

Hastings Public School

Annual Report



2016



4524

Introduction

The Annual Report for 2016 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.

Grant Heaton

Principal

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Message from the Principal

2016 was a remarkable year of achievement for our school. Any one of the achievements below would rank highly but the combination of these was a testament to the ability of our students, their teachers, coaches and mentors and the never-ending support from our parent community.

We had three sporting teams – the touch football, girls netball and mixed netball teams reach state finals. Students represented at state carnivals in swimming, cross country, soccer, basketball and netball. One student, after breaking an unprecedented number of records in swimming, represented the state at the national titles in Darwin.

One of our debating teams were regional champions and reached the state finals– coming third in the state. A Year 6 student competed in the state final of the Premier's Spelling Bee for the second consecutive year. A Year 3/4 enrichment team won the GATS district title for the fifth consecutive year. Three boys won regional awards in a maths competition that had over 2000 entrants. A Year 6 boy competed as part of the North Coast debating team and was placed second in the state finals.

Another Year 6 boy won a national writing competition that had over 9,000 entries. Two boys won district Athletics competitions against some of the best mathematicians in the district. We had three students win University of NSW medals for perfect scores in their ICAS tests. We also had 24 students gain high distinction awards in these tests, eclipsing last year's number of 15 which we thought was a record that would never be broken. We had two tournament of the minds teams win regional titles, with one of those teams then becoming state champions and then competing at the Australasian finals. Congratulations to everyone involved on this stellar year of achievement.

Grant Heaton

Message from the students

2016, another interesting year, with lots to do and lots to hear!

From chess and art competitions, to fulfilling many great ambitions.

Before we all go our own way, it's time for us to have a final say.

Thank YOU for everything you guys have done. These PM's have had loads of fun!

We take much pride in you, our peers. You solve your problems and your fears.

By yourself, oh how amazing. Your resilience is worth appraising.

The glasshouse performance was a blast. Just disappointing that it didn't last.

It was awesome that everyone had a go and I know the parents enjoyed the show!

School success has hit a high, with all the carnivals flying by.

Swimming, running, jumping and more, great results over all!

Morning assemblies, what a treat, to see you all seated at our feet.

This phrase in our heads is forever stuck, Selamat pagi anak anak!

We are excited to hand over our role, to let two lucky people reach their goal.

We have had many opportunities as your PM's, and hope you all work together as good friends.

Thank you teachers, students, Mrs Baker, Mr Heaton alike, for us 2016 has been quite a hike.

We can't mention all we have learnt this year, but of 2016 I think we can give one last cheer.

Hip-hip-hooray, Hip-hip-hooray, Hip-hip-hooray!

Alice McIntyre

School background

School vision statement

Our vision is to be the living example of our school motto “Learning, Growing, Caring”. This is supported by our “Seven Years, Seven Values” which promote the following – Respect, Responsibility, Initiative, Resilience, Commitment, Courage and Achievement.

School context

Our school was established in 1981 and serves the immediate community of the Shelly Beach area. Parents have high expectations and support all school endeavours. We have a strong relationship with our school community where parents are welcome as partners in their child's education. Our parents know their work at home is supported and their views respected.

All children learn to respect their peers, their teachers and most importantly themselves. They learn the value of belonging to a caring institution. They learn how to get on with others. Students learn to value and respect difference. These messages are imparted by the staff in their daily interaction with students.

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.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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. At the School Development Day in Term 2, the staff analysed the School Excellence Framework and voted on all areas using the categories Delivering, Sustaining & Growing, and Excelling. These results were compiled and later discussed at professional development meetings. Those areas where the staff felt we were not excelling are outlined below.

In the area of school-wide and community engagement it was felt we could improve home-school communication by all classroom teachers trialling “See-saw” or “Class Dojo”. Expectations regarding behaviour were thought to be in need of an overhaul hence we undertook a SET evaluation with the PBL team to ensure there was a uniform understanding and application of rules.

In the area of students showing higher than expected growth on internal school performance measures all teaching staff made a commitment to keep their expectations of all students high and to focus on the specifics of teaching, making lessons meaningful and engaging in self-evaluation. The issue of providing clear and systematic feedback to each student was one all teachers felt was an area for improvement. With the increasing demands on teacher time it was suggested all teachers use a class list, annotating it when a feedback discussion took place with their students. This method could ensure all students were included in the feedback process and were kept aware of their progress. They would develop a clear understanding of how to improve their learning.

The area of beginning teacher was one in need of revision to enable beginning teachers to prepare accreditation materials and evidence. It was decided to give each beginning teacher a release day to prepare their accreditation folder in addition to the extra release time provided by the Department.

School planning and implementation analysis revealed we needed to look at an annual overview rather than term or half-yearly. It was decided a yearly overview would assist all staff with their planning and direction. This was done at the commencement of the 2017 school year. This evaluative process will continue into 2017 to refine and improve our already successful school culture. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

The progression of all students along the literacy and numeracy continuums.

Purpose

This is the prime objective of our school. Teachers and parents expect all our students to succeed. This expectation is based on solid, consistent and methodical teaching practices that emphasise the importance of the basic elements of literacy and numeracy as the building blocks to a good education.

