

# School plan 2018-2020

## Hastings Public School 4524



# School background 2018–2020

## School vision statement

*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 actively become 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 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.

Our school is bounded by rainforest on two sides and since 2008 an extensive rejuvenation program has resulted in a rainforest area that provides a home for many native animals and is a study and recreational area for students. The Hastings school community is an environmentally conscious community inspired to be environmentally active.

## School planning process

The planning process has been undertaken with all staff. All staff have played an integral part in evaluation of current practice, identification of present and future needs within the context of the school. A range of strategies have been included to reach consensus on school vision, strategic directions, school programs and initiatives.

Community consultation has been a key strategy to formulate school directions and to plan for community engagement and support. Strategies for collecting community feedback and input for future directions have included: surveys, questionnaires, focus groups, discussions and interviews.


Students have provided valuable insight into teaching and learning from the student perspective. Students have participated in focus groups, surveys, discussion circles and class meetings to provide valuable information for school planning.

A School Evaluation and Planning Team was established to guide the implementation of all strategies across the school in the development of School Plan 2018 – 2020. Implementation was supported by the development of timelines, professional learning for key roles and teams created for data analysis and plan development. All stakeholders have been consulted during the drafting process with ongoing opportunities for feedback.

The school plan will continue to be a reviewed and modified where required throughout the implementation cycle. This will ensure that our school is responding appropriately to contextual change and student needs as they arise.

\*\*\*Parents and community are invested in and intrinsically value the cycle of plan, act and review for all school planning implementation and reporting.


# School strategic directions 2018–2020



## 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 the wellbeing of 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.



## 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.



## 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.

# 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 the wellbeing of 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 growth in students experience a sense of belonging, learning and emotional resilience and aspiration.

## People

### Students

Students are motivated to deliver their best, understand the 'Growth Mindset' and work to continually improve.

Students possess vital skills to navigate their social and emotional needs.

Students have the skills and knowledge to assist them to recognise and regulate responsible, need-satisfying behaviour.

Students are committed to and demonstrate skills in connecting behaviours that support the school commitment to anti-bullying.

### Staff

School staff have a comprehensive understanding of the theory that underpins the school approach to wellbeing. (Choice Theory)

School Staff have a comprehensive understanding of the impacts of Brain Engagement – science of learning.

School staff confidently support the behavioural, social and emotional needs of themselves and their students.

Staff possess the skills to work authentically with parents, carers and families to support the diverse range of student needs.

### Leaders

School leaders are skilled in the principles of 'Lead management' and foster the development of positive, respectful

## Processes

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

KidsMatter – Implementation of the KidsMatter mental health and wellbeing framework across the school. The framework will enable the training and development of staff to utilise strategies, tools and support to help our school work with families, health services and the wider community to nurture happy, balanced children.

**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 Plan

A range of data will be collected, analysed including student, parent and staff surveys/feedback to monitor and refine implementation of strategies.

Collection of data will include period review and analysis of ebs Central reports, LST referrals and intervention updates to monitor and refine school practice.

Ongoing period review against the SEF will clearly define growth in the area of Wellbeing and Learning Culture.

## Practices and Products

### Practices

#### Whole School Wellbeing

Whole school culture supports the wellbeing of students, staff and the community.

All stakeholders have regular opportunities to engage in activities that support wellbeing, engagement and learning.

There is a school-wide, collective responsibility for student wellbeing with collaboration and planning embedded into school culture. A holistic framework is in place to ensure ongoing capacity building, sharing of information and collaborative planning to support students to connect, succeed, thrive and learn.

Effective partnerships in learning result in students who are motivated to deliver their best, express a sense of belonging, possess skills to regulate their behaviour and emotions and continually improve.

#### CARE for Learning

Whole school systems ensure a school-wide collective responsibility and consistent approach to supporting student wellbeing, learning and success including consistent monitoring, intervention, support and evaluation of all aspects of student wellbeing.

Positive, respectful relationships underpin all processes to support student wellbeing and promote optimum conditions for learning across the whole school.

### Products

# Strategic Direction 1: Whole School Wellbeing

## People

relationships among staff, students and families to promote optimum conditions for student learning across the whole school. School Leadership of wellbeing is guided by evidence based practice.

### Parents/Carers

Parents/ Carers will utilise opportunities to communicate with school personnel about their children and their ongoing needs.

