Hastings Public School

2019 Annual Report

4524

Introduction

The Annual Report for 2019 is provided to the community of Hastings 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

Hastings Public School

85 Yarranabee Road

PORT MACQUARIE, 2444

www.hastings-p.schools.nsw.edu.au

hastings-p.school@det.nsw.edu.au

6582 2566

School background

Learning. Growing. Caring.

Hastings Public School is an inclusive, innovative, engaging and inspiring learning environment. We strive for achievement and growth, with high expectations and purposeful learning opportunities for all. We support students to be community minded and active global citizens. At Hastings Public School, our school community connects and learns together.

School context

Our school was established in 1981 and serves the immediate community of the Shelly Beach area. The community is very supportive and is actively involved in school planning and initiatives. There are a range of community partnerships that strengthen the capacity of the school to provide authentic and purposeful learning opportunities for students.

Hastings Public School is a learning environment that is built around the core value of care. All children learn to respect their peers, their teachers and most importantly themselves. They learn the value of belonging and building positive relationships.

 The Hastings school community is an environmentally conscious and caring community.

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 school plan and annual report. Every five 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 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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Whole School Wellbeing

Purpose

Hastings Public School aspires to develop, implement and consistently review a strategic and planned approach to develop whole school wellbeing processes that support all students so that they can connect, succeed, thrive and learn. We believe that a focus of 'wellbeing for all' will contribute to the growth of a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement through the school community.

Improvement Measures

School Evaluation against the School Excellence Framework will indicate growth over three years from Delivering to Excelling in the Learning Culture and Wellbeing domains.

Student behaviour regulation will improve resulting in fewer behaviour referrals and a decrease in suspensions.

Student feedback will indicate that all students can identify a staff member they can go to for support, help and advice.

Progress towards achieving improvement measures

Process 1: **Whole School Wellbeing Focus** across the school community will support the health and wellbeing of all stakeholders.

A range of training, planning and implementation of programs will ensure that there is a strategic and detailed approach to supporting the wellbeing of students.

Evaluation	Funds Expended (Resources)
SEF –There is growth in the Attendance theme of Learning Culture from Sustaining and Growing to Excelling. School community engagement continues to be a school strength with: * further enhancement of engaging with the Aboriginal community and leadership of Aboriginal cultural experiences within the school * engagement of the P&C in developing a school Parent Code of Conduct as well as taking a collaborative role in the review of school policy documents * engagement of parents and community in developing an understanding of the school approach to supporting students to develop responsible behaviours Community engagement is strengthening at the Excelling level of the SEF.	

Process 2: **CARE for Learning Team** – Caring and Responsible Environment for Learning. Whole School systems will provide a strategic and planned approach to whole school wellbeing processes that will support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
Hastings PS staff and community are aware of the support available for students and the specific teaching focus of our 'CaRE for Learning' social and emotional learning program. Parents are well–informed of programs and intervention strategies in place to support student social and emotional development. Parents are well–informed in relation to students experiencing difficulty at school and are involved in the planning and support for students.	

Progress towards achieving improvement measures	
The wellbeing of all students is monitored throughout the school. Hastings Public School continues to strengthen in the area of Wellbeing on the School Excellence Framework, maintaining 'Excelling' in the SEF Self Assessment.	

Strategic Direction 2

Teaching and Learning

Purpose

Hastings Public School aspires to create an integrated approach to quality teaching. We aim to promote learning excellence and responsiveness in meeting the needs of all students. Our strategies will aim to support all teachers to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence –based teaching strategies. We intend to build a learning culture committed to ongoing professional learning which is aligned to the school plan and designed to impact on the quality of teaching and learning outcomes. Instructional leadership will support a culture of high expectation and community engagement resulting in sustained and measurable whole school improvement.

Improvement Measures

There is a whole school assessment strategy in place that is designed to ensure that the learning of all students can be systematically monitored.

School Evaluation against the School Excellence Framework will indicate growth in all aspects of the Learning and Teaching Domains.

Improved NAPLAN results – Increase in students performing in top 2 bands (8%) +Aboriginal target increase (30%) at or above Or at or above state average

Progress and achievement of Aboriginal students is equivalent to the progress and acheivement of all students in the school.

Continuous tracking of student progress indicating growth for all students.

Survey data indicates that the community perceives the school as excelling and responsive to all student learning needs.

Progress towards achieving improvement measures

Process 1:   Curriculum Development

> The Curriculum Development Project will deliver an integrated, consistent whole school approach to quality teaching, curriculum planning and delivery that will be established within a culture of high performance and improved learning.

Evaluation	Funds Expended (Resources)
Updated Scope and Sequence documents are in place for Maths and near completion for other KLAs across all stage levels. Curriculum documents are presented consistently and stored on the school server for all staff to access. There is a clear line of sight from school curriculum planning / content documents to teaching and learning programs, work samples, assessment tasks and student progress reports. Increased time allocation and priority of DP role to curriculum leadership.	