Overall summary of progress

Strong teaching practices allowed students to achieve their potential.

In NAPLAN Literacy tests, Year 3 students achieved above state average for writing, grammar and punctuation and at state average for reading and spelling. In Numeracy, Year 3 students achieved at state average for data, measurement, space and geometry and slightly below state average in number patterns and algebra.

In NAPLAN Literacy tests, Year 5 students achieved well above state average in all aspects of literacy including reading, spelling, writing, grammar and punctuation. In NAPLAN Year 5 students achieved well above state average in all aspects of Numeracy including data, measurement, space and geometry, number, patterns and algebra.

Graded mathematics groups continued in 2016 in grades 3–6. An additional teacher was employed using RAM funding to support learning in mathematics. Integrated teaching practices included Mathletics and Count Me in Too. The Maths Olympiad was an enrichment program for Years 5 and 6.

Nine Year 4 students participated in the district Maths Fun Day. One Hastings team was victorious maintaining our four year record of winning this competition.

In ICAS tests, a record number of High distinctions were awarded to Hastings students.

- Digital Technologies: Drew De Silva, Bowen Hansen, Samuel Kobelke, Isaac Lavis, Oskar Morris, Matilda Stewart
- Spelling: Isaac Lavis, Bowen Hansen, Matilda Stewart, Frederik Morris
- Writing: Liam Jones, Poppy McIntyre, Frederik Morris, Zake Morris, Matilda Stewart
- English: Isaac Lavis (1st in State, Y2), Matilda Stewart (1st in State, Y3)
- Maths: Isaac Lavis, Oskar Morris (1st in State, Y2), Sarah King, Kael Harris, Samuel Kobelke
- In the Newcastle Permanent Maths Competition Patch Rudd, Kael Harris, Samuel Kobelke, Frederik Morris and Oliver Barry all achieved High Distinctions.
- Freycin Hostettler and Riley Lee won the junior and senior Mathletics district competitions.

Continuing support was provided by the Learning Support Team to students in need via RAM funding. This support included writing groups for grades 3 and 5, Speech Therapy program, Reading Recovery Program, Tutor Program, Multi-Lit and direct intervention via the Learning Support Teacher, Maree Wall as well as SLSOs. The RAZ Kids program was used by Year 2 classes. Individual Learning Programs and reasonable adjustments were included in all teaching programs.

The library was modernised with comfortable reading lounges to increase student usage.

Four Tournament of Minds teams competed in the North Coast final. The Maths Engineering and Social Science Teams won their divisions and competed at the State final. The Maths Engineering team won the State Final in their division and were privileged to compete at the Australasian Pacific Finals. Congratulations Oliver Barry, Kael Harris, Finn Hoy, Samuel Kobelke, Axel Lindeman, Nicholas Saad and Sachin Sen Gupta,

Two teams competed in the Premier's Debating Challenge. *The Opinionators*, Kayle Enfield, Hannah Stewart, Kodi Perrot and Oliver Barry were North Coast champions and competed at the State Finals. Liam Jones was also selected in the combined North Coast team and competed at the State finals; his team achieving 3rd Place.

In the Premier's Spelling Bee, Kodi Perrot competed at the state final for the second consecutive year; an outstanding performance!

Patch Rudd won a Write 4 Fun National story writing competition entered by 9000 students. Patch won \$500 for his effort.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN used by all stages across the school.	Personal Learning Plans were established for students identified as requiring additional support from PLAN data.	All teaching staff.
Introduction of Year 1 and 2 public speaking.	Public speaking skills were taught in Year 1 and 2 classes. Rubrics become part of all grade/stage organisation. The confidence levels and speaking ability was included in assessment criteria.	Cheree Davis: coordinator. \$1140 K–6
Use of Mathletics in class and at home.	The Westport Club again sponsored the Mathletics program allowing students from Grades 2–6 to have access at school and at home. Teachers used this program in maths lessons and set tasks for homework for some students. Students were able to compete with other children globally. Hastings students entered a district competition and won both primary categories.	Westport Club: \$4000 grant + \$1500 from school funds.
Jolly Grammar extended to Year 4.	Jolly Grammar was used in teaching programs in Years K–4.	\$300
Quality teaching research project involvement and on-going professional dialog in stages.	Teacher observation of colleagues and pedagogical reflection became an ongoing practice of all teaching staff. This is now a part of the annual Professional Development Plan.	All teaching staff.
Use of technology– netbooks and I pads.	32 additional netbooks were purchased for use by Stage 2 classes. Stage 2 classes had access to netbooks for technology, research and maths lessons. Dash robots became a popular activity for our K–2 classes where the students learned how to write programs for their robots. A lunch time club, designed to allow Y3 – 6 students the chance to use these, proved very popular.	IPads: \$7000 Netbooks: \$35200 Robots: \$2600
Introduction of Count Me In Too.	Teachers were given professional development in the Count Me In Too program and used strategies within mathematics lessons to improve engagement and understanding of concepts.	Janyce Sherrard \$5440
PDF to support best teaching practice in classrooms.	Teaching programs are monitored by executive staff.	

