

Hazelbrook Public School

2019 Annual Report



3854

Introduction

The Annual Report for 2019 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

Hazelbrook Public School

Great Western Hwy

Hazelbrook, 2779

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School background

School vision statement

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 in flux 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/school-excellence>

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, Educcheck, 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)
School Evaluation Framework.	School Evaluation Framework.
Reports	Reports

Progress towards achieving improvement measures

Community feedback

School Planning – Future Directions

Student Data

Community feedback

Surveys – Tell Them From Me

SENTRAL – Tracking of learning

Syllabus

Student Data

School Plan

CESE – Assessment / Evidence –
Based Practices

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$20000.00)

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>Hazelbrook PS implemented PBL K – 6 effectively using outcomes, systems, data and practices. A needs based scope and sequence was developed on a fortnightly basis, using current data trends, and this resulted in targeted PBL at a whole school level. Identified students received assistance through targeted behaviour programs, which revolved around whole school PBL practices modified and tailored to identified needs.</p> <p>The deliver of a whole school well being program was investigated but no decision was made on this matter and further investigation is required.</p> <p>Hazelbrook PS exceeded targets for reducing incidents of negative behaviour and achieved a 49% reduction.</p>	<p>\$2000 PBL rewards</p> <p>\$2000 merit certificates</p> <p>\$2000 behaviour slip booklet printing</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>Hazelbrook PS investigated the available community resources to provide workshops for students, staff and parents in identified areas but further investigation and strategic planning is required.</p> <p>Staff engaged with some professional learning on executive brain function and social and emotional learning. Information gained from this professional learning allowed staff to cater for student needs better.</p> <p>The school community has engaged with the NSW Department of Education School Community Charter with copies of this distributed to all families and documentation displayed in the school's front office..</p>	<p>\$1 000 – photocopying of community charter for distribution to families</p> <p>\$8 000 – workshops for parents</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$31 545.00) 	<p>Sociogram assessment data was used to support the placement of students into their preferred class grouping.</p> <p>School Learning Support Officers were employed to support and implement literacy and numeracy programs for Aboriginal Education students within classrooms.</p> <p>Personalised Plans were personalised and developed collaboratively by the Learning Support Teacher, Class Teacher, attending School Learning Support Officer and parents.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$4 360.00) 	<p>The Learning and Support Teacher collaboratively worked with the classroom teacher to support the student requiring English language intervention support. The program was reviewed by the teacher and the Learning Support team made adjustments made as required.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$174 154.00) 	<p>In 2019, School Learning Support Officers supported teachers and students. The Learning and Support Teacher provided: * professional development in meeting the specific needs of our learners in reading, writing, mathematics, executive brain function, sensory needs and MAPA. * co-ordinated timetables and learning support groups to ensure all students requiring additional support were provided with quality teaching and learning programs. * small group instruction for identified students and supported classroom teachers with strategies. * additional behaviour support for students and their teachers. Positive growth was reported along with an increased use of the 'Engine Room' to provide self regulation activities for students during class time, at recess and lunch play times. Training was provided for support officers in the use of the activities in the 'Engine Room'.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$73 741.00) 	<p>QTSS funds were used to coordinate a collaborative release timetable for staff to receive an additional one hour per week in order to connect and collaborate with their colleagues to: * further develop scope and sequences for all key learning areas. * work on professional development. * develop strategies for the implementation of evidence based teaching and learning in English and Mathematics. * align implementation strategies for English, Mathematics, Geography, History, Science and Technology, Creative and Performing Arts with departmental policy and the school's key learning area policies. * collegially plan for teaching and learning within stages and across stages. This provided teachers with whole school pedagogical practices that unifies teaching and learning in all key learning areas across the school. Teachers feel confident that this will lead to better</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$73 741.00) 	learning outcomes for each and every student as teachers build on and connect with previous learning.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$38 195.00) 	Funds were used to support identified students: * in literacy and numeracy through small group and individual instruction. Programs were developed by the Learning and Support teacher and implemented by support officers. * attend school camps, excursions, incursions, sporting events. * with the purchase of school uniforms and school needs. * receive breakfast, crunch and sip, morning tea and lunch.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	202	200	199	189
Girls	213	205	210	198