Process 2:   Assessment and Reporting

> The Assessment and Reporting project will deliver consistent, whole school practices for assessment to monitor, plan and report on student learning across the curriculum. Formative assessment will be integrated into teaching practice in every classroom confirming that students learn what is taught. Reporting will be clear, timely and accurate, providing information that supports further progress and achievement for all student learning across the curriculum.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
There is growth in the Formative Assessment theme of the Assessment element in the SEF from Delivering to Sustaining and Growing. There is a recognised need and shared commitment in working to further develop and refine a whole school assessment strategy in place that will support teachers to access, track and monitor the learning of all students.	

Process 3:   Professional Learning

The Professional Learning project will deliver a whole school plan that ensures that the school strategic directions are supported by staff who have skills and capabilities to drive continuous improvement. Professional Learning is tracked against the Teaching Standards and supports staff to monitor their accreditation and maintenance of proficiency as well as their own professional learning.

Evaluation	**Funds Expended (Resources)**
Teacher evaluations indicate that peer observations have been productive and supportive in focusing on improvement of practice.	

Strategic Direction 3

Leadership

Purpose

Hastings Public School aspires to excellence in leadership to enable a self–sustaining, reflective and self–improving learning community that will support the highest levels of learning. We are investing in developing strong, strategic and effective leadership that will foster a school–wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

School Evaluation against the School Excellence Framework will indicate growth in Instructional Leadership and School Planning, Implementation and Reporting aspects of the Leading Domain.

Progress towards achieving improvement measures

Process 1:   **School Evaluation and Planning**

The School Evaluation and Planning Team will be pivotal in actively supporting change that leads to improvement, creating opportunities where feedback about impact of change can be shared and monitored. The team will embed clear processes to monitor timelines and milestones to direct school activity and ensure effective implementation of the school plan.

Evaluation	Funds Expended (Resources)
Increased consistency of programming expectations across school executive. Increase in executive classroom visits for the specific purpose of observing instruction.	

Process 2:   **Building Leadership Capacity**

School Performance and Development Framework processes will be implemented with key strategies such at stage planning, mentoring, coaching and Feed Forward sessions to plan, develop, implement and review Professional Learning Plans. Accreditation and Maintenance of Proficiency will be key aspects in promoting higher levels of attainment and capacity building, and succession planning.

Evaluation	Funds Expended (Resources)
All staff are aware of the school vision and priorities. 2 beginning teachers have completed the accreditation process and achieved their Accreditation at the Proficient level. 1 teacher has achieved Accreditation at the Highly Accomplished level. All teachers are maintaining their accreditation and completing regular professional learning to complete both the NESA approved hours and the self–identified hours of professional development.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Equity funds	The ongoing provision of an Aboriginal Student Learning Support Officer in Kindergarten, Year 1 and Year 2 has supported a growing awareness, understanding and embedding of Aboriginal Culture into classrooms through story telling, sharing of experiences and support. Staff attending the Connecting to Country program indicate a significant growth in awareness and understanding of the local Aboriginal culture. They have developed key relationships with local Aboriginal elders and contacts that can support their ongoing learning and ability to transfer understanding into the teaching. The Junior AECG continues to provide opportunities for students to learn about and engage in their culture. The numerous opportunities eg designing significant sites in the school, leading assemblies and sharing of their culture is enhancing students' wellbeing, sense of identity and leadership. A significant outcome throughout 2019 was the Junior AECG supporting student initiative to recognise the need for a new flag pole. The students raised the issue with School Parliament, rallied student support, fundraised and organised new flags. We now have the Aboriginal flag flying everyday in the school.
Low level adjustment for disability	Literacy / Numeracy allocation. Additional equity funds to support additional literacy and numeracy programs Low Level disability funding	Students with high level support needs have had an increased level of support to assist in individual learning plans, health care needs and day to day support. Students are consequently engaged and included in all school activities. The School Learning and Support coordinator is available to support families on transition into the school and during any periods of recognition of need. There is individualised support with planning meetings, regular review and feedback and ongoing support. The coordinator role also liaises with outside support agencies to assist in the school designing intervention strategies and programs that support students. The school community is now recognising the Learning and Support Co–ordinator as a key contact in regards to supporting students and families. Additional Student Learning Support Officer allocation is supporting student wellbeing and learning success both in the classroom and out in the playground. The Learning and Support coordinator is able to adjust timetables and allocate support on a needs basis. This fluid and responsive approach directly relates to the up to date information gained through effective proactive communication with families; support often being put in place as proactive strategies.