Next Steps

Jolly Grammar to be purchased for use in Year 5 and 6 classes.

Professional learning in writing structure will be provided.

Mathletics to be used within the school again in 2017.

Public Speaking competitions for Years 1–6 are now embedded in the Hastings school culture and are valued by the community.

Strategic Direction 2

The emotional, social and cultural growth of all our students.

Purpose

In providing a total educational experience we acknowledge the importance of producing well-rounded students who participate in a variety of classroom and extra curricula activities and do so in socially and educationally accepted ways.

Overall summary of progress

Hastings Public School is proud of the rich array of experiences offered to produce empathetic and socially aware students.

A highlight for the year was the Glasshouse Showcase concert; the third for our school. This presented the many cultural programs offered and allowed students to demonstrate their talents to the school and wider community. Performances included dance, choir, band, musical theatre and drama and involved all primary classes.

Kindergarten, Year 1 and Year 2 classes held Christmas concerts at school which were so popular they had to be scheduled over three days to accommodate audiences.

Our concert band grew to include over 50 students. The guitar and violin groups also grew in size and popularity. The band was awarded 2nd place at the Port Macquarie Eisteddfod.

Dance groups were offered to students in grades 1–6. These groups performed at the District Dance Festival, our Showcase and Port Macquarie eisteddfod. Groups achieved 2nd, 3rd and highly commended at the eisteddfod.

The choir performed at the Glasshouse and on a number of other occasions. They were awarded 2nd place at the Port Macquarie eisteddfod.

Students in Years 1–6 participated in our Public Speaking programs. Students in Years 3–6 also participated in the Multicultural Perspectives Public Speaking Competition. Poppy McIntyre and Charlie Gaudry, (Stage 2) and Alice McIntyre and Lily Maqueda (Stage 3) represented Hastings in the district finals. Poppy, Alice and Lily were awarded Highly Commended.

5/6M wrote and performed their own play in *Play for a Day*. They then performed it again in the Port Macquarie eisteddfod, taking out 1st place.

Outstanding artwork was entered in Operation Art by Caprice Bylund, Catrin Fieldsend, Keeley Dawson and Eliana Morton. Their work was exhibited at Olympic Park in Sydney. Kyla Patterson's portrait of Malcolm Turnbull was selected as a finalist in the Young Archibalds. Tait McIntyre's portrait of Beethoven, which she had painted while in Year 6 at Hastings, won the competition.

Eva Harris, Tayah Zapata and Kaizer Bruce had their artwork chosen for exhibition in the prestigious Nagoya Art Exchange.

A number of social, cultural and special interest programs supported students and provided alternative activities during lesson breaks. These included art club, chess club, robotics club and the iPad lounge in the library. The school chaplain and SLSOs supported students in classrooms and the playground.

An Indonesian committee was established and Indonesian culture and language were taught in classes.

A community member, Grenen Thomas, was employed to equip students and staff with the basics of music composition. Using an app entitled 'Garage Band', Grenen showed everyone how chords are the basis of most musical pieces. Class 5/6M then composed an outstanding original piece that they performed to universal acclaim incorporating a variety of instruments and technology.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Introduction of Dance Elite Program.	Liza Fieldsend and Janyce Sherrard coordinated the Dance Elite program allowing identified talented	Government grant: \$5725

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Introduction of Dance Elite Program.	dancers from the Hastings Community of Schools (primary) to pursue their interest and talent. Dance Elite performed at the Glasshouse during Education Week.	Amy Henson employed as dance instructor. Janyce Sherrard and Liza Fieldsend: coordinators.
Indonesian Bridge Program.	Mel Bourne and Erin Barker developed a scope and sequence. Indonesian cultural items were performed at primary and infants assemblies. Indonesian greetings were given at morning assemblies. Indonesian language was taught for 15 minutes per week in some classes.	Mel Bourne and Erin Barker provided professional development for staff. On-line resources were shared on the server.
Greater connection with local aged care facilities.	This initiative was not achieved this year.	
Commencement of CAPA enrichment initiative with Hastings Secondary College.	A teacher from Hastings Secondary College worked with Stage 3 classes once a fortnight to develop visual arts skills.	Jessica Wilkinson (HSC)
Redeveloping playground areas to provide an interesting place for students to interact.	A separate Kindergarten playground was established to meet the needs of the students. The P & C provided funds for the construction of a sand pit and toys. Colourful playground markings made the playground inviting for students and sport equipment and toys were provided.	P & C funds.
Education of parents on the necessity of resilience in their children.	This initiative was not achieved this year.	Dawn Dockrill
Modernising of library space.	Mrs Dobson designed attractive and stimulating improvements for the library. An Ipad lounge area was included along with new shelving and display areas.	\$3000
Increased knowledge of and relationship with the local Aboriginal community.	The Junior AECG was established at Hastings. Robyn Domanski and Jason Kelly attended the Connection to Country course which gave a great insight and understanding of local Birpai culture.	Robyn Domanski. Jason Kelly, Uncle Bill, Uncle Brian. \$2500
Formation of Showcase Committee to further develop future.	The Showcase committee worked to organise and produce the successful Showcase at the Glasshouse which involved approximately 380 students from Years 3–6. Performance opportunities for students in Years K–2 were provided at K–2 assemblies and end of year concerts..	Deb Baker and committee \$3360

Next Steps

Additional staff to attend the Connection to Country course. More community involvement will be encouraged. Parents will be invited to become members of the Aboriginal committee. Uncle Bill and Uncle Morrie will have more involvement.