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.7	94.7	94.3	93.1
1	94.9	95.6	92	93.3
2	94.2	95.2	94.1	93.5
3	94	95.9	92.4	95
4	94	95.3	93.9	93.1
5	93.2	93.8	92.6	93.7
6	94.2	94	90.9	92.6
All Years	94.3	94.9	92.9	93.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	15.06
Teacher of Reading Recovery	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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	690,408
Revenue	3,732,294
Appropriation	3,578,930
Sale of Goods and Services	6,240
Grants and contributions	142,356
Investment income	4,767
Expenses	-3,545,399
Employee related	-3,121,120
Operating expenses	-424,279
Surplus / deficit for the year	186,894

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.

	2019 Approved SBA (\$)
Targeted Total	149,494
Equity Total	248,254
Equity - Aboriginal	31,545
Equity - Socio-economic	38,195
Equity - Language	4,360
Equity - Disability	174,154
Base Total	2,749,270
Base - Per Capita	95,967
Base - Location	0
Base - Other	2,653,302
Other Total	320,330
Grand Total	3,467,347

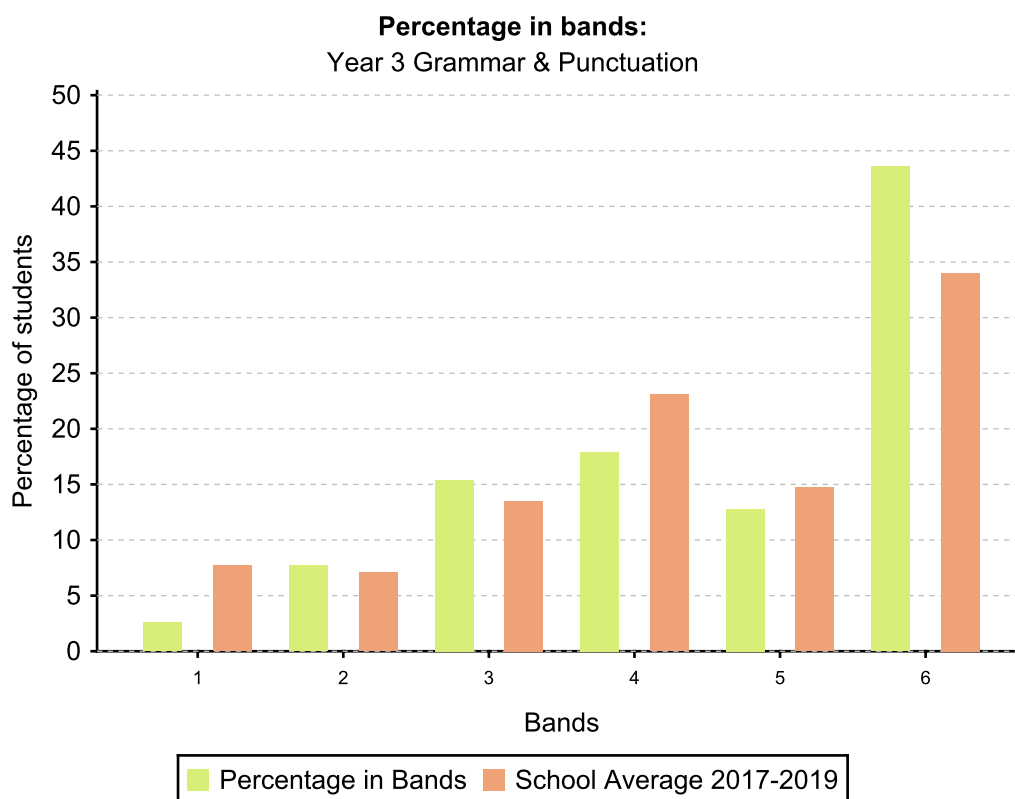
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

