

Hazelbrook Public School

Annual Report



2016



3854

Introduction

The Annual Report for 2016 is provided to the community of Hazelbrook Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Melinda Williams

Principal

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School background

School vision statement

Through a lens of developing students who are respectful, responsible learners, we develop:

- students who are – resilient, learning–engaged, self–directed global citizens;
- in a school that is – inclusive, student–centred, reflective of community values and has dynamic learning spaces;
- with teachers who are – knowledgeable, fair, meet student needs and utilise current evidence–based teaching practices, in partnership with a school community valuing learning and wellbeing of all students.

School context

Hazelbrook is located mid Blue Mountains, approximately 80 km west of Sydney. The school has approximately 450 students from Kindergarten to Year 6. School population has been declining at approximately 2% per year over the last 4 years.

ATSI population is approximately 6% whilst LBOTE is approximately 10%.

The school continues to maintain a blend of both experienced and younger staff.

Our school offers a range of additional learning activities and initiatives throughout the year. Included in these are: Band, Choir, Chess, Dance, Debate and Sports.

Specific initiatives include integration of Aboriginal education across Stages culminating in the school's 'Sharing Knowledge Day'; supporting individual literacy development through the Lexile Framework and the Community Readers program supporting early Stage 1 and Stage 1 students in individual reading sessions from local community–based volunteer tutors.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality teaching every day

Purpose

To achieve the highest possible student learning outcomes, we develop systems and support, where every teacher is engaged in quality teaching every day.

Overall summary of progress

Teachers at the school provide equitable academic opportunities that meet the school and community needs. Effective transitions are in place that meet the needs of identified students and provide information and directions on what is expected to be known, understood and done. These include Good Start (prior to school transition program run in Term 4 for following year Kinders), transition to High School through structured opportunities at feeder High School, group activities to support identified students with additional needs run at Hazelbrook PS as well as the learning centre at Springwood High with the LaST program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• all students show growth in internal and external assessment measures• a teacher's PDP reflects school directions and Australian Professional Standards for Teachers• teacher programs and classroom practices reflect evidence-based strategies to improve student performance.	<p>Review of Performance and Development Plans (PDP's) demonstrated that all plans were linked with aspects of the School Plan and related to Australian Professional Standards to ensure a consistent direction within the school.</p> <p>Initial staff Teacher Professional Learning was undertaken but more is required to develop a clear and consistent understanding of assessment for, of and as learning for all teaching staff.</p>	<p>\$3000</p> <p>\$9500</p>

Next Steps

Through analysis of the teaching team we are moving toward a process where all teachers actively share learning from targeted professional development with others. This will have a strong focus on literacy and numeracy, building on whole school understanding of data analysis (NAPLAN, PLAN, school and class based data collection) and driving professional learning activities and delivering effective teaching practices.

Teachers will be able to identify and plan their own professional development to improve their performance and the effectively target their students identified learning needs.

We are moving towards all staff demonstrating responsibility, adaptability and ethical practice in working towards professional learning goals. The teaching staff will work beyond their classrooms to contribute to broader school plans through collaborative pedagogical practices, 21st thinking, broader community involvement in developing the schools

directions and using all data and analysis to improve teaching and learning across the whole school. We currently support beginning teachers to achieve their accreditation and are moving towards a culture of supporting all teachers in achieving the higher levels of accreditation.

Strategic Direction 2

Successful learners; engaged and resilient

Purpose

To develop lifelong learners who are active participants in their learning, have access to a broadening curriculum and develop to their maximum potential.

Overall summary of progress

The implementation of L3 has enabled teachers to embed regular review and revision of teaching and learning programs. This has resulted in significant differentiated literacy programs and increase of student outcome achievement of 80% of all students in K–2 reading at or above Stage appropriate levels.

Teachers at the school have been introduced to the need for systematic data collection across all areas of the KLA's and have been developing their skills in understanding the learning needs of the students and differentiating the curriculum. The collection and analysis of the data is now being used to inform both the staff, LaST and leadership teams of the schools learning goals and to monitor progress over a set period of time. The collection of has also enabled us to inform key decisions and adjust individual learning programs accordingly.