Indonesian lessons will have a cultural focus. Special interest Indonesian days will include cooking, craft and sports.

Strategic Direction 3

The positive physical development of each child.

Purpose

Our students' health and physical development are prime determinants in them leading a productive and useful life. It is hoped the lessons learned at our school will stay with our students throughout their lives as they meet the challenges of life.

Overall summary of progress

At Hastings Public School, staff promote healthy lifestyle choices through programs such as Crunch and Sip, Live Life Well and Kilometre Club. Playground additions and improvements were made to promote active and passive play. Fundamental movement skills were included in PE programs.

In 2016 there was increased participation in PSSA sport. There was also improved performances in swimming, cross country and athletics carnivals.

The touch football and girls netball reached state finals of PSSA competitions. The mixed netball team reached the state final of the Schools Cup and came fourth.

Students represented at state carnivals in swimming, cross country, soccer, basketball and netball.

Swimming : Mitchell Chandler, Kayle Enfield, Tom Moreton, Jackson O'Rourke

Cross Country: Sarah King

Basketball: Jacinta Kellett, Lily Maqueda

Netball: Georgia Flowers

Mitchell Chandler, after breaking an unprecedented number of records in swimming, represented the state at the national titles in Darwin. As part of the relay team, he was awarded a bronze medal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Number of students participating in Walk to School Day to be monitored and will improve.	This will continue to be a focus to promote health and safety of students.	
Maths and P. E. initiative	Staff were given professional development on strategies to include physical activities in maths lessons. Some teachers developed this idea further by including physical activity in spelling and other lessons.	Tony Scott
Expansion of the Kilometre Club with the aim of 100% participation.	<p>Year 1 – 6 students were able to participate in Kilometre Club independently while Kindergarten students were able to participate with parents before school or with classes during PE lessons.</p> <p>Collectively, the school community completed 21019 kilometres as opposed to 19920 in 2015.</p> <p>200m, 800m and cross country participation and results improved dramatically.</p> <p>Students were more active and focussed and</p>	Deb Baker and parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Expansion of the Kilometre Club with the aim of 100% participation.	settled when participating in Kilometre Club.	
Targeted and longer athletics training.	PE and sport sessions for Stage 2 and 3 students during Term 2 were focussed on athletics practice and training.	
Morning fitness program incorporating a variety of skills.	A fundamental movement skills checklist was provided to teachers. 2.5 hours of physical activity weekly was provided for all classes.	
Environmental planning of the playground. Opening of more space for use by students during breaks.	New playground spaces were utilised. The netball court, basketball court, sensory garden and Kindergarten play area provided additional recreation and learning spaces.	P & C funds: \$20000

Next Steps

Mark Taylor will be establishing a high jump club in 2017 to develop interest and skills in this area.

Beep testing will be done early in Term 1 to assess student aerobic fitness and endurance. It will be completed again at the end of Term 3 after the completion of Kilometre Club. A final assessment will be done in Term 4 to determine whether improvements have been made.

Parent volunteers to assist with the coordination of Kilometre Club will be sought to ensure its ongoing success.

Further professional development will be undertaken by staff to provide ideas to include physical activities across KLAs.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Brian King is employed to work with students of Aboriginal background.</p> <p>He also speaks to classes about Aboriginal history and culture and mentors Aboriginal students as a member of the Hastings AECG.</p>	\$18000
English language proficiency		
Low level adjustment for disability	<p>The majority of this funding was used to provide full-time aide support for a student with grade 5 cerebral palsy. This student's inclusion in mainstream education has given him the opportunity to develop his cognitive skills and slowly gain limited control over some of his body movements. His presence in the classroom has, in the finest traditions of public education, shown the inclusive nature of our system.</p>	\$35000
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	<p>SLSO support was given to assist the social skills of identified students in class and the playground. Support included development of social stories and sporting and craft activities to promote positive interaction.</p> <p>Low performing students were also targeted to work with SLSOs to improve literacy and numeracy skills.</p>	\$31,300
Support for beginning teachers	<p>Jason Kelly felt sufficiently empowered to not need the intensive collaboration. He will use his funding to pursue other professional development in 2017.</p> <p>Suzanne Haldane and Jason Kelly worked with a variety of experienced teachers to develop areas of interest and to ensure their basic teaching repertoire of programming, delivery and continual assessment was sound.</p>	\$26254
Targeted student support for refugees and new arrivals	<p>Margaret Leedham provided ESL support to Kathleen Torres.</p>	

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	276	297	336	348
Girls	297	308	327	324

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	96.1	96.3	96.2
1	93.7	93.9	95.1	95.6
2	94.1	94.8	94.5	94.3
3	96.2	93.8	94.2	94.6
4	94	94.5	94.2	94.3
5	93.3	94.5	94.6	94.2
6	91.5	94	94.6	95
All Years	93.9	94.5	94.8	94.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.32
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
School Administration & Support Staff	4.26
Other Positions	1.2

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

Funds were used for teachers and other staff to receive training in CPR and anaphylaxis.

