

2020 Annual Report

Hazelbrook Public School



3854

Introduction

The Annual Report for 2020 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.

School contact details

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School vision

Hazelbrook is committed to creating a cohesive school community culture where the values of respect, responsibility, integrity, cooperation, participation, care, fairness, excellence and democracy underpin wellbeing and high quality learning for all stakeholders.

School context

Hazelbrook Public School is situated in a world heritage area of the Greater Blue Mountains, 93 kilometres west of Sydney.

School enrolment is 420 students. 8.8% of the student body are Aboriginal and Torres Strait Islander peoples. 4% of students are from a Language Background Other Than English.

The school delivers dynamic learning opportunities for each and every student in an inclusive environment where dedicated art programs, positive behaviour for learning, sport, band, choir, chess, coding, STEAM, debating and dance enrich and extend physical, creative and critical thinking and wellbeing.

The school community highly values the school's student centered focus and provides strong support to the effective operation of the school through the P&C, Uniform Shop and Canteen Committee. Parents are active in the support of teaching and learning in Early Stage 1 and Stage 1 classrooms, sporting activities and special events.

Currently the school has 18 classes with a mix of stage and straight classes and an average class size of 23 students.

In 2017 the decision was made to establish an 18th class, above the school's entitlement based on numbers in order to reduce class sizes in Stage 3. The class teacher is funded by the school.

Staffing, currently, is influx due to the retirement and extended leave of teachers. This has resulted in temporary teacher placements and a staff ranging in experience.

Hazelbrook Public School has strong historical aspects to school events and programs whilst recognising and embracing meaningful change.

Self-assessment and school achievement

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1

STRATEGIC DIRECTION 1 Teaching and Learning

Purpose

To improve student learning outcomes.

Hazelbrook Public School will:

- implement effective quality assessment strategies.
- draw, record and analyse assessment data.
- link assessment data to syllabus objectives.
- develop quality teaching and learning programs based on assessment data and syllabus.
- successfully implement evidence based pedagogy.

Improvement Measures

Reading, Writing, Spelling and Numeracy assessment data indicates improved outcomes K - 6

90% of Kindergarten students achieve a minimal Reading Recovery Level 8

90% of Year 1 students achieve a minimal Reading Recovery Level 18

90% of Year 2 students achieve a minimal Reading Recovery Level 26

90% of Year 3 students achieve a minimal Reading Recovery Level 30

10% increase NAPLAN growth

35% of Year 3 and Year 5 students achieve in the top 2 bands of NAPLAN

ATSI & non ATSI achievement is commensurate.

Students achieve a minimal Lexile Level of:

- 400 in Year 2
- 550 in Year 3
- 650 in Year 4
- 750 in Year 5
- 850 in Year 6

Progress towards achieving improvement measures

Process 1: Implement an integrated and collaborative K - 6 approach to professional development.

Provide teaching and learning activities in literacy and numeracy in which students can connect, succeed and thrive.

Source and analyse data from Best Start, Dalwood Spelling, Lexile Comprehension, Sound Waves Phonics, Sutherland Phonemic Awareness, Educheck, PAT Reading and Maths, NAPLAN, L3 and TEN, SENA, Department of Education's Stage 3 Diagnostic assessment and Running Records to inform planning for teaching and learning.

Collaboratively analyse assessment data.

Collaboratively develop 5 week teaching and learning programs

Evaluation	Funds Expended (Resources)
We are unable to report on our NAPLAN results as it was not conducted due to COVID. We participated in the Year 3 and Year 5 check-in assessments, this data was used to inform teaching and learning programs.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$72740.00)

Progress towards achieving improvement measures

Staff K-6 sourced and analysed data from standardised assessments and DoE diagnostic assessments. This data was collaboratively analysed and used to inform planning of teaching and learning programs. This resulted in teachers accurately identifying learning needs and addressing them through explicit teaching. We are still currently working towards the improvement measures.

