

2021 Annual Report

Hazelbrook Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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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.

In 2021, Hazelbrook Public School staff developed a Shared Understandings and Beliefs document as a universal starting point for all of our decision making and actions. We established that *At Hazelbrook Public School we believe that every student can Grow to Know. We know this growth encompasses the cognitive, physical, social, emotional and spiritual domains.*

We are dedicated to ensuring that every student, every teacher and every leader will improve every year, given the right time and the right support.

We are committed to upholding the Department of Education Core Values of excellence, integrity, equity, accountability, trust and service.

School context

Location

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

Community

Hazelbrook Public School has an active and engaged parent and carer community that provides strong support to the effective operation of the school through the P&C 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, although this has been impacted by Covid-19 restrictions. Our school community has access to a large, onsite Out Of School Hours Care facility (MMOOSH) for before and after school care.

Student Enrolment

School enrolment is 366 students. 7.4% of the student body identify as Aboriginal and/or Torres Strait Islander. 9.3% of students are from a Language Background Other Than English. Hazelbrook Public School has 16 classes, with a mix of Stage and grade classes and an average class size of 23 students. K-2 classes have an average of 20 students and Years 3-6 classes have an average of 26 students.

Staff

The school leadership team includes a Principal and three Assistant Principals. In 2021, there were 16 class teachers, one funded by the school above staffing entitlement allocation. Support staff include a Teacher Librarian, Release From Face-To-Face teachers, Learning and Support Teachers, Covid Intensive Learning Support Teacher and School Learning Support Officers (SLSOs). We have a School Administrative Manager, School Administration Officers and General Assistant. The school employed a Business Manager two days a week.

Programs

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, dance, debating, French and creative arts enrich and extend creative and critical thinking and wellbeing. Covid-19 and Learning From Home has impacted the delivery of a large number of extra-curricular programs.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Continued academic improvement in literacy and numeracy to increase the proportion of students in the top two Reading and Numeracy NAPLAN bands and sustained student growth at or above expected growth levels.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching
- Evidence based professional learning

Resources allocated to this strategic direction

Professional learning: \$16,473.95

Low level adjustment for disability: \$25,066.00

QTSS release: \$71,867.64

Literacy and numeracy: \$15,706.74

Literacy and numeracy intervention: \$47,090.00

Summary of progress

To what extent and through what processes has professional learning changed teacher knowledge, attitudes, or practice related to number talks?

- Professional Learning, focused on building staff knowledge of number talks, has been delivered to all teaching staff. Feedback from staff indicated that their knowledge base was developing, but that they needed further development in implementing number talks for these to be implemented consistently in classrooms.

Do teaching and learning programs include systematic, explicit teaching of phonics?

- All K-2 teaching and learning programs include systematic, explicit teaching of phonics, through the Sound Waves program.

Are all K-2 teachers implementing explicit, systematic phonic instruction in their classroom every day?

- All K-2 teachers teach daily phonics, through the Sound Waves program, supported by decodable readers.

Is there evidence of student growth and attainment in synthetic phonics, as demonstrated by the Sound Waves assessment data?

- Baseline data was collected, to allow us to make assessments around the impact of teaching and learning programs and practices.

How effectively and efficiently has the differentiated professional learning developed and delivered on its purpose of enabling staff to provide explicit think alouds for all areas of reading, across all stages as evidence in teaching and learning programs?

- Professional Learning delivered gave teachers an introductory understanding of think alouds to explicitly teach reading comprehension. Delivering lessons in the explicit teaching of reading through think alouds was impacted by Covid Learning From Home periods.

We can conclude that our teachers engaged with current research and professional learning around explicit teaching of reading and evidence-based professional learning in teaching of the number strand of mathematics. This has resulted in an increased knowledge of explicit teaching strategies.