Quality Teaching, Successful Students (QTSS)	QTSS allocation.	Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. There is consistent and timely communication with parents, students and staff which plays a significant role in supporting the student to learn and sustain positive behaviour change that supports learning and social interaction.
Socio–economic background	Equity funds	The provision of a long term technology plan is being actioned through the upgrade of resources available to integrate ICT successfully into teaching and learning. Students have more equitable access to ICT learning experiences. Teachers are accessing appropriate professional learning with strategies such as 'Techie Breckie' supporting teachers to build skills, knowledge and confidence into their use of ICT to support student learning outcomes. The School Chaplain continues to be a positive program within the school. The School Chaplain is highly skilled and experienced, contributing to our school learning support team and playing an important role in the day to day support of students. The growing numbers of students requiring social and emotional support established the need to continue investing in this valuable support mechanism. Several families accessed the Student Assistance funds. An application process has been introduced to ensure transparency and equity into this program. This allocation of funds resulted in students being prepared for school, having access to activities such as excursions, camps that they would have potentially missed out on, and feeling included. This is a valuable component of our holistic approach to student wellbeing.
Support for beginning teachers	Beginning Teacher funds	Both Beginning Teachers have successfully completed Teacher Accreditation and been awarded their Proficient Teacher status.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	348	367	363	355
Girls	324	336	307	324

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.2	96.1	93	94.6
1	95.6	95.3	94.2	94.2
2	94.3	95.1	93.4	95.3
3	94.6	95.4	94	93.2
4	94.3	94.3	93.5	93.4
5	94.2	94.7	91.9	93.7
6	95	93.1	92.5	93
All Years	94.9	94.9	93.2	93.8
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	26.6
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
School Administration and Support Staff	4.26

*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	145,314
Revenue	5,951,885
Appropriation	5,490,649
Sale of Goods and Services	25,004
Grants and contributions	434,803
Investment income	1,029
Other revenue	400
Expenses	-5,545,577
Employee related	-5,032,162
Operating expenses	-513,416
Surplus / deficit for the year	406,308

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	193,153
Equity Total	275,778
Equity - Aboriginal	41,607
Equity - Socio-economic	73,331
Equity - Language	2,537
Equity - Disability	158,304
Base Total	4,404,660
Base - Per Capita	157,208
Base - Location	3,469
Base - Other	4,243,984
Other Total	491,288
Grand Total	5,364,879

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.
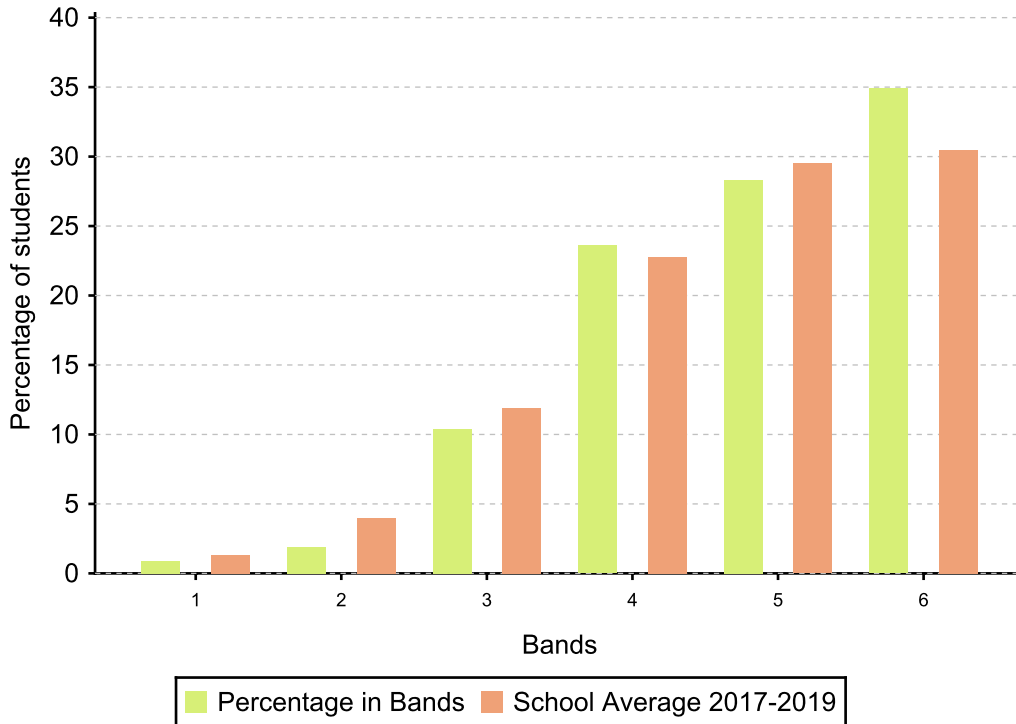
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
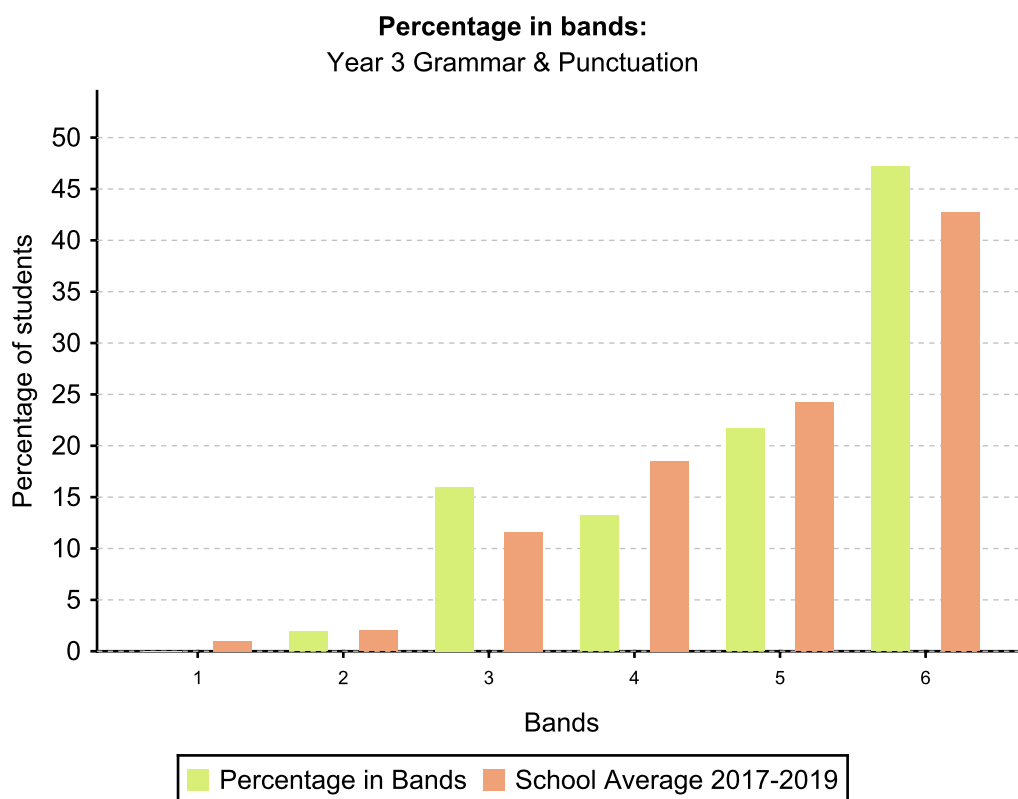
Band	1	2	3	4	5	6
Percentage of students	0.0	1.9	16.0	13.2	21.7	47.2
School avg 2017-2019	1	2	11.6	18.5	24.2	42.7