Twice a year the school reports to parents across all KLA's taught for each semester, using internal and external assessment data (PLAN, LEXILE, stage based assessments, running records, annotated notes and journals) developed and recorded throughout the year. The data assists the assessment process, providing detailed information about each student's learning achievements and areas that need further development and support for growth. Parent interviews are conducted throughout the year, whole school in Term 1 and after each report cycle on a teacher/parent needs basis.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increased NAPLAN value added growth matching state benchmarks• 90% of students meeting cluster appropriate benchmarks in PLAN• 90% of students showing greater than or equal to year's growth from school-based benchmarks data (Lexile, PATMaths, PATReading)• all identified students to utilise students utilise relevant individualised learning programs (ie RR, LaST and ATSI students).	<p>Over 90% of identified students accessed appropriate support programs and engaged in individualised learning programs within the Literacy domain. Further professional development is required to ensure that these programs and practices are transferred to the classroom for identified students.</p> <p>Learning goals have been developed, implemented and included into reports.</p>	<p>\$58 810</p> <p>\$5000</p>

Next Steps

We are moving towards all teachers following explicit processes to collect, analyse and report student performance with detailed information about individual student learning achievement and identified areas of growth that will allow students to reflect on their learning. This in turn will allow students to use the assessment process to reflect on their learning and jointly set goals with all key stake holders.

TPL in 2017 has been identified with staff in navigating school based, NAPLAN and PLAN data to inform individual student programming, identify areas for growth and differentiation of the curriculum along with developing strategies to support students with goal setting and providing opportunities for parents to attend sessions that assist parents to have an understanding of what and how their children are learning.

Strategic Direction 3

Stimulating, secure and inclusive learning environments and spaces

Purpose

To ensure school and classroom environments where students are safe, the focus is on learning and wellbeing is explicitly supported in classroom spaces that promote a divergence of learning opportunity.

Overall summary of progress

We have moved towards teachers/teams taking responsibility and working together to improve teaching and learning in their stage groups and identified learning cohorts. This will include drilling down into collected data, analysing and then adapting or developing suitable programs that successfully move students along the continuum to achieve their potential.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Continuing reduction of significant behaviour referrals evidenced with data reflecting a safe learning environment;Implementation of targeted, specific and general student welfare programs and strategies to address identified behaviour and learning needsPositive results in data obtained from 'Tell them from me' survey.	<p>Staff involved in Positive Behaviour for Learning (PBL) refresher to ensure consistent and accurate teacher knowledge of PBL. Modification of PBL matrix to allow for general intervention reflective of the needs of the school.</p> <p>The implementation of a PBL Classroom Problem Solving targeted initiative saw a reduction in negative behaviours within those classrooms and increased teacher knowledge and skills in behaviour management.</p>	<p>\$2 000</p> <p>\$10 000</p>

Next Steps

We are moving towards regularly analysing PBL data and using this to devise individual behaviour programs as well utilising the classroom based problem solving process for groups of students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All PLPs implemented and evaluated and student performance analysed. Bush Tucker garden planted with effective curriculum integration planned.	\$50 000
Low level adjustment for disability	Data was collected and evaluated showing the academic impact of support through the employment of an SLSO. This data indicated that targeted students performed at State benchmarks in NAPLAN.	\$20 000
Socio-economic background	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.	\$100 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	246	235	227	202
Girls	231	221	214	213

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	95.1	93.8	96.7
1	93.7	94.8	93.8	94.9
2	93.9	93	94.4	94.2
3	95.5	94.3	93.1	94
4	94.4	95.3	92.4	94
5	93.8	94.2	93.8	93.2
6	92	93	93.3	94.2
All Years	94.1	94.3	93.5	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

In most grades across the school, our student attendance rates are above State DoE average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.37
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	3.42
Other Positions	0.16

*Full Time Equivalent

At HPS we have one permanent staff member who identifies as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	60

Professional learning and teacher accreditation

Teachers engage in highly effective internal and external teacher professional learning in line with their professional development plans and the school's strategic directions.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 01 January 2016, to 31 December 2016.