In 2022, professional learning will be provided to strengthen teacher knowledge in evidence-informed explicit instruction in reading. Further support will be provided in implementing and refining these practices to strengthen teacher expertise in teaching reading, and number talks in mathematics.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> increased staff knowledge of mathematical comprehension through number talks PL PAT Maths: 75% of students Yrs 2-6 achieving in the 60th percentile and above. 	<ul style="list-style-type: none"> All staff completed PL at network meeting on SDD, with an introduction to Number Talks. Covid interrupted follow up. Two school representatives in the Mathematical Comprehension Project completed the "abridged" versions of PL. <ul style="list-style-type: none"> PAT Maths Yr 2: 73% of students achieving at or above the 60th percentile Yr 3: 53% of students achieving at or above the 60th percentile Yr 4: 42% of students achieving at or above the 60th percentile <p>We will use this baseline data to inform the target setting process as part of our 2022-2025 Strategic Improvement Plan.</p>
<ul style="list-style-type: none"> NAPLAN Reading: students achieving in the Top 2 Bands increased to 41.32% 	<ul style="list-style-type: none"> NAPLAN Reading: 41.43% of students in Year 3 & 5 achieved in the Top 2 Bands in Reading (0.11% above target).
<ul style="list-style-type: none"> NAPLAN Numeracy student growth: increase the number of students achieving at expected growth to 45.53%. NAPLAN Reading student growth: increase the number of students achieving at expected growth to 58.27% 	<ul style="list-style-type: none"> NAPLAN Numeracy: 45.9% of students in Year 5 achieved or exceeded expected growth in Numeracy (0.37% above target) NAPLAN Reading: 54.1% of students in Year 5 achieved or exceeded expected growth in Numeracy (4.17% below target)
<ul style="list-style-type: none"> PM benchmarking: 80% of students achieving appropriate PM benchmark instructional reading levels (Kindergarten = L10, Yr 1 = L16, Yr 2 = L24) Lexile: 75% of students achieving proficient Lexile comprehension levels (Yr 2 = 475, Yr 3 = 590, Yr 4 = 700, Yr 5 = 810, Yr 6 = 880) 	<ul style="list-style-type: none"> 87% of Yr 1 & 2 students achieved target instructional PM benchmarks (7% overall above target) <p>Kindergarten: PM Benchmark data not available, as focus moved to decodable readers;</p> <p>Yr 1: 96% of Yr 1 students achieved or exceeded L16 target;</p> <p>Yr 2: 78% of Yr 2 students achieved or exceeded L24 target.</p> <ul style="list-style-type: none"> 71.4% of students achieved proficient Lexile comprehension levels (3.6% below target): <p>Yr 2: 94% of the students assessed (31 students) using Lexiles achieved proficiency</p> <p>Yr 3: 65% of the students assessed achieved proficiency</p> <p>Yr 4: 64% of the students assessed achieved proficiency</p> <p>Yr 5: 64% of the students assessed achieved proficiency</p> <p>Yr 6: 70% of the students assessed achieved proficiency</p> <p>We will use this baseline data to inform the target setting process as part of our 2022-2025 Strategic Improvement Plan.</p> <ul style="list-style-type: none"> PAT Reading- Stage 1 and 2 completed PAT Reading in Term 4 2021 Yr 2: 68% of students assessed achieved at or above 60th percentile Yr 3: 38% of students assessed achieved at or above 60th percentile

• PAT Reading: 75% of students Yrs 2-6 achieving in the 60th percentile and above

Yr 4: 47% of students assessed achieved at or above 60th percentile

We will use this baseline data to inform the target setting process as part of our 2022-2025 Strategic Improvement Plan.

Strategic Direction 2: Quality Teaching Practices

Purpose

In order to maximise the use of evidence-based teaching and to develop a sustained and systemic collaborative culture to support student and teacher learning, we will be developing explicit systems for professional learning and collaboration to ensure quality teaching and assessment is occurring in all classrooms at all times

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Visible Learning
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$8,500.00

Low level adjustment for disability: \$15,000.00

Summary of progress

To what extent and through what processes has professional learning changed teacher knowledge, attitudes, or practice related to assessment that informs and drives teaching and learning programs and practice?