17 teachers completed dyslexia on-line training. Sessions were led by Maree Wall.

Stage teams worked together to develop consistent teacher judgement in the teaching and assessment of writing.

Teaching staff were provided with resources for teaching Indonesian language and culture. Sessions were led by Erin Barker and Mel Bourne.

Staff engaged in professional learning on coding using Dash robots and Ipads. Sessions were led by Vanessa Steel.

Karl Morris and Cheree Davis led professional learning on creative and critical thinking and ways to incorporate these learning experiences into all KLAs.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

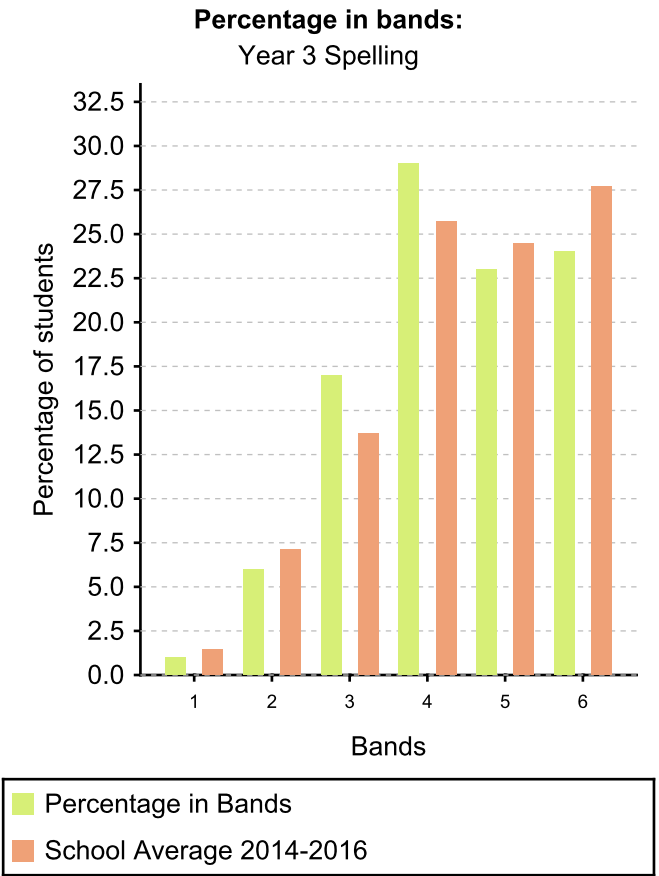
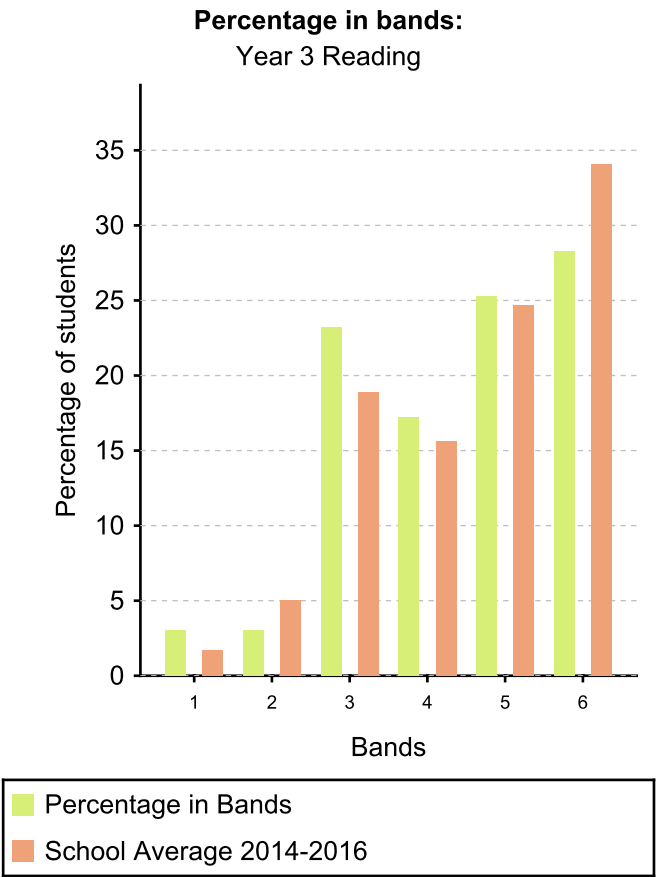
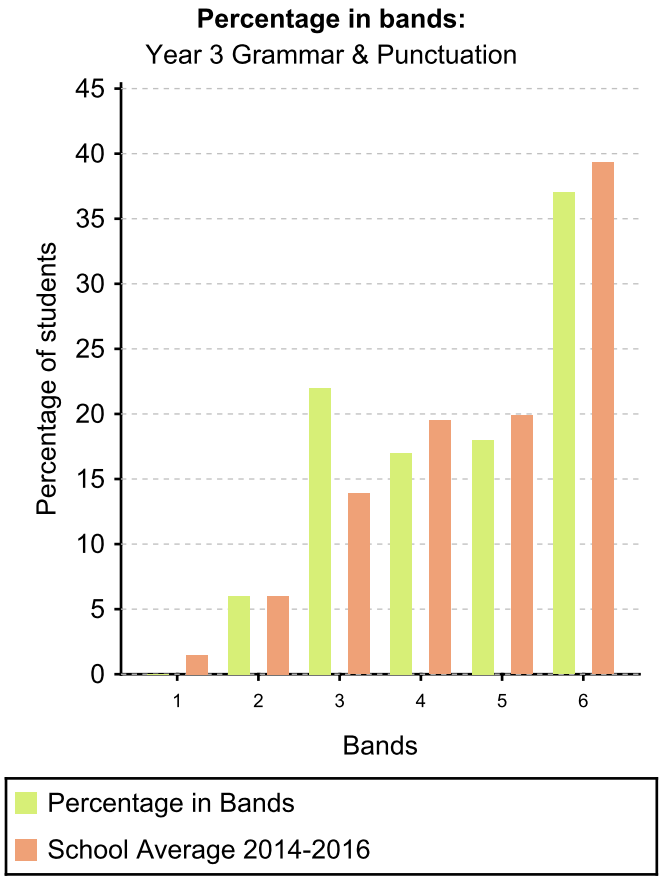
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	378 578.98
Global funds	336 264.66
Tied funds	366 072.90
School & community sources	201 952.88
Interest	8 424.71
Trust receipts	34 963.10
Canteen	0.00
Total income	1 326 257.23
Expenditure	
Teaching & learning	
Key learning areas	31 204.45
Excursions	102 528.92
Extracurricular dissections	52 674.12
Library	7 570.69
Training & development	0.00
Tied funds	498 383.36
Short term relief	68 899.16
Administration & office	92 925.04
School-operated canteen	0.00
Utilities	42 648.55
Maintenance	17 505.86
Trust accounts	38 103.20
Capital programs	48 630.66
Total expenditure	1 001 074.01
Balance carried forward	325 183.22

