

2020 Annual Report

Hastings Public School



4524

Introduction

The Annual Report for 2020 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 vision

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. 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>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | 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 | Excelling |
| LEADING: School resources | Excelling |
| 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) |
|---|----------------------------|
| <p>School Evaluation against the School Excellence Framework indicates growth over three years from delivering to sustaining and growing in learning culture and excelling in wellbeing domains. Student behaviour regulation improved resulting in an improved classroom learning environment, while behaviour referrals were followed up and students supported by counselling and assistance in modifying their behaviour. Student's feedback indicates growth in students experience with a sense of belonging, learning and emotional resilience and aspiration.</p> <p>The school is organised so that all students have opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound information about each student's wellbeing and learning needs in consultation with parents/carers. Positive, respectful relationships are evident among students and staff which promotes student wellbeing to ensure optimum conditions for student learning across the whole school.</p> | \$121 635.00 |

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) |
|---|----------------------------|
| <p>School evaluation against the School Excellence Framework indicates growth over three years from delivering to sustaining and growing in learning culture and excelling in the wellbeing domains. Indications are that there is still work to occur in continuing to develop the whole school approach in supporting student wellbeing and behaviour. Whole school wellbeing initiatives will continue in the new school plan including improvement measures that will be resourced to continue the gains made in this area.</p> | \$7 000.00 |

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 achievement 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) |
|--|----------------------------|
| <p>Feedback data indicates that the community perceives the school as excelling and responsive to all student learning needs. School evaluation against the School Excellence Framework indicates growth in all aspects of the learning and teaching domains. In 2020 the COVID-19 regulations impacted the regular normal school year operation however we are committed to the ongoing improvement of an excellent learning culture. Ongoing professional learning is aligned to the school plan and designed to impact on the quality of teaching and learning outcomes. Instructional leadership will continue to support a culture of high expectations and community engagement resulting in continued sustained and measurable whole school improvement.</p> <p>The school's curriculum provision and evidence-based teaching practices will continue to develop and provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.</p> <p>Teaching and learning programs describe expected student progression in knowledge, understanding (and skill and the assessments that measure them). Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning</p> | \$5680.00 |

Progress towards achieving improvement measures

and understand what they need to learn next to enable continuous improvement.

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 (Resources) |
|---|----------------------------|
| <p>Assessment and reporting results show a trend increase in students performing in top 2 bands NAPLAN progress and achievement. Tracking of student progress indicates positive growth for most students, including Aboriginal students with an increase in reading and steady growth for writing and numeracy. School evaluation against the School Excellence Framework indicates growth in the assessment and reporting aspects of the learning and teaching domains. We will continue the assessment focus and refine whole school student tracking and use of this data to guide teaching and learning.</p> <p>Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored. The school has processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Our school provides parents/carers with information on the learning progress of their children, including reports through parent /teacher interviews as opportunities to discuss this progress.</p> | \$4940.00 |

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) |
|--|----------------------------|
| <p>School Evaluation against the School Excellence Framework indicates growth in all aspects of the Learning and Teaching Domains. COVID-19 impacted the professional learning of all school staff during a disrupted year. Significant time spent on collaboration and online learning preparation allowed professional learning to take a new focus with the continued development of teaching and learning. A significant amount of professional learning courses were moved to online where staff accessed and completed identified courses.</p> <p>Teachers engaged in professional discussion and collaboration to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. The school identified expertise within its staff and draws on this to further develop its professional learning community including one Assistant Principal with highly accomplished accreditation. Areas for development in teacher expertise are identified and addressed.</p> | \$29 322.00 |

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) |
|--|----------------------------|
| <p>School Evaluation against the School Excellence Framework will indicate growth in instructional leadership and school planning, implementation and reporting aspects of the leading domain. All executive are involved in the focus work in their teams. Teachers work in collaboration to set goals and reflect on current skills and school wide practices. Teachers all contribute to what the high expectation is and collectively evaluate their evidence to form a judgement.</p> <p>The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of other schools. The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.</p> | \$31 536 |

Process 2: Building Leadership Capacity

School Performance and Development Framework processes will be implemented with key strategies such as 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) |
|--|----------------------------|
| <p>School Evaluation against the School Excellence Framework indicates growth in instructional leadership and school planning, implementation and reporting aspects of the leading domain. Executive meetings set clear priorities and the next steps carry forward into consistent stage leadership and Performance and Development Plan processes. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build future leadership.</p> <p>The leadership team establishes a professional learning community which is</p> | \$30 610 |