- Staff have collaboratively developed a Shared Beliefs and Understandings statement, focused on the combined responsibility and commitment to the growth of all students.
- Data Walls team has engaged with professional learning around the Lyn Sharratt text Clarity, focusing on the fourteen parameters to develop high impact improvement approaches. This has resulted in a small team trial of the use of Literacy Progressions and Data Walls to track student growth and attainment in writing.
- Collaborative professional learning structures have been effective in supporting teachers to work with Assistant Principals to develop initial knowledge of formative assessment in mathematics.
- Collaborative professional learning systems resulted in the development of quality, collaboratively developed pre- and post-teaching assessments in mathematics in Stage 2 and 3. Collaborative analysis of the pre-teaching data supported teachers to differentiate teaching and learning practices and programs in response to student need.

We can conclude that collaboration has improved, with a focus on using data to inform practice. This has resulted in teachers developing skills in using formative assessment to target teaching and learning.

In 2022, we will continue to build collaborative practices and systems to develop quality teaching and assessment practices. We will develop our knowledge of and skills in using formative assessment to drive teaching and learning. We will deepen teacher knowledge and skills in explicit teaching through the use of Visible Learning and will investigate effective practices for formative assessment and Checking For Understanding.

We will review our assessment practices to ensure that all assessments are evidence-based and can be used to drive differentiated teaching and learning. We will ensure that we focus on learning, ensuring that we evaluate and increase the impact of our teaching on student learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• 100% of teachers understand what learning intentions and success criteria are.• 80% of teachers begin to implement learning and success criteria into a	<ul style="list-style-type: none">• "100% of teachers understand what learning intentions and success criteria are". This target was not measured, as the PL focus was moved to 2022• "80% of teachers begin to implement learning intentions and success criteria into a small number of lessons" This target was not measured.

<p>small number of lessons</p> <ul style="list-style-type: none"> • School self-assessment of the element of effective classroom practice within the theme explicit teaching indicates improvement from sustaining and growing to excelling. • School self-assessment of the element of effective classroom practice within the theme feedback indicates improvement from delivering to sustaining and growing. 	<p>Measure has been moved to 2022</p> <ul style="list-style-type: none"> • Effective Classroom Practice- Explicit Teaching at Excelling: this will be a continued focus in 2022 SIP. Interruptions to face-to-face learning meant that our progress towards this target was impacted. • Effective Classroom Practice- Feedback at Sustaining and Growing: this will be a continued focus in 2022 SIP. Interruptions to face-to-face learning meant that our progress towards this target was impacted.
<ul style="list-style-type: none"> • The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. 	<ul style="list-style-type: none"> • We need to further develop systems for moderation and developing consistent, evidence-based judgements. This is an area for development, through team-based planning, collaborative time and Instructional Leadership practices

Strategic Direction 3: Student Well-being Practices

Purpose

The school implements evidence-based change to whole school practices, resulting in measurable improvements in wellbeing, engagement and attendance to support learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Every student feeling known, valued and cared for
- Shared ownership of student attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$15,300.00

Summary of progress

To what extent is there a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn?

- Systems and practices were developed to identify and communicate expected positive behaviours for learning, as well as procedures to follow when minor or major negative behaviours were demonstrated by students. These were communicated to all staff and students to develop clear understandings of expectations of behaviour.
- Positive Behaviour for Learning was promoted through videos of explicit teaching of rules, SRC promotion of PBL rules of the week, and communication to the school community of PBL expectations
- Wellbeing Week was introduced with a focus on student and staff wellbeing. Student leadership groups promoted aspects of wellbeing, and a range of activities occurred throughout the week to promote positive wellbeing. The P&C showed strong support of Wellbeing Week, creating care packs for staff

To what extent are whole school and personalised attendance approaches improving regular attendance rates for all students, including those at risk?

- All staff undertook attendance policy PL around individual and school responsibilities. Attendance data completeness was at 99.95% for the year of 2021.
- Hazelbrook Public School participated in a Pioneering Attendance Trial, focused on engaging parents and carers in promoting regular attendance. Teachers created and sent texts about what students were learning at school in an effort to engage parents/carers in school for their child.
- Attendance rates improved from 2020, with 69.3% of students attending 90% or more of the time, to 2021, with 74.5% of students attending 90% or more of the time.

We can conclude that systems of communication around attendance, and systems to follow up non-attendance have led to an increase in students attending 90% or more of the time.