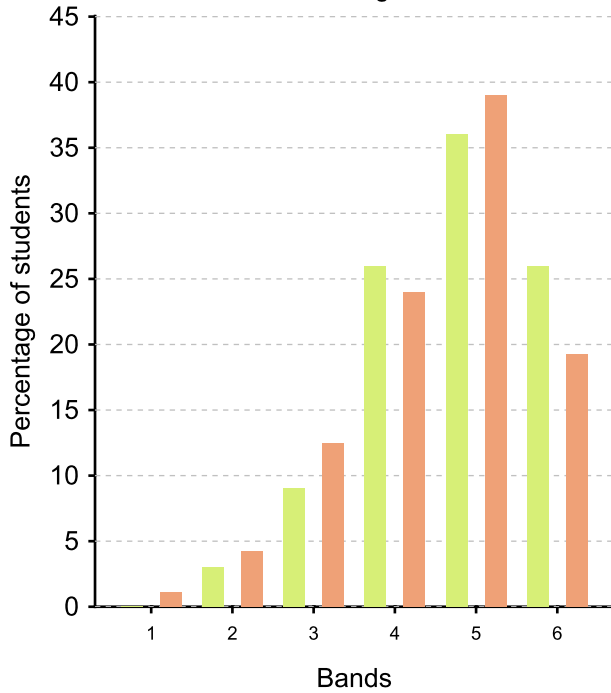
School performance

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.

