

Hastings Public School

Annual Report



2017



4524

Introduction

The Annual Report for 2017 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.

Jodie Paterson

Principal

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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.

The school planning and evaluation team have led a review of school practices to determine school progress against the School Excellence Framework. In each domain the school has elements within both the delivering and sustaining and growing levels. A priority going forward is to document school practice in order to be able to provide evidence of practice in preparation for the school external validation process.

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/sef-evidence-guide>

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 well above State average in all aspects of Literacy including reading spelling, writing, grammar and punctuation.

Year 3 students achieved well above State average in all aspects of Numeracy, including data, measurement, space and geometry, 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.

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 2017 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. Maths Olympiad was an enrichment program for Years 5 and 6.

Karl Morris led professional learning for staff in Creative and Critical Thinking. Students in all classes developed their C&CT skills, which were highlighted in an expo in Term 3. Creative displays and demonstrations were all around the school; fine examples of collaboration, problem solving, designing, making and innovating.

In ICAS tests, a large number of High Distinctions and Distinctions were awarded to Hastings students.

Digital Technologies

High Distinction: Charlie Ford, Isaac Lavis

Distinction: Harvey Cuckson, Oskar Morris, Tanisha Thawani

Science

High Distinction: David Charles, Bowen Hansen, Isaac Lavis, PoppyMcIntyre, Oskar Morris

Distinction: Lorelai Champion, Drew De Silva, Bana Lavine, Imogen Lunn, Frederik Morris, Aaron Prince, Harper Rice, Nicholas Saad, Ajay Sen Gupta, Felicity Stelling, Matilda Stewart, William Suosaari

Spelling

High Distinction: Harvey Cuckson, Isaac Lavis, Matilda Stewart, Abe Whitfield

Distinction: Ashley Bell, Ruby Gallagher, Sofia Mansfield, Frederik Morris, Oskar Morris, Mylee Roach, Jake Thompson, Matthew Walls

English

High Distinction: Isaac Lavis, Matilda Stewart

Distinction: Jessica Dun, Stephanie Dun, Audrey Greenhorn, Freycin Hostetler, Stephanie Lawrence, Sofia Mansfield, Poppy McIntyre, Tara Mitchell, Frederik Morris, Oskar Morris, Evan Pitt, Samuel Reniers, Harper Rice, FelicityStelling

Maths

Distinction: Ashley Bell, Billy Brockhouse, Lorelai Champion, David Charles, Harvey Cuckson, Jessica Dun, Stephanie Dun, Charlie Ford, Charles Gaudrey, Bowen Hansen, Sarah King, Isaac Lavis, Tahlia McIlveen, Edward Redfern, Mylee Roach, Nicholas Saad, Ajay Sen Gupta, Felicity Stelling, Matilda Stewart, Abe Whitfield

Writing

High Distinction: Matilda Stewart

Distinction: Meredith Davies, Stephanie Dun, Freycin Hostettler, Isaac Lavis, Sofia Mansfield, Poppy McIntyre, Logan Page, Tanisha Thawani

Hastings students were provided with a wide range of enrichment opportunities. Outstanding results were achieved.

Newcastle Permanent Maths Competition: High Distinctions were awarded to Matilda Stewart, Sarah King and Holly Campbell. Holly placed 1st in the Hastings District with a score of 98.67%

Premier's Spelling Challenge: Matilda Stewart won the Regional competition and placed 2nd at the State final.

Premier's Debating Challenge: The Hastings Opinionators team including Frederik Morris, Axel Lindeman, Audrey Greenhorn and Lily Maqueda reached the North Coast semi-final. Audrey Greenhorn was selected in the North Coast team to compete at the State finals.

Mathletics: Hastings PS won the District competition, earning a trophy and a \$1000 cheque from the Westport Club.

District Year 4 Maths Fun Day: One Hastings team was victorious maintaining our five year record of winning this competition.

Tournament of Minds: Four teams competed in the North Coast final. The Social Science, English Literature and Digital Technologies teams all were awarded with Honours at the Regional competition.