	2016 Actual (\$)
Opening Balance	522 372.97
Revenue	3 188 572.82
(2a) Appropriation	3 012 667.84
(2b) Sale of Goods and Services	6 920.05
(2c) Grants and Contributions	160 966.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	1 950.00
(2d) Investment Income	6 068.93
Expenses	-3 149 564.44
Recurrent Expenses	-3 149 564.44
(3a) Employee Related	-2 792 543.05
(3b) Operating Expenses	-357 021.39
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	39 008.38
Balance Carried Forward	561 381.35

Hazelbrook Public School follows NSW DoE policies and procedures financial management. HPS has moved to a centralised bank account and now receive an annual allocation of funds from the Department rather than cash in a local bank account. These funds are managed by budgeting and by forecasting revenue and expenditure in the school's Budget and Planning Solutions. This finance system provides the ability to run a number of reports, enabling staff to check the amount of funds available for defined funding sources. We have no unusual spending patterns, however we have been saving funds over a couple of years for construction of our Aboriginal Sharing Knowledge Outdoor Learning Area. Intended use of available funds is for educational resources to support quality teaching and learning programs and improved student outcomes.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 610 689.08
Base Per Capita	23 583.40
Base Location	0.00
Other Base	2 587 105.68
Equity Total	184 035.05
Equity Aboriginal	14 579.83
Equity Socio economic	26 519.43
Equity Language	7 510.52
Equity Disability	135 425.27
Targeted Total	36 163.45
Other Total	172 175.66
Grand Total	3 003 063.24

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

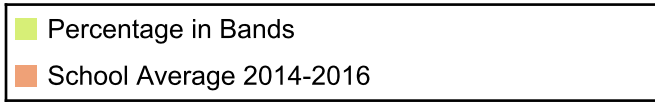
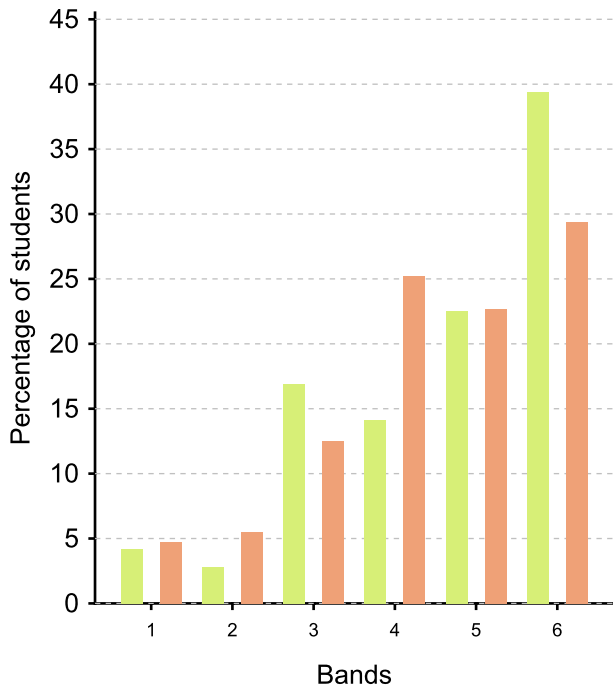
School performance

NAPLAN

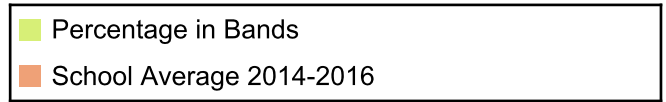
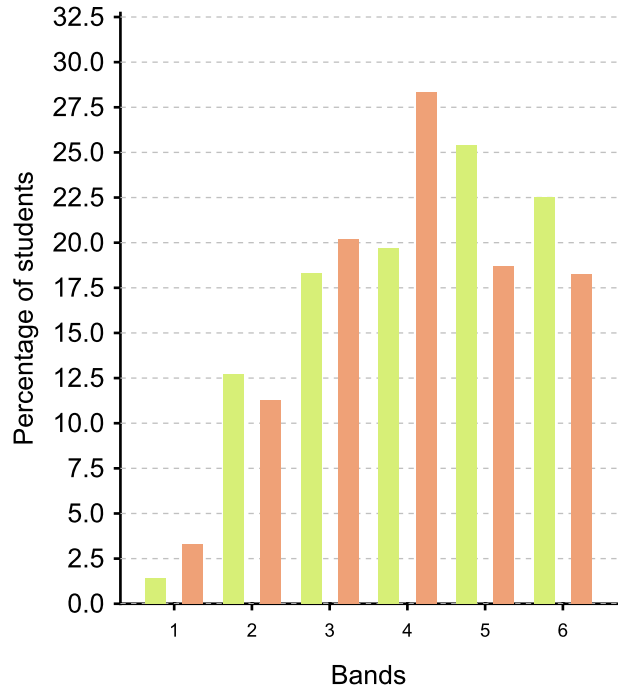
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