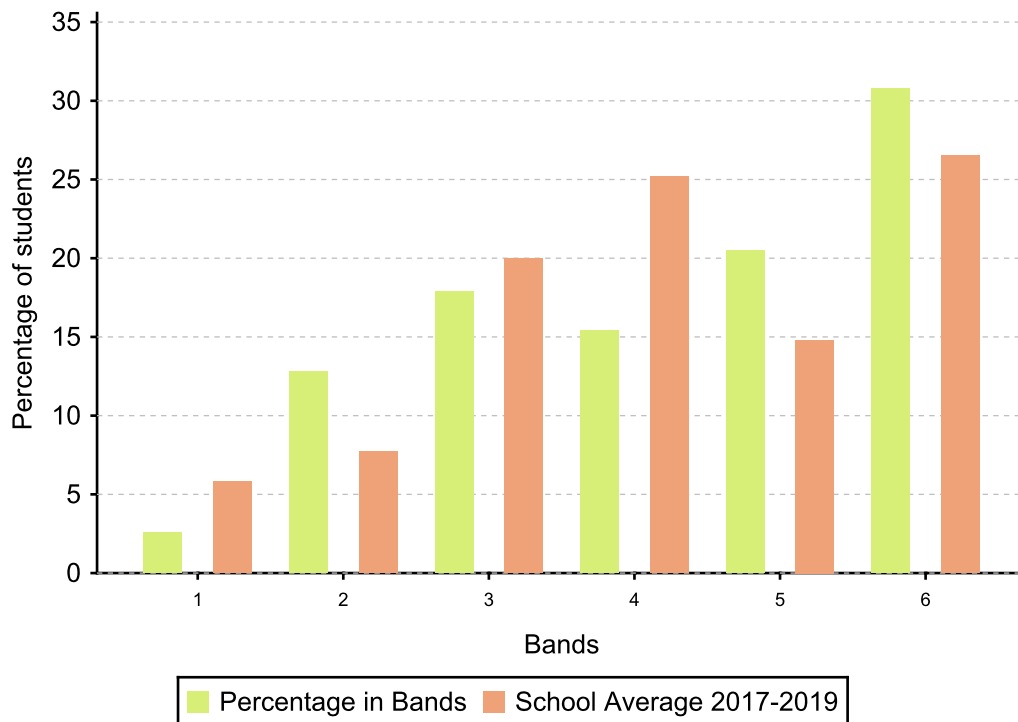
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



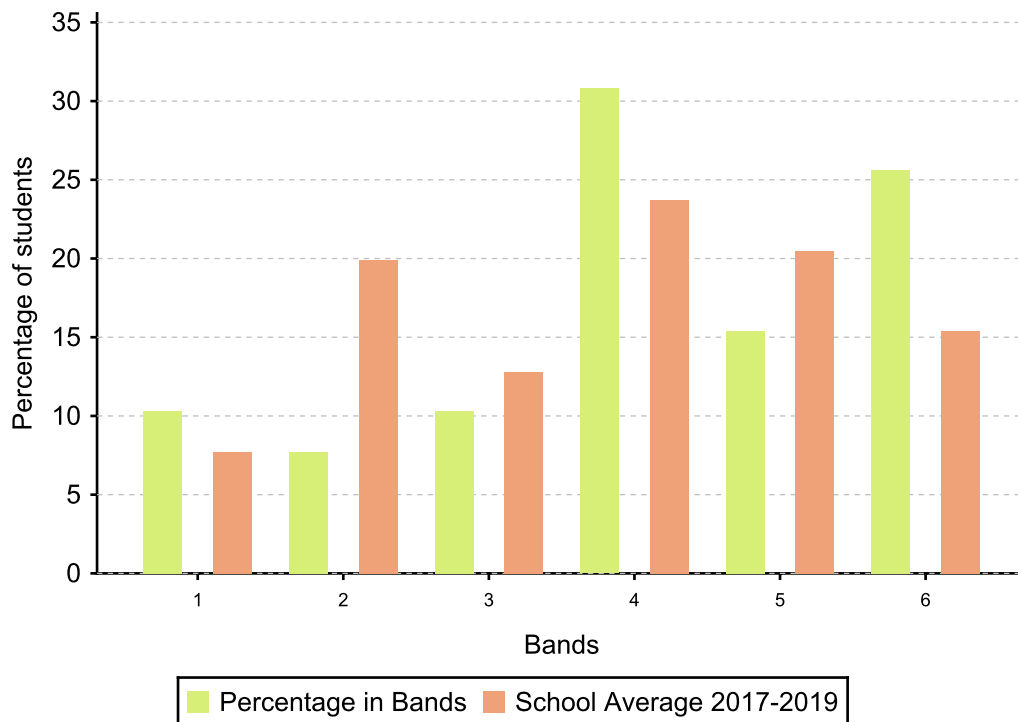
Band	1	2	3	4	5	6
Percentage of students	2.6	7.7	15.4	17.9	12.8	43.6
School avg 2017-2019	7.7	7.1	13.5	23.1	14.7	34