Learning Support: Continuing support was provided by the Learning Support Team to students in need. This support included writing groups for grades 3 and 5, Reading Recovery Program, Tutor Program, Multi-Lit and direct intervention via the Learning Support Teacher, Maree Wall as well as SLSOs. Individual Learning Programs and reasonable adjustments were included in all teaching programs.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth in students meeting minimum standards in English and Maths. An increase in Year 3 and 5 students achieving the top two bands in NAPLAN.	Equity funds were allocated to support the implementation of focus Writing programs.	Internal data collection and analysis as well as NAPLAN data indicates growth in the students achieving in the top two bands.
Growth in participation rates of students taking part in Public Speaking competitions.		Growth in student participation rates was achieved with the introduction of Public Speaking into Stage 1. Growth in participation was also achieved through introduction of various topic choices and strands of participation and competition. Growth was also supported through classroom based explicit teaching and support of public speaking skills.
Improved school attendance in each grade. Early identification of attendance concerns.		Staff awareness of changes to attendance procedures and roll marking for 2018. Staff confidence in readiness for LMBR student management of attendance. Growth in student attendance being maintained at 85% and above. Student attendance equal to or higher than state

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved school attendance in each grade. Early identification of attendance concerns.		average. Potential attendance issues and patterns of non attendance are being identified early, with support initiated and monitored.
Use of technology– netbooks and Ipads.	Funds allocated to support implementation and monitoring of school based technologies.	All classes have access to class sets of netbooks or ipads. Processes and procedures for accessing and maintaining technology is efficient. High levels of engagement result from frequent technology use.
PDF to support best teaching practice in classrooms.	Beginning Teacher Funds are allocated to support ongoing professional learning and mentoring.	All staff are aware of the Performance and Development Framework with every staff member participating in professional learning planning and monitoring. Classroom observations have been undertaken with key focus areas in curriculum delivery and quality teaching. Feedback sessions support ongoing reflective practice and a focus on continuous improvement and professional capacity building.

Next Steps

School Planning has indicated a continued need to focus on teaching and learning. Focus areas for the next School Planning Cycle will be Curriculum Development ensuring a school wide approach that ensures the highest quality teaching to take place. Assessment and Reporting will be an additional focus ensuring that assessment strategies and data collection are embedded into assessment systems. Collaborative practice will be a key strategy to promote and refine with staff to enable quality professional learning and reflective practice.

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 cultural experiences offered.

Our concert band grew to include over 150 students with the guitar and violin groups also growing in popularity. Our band travelled to Sydney to participate in the NSW School Band Festival, being recognised for their talent with a Gold Award. In Term 4, the band entertained families with a concert, showcasing their talent. The Mozart Award was included in the Presentation Day honours for the first time. Oliver Walton was recognised for his outstanding talent in playing the trumpet.

Dance groups were offered for grades 1–6. These groups performed at the Dance Festival and Port Macquarie Dance eisteddfod. The choir performed at a number of school events. They also visited Emmaus aged care facility to entertain the residents. 2S and 1/2D recited poetry at the Port Macquarie Speech and Drama eisteddfod, taking out 1st place. 5/6S also performed a play in the Port Macquarie Speech and Drama eisteddfod.

Outstanding artwork was entered in Operation Art by James Cockshutt, Lily Maqueda, Josie Taylor and Naomi Harris. Their work was exhibited at Olympic Park. James and Lily's work received a Paw Pick, (they will be used as a teaching resource), and James' work was also selected to be permanently displayed in a children's hospital.

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 using social stories to assist students with social interactions.

Additional cultural and social opportunities included:

K–2 Rainforest Carols

Point Wolstoncroft and Canberra excursions

Kindergarten Orientation Program; Year 6 students help Kindergarten students assimilate into "Big School".

Year 7 transition program. All Year 6 students had orientation visits to their high school, while students identified as being vulnerable were given additional orientation visits.

Year 6 Fun day: Year 6 students organise activities for a mini fete to entertain the younger grades. Group collaboration and communication skills are the key to a successful day.

Book Character Parade

Year 1 Fairy Tales Day

Oceans of Colour Art exhibition at the Hastings Hullabaloo; all students produced an ocean themed artwork which were for sale at the exhibition.