All targeted students performed at State benchmarks in all aspects of literacy. There was a 35% growth in reading for these students.

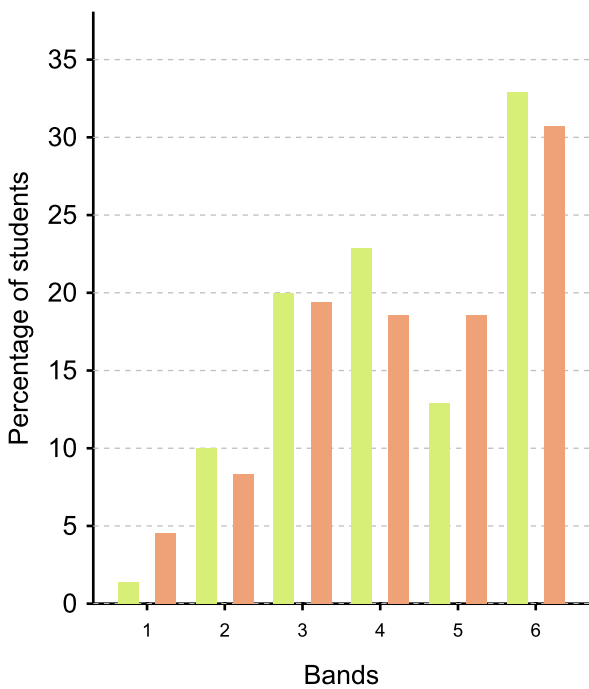
Percentage in bands:
Year 3 Grammar & Punctuation