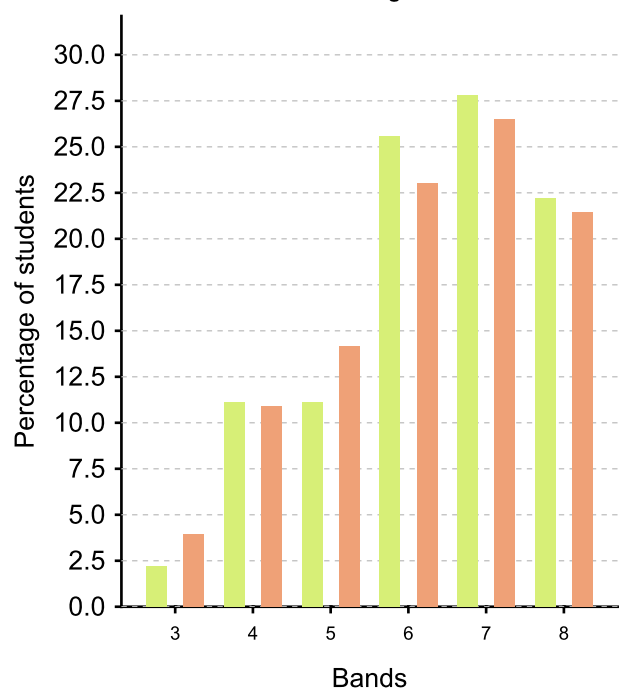


Percentage in bands:
Year 3 Writing



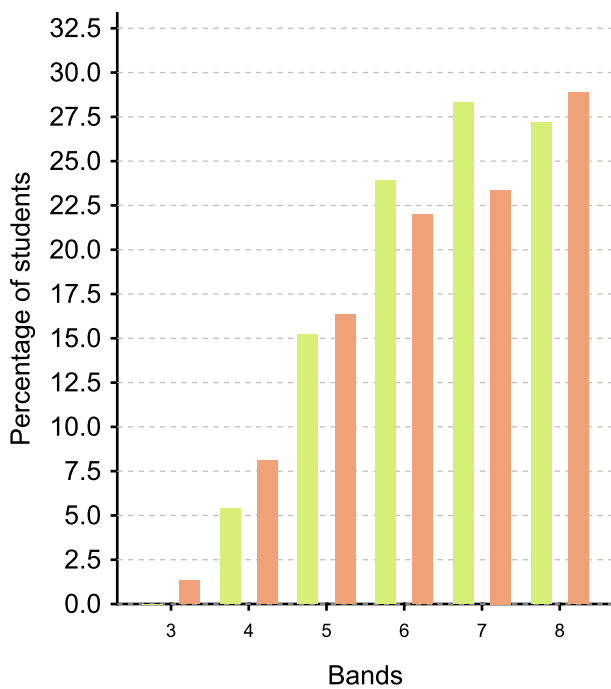
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



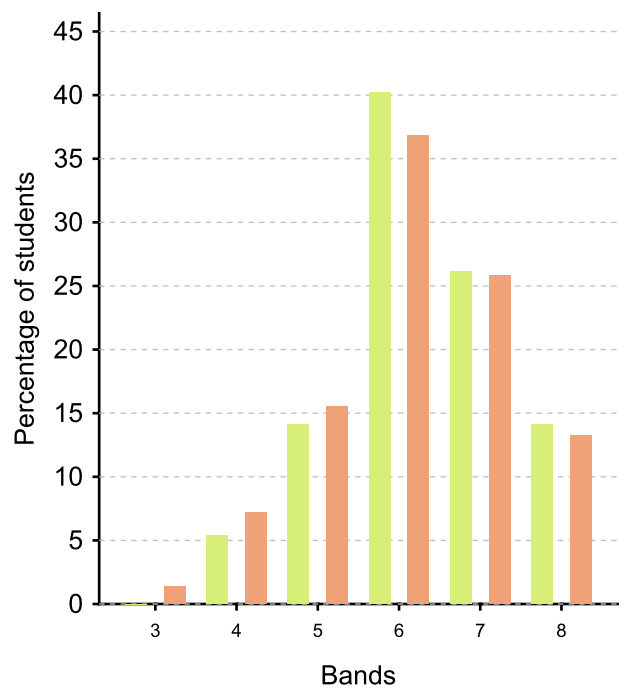
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



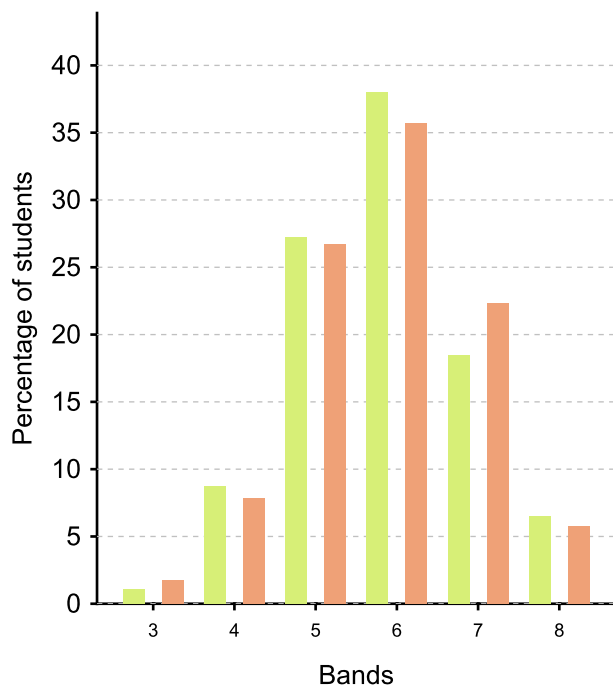
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



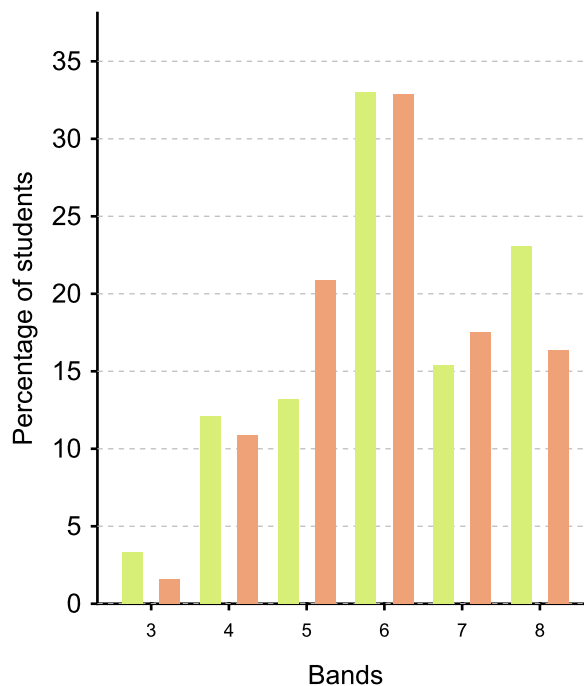
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