Progress towards achieving improvement measures

focused on continuous improvement of teaching and learning. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$44794 | The ongoing provision of an Aboriginal Student Learning Support Officer in Kindergarten, Year 1 and Year 2 has supported the understanding of Aboriginal cultural awareness in classrooms and assisting students with their class work. Funds were utilised for extra SASS support time in seeking grants and administration that supported student engagement including attendance. |
| Low level adjustment for disability | \$57096 | Student referral identified support continues to be targeted and monitored by the Learning and Support Teacher and the learning support team. Continuous tracking of student progress indicates growth for all students and survey data indicates the school as excelling in responsiveness to all student learning needs. |
| Quality Teaching, Successful Students (QTSS) | \$121635 | The QTSS funds have supported the ongoing student wellbeing and behaviour support as one Assistant Principal is released to manage and lead the focus on student wellbeing. School Evaluation against the School Excellence Framework indicates growth in Instructional Leadership and School Planning, Implementation and Reporting aspects of the Leading Domain. |
| Socio-economic background | \$86887 | The School Chaplain program continued this year and was a valuable resources during the COVID-19 restrictions. Particularly with the return to regular school and the associated support that was required for some students. Continued support of students with-in class and playground programs by SLSOs has allowed for ongoing support of identified students. The literacy and numeracy support programs (SD2) were funded from equity funds. |
| Support for beginning teachers | \$7000 | Two beginning teachers have attained Accreditation demonstrating proficiency in teaching practice. Effective mentoring and coaching models support ongoing professional learning and capacity building. Both teachers have successfully completed Teacher Accreditation and have been awarded their Proficient Teacher status. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 367 | 363 | 355 | 332 |
| Girls | 336 | 307 | 324 | 318 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 96.1 | 93 | 94.6 | 94.8 |
| 1 | 95.3 | 94.2 | 94.2 | 94.5 |
| 2 | 95.1 | 93.4 | 95.3 | 94.8 |
| 3 | 95.4 | 94 | 93.2 | 94.1 |
| 4 | 94.3 | 93.5 | 93.4 | 93.8 |
| 5 | 94.7 | 91.9 | 93.7 | 93.5 |
| 6 | 93.1 | 92.5 | 93 | 94.1 |
| All Years | 94.9 | 93.2 | 93.8 | 94.2 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

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

Management of non-attendance

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 25.55 |
| Literacy and Numeracy Intervention | 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 551,623 |
| Revenue | 5,676,444 |
| Appropriation | 5,546,221 |
| Sale of Goods and Services | 22,983 |
| Grants and contributions | 106,276 |
| Investment income | 964 |
| Expenses | -6,013,129 |
| Employee related | -5,058,845 |
| Operating expenses | -954,284 |
| Surplus / deficit for the year | -336,685 |
| Closing Balance | 214,938 |

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

Financial summary - Equity loadings

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

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 304,239 |
| Equity Total | 292,546 |
| Equity - Aboriginal | 44,794 |
| Equity - Socio-economic | 86,887 |
| Equity - Language | 5,323 |
| Equity - Disability | 155,542 |
| Base Total | 4,416,364 |
| Base - Per Capita | 163,302 |
| Base - Location | 3,477 |
| Base - Other | 4,249,585 |
| Other Total | 463,043 |
| Grand Total | 5,476,191 |

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

School performance - NAPLAN

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

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

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

The use of social media and web based technology has assisted school communication with parents during this year particularly during the COVID -19 restrictions. Web based online learning was commenced to support learning at home and provision of information to our families.

Students indicated through the Tell them from me TTM data that the areas of advocacy, expectations and belonging were increased and positive. The focus on raising and maintaining high student attendance levels has had positive impact.

Parent comments endorsed our school 'Sport, music, dance, chess are all available just to name a few. It is great to see students encouraged to participate in these activities. In particular, Hastings has a strong history of sporting achievement and we are excited to see that this continues'.

Parents and staff overall support the new COLA construction handed over in term one 2021 being an asset which will be utilised in all weather conditions. We thank our parents and community for their ongoing support for the project over many years.

P&C committee, staff and parents continue to welcome the sharing of information and promotion of school activities and achievements. Parent's understand the disruption to the usual school events and activities due to the COVID -19 restrictions and will be pleased when more restrictions cease.

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.

Other School Programs (optional)

Due to the unprecedented disruption in 2020 with the COVID -19 pandemic many school based and extra curricula activities could not take place.