Hastings Public Speaking Competitions:

Year 1: Tallin Morris

Year 2: Jessica Dun, Ashton Fraser

Stage 2: Zake Morris

Stage 3: Charlie Beard

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student participation in cultural activities.		A broad range of opportunities now exist at Hastings PS for students to engage in and experience the benefits of. Inclusivity and belonging are promoted throughout the school with all students having access to a range of opportunities.
Teaching and Learning Programs that include cultural perspectives.		The programming supervision procedures at Hastings PS ensure that all teachers provide cultural perspectives within their teaching and learning programs.
Increased range of extra curricula and enrichment opportunities to participate in.		Enrichment opportunities have been extended within Hastings PS. Enrichment classes have continued in Stage 2 and Stage 3. Additional opportunities for students to pursue specific areas of interest and ability have widened to include sport, music, art, public speaking, robotics, coding and chess. Additional programs such as Tournament of the Minds, Premier's Spelling Bee, Debating Competitions are continuing to be developed and offered.
Increased knowledge of and relationship with the local Aboriginal community.	Aboriginal equity funding allocated to support Aboriginal Education.	The continuing development of the school Junior AECG provides cultural and leadership opportunities for our Aboriginal Students. Students participate in activities and then lead the school in cultural events. We have developed key relationships with the local AECG (Aboriginal Education Consultant Group), Hastings Secondary College Clontarf program and local elders to support our school programs. Aboriginal student learning has been supported through ongoing development and review of PLPs through collaboration with students, families and teachers.
Formation of Showcase Committee to further develop future.		Ongoing planning and collaboration for the biannual Showcase event has been refined to ensure that the planning, implementation and review of this event is efficient and supports the whole school community celebration of cultural activities. The committee for the 2018 event is in place and planning is underway to support a successful 2018 event.

Next Steps

A focus on student wellbeing will continue to be a strategic direction for the 2018–2020 School Plan. The opportunities and programs now in place provide a strength to be leveraged into the future. These opportunities and programs will continue to be enhanced whilst we now focus on developing and enhancing a whole school culture to support the wellbeing of all students. We will develop policy, procedures and systems to foster a school-wide, collective responsibility for student wellbeing with collaboration and planning embedded into school culture.

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. Fundamental movement skills were included in PE programs.

In 2017 there was increased participation in PSSA sport. Hastings students had the opportunity to participate in girls and boys Basketball, Cricket, Soccer, Touch Football and Netball. Boys also competed in Rugby League and Hockey.

The boys touch football team reached State finals of the PSSA competition. The team included Charlie Beard, Archie Devine, Jalin Downey, Judson Grieve, Lachlan Harrison, Lennox Jensen, Frederik Morris, Jai Smith-Lloyd, Hayden Stace, Jack Stace, Hamish Teasdell and Taylor Wade.

All students were able to participate in Athletics and Cross Country carnivals. Primary students and Year 2 students turning 8 (who are proficient swimmers), were able to attend the Swimming Carnival.

Students represented at State carnivals in the following sports:

Athletics: Kaden Knox-Sheen

Basketball: Lily Maqueda

Cricket: Charlie Beard

Cross Country: Sarah King

Hockey: Charlie Beard

Netball: Kate Collins, Gemma Lawrence

Soccer Frederik Morris

Touch Football: Jalin Downey, Lennox Jensen, Jack Stace

Kilometre Club was a popular program operating in Terms 2 and 3. In 2017 our school achieved our goal of running all the way around Australia. Combining our Term 2 and 3 tallies, 16, 136 kilometres were completed!

In Term 3 more records were broken. 12 students ran more than 100 km! Congratulations, Billy Brockhouse, Charlie Carter, James Cockshutt, Chloe Eldridge, Tom Gallagher, Archie Homewood, Jeremy Lawrance, Timothy Lawrance, Macy Partington, Molly Partington, Edward Redfern and Luke Stubbs.

Tom Gallagher broke the record for the most kilometres completed in Kilometre Club history, running a staggering 161 kilometres this term!

The winners for Kilometre Club are all the boys, girls and family members who put on their joggers and got involved. It was wonderful to see so many people improving their personal fitness and enjoying the fun of running with their friends on our beautiful rainforest track.

Further initiatives to promote healthy lifestyles and provide students with the optimum amount of physical exercise, included teachers incorporating physical exercise into lessons such as spelling and maths. These included classes dancing to learn times tables, spelling and grammar relays and running maths games.

The P&C and Canteen Manager, Tina Hamill worked collaboratively to have our School Canteen accredited as a "Healthy Canteen."