Strategic Direction 2

STRATEGIC DIRECTION 2 Wellbeing

Purpose

To create a supportive whole school environment where all members of the school community:

- demonstrate resilience
- strive for consistent improvement across all domains; physical, cognitive, social, emotional and spiritual.

Improvement Measures

Student, staff and parent survey data PBL sets

10% reduction in referrals for negative behaviours.

Decrease in counsellor referrals for anxiety

Decrease in parent student wellbeing concerns

Progress towards achieving improvement measures

Process 1: Implement PBL K
- 6 effectively using outcomes, systems, data and practices.

Apply an integrated whole school approach to student wellbeing in which each and every student can connect, succeed and thrive.

Deliver whole school programs that are focussed on student, staff and parent wellbeing.

Evaluation	Funds Expended (Resources)
<p>PBL has continued to be implemented across K-6. We have started the process of re-branding our reward system connecting it to our indigenous totem, the Blue Tongue Lizard.</p> <p>We have transitioned from the set PBL rule matrix to a flexible needs based system. The SRC has taken the initiative of presenting the PBL rule of the week at assemblies. This has given greater ownership to students and voice in the school community.</p> <p>There has been a greater than 10% reduction in major negative behavioural incidents as recorded in our Sentral system.</p> <p>The parent community has strongly advocated for a whole school well-being program to be implemented. This has been considered in our new School Improvement Plan.</p> <p>We implemented well-being week as a whole school initiative where students and teachers raised awareness of being yourself, being positive and being kind. This initiative was strongly supported by our P&C who prepared care packs for teachers. Across the week individual class, stage and whole school events were held.</p> <p>Staff well being was particularly supported during the period of online learning. Teachers felt supported within a cohesive team oriented environment.</p>	

Strategic Direction 3

STRATEGIC DIRECTION 3 Leading

Purpose

Community

To develop a collaborative, cohesive school culture where all stakeholders feel valued and respected and work towards an informed and positive impact on student learning.

Improvement Measures

30% of families attend information sessions / workshops

Student, staff and parent feedback

Progress towards achieving improvement measures

Process 1: Connect with community resources to provide workshops for students, staff and parents in identified areas

Staff engage with professional learning on executive brain function, social and emotional learning and the ACARA PSCLC

All staff engages in professionally developing, appropriate, effective and positive communication strategies.

The school community engages with the NSW Department of Education School Community Charter.