Percentage in bands:
Year 3 Reading
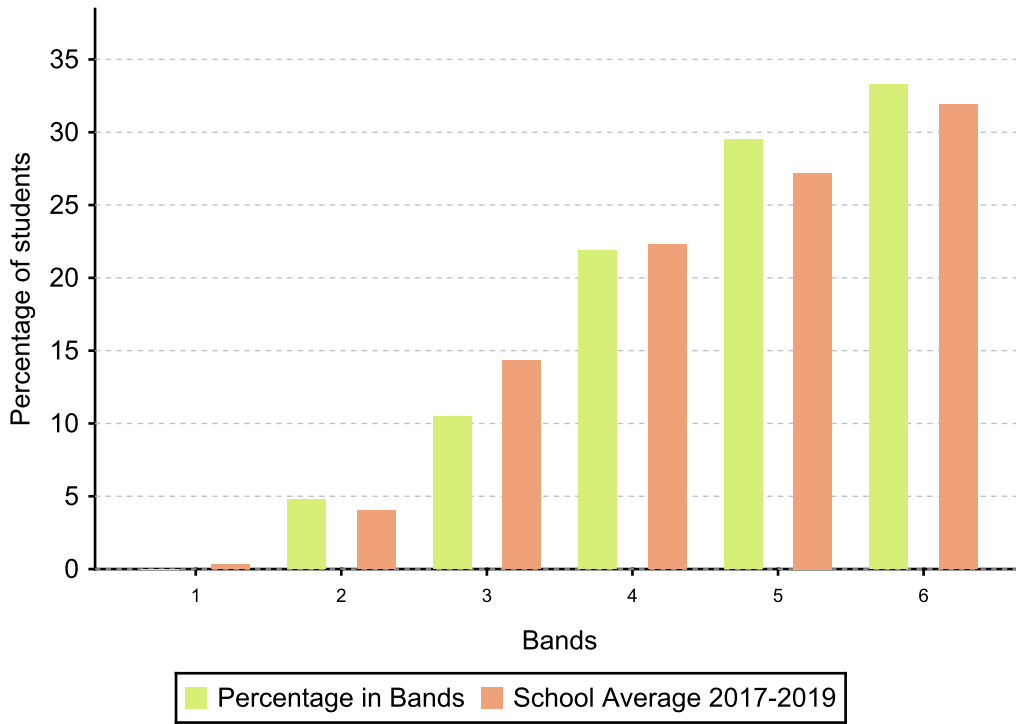
Band	1	2	3	4	5	6
Percentage of students	0.0	4.8	10.5	21.9	29.5	33.3
School avg 2017-2019	0.3	4	14.3	22.3	27.2	31.9

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	0.9	1.9	10.4	23.6	28.3	34.9
School avg 2017-2019	1.3	4	11.9	22.8	29.5	30.5