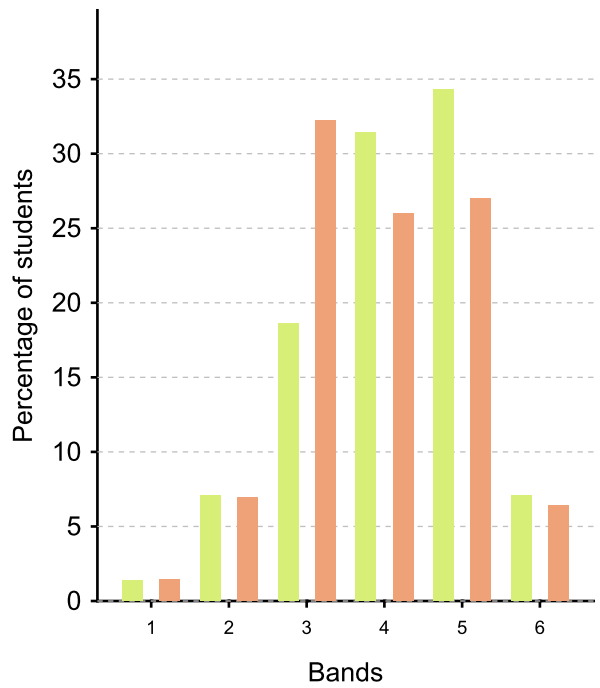
Percentage in bands:
Year 3 Spelling



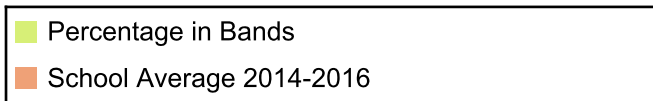
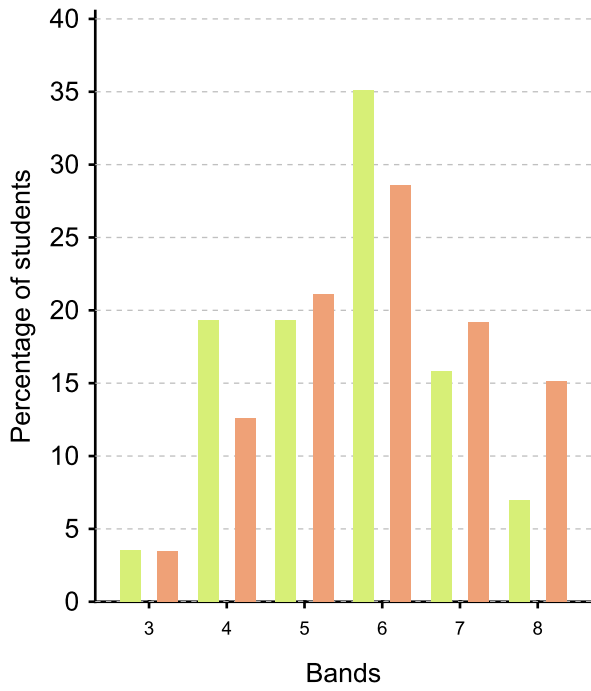
Percentage in bands:
Year 3 Reading



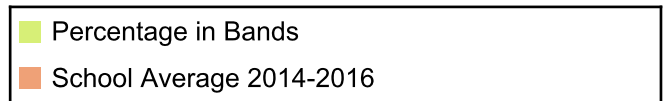
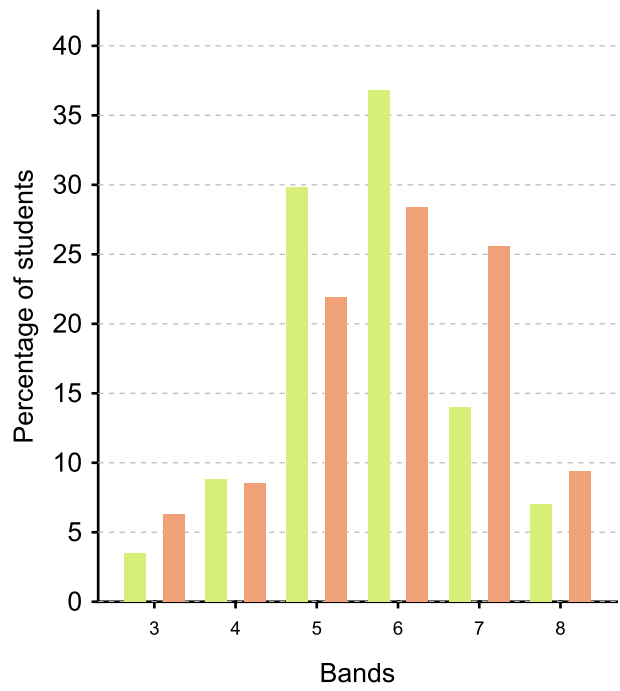
Percentage in bands:
Year 3 Writing



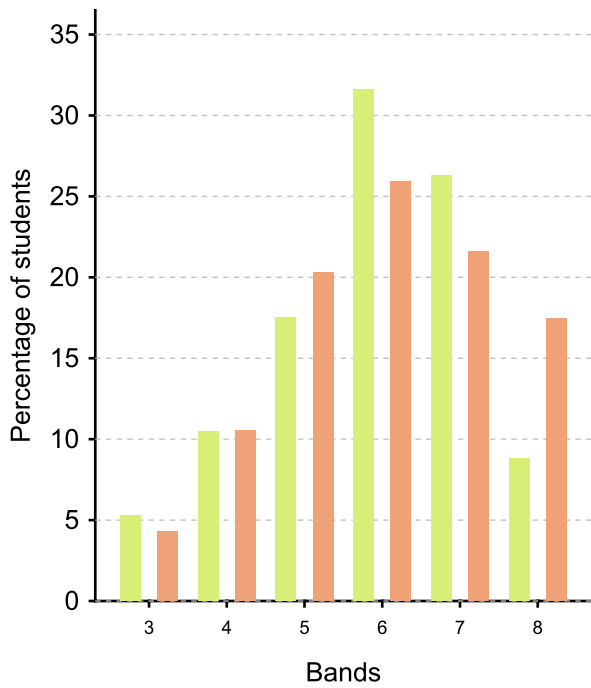
Percentage in bands:
Year 5 Grammar & Punctuation