Percentage in bands:
Year 3 Reading



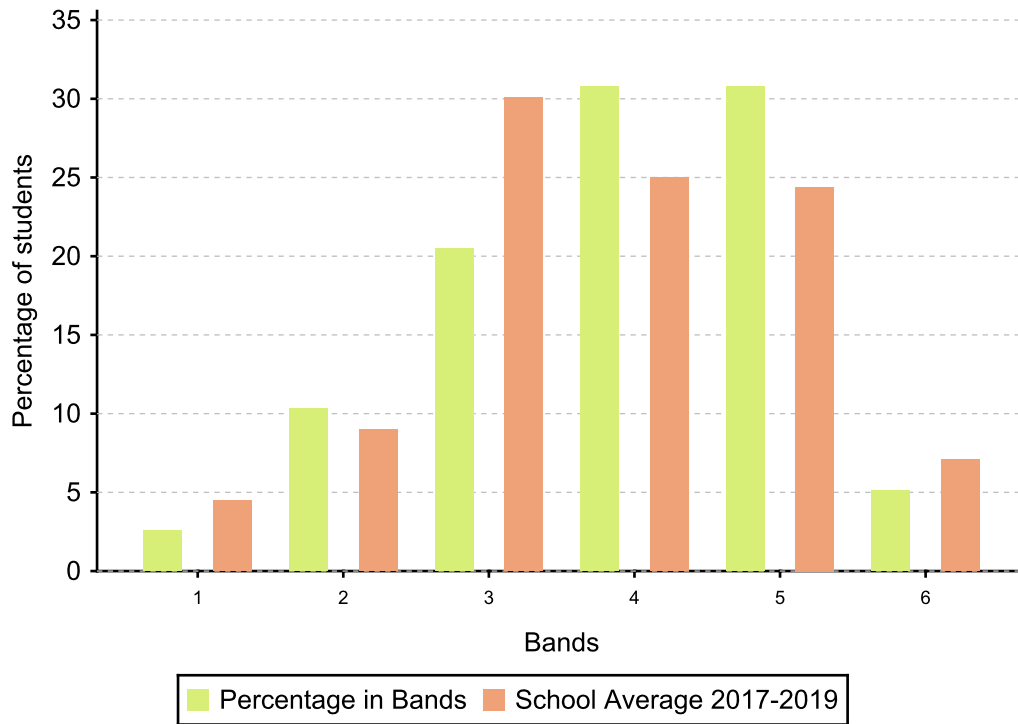
Band	1	2	3	4	5	6
Percentage of students	2.6	12.8	17.9	15.4	20.5	30.8
School avg 2017-2019	5.8	7.7	20	25.2	14.8	26.5