In 2022, we will ensure that attendance data is regularly analysed and used to inform planning. Communication around the importance of attendance, and the need to justify absences, will be a focus for our 2022-2025 plan.

We will introduce a whole school plan for wellbeing, using the Bounce Back wellbeing and resilience program. We will focus on further developing systems and practices for Positive Behaviour for Learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• A minimum TTFM wellbeing lower-bound baseline increase to 84.95%	• 74.74% of students reported positive Wellbeing (13.46% below target)

<ul style="list-style-type: none"> • Reduction in the number of negative behaviours by 20% 	<ul style="list-style-type: none"> • Data on behaviours reported on Sentral. 2020: 282 negative behaviour incidents reported. 2021: 311 negative behaviour incidents reported. 10% increase in negative behaviour incidents reported.
<ul style="list-style-type: none"> • A minimum lower-bound attendance rate increase to 79.58% of students attending 90% of the time. • Reduction in the number of unexplained absences by 15% • Increase in the number of justified absence reasons provided by parents by 20% 	<ul style="list-style-type: none"> • 70.97% of students attended school 90% or more of the time (8.61% below target) • In 2020, there were 1791 unexplained absences K-6. In 2021 there were 1200 unexplained absences K-6. This is a 33% reduction in unexplained absences (18% above target) • In 2020, there were 584 unjustified absences K-6. In 2021 there were 328 unjustified absences K-6. This is a 44% reduction in unjustified absences (24% above target)

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$47,393.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hazelbrook Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of a temporary administrative staff member (Business Manager) to support the development and implementation of effective administrative and financial practices <p>The allocation of this funding has resulted in: Effective financial and organisational systems have been established, ensuring that planning and expenditure is effective, evidence based and in line with school strategic directions.</p> <p>After evaluation, the next steps to support our students with this funding will be: As a result of effective planning and development of administrative and financial planning, we will no longer need the services of a Business Manager. The systems and planning processes will be continued, and managed within the current school staffing arrangements.</p>
<p>Aboriginal background</p> <p>\$42,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hazelbrook Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • Aboriginal Cultural Education- Bush Tucker Garden <p>Development of Bush Tucker Garden, with native plants from local area, including bush tucker that is in the diet of the Blue Tongue Lizard, our totem</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *SLSO support, targeting specific literacy and numeracy needs of our Aboriginal and Torres Strait islander students. *SLSO support, targeting engagement and wellbeing of all Aboriginal and Torres Strait islander students. *all Aboriginal and Torres Strait Islander students being supported through the implementation of Personalised Learning Pathways, with a specific focus on literacy, numeracy and personal goals. PLPs were developed in consultation with students, parents/carers and teachers. *creation of a Bush Tucker garden, with focus on connection to Country <p>After evaluation, the next steps to support our students with this funding will be: In 2022, funds will be used to target Aboriginal and Torres Strait Islander students through the utilisation of 0.2 LaST support. This position is being</p>