Percentage in bands:
Year 3 Writing
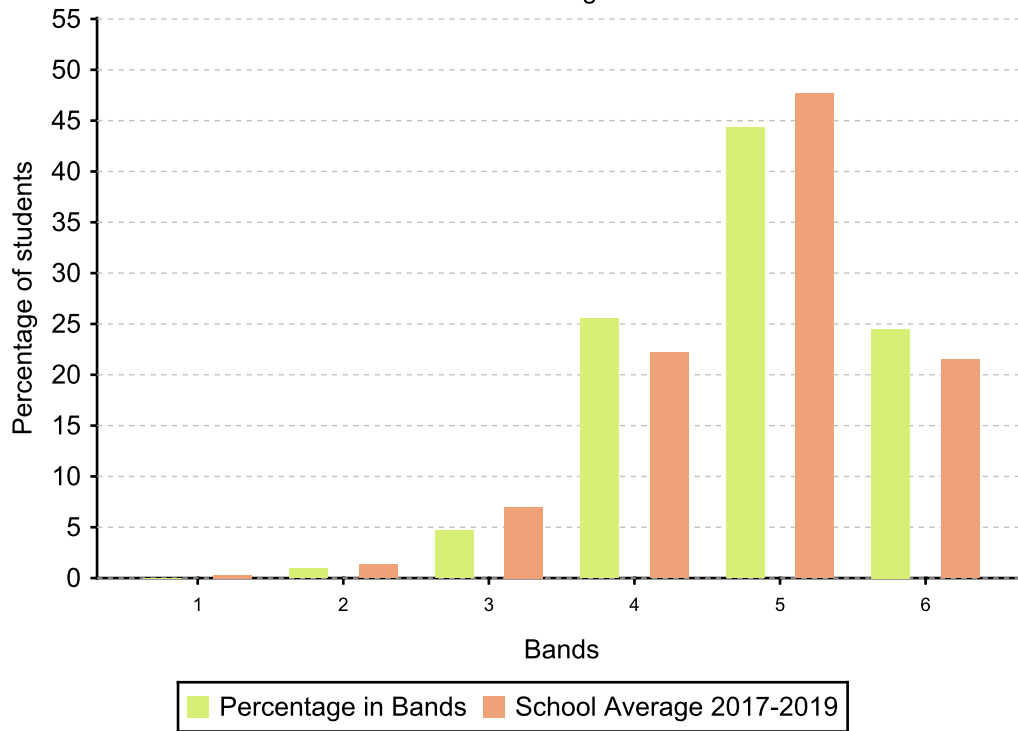
Band	1	2	3	4	5	6
Percentage of students	0.0	0.9	4.7	25.5	44.3	24.5
School avg 2017-2019	0.3	1.3	7	22.2	47.7	21.5

Percentage in bands:
Year 5 Grammar & Punctuation
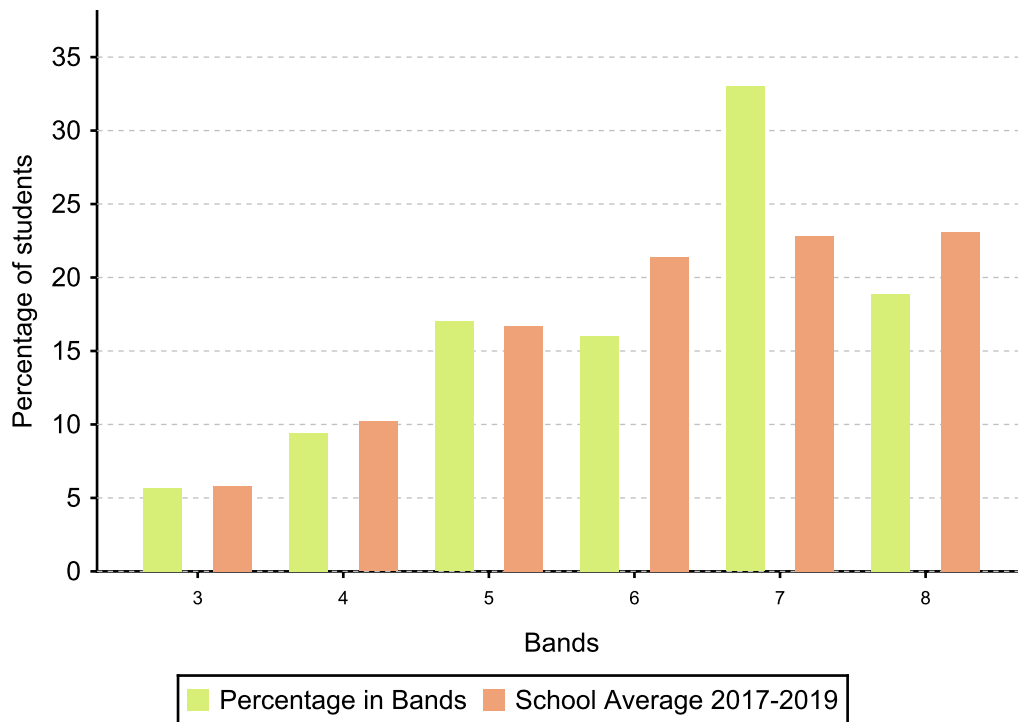
Band	3	4	5	6	7	8
Percentage of students	5.7	9.4	17.0	16.0	33.0	18.9
School avg 2017-2019	5.8	10.2	16.7	21.4	22.8	23.1

