expenditure</b>	<b>\$2,030,055</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$193,064</b>
<b>Asset Acquisitions</b>	<b>\$29,321</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$276,452
Official Account	\$12,788
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$289,241</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$74,136
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$75,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$199,136</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.*