<p>Aboriginal background</p> <p>\$42,000.00</p>	<p>filled to target the needs of Aboriginal students, focusing on growth and achieving in the top two bands of reading in NAPLAN. LaST and SLSO support will continue to focus on literacy and numeracy goals of students</p>
<p>English language proficiency</p> <p>\$12,355.43</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hazelbrook Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to allow for greater levels of collaboration to assess, identify and plan for the needs of all learners, including those from non-English speaking backgrounds • building of Instructional Leadership of Assistant Principals, in order to build collaborative practice with a focus on impact on student learning <p>The allocation of this funding has resulted in:</p> <p>*94% of teachers agree or strongly agree that Hazelbrook Public School has structured time for collaborating with colleagues</p> <p>*94% of teachers agree or strongly agree that they collaborate with colleagues to discuss student growth and achievement, using data and evidence</p> <p>*88% of teachers agree or strongly agree that they collaborate to plan student assessments</p> <p>*81% of teachers agree or strongly agree that they collaborate to evaluate the impact of their programs and practices on student learning</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Collaborative processes and practices will be further built up, focusing on evaluating and increasing impact of practices and programs on student learning</p>
<p>Integration funding support</p> <p>\$336,017.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hazelbrook Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning Support Officers employed to provide in class and playground support, to support implementation of Individual Education Plans and Behaviour Support Plans for identified students with disabilities <p>The allocation of this funding has resulted in:</p> <p>Targeted students were provided with ongoing SLSO support to assist them access curriculum at an appropriate, differentiated level.</p> <p>Students were provided with SLSO support with a focus on student engagement, wellbeing and safety.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>A continuation of targeted, differentiated support for students receiving IFS, to ensure they are supported in appropriate curriculum, social and wellbeing development</p>
<p>Low level adjustment for disability</p> <p>\$181,173.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hazelbrook Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$181,173.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based professional learning • Data Skills and Use • Every student feeling known, valued and cared for • Explicit teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging Learning and Support Teachers (1.1FTE) to target the learning needs of targeted students in need of support and intervention • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in:</p> <p>*Students being targeted to receive small group LaST intervention, with a focus on literacy, numeracy and behaviour support.</p> <p>*Personalised learning and support programs implemented and supported by class teacher and Learning and Support Teachers, ensuring students with additional needs access and engage with curriculum and support.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Building outstanding universal evidence-informed teaching and learning practices in reading; evaluating assessment practices to ensure there are Tier 1 universal assessments in place for all students, and targeted Tier 2 and 3 assessments for students in need of further screening and intervention.</p> <p>Learning and Support Teacher to target mathematical understanding and intervention, as well as mathematical comprehension, in line with our Mathematical Comprehension Project</p>
<p>School support allocation (principal support)</p> <p>\$21,013.00</p>	<p>School support allocation funding is provided to support the principal at Hazelbrook Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of a Business Manager (0.6 FTE) <p>The allocation of this funding has resulted in:</p> <p>Business Manager has managed projects and assets within the school, as well as assisting to establish administrative and financial systems and practices. Systems and practices have improved significantly, allowing more streamlined planning, aligned with strategic directions and targets.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Systems and processes are now being established, resulting in more effective planning and monitoring of financial and administrative systems. Principal Support funds will be directed to providing administrative support at a School Administrative Officer level, not a Business Manager level.</p>
<p>Literacy and numeracy</p> <p>\$15,706.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hazelbrook Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$15,706.74</p>	<ul style="list-style-type: none"> • Evidence based professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchase of decodable readers to support evidence based teaching of reading in all K-2 classes and LaST intervention <p>The allocation of this funding has resulted in: All K-2 classes and LaST/Covid ILSP are resourced with decodable readers. Students and teachers have resources for guided and independent practice of phonics, phonemic awareness, and fluency, within a text</p> <p>After evaluation, the next steps to support our students with this funding will be: Further PL in evidence based instruction of reading, and effective implementation of reading programs, utilising decodable readers to achieve high growth and impact</p>
<p>QTSS release</p> <p>\$71,867.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hazelbrook Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to develop the capacity of staff through professional learning, analysis of student data and collaborative planning to meet the needs of all learners. <p>The allocation of this funding has resulted in: Collaborative practice has increased significantly K-6. Teachers report that they hold collegial conversations around teaching, learning and assessing, and that this has increased knowledge of quality teaching practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Building Instructional Leadership within the executive team, focusing on developing teachers and working in classrooms around teaching, learning and assessing.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hazelbrook Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to facilitate collaboration and development of teacher capacity in using decodable readers as part of an explicit, systematic program of reading instruction <p>The allocation of this funding has resulted in: Stage 1 teachers collaborated on planning for implementation of decodable readers. Teachers collaboratively analysed data to determine student need, and collaboratively planned and evaluated lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide instructional leadership through in-class support in effective, explicit</p>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>teaching practices of reading, through the use decodable readers. We will also focus on building collaborative practices to evaluate the impact of our teaching practices on student learning. We will establish instructional routines to use as a guide to expectations of evidence based practice.</p>
<p>COVID ILSP</p> <p>\$109,641.45</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in reading <p>The allocation of this funding has resulted in:</p> <p>*Year 1 Phonics Screener: 51% of students "on track" 32% of students "to be monitored" 17% of students "requiring support"</p> <p>*Of the 13 ES1 students in the CILS Program, all students are yet to meet grade benchmarks set in the Sparkle Decodable Assessment (Decodable Readers Australia)</p> <p>*Of the 26 Stage 1 students in the CILS Program: -69% of students have achieved grade expectations; -23% of students have not achieved benchmarks; however, have demonstrated growth of between two and sixteen PM reading levels; and -7% of students have not demonstrated growth</p> <p>*Of the 17 S2 students in the CILS Program, all students are yet to meet grade benchmarks set in the Sparkle Decodable Assessment (Decodable Readers Australia): -23% of students demonstrated growth of at least three PM reading levels; -23% of students demonstrated growth of at least 100 Lexile points; -35% of students demonstrated growth of at least 200 Lexile points; -11% of students demonstrated growth of at least 400 Lexile points; -5% of students transferred from another school, therefore had no comparative Lexile data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, we will continue to use the small group withdrawal model to provide intensive learning support and intervention in reading. Students from Stages 1-3 who have been identified as at risk will be assessed to determine point of need. A full time specialist reading teacher will be employed to target those students.</p> <p>Learning and Support procedures have been revised. Stage meetings will include time to monitor student growth and achievement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	199	189	182	173
Girls	210	198	199	193