Percentage in bands:
Year 5 Reading
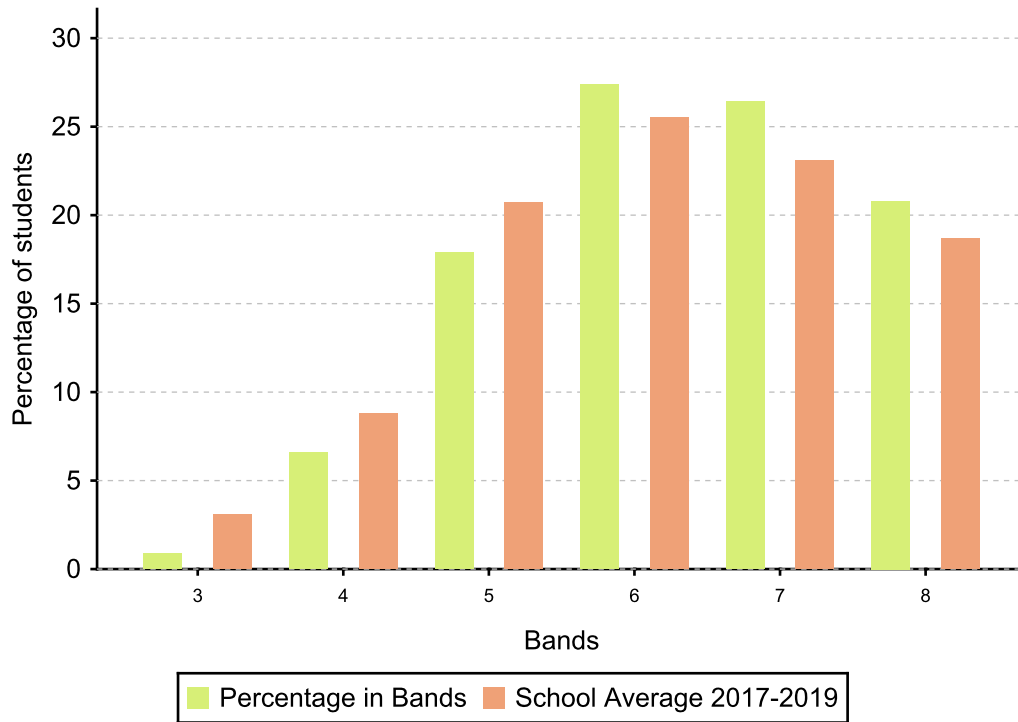
Band	3	4	5	6	7	8
Percentage of students	0.9	6.6	17.9	27.4	26.4	20.8
School avg 2017-2019	3.1	8.8	20.7	25.5	23.1	18.7

Percentage in bands:
Year 5 Spelling
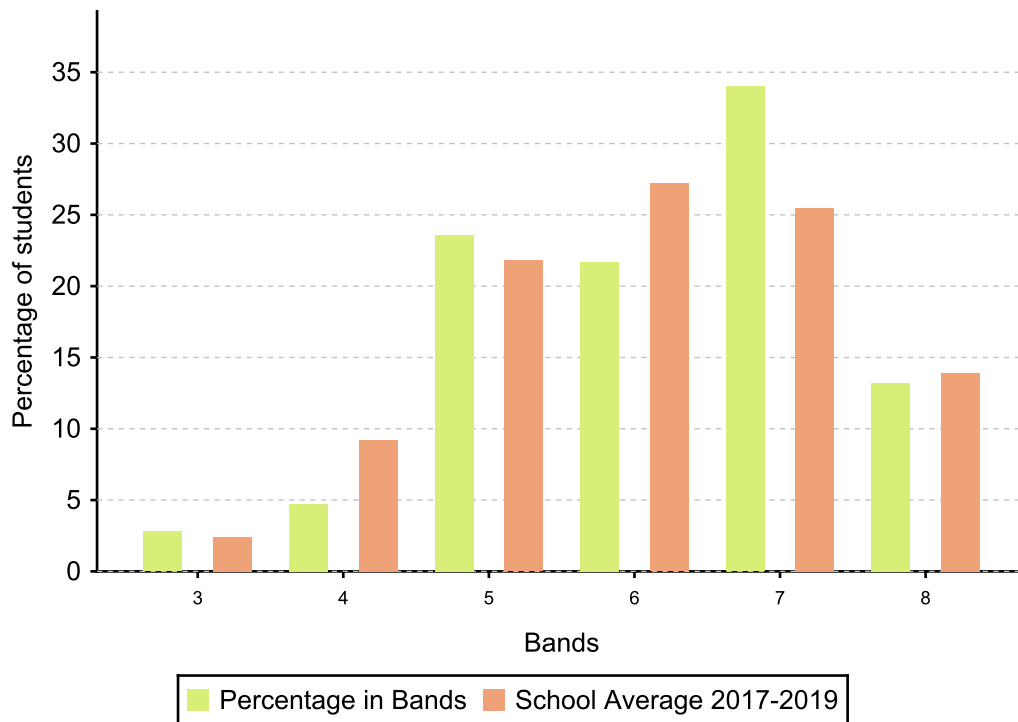
Band	3	4	5	6	7	8
Percentage of students	2.8	4.7	23.6	21.7	34.0	13.2
School avg 2017-2019	2.4	9.2	21.8	27.2	25.5	13.9