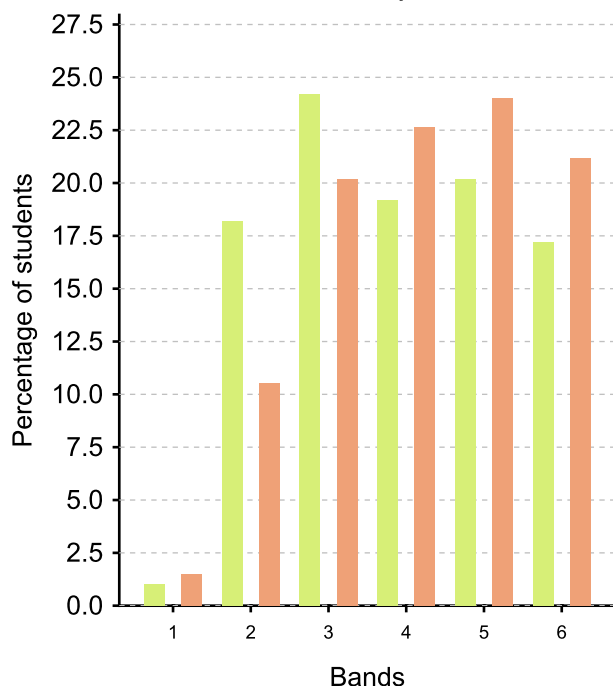
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Hastings Public School in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016 the general satisfaction of the school was evaluated. Parents, staff and children were surveyed.

90% or more of parents, teachers and students felt the school is a happy and safe place to learn and is well-resourced, students are proud of their school and teachers help students to achieve their best.

80% or more of parents, teachers and students felt the grounds and buildings are well maintained and programs assist students' social development.

90% or more teachers and students felt school communication is positive and informative, discipline procedures are clear and effective and felt welcome and ideas are valued.

An area for improvement amongst parents is making discipline procedures clear.

Policy requirements

Aboriginal education

The Junior AECG was established at Hastings in 2016 by Jason Kelly and Robyn Domanski with the help of Linda Olive. Aboriginal parents and students were contacted and meetings were held. Junior AECG members played a significant role in NAIDOC Week organisation and celebrations.

During NAIDOC Week, staff and students from Hastings Secondary College, Westport Campus came to our school to lead all students in indigenous games. A NAIDOC Week assembly was held. Indigenous design artworks were displayed throughout the school and selected artworks were entered in a competition organised by the Community Health Naidoc week program. Students painted poles with local indigenous totems. These totem poles have been included in the playground as a permanent art work.

In 2016 Hastings PS signed up to the MGoals website where AECG committee members post and share Aboriginal activities and programs implemented at the school on the website for the local AECG and community members to view.

Jason Kelly and Robyn Domanski went to the 'Connection to Country' course which gave a great insight and understanding of local Birpai culture. It is recommended that more staff access the course.

Programs were designed to educate all students about Aboriginal history, cultures and current Aboriginal Australia. Aboriginal perspectives were taught in history lessons in all classes. Uncle Bill O'Brien worked with Year 2 reinforcing concepts from the history unit 'The Past and the Present' by sharing his knowledge of local Aboriginal culture and history. Year 6 students learnt the traditional significance of Canberra as a location for a meeting place – Federal Parliament, during their Canberra excursion.

Uncle Brian (King) also invited all Aboriginal students to attend the AECG Christmas party.

Multicultural and anti-racism education

Multicultural Education

In line with the school plan, the school has ensured that culturally inclusive classroom and school practices are embedded. Programs foster students' understanding of cultural diversity and racism. Teachers participated in professional learning on Indonesian language and culture. Resources were developed and used in classrooms.

Students from Years 3–6 learnt and performed an Indonesian dance at our bi-ennial Glasshouse Showcase. This was also taught to Year 2 students who presented this dance to parents at their Christmas concert. Other culturally diverse performances were also included in the Showcase.

The Multicultural Perspectives Public Speaking competition was offered to all students in Years 3 – 6. Each teacher selected 2 finalists from their class, who competed in a competition watched by all primary classes. Complex issues such as refugees, racism and personal cultural heritages were tackled by our outstanding young orators.

Year 5 classes engaged in a geography unit, The Amazing Race, where students researched cultures from around the world. Art, food, customs and religions of various countries were studied. The students dressed in cultural dress and presented speeches to their parents and proud family members on an evening to celebrate cultural diversity.