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	93.1	90.9	95.1
1	92	93.3	88.1	92.7
2	94.1	93.5	90.1	92.4
3	92.4	95	93	91.6
4	93.9	93.1	94.1	92.9
5	92.6	93.7	92.2	92.2
6	90.9	92.6	92.4	90.3
All Years	92.9	93.4	91.5	92.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	13.87
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	566,546
Revenue	3,879,794
Appropriation	3,794,478
Sale of Goods and Services	31,817
Grants and contributions	53,090
Investment income	409
Expenses	-3,911,316
Employee related	-3,522,975
Operating expenses	-388,341
Surplus / deficit for the year	-31,522
Closing Balance	535,024

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.

	2021 SBAR Adjustments (\$)
Targeted Total	336,017
Equity Total	282,922
Equity - Aboriginal	42,000
Equity - Socio-economic	47,393
Equity - Language	12,355
Equity - Disability	181,173
Base Total	2,721,945
Base - Per Capita	93,923
Base - Location	0
Base - Other	2,628,022
Other Total	326,187
Grand Total	3,667,071

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.

Parent/caregiver, student, teacher satisfaction

Staff Satisfaction- Collaboration

Staff survey results indicate that:

- 100% of teachers agree or strongly agree that collaboration has a direct effect on student learning;
- 94% of teachers agree or strongly agree that there is dedicated time for teachers to collaborate;
- 94% of teachers agree or strongly agree that teachers use data to discuss student growth and achievement;
- 88% of teachers agree or strongly agree that teachers collaborate to plan teaching and learning;
- 88% of teachers agree or strongly agree that teachers collaborate to plan assessments; and
- 81% of teachers agree or strongly agree that teachers collaborate to evaluate the impact of programs and practices on student learning.

Student Satisfaction- Tell Them From Me *Survey completed by 131 Year 4, 5 and 6 students*

Student Tell Them From Me results indicate that:

- 83% of students report high levels of advocacy at school;
- 88% of students report high levels of expectation for success;
- 85% of students report positive relationships at school;
- 85% of students report positive behaviour at school;
- 53% of students report a sense of belonging at school;
- 56% of students report feeling proud of their school; and
- 55% of students report being interested and motivated in their learning. There is a significant drop in students in Year 5 & 6.

Parent/Carer Satisfaction- Communication Survey

Parent/carers survey results indicate that:

- 79.25% of respondents were aware of the procedure for contacting staff, as outlined in the "Approaching The School" document;
- 92.16% of respondents stated that when they called the school, their call was returned by the correct person;
- 92.45% of respondents stated that they read the school newsletter;
- 94.12% of those respondents access the newsletter through the Sentral Parent Portal; and
- 86.79% of respondents said that the Sentral Parent Portal simplified school communication

Parent/carers suggestions for improvements to whole school communications included:

- a consistent method of contacting all class teachers- either Dojo OR email, but not both;
- improved communication between staff members around organisation and student learning and wellbeing information;
- earlier communication of information and events; and
- newsletters to be emailed to families.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.