Percentage in bands:
Year 3 Spelling



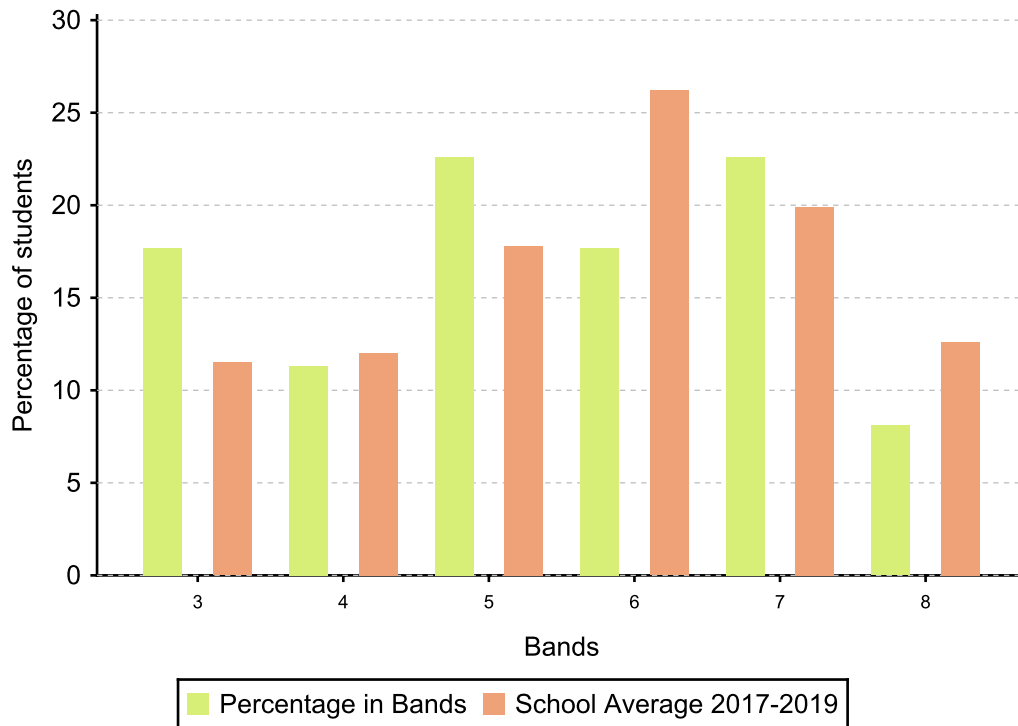
Band	1	2	3	4	5	6
Percentage of students	10.3	7.7	10.3	30.8	15.4	25.6
School avg 2017-2019	7.7	19.9	12.8	23.7	20.5	15.4

**Percentage in bands:
Year 3 Writing**



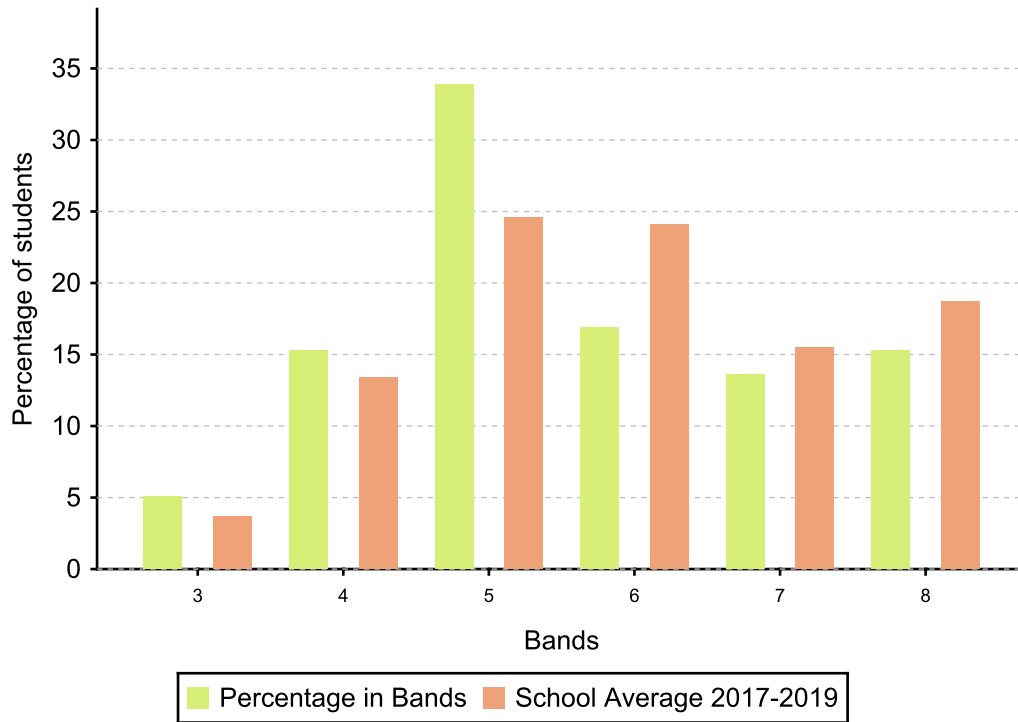
Band	1	2	3	4	5	6
Percentage of students	2.6	10.3	20.5	30.8	30.8	5.1
School avg 2017-2019	4.5	9	30.1	25	24.4	7.1