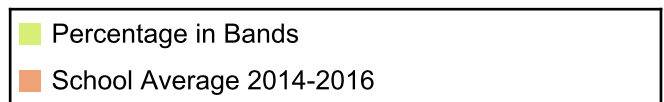
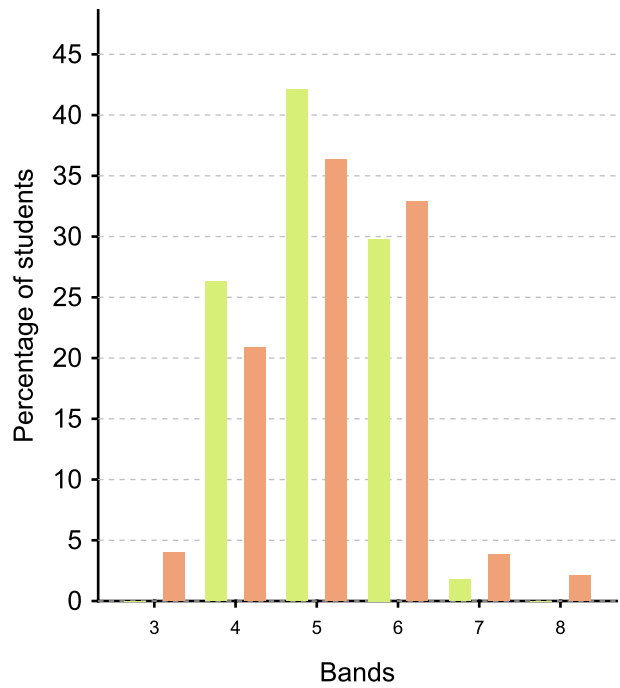
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

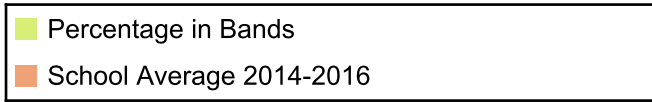
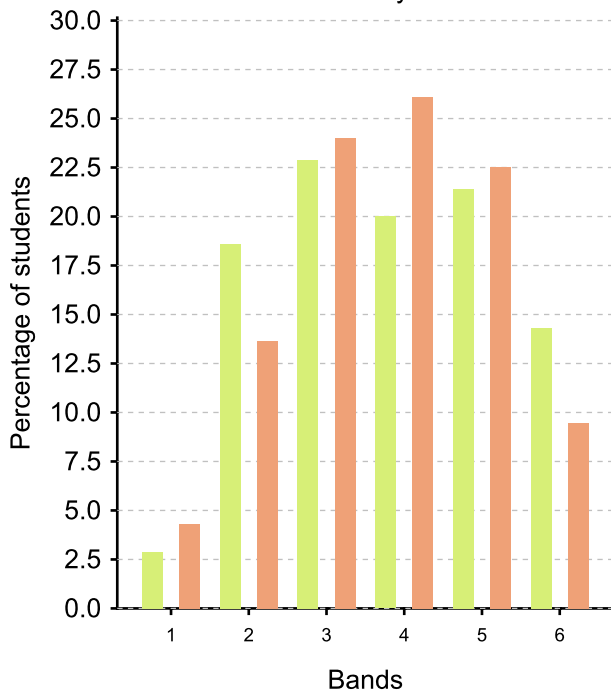