Hastings Public School 4524 (2019) Printed on: 7 May, 2020

Percentage in bands:
Year 5 Writing
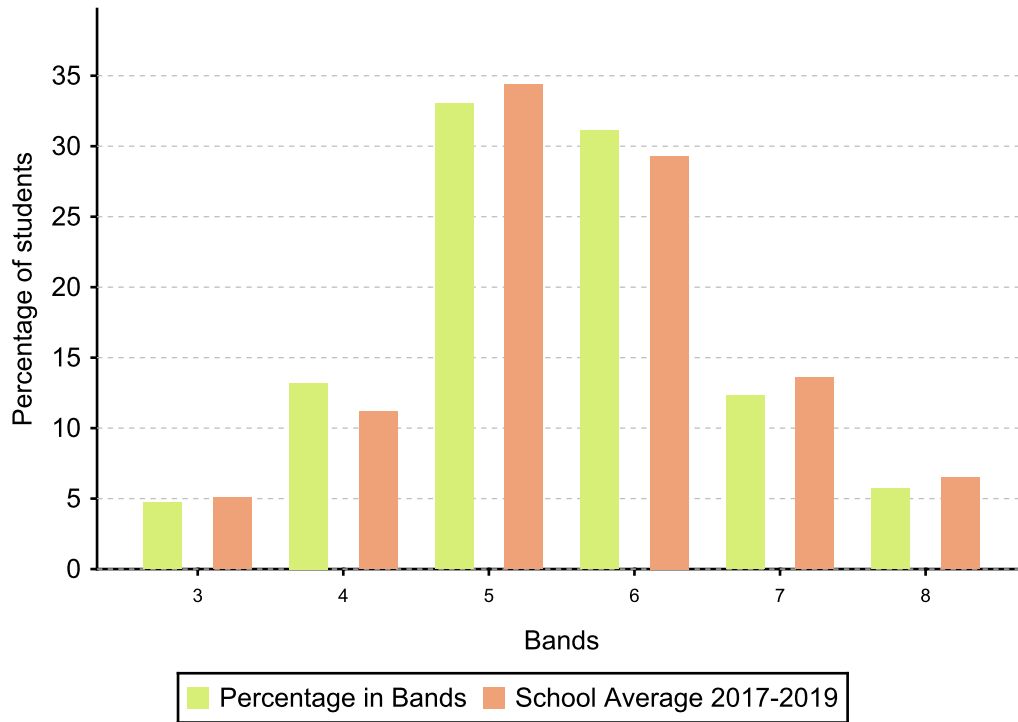
Band	3	4	5	6	7	8
Percentage of students	4.7	13.2	33.0	31.1	12.3	5.7
School avg 2017-2019	5.1	11.2	34.4	29.3	13.6	6.5

Percentage in bands:
Year 3 Numeracy
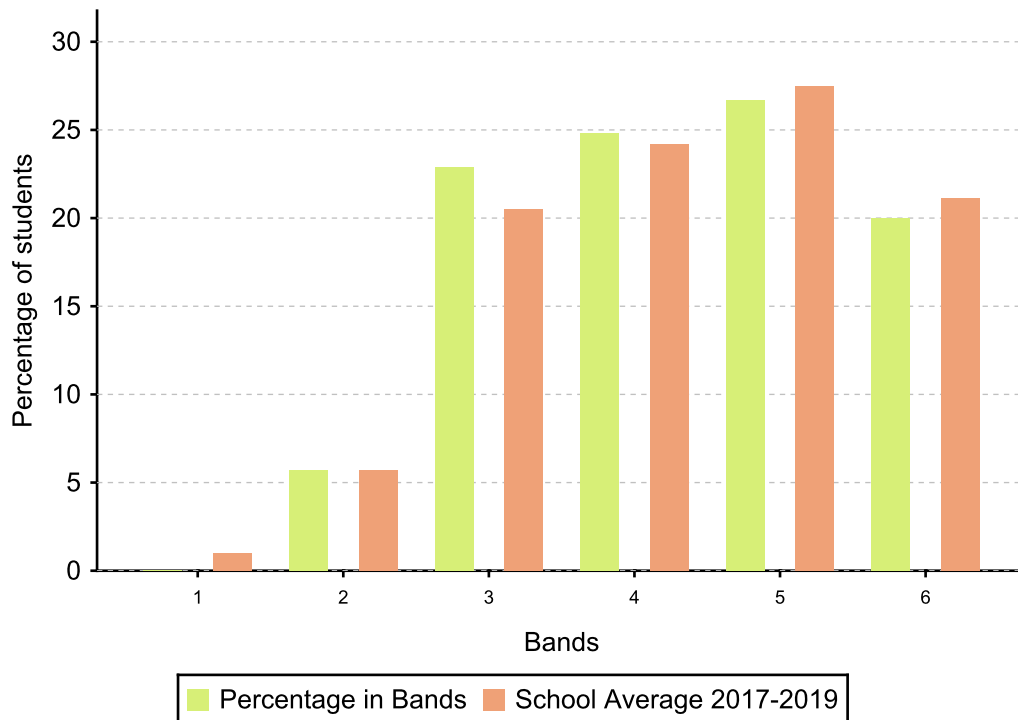
Band	1	2	3	4	5	6
Percentage of students	0.0	5.7	22.9	24.8	26.7	20.0
School avg 2017-2019	1	5.7	20.5	24.2	27.5	21.1