**Percentage in bands:
Year 5 Grammar & Punctuation**



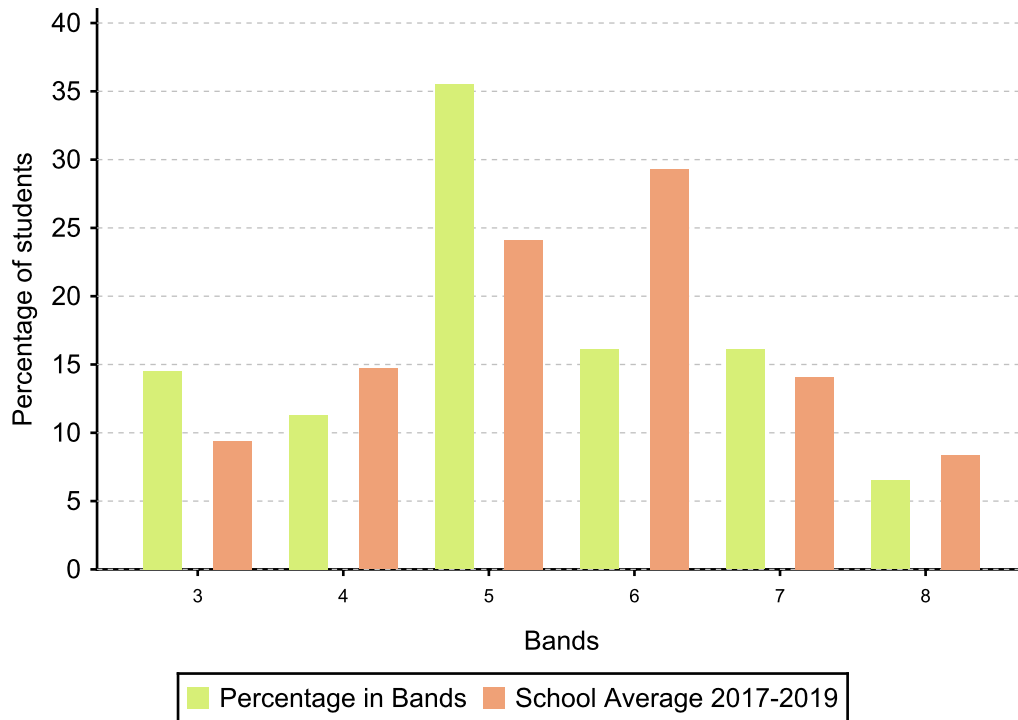
Band	3	4	5	6	7	8
Percentage of students	17.7	11.3	22.6	17.7	22.6	8.1
School avg 2017-2019	11.5	12	17.8	26.2	19.9	12.6