Percentage in bands:
Year 5 Writing

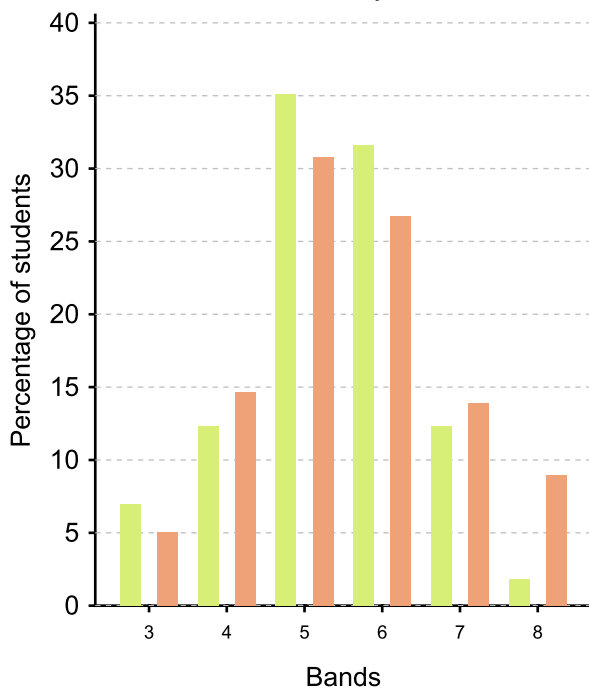


All targeted students performed at State benchmarks for numeracy. There was a 29% growth in numeracy for these students.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



We have a whole school focus on curriculum differentiation to target individualised learning. We have engaged teachers in specific high quality literacy and numeracy programs including L3, FoR and TEN.

L3 which is Language Learning and Literacy, focuses on providing rich literacy experiences to assist all children to become successful readers and writers.

Year one and Year two students are undertaking Targeting Early Numeracy (TEN) in mathematics and next year will also be implemented into Kindergarten. This program is implemented within numeracy lessons as well as incorporating short, focused numeracy strategies throughout the day. The TEN program does not involve the withdrawal of students. The TEN model includes the use of: small group instruction; short, focused, frequent numeracy sessions; strategically targeted activities focusing on early arithmetical strategies; explicit and systematic teaching; five-weekly monitoring of student progress to identify and plan future instruction.

Our Year 3–6 classes will participate in Focus on Reading which is a learning program to support the explicit teaching of the key aspects of reading, namely comprehension, vocabulary and reading text fluency. The program draws from a sound research base that justifies the need for these key aspects to be at the forefront of literacy teaching and learning. The program emphasises the importance and use of: rich texts particularly subject-based texts; multi-modal texts the types of texts that interest and motivate learners; rich talk of the kind that encourages them to 'show their thinking' through talk; 'deliberate' teaching that begins with insightful assessment; involves planning for explicit instruction based on students' needs; supports and scaffolds students through modelled, guided and independent teaching; provides clear and purposeful feedback and constant opportunities for student reflection.

Over 120 targeted students received School Learning Support Officer (SLSO) assistance to support the implementation of their personalised learning plan. The majority of students achieved their goals in 2016.

The Community Reading Program sees over 25 student participate in intensive reading sessions with community volunteers resulting in a decrease in the number of students requiring further literacy intervention from Year two onwards.

Every Aboriginal and Torres Strait Islander student has an Individual Education Plan which is monitored regularly.

Parent/caregiver, student, teacher satisfaction

A school satisfaction survey was administered to parents and the following results were obtained, with the highest score being 10.

Parents feel welcome 7.8

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parents are informed 7

Parents support learning at home 6.1

School supports learning 8

School supports positive behaviour 8.3

Safety at School 7.8

Inclusive school 7.3

Students participated in the Tell Them from me Survey and the following results were obtained from the social and emotional indicators, as percentages out of 100.

Participation in school sports 83%

Positive relationships 87%

Valuing schooling outcomes 95%

Positive behaviour at school 82%

Effort 83%

Each of the above responses were within NSW government norms.

Policy requirements

Aboriginal education

Aboriginal education is taught during the year incorporated into units of work studied by all students. It is an integral part of the Human Society and Its Environment and Art syllabus.

Students are educated in regard to Aboriginal history and culture across K–6 within the teaching and learning programs. All school assemblies begin with an Acknowledgement of Country.

Multicultural and anti-racism education

The multicultural programs and practices at Hazelbrook Public School are culturally responsive and inclusive. They embrace social justice, civic responsibility, community harmony and productive diversity.

Hazelbrook Public School is a caring community school. All nationalities, religions and cultures are welcomed into our school community.