Percentage in bands:
Year 5 Numeracy
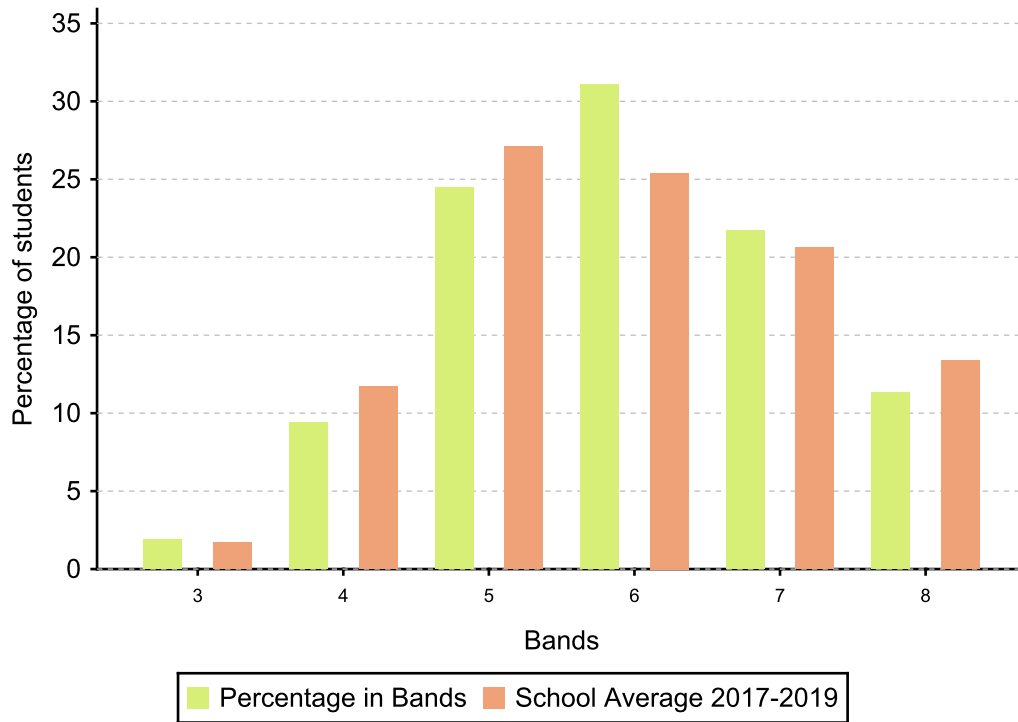
Band	3	4	5	6	7	8
Percentage of students	1.9	9.4	24.5	31.1	21.7	11.3
School avg 2017-2019	1.7	11.7	27.1	25.4	20.6	13.4

Parent/caregiver, student, teacher satisfaction

A number of evaluative measures have been undertaken throughout the year on key areas of review. These have included service delivery and communication, school day structure (movement to split lunch times).

Key learnings–

The addition of social media platforms is supporting school communication and promotion.

The facilitation of continual update of family information is supporting the distribution of information and communication.

Distributing information through multiple platforms eg email, social media, notice board, hard copy notes etc is supporting a steady and reliable stream of communication.

Sample surveys, reflective review and observations indicate:

* parents welcome the sharing of information and promotion of school activities and achievements

* community indicate that they feel welcome to be involved in school activities

* community indicate satisfaction in communication and organisation of school activities

* parents understand the methods of intervention to support student wellbeing and behaviour

* students and staff are satisfied with the review and re–organisation of the playground times to promote student safety and wellbeing

* consistency of staff in playground areas is supporting students' understanding of expectations

* there has been significant reduction in student behaviour issues

* reduced incidents of serious injuries

* ongoing staff PL in dealing with student behaviours is enabling more minor incidents to be resolved effectively by the duty teacher resulting in less need for executive referral

* increase in executive support in the playground is having a positive impact as a supportive measure, resulting in less recurring student behaviour incidents

* high levels of parent contact and involvement is supporting increased positive outcomes for students with evidence of students learning more responsible decision making and ability to make safe choices in difficult situations

* the consistent whole school approach, including a common language of conflict resolution, social and emotional learning program and high level coaching approach is increasing the capacity of all students to manage their emotions and behaviour in responsible and safe ways

* feedback from all stakeholders indicates a clear support of continuance of the split lunch playtimes.

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.