Percentage in bands:
Year 5 Reading



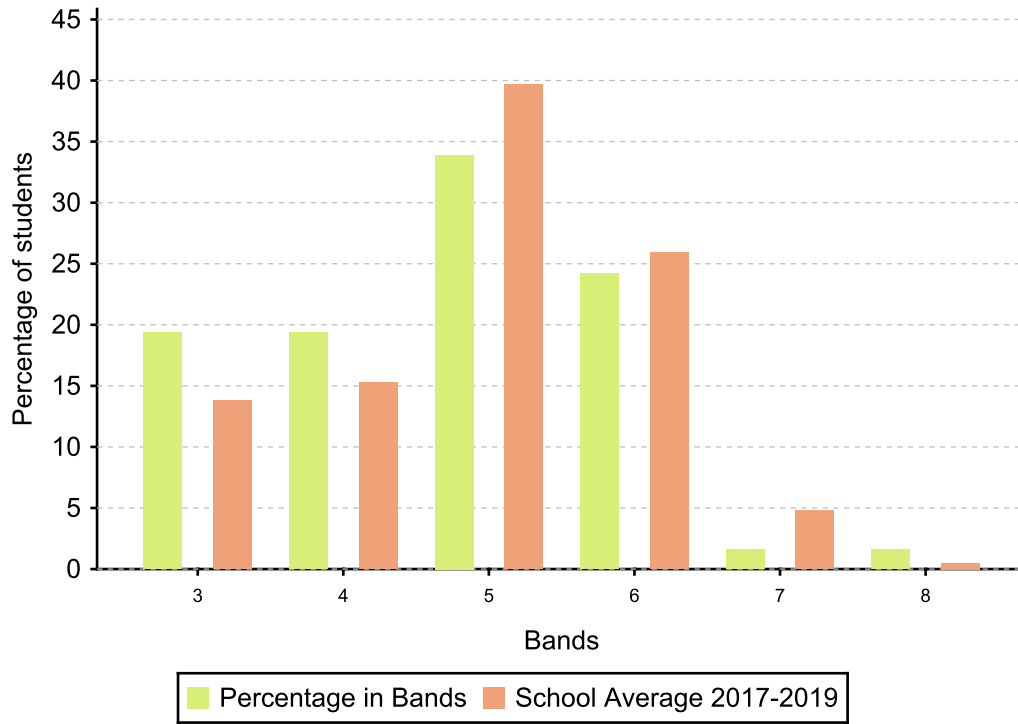
Band	3	4	5	6	7	8
Percentage of students	5.1	15.3	33.9	16.9	13.6	15.3
School avg 2017-2019	3.7	13.4	24.6	24.1	15.5	18.7

Percentage in bands:
Year 5 Spelling



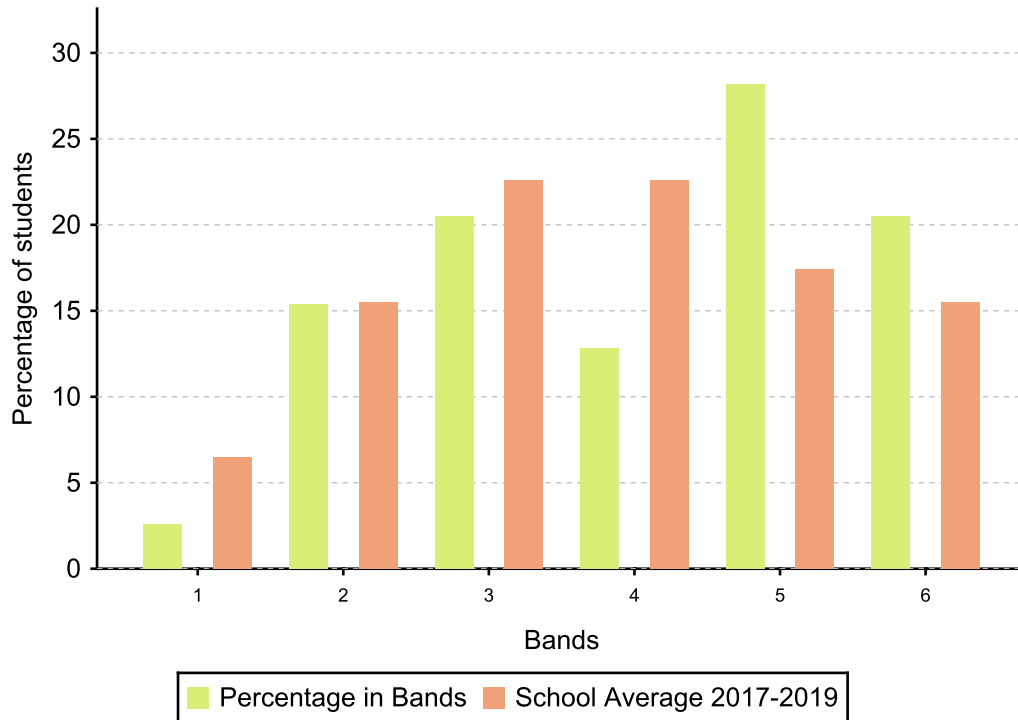
Band	3	4	5	6	7	8
Percentage of students	14.5	11.3	35.5	16.1	16.1	6.5
School avg 2017-2019	9.4	14.7	24.1	29.3	14.1	8.4