Parents / Carers have an understanding of the theory and evidence base that supports the school approach to wellbeing and learning.

Parents/ Carers are familiar with the policies and practices in place at HPS to support the development, learning, mental health and wellbeing of their children.

Parents/ Carers will utilise opportunities to connect with other parents, carers and community members and develop support networks facilitated by HPS.

Parents/ Carers will utilise opportunities to access resources provided by HPS to support their children.

## Practices and Products

### Whole School Wellbeing

Evidence based change has been applied to whole school practices and support networks that has resulted in measurable improvements to the wellbeing and engagement of all stakeholders.

### CaRE for Learning

A whole school evidence-based system is designed, documented and implemented resulting in measurable improvements in wellbeing and engagement to support learning. School Policy, Operating and Procedure Guideline Documents will be developed to reflect the whole school approach.

# 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

Improved NAPLAN results – Increased in students performing in top 2 bands (8%) +Aboriginal target increase (30%) 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 indicate that the community perceives the school as excelling and responsive to all student learning needs.

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

## People

### Students

Utilise feedback from teachers to inform the next stage in their learning.

Students demonstrate an understanding of the growth mindset and the impact upon their learning progress.

Students have the capacity to respond to feedback, to set learning goals and be actively involved in the learning cycle.

Students have the capacity to give and receive quality feedback.

Students take responsibility for their learning. They have skills of collaboration, problem solving communication that enable high level engagement, productive and high order learning.

Students are committed to producing quality learning product.

### Staff

There is whole staff commitment to ongoing improvement and innovative practice.

All staff are committed to evidence based teaching practice.

All staff seek to improve performance.

Use a range of assessment strategies responsively as an integral part of daily classroom instruction. Teachers are experts in formative assessment. and student feedback.

Teachers embed and role model an active

## Processes

### 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.

### Assessment and Reporting

The Assessment and Reporting project will deliver consistent, whole school practices for assessment and these 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.

### Innovation and Engagement

This project will investigate current evidence based practice provisioning staff with professional learning and support to embed pedagogy into everyday teaching learning. Collaborative capacity building will be a key strategy.

## Evaluation Plan

We will solicit and respond to feedback at all levels from the classroom through to the community.

Periodic evaluation of programming,

## Practices and Products

### Practices

#### Curriculum Development

All teachers have expert contemporary content knowledge, engage with current educational research and deploy effective teaching strategies and curriculum content to support student learning needs.

All teaching and learning environments are well planned, implemented and evaluated within a consistent, school wide approach allowing for high quality teaching to take place.

#### Assessment and Reporting

Teachers are skilled in the use of a range of assessment strategies, using systematic and reliable assessment information to evaluate student learning, provide quality feedback and reflect on teaching practice to adapt teaching to the needs of students.

Assessment strategies and data collection will be embedded into assessment systems to ensure that reporting of data benefits all stakeholders and leads to improved student and school performance.

#### Innovation and Engagement

There is a whole school approach to the most effective, evidence based teaching methods. Teachers employ evidence based teaching strategies. Collaborative practice is embedded into all professional learning and reflection to continually monitor and improve teacher performance.

Use of research, evidence based strategies and innovative thinking in design and

# Strategic Direction 2: Teaching and Learning

## People

growth mindset approach.

Staff demonstrate understanding of the QTF and the Australian Teaching Standards.

Staff actively create and manage quality, need satisfying learning environments.

Teachers are skilled to analyse student assessment data to inform achievement and progress and to reflect on teaching effectiveness and inform future school directions.

Teachers understand the positive impact that effective partnerships with the community has upon student motivation to deliver their best.

## Leaders

Leaders will be instructional leaders that establish a professional learning community focused on high expectations, innovation and continuous improvement.

The leadership team will actively support change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

## Parents/Carers

Parents accept that they have a responsibility in their child's learning and are an invested stakeholder. That are part of the collective, school wide decision making process.

Parents understand the value of participating in the planning process to

## Processes

teaching and assessment will be built in to school wide practices and as per the Operating and Procedure Guidelines. The leadership team will gather supervision data to determine ongoing impact of project implementation.

Ongoing collection and impact analysis of student progress data will be utilised to determine success and progress of intervention.

## Practices and Products

implementing delivers ongoing measurable improvement in student progress, engagement and achievement.