Evaluation	Funds Expended (Resources)
<p>We were able to engage in online forums with our students and staff however, COVID guidelines heavily restricted our ability to provide collaborative workshops for parents/carers outside of online P&C meetings.</p> <p>Awareness was raised with staff and the community about the NSW Department of Education School Community Charter. This has also been built upon through the development of our 'Approaching your School' document which has also been communicated to the community. This has provided a process for positive and timely communication. This has also given the staff skills to deal with challenging conversations.</p> <p>Some of our planned professional learning was put on hold due to COVID restrictions and guidelines that needed to be adhered to.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$8000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$32 873.00) 	<p>We received positive feedback around our Aboriginal Art workshops and now have an ongoing project engaging our students in Aboriginal art around our school grounds. This allowed us to compliment our existing Bush Tucker Garden Project and further enable students to connect with country. The impact of this project is a visible celebration of valuing our Aboriginal and Torres Strait Islander students and culture.</p> <p>Increased engagement from our Aboriginal and Torres Strait Islander students. Feedback also indicated a stronger connections and positive relationships developed resulting in the students feeling safe and supported.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$7 287.00) 	<p>Delivered through both online and face to face forums our Learning and Support Teacher worked collaboratively with the students and classroom teachers to provide English language intervention support. Adjustments were made along the way as required. This impacted positively on our students especially during our times of working from home as it enabled us to offer these students additional support during very challenging circumstances.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$178 165.00) 	<p>Professional development and training to meet the specific needs of our students inclusive of; executive brain function, sensory needs, MAPA, reading, writing, mathematics and sensory needs. All students requiring learning adjustments were provided with an IEP along with small group instruction provided by either the LaST, SLSO or classroom teacher through a modified support timetable. This funding enables us to employ additional support staff and a part-time learning and support teacher to address identified learning needs.</p> <p>The 'Engine Room' was used to implement OT developed sensory diets for identified students. This resulted in a decrease of negative behavioural incidents as a result of sensory dis-regulation. SLSOs also received OT training to allow them to effectively implement sensory self-regulation strategies.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$72 740.00) 	<p>QTSS funds were used to continue our collaborative release timetable effectively increasing the collective efficacy of staff. A teacher is employed to run an additional RFF program enabling staff to participate in weekly collaboration meetings and engage in stage based professional learning. The impact this has had on staff is an increase in teachers confidence and capacity due to increased opportunities for planning, communication and CTJ. This has also had a positive impact on collegial relationships and enabled executives to support their teams in a much more comprehensive way.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$72 740.00) 	<p>The impact this has had on student learning includes increased learning opportunities and enrichment created through the addition of the technology RFF program. Students also benefited from increased teacher efficacy from collaborative planning which has resulted in an increase of explicit evidence based teaching.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$42 435.00) 	<p>An increased number of families reported financial hardship, therefore we were able to support these families with their payments for school excursions, attend sporting events, have a full school uniform, receive breakfast, crunch and sip, morning tea or lunch. We were also able to offer an overall reduced cost of the Year 4 overnight camp to Taronga Zoo. This was gratefully received by our families given the financial pressure brought about by the COVID pandemic.</p> <p>Identified students were provided with additional access to learning support in the areas of literacy and numeracy through the employment of School Learning Support Officers to deliver programs that were developed by our Learning and Support Teacher.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	200	199	189	182
Girls	205	210	198	199

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	94.3	93.1	90.9
1	95.6	92	93.3	88.1
2	95.2	94.1	93.5	90.1
3	95.9	92.4	95	93
4	95.3	93.9	93.1	94.1
5	93.8	92.6	93.7	92.2
6	94	90.9	92.6	92.4
All Years	94.9	92.9	93.4	91.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.9
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	877,303
Revenue	3,747,481
Appropriation	3,594,983
Sale of Goods and Services	28,864
Grants and contributions	121,857
Investment income	1,777
Expenses	-4,058,237
Employee related	-3,586,580
Operating expenses	-471,657
Surplus / deficit for the year	-310,756
Closing Balance	566,546

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	240,069
Equity Total	260,761
Equity - Aboriginal	32,873
Equity - Socio-economic	42,435
Equity - Language	7,287
Equity - Disability	178,165
Base Total	2,705,886
Base - Per Capita	93,075
Base - Location	0
Base - Other	2,612,811
Other Total	299,000
Grand Total	3,505,716

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020, student satisfaction was surveyed to determine a variety of social-emotional outcomes such as positive behaviour at school, effort and participation in extra curricular activities. This survey also explored drivers of student outcomes such as positive teacher - student relations, students who are victims of bullying and effective learning time.

In terms of social-emotional outcomes in relation to positive behaviour at school, Hazelbrook PS mean was 83% and the NSW Government norm was 81%. Hazelbrook PS mean regarding effort was 84% and the NSW Government norm was 88%. The mean for participation in extra curricular activities for Hazelbrook PS was 53% compared to the NSW Government norm of 55%. We believe this was heavily influenced by COVID restrictions.

Regarding the drivers of student outcomes, in terms of positive teacher - student relations, Hazelbrook PS mean was 7.9 and the NSW Government norm was 8.4. student. Hazelbrook PS mean for students who are victims of bullying was 34% compared to the NSW Government norm of 36%. The NSW Government norm for effective learning time was 7.5 and Hazelbrook PS was 7.8.

Parent/caregiver satisfaction was surveyed with regards to the release from face to face programs we offer. 100% of families were happy with the language program and our library program indicating they didn't want these to change. Less families were satisfied with the technology program and the majority indicated they would like to see this replaced by a creative arts program.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.