Percentage in bands:
Year 5 Writing



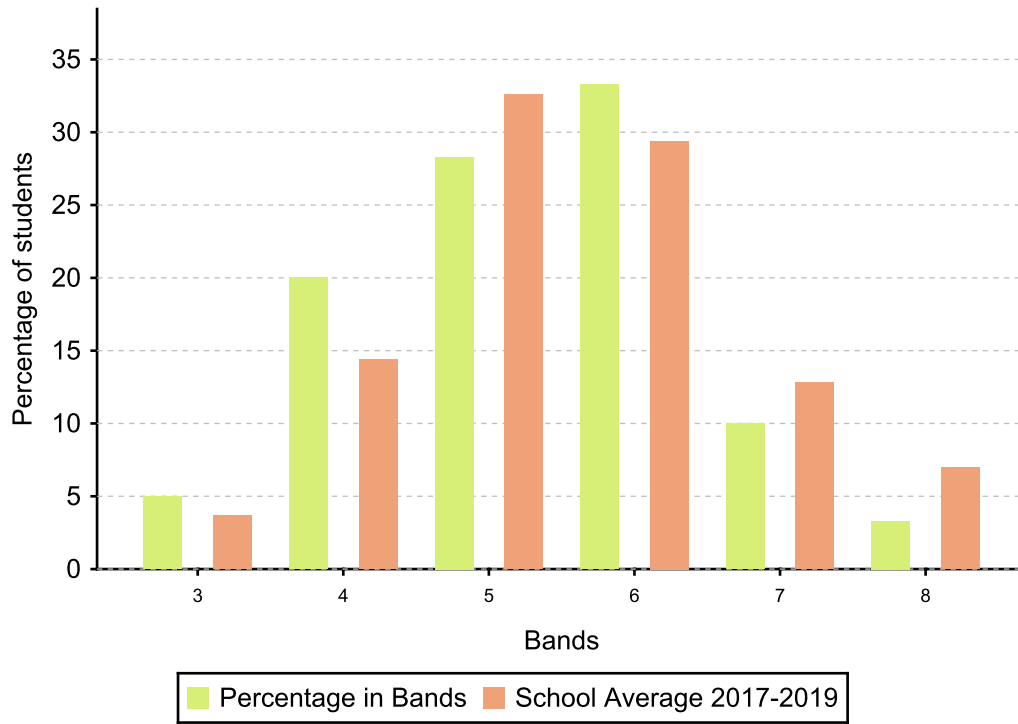
Band	3	4	5	6	7	8
Percentage of students	19.4	19.4	33.9	24.2	1.6	1.6
School avg 2017-2019	13.8	15.3	39.7	25.9	4.8	0.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.6	15.4	20.5	12.8	28.2	20.5
School avg 2017-2019	6.5	15.5	22.6	22.6	17.4	15.5

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.0	20.0	28.3	33.3	10.0	3.3
School avg 2017-2019	3.7	14.4	32.6	29.4	12.8	7

Parent/caregiver, student, teacher satisfaction

In 2019, 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 88% and the NSW Government norm was 83%. Hazelbrook PS mean regarding effort was 87% and the NSW Government norm was 88%. The mean for participation in extra curricular activities for Hazelbrook PS was 63% compared to the NSW Government norm of 55%.

Regarding the drivers of student outcomes, in terms of positive teacher – student relations, Hazelbrook PS mean was 8.1 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 8.2 and Hazelbrook PS was 7.8.

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.