## Products

### Curriculum Development

Curriculum provision is supported through whole school systems and support documentation including the HPS Operating and Procedure Guideline document to outline Curriculum provision, supervision and support, curriculum scope and sequence documents and overviews.

All teaching programs reflect the NESA and School based curriculum requirements.

### Assessment and Reporting

School wide system for analysing and reporting data on student and school performance is clearly articulated and shared with all stakeholders. Explicit processes are in place to collect, analyse and report on student and school performance on a regular basis.

School wide policies and procedures for assessment and reporting are outlined in the HPS Assessment and Reporting Operating Procedures and Guidelines document.

### Innovation and Engagement

Teacher performance will be measured as high against the Australian Professional Standards. School policy, operation and procedural guidelines will reflect evidenced based practices.

# Strategic Direction 2: Teaching and Learning

## People

support learning and share expected outcomes.

Parents understand the positive impact that effective partnerships with school has upon student motivation to deliver their best.

Parents are aware of and understand the school assessment approaches used and the benefits for student learning.

## Practices and Products

School teaching and learning spaces will be developed to support innovative and highly engaging learning environments.



# 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.

## People

### Staff

All staff engage required skills and capacity building to engage authentically in the planning, implementation and review cycle of school planning.

All staff will develop skill in quality collaboration that supports ongoing reflective practice to reflect on current practice.

Teachers and non teaching staff proactively seek to improve their performance through school performance and development processes.

All teachers will comprehensively understand and possess the skills to complete accreditation and maintain their proficiency.

### Leaders

The leadership team engages in professional learning and research examination to support the innovative design of high quality (creating measurable learning progress) teaching and learning initiatives.

The leadership team have the expertise to systematically monitor a range of indicators to gauge the impact of its plan and to inform changes to implementation as required.

School Leaders have a comprehensive understanding of Accreditation and Maintenance procedures.

School Leaders have a comprehensive understanding of the policy and procedures

## Processes

### 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.

### 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 Plan

We will solicit and respond to feedback at all levels from the classroom through to the community.

The School Evaluation and Planning Team (SEaP) will systematically and regularly monitor a range of indicators to gauge the impact of the school plan to inform ongoing implementation and reporting to stakeholders.

Ongoing collection and impact analysis of teacher feedback and student progress data will be utilised to determine success and progress of leadership intervention.

## Practices and Products

### Practices

#### School Evaluation and Planning

School staff have an understanding of purpose for school strategic directions and processes in place through strong 'Lead Management' leadership. They know what they need to do to help address the school plan and to meet the school's improvement measures. They are actively involved in the cycle of plan, act, review.

School planning is guided by research, evidence based strategies and innovative thinking in designing and implementing school initiatives.

#### Building Leadership Capacity

There is a high performance culture with a clear focus on high quality service delivery and continuous professional learning.

Collaborative practice and performance development is embedded into Performance and Development processes and school leadership practice.

### Products

#### School Evaluation and Planning

The school plan is the core of the continuous improvement focus of the school. School Prospectus, period evaluation and recommendations are published to inform the school community of school performance and future directions.

A leadership succession plan will ensure that the school is supporting aspirational staff and building a strong pipeline of future

# Strategic Direction 3: Leadership

<b>People</b>
for supporting teachers experiencing difficulty or demonstrating inefficiency.
<b>Parents/Carers</b>
Parents and Carers engage in a range of school related activities involving planning and reviewing current practice and future planning.
Parents have an awareness of the Australian Teaching Standards and ongoing monitoring of teacher proficiency.
Parents have an awareness of the school commitment to ongoing professional capacity building of staff.
<b>Students</b>
Students engage actively in opportunities to contribute to school planning and review of current strategies to provide their perception of school performance and future improvement.
Students have an awareness of staff ongoing commitment to learning and professional development.

<b>Practices and Products</b>
leaders.
<b>Building Leadership Capacity</b>
Leadership strategies are clearly represented in school documents.
A school wide Operating and Procedure Guideline document – HPS Continuum of Support, outlines the processes for interventions across the school.
Performance and Development Framework Operating Procedures and Guidelines will be in place and outline the purpose, implementation, timeline and review procedures for professional development of staff.
The Accreditation Policy will be in place and supported by an Operating Procedures and Guideline document to support all staff to understand the school processes and Department of Education requirements.
Staff proficiency of accreditation will be achieved and maintained for all teaching staff. There will be staff utilising support networks to achieve higher levels of accreditation.