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will become more aware of healthy options and engage in healthy lifestyle choices.		The school has worked in partnership with the P&C to undertake the Healthy Canteen Initiative. This has resulted in promotion of healthy choices and reduced intake of unhealthy foods. Students participate in healthy food tasting providing opportunities. Canteen sales indicate successful transition to healthy food options. School promotion of healthy options and 'making healthy normal' is supporting students to make healthy eating choices. The school continues to promote the Live Life Well at School with staff liaising with consultants to support school initiatives.
Teaching and Learning Programs will include the mandatory physical activity component.		Staff have participated in professional learning involving development understanding of NESA curriculum guidelines and how physical activity can be built into all Key Learning Areas in order to meet the requirements. Program supervision and Key Learning Area timetabling ensures that all teaching and learning programs provide the necessary allocation of physical activity.
Increase numbers of students participating in the Kilometre Club		The Kilometre Club continues to run two terms a year. Ongoing support from the parent community ensures that the program is run efficiently with all student progress recorded, monitored and celebrated. Student participation levels have continued to increase with completion data evidence to support. The program continues to attract local attention with the state government acknowledging the program in 2017 as part of the Premier's priorities. This attracted a Premier's Implementation Unit visit in 2017.

Next Steps

Students' physical development will continue to be a priority for Hastings PS with the continuation of all programs introduced over the past three years. There is strong community support for our ongoing commitment to student health and strategies across the school have become embedded into school culture.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading has been utilised to support student learning and behaviour. Employment of an Aboriginal SLSO has been a key strategy for Aboriginal Education.	The Junior AECG continued to develop momentum with our aboriginal students supported to lead key Aboriginal Cultural Events. All students were supported to develop quality personalised learning plans with school successes shared through M Goals.
Low level adjustment for disability	Resource allocations were utilised to employ SLSO's who provided additional support for students identified with additional needs. Additional social support groups were implemented as well as fine motor and language programs.	Many students were successful in demonstrating growth in social skills and were supported to participate more successfully in learning programs. Additional classroom based support enabled student access to learning to be significantly improved as evidenced in improved student learning outcomes.
Socio-economic background	Funding resourced 2 additional part time teachers to target writing. Writing intervention was provided for students identified being at risk of under performing.	Pre / post assessments as well as NAPLAN data indicated significant growth in students writing performance. Significant growth in student engagement was also a positive outcome.
Support for beginning teachers	Funding was received for one beginning teacher. Funding supported the teacher and a mentor to undertake quality induction, professional learning and support for accreditation.	The beginning teacher demonstrated steady growth in confidence and professional learning was appropriately matched to need resulting in positive capacity building. This was evidenced in the teacher Professional Development Plan with positive self assessment and supervisor reflection.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	297	336	348	367
Girls	308	327	324	336

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	96.3	96.2	96.1
1	93.9	95.1	95.6	95.3
2	94.8	94.5	94.3	95.1
3	93.8	94.2	94.6	95.4
4	94.5	94.2	94.3	94.3
5	94.5	94.6	94.2	94.7
6	94	94.6	95	93.1
All Years	94.5	94.8	94.9	94.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is monitored weekly. Students' whose attendance is causing concern is followed up by:

- Phone calls to parents/carers
- Letters to parents
- Referral to HSLO.

Student attendance is encouraged by:

- Regular discussion at school assemblies and within classrooms to promote the benefits of attending every day, students are well.
- 100% attendance certificates presented each term and at the end of year Presentation Day.

Hastings school attendance is slightly above State average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	27.02
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.26
Other Positions	0

*Full Time Equivalent

Hastings Public School had 2 indigenous staff members in 2017.

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	30

Professional learning and teacher accreditation

Jodie Paterson led all staff in professional learning on *Choice Theory*, to enhance skills in behaviour management and building positive relationships. Teachers learnt to recognise their own needs in their quality world and those of their students. Teachers adopted a common approach when dealing with positive relationship building and behaviour management.

Jodie Paterson also led professional learning with all staff on *Growth Mindset*. Teachers initiated lessons with students and to develop positive attitudes towards learning.

Karl Morris led professional learning on Creative and Critical thinking for all staff. Staff used this knowledge to develop teaching programs. A Creative and Critical Thinking Expo was held and parents and community members were invited to share and celebrate students' learning.

Staff attended a Neuroscience video conference.

All staff received their mandatory training in CPR, anaphylaxis and Code of Conduct

16 teachers completed dyslexia training, led by Maree Wall.

2 staff members completed the Connecting to Country program.

SASS staff completed an introduction to the Performance and Development Framework as well as ongoing training in LMBR.

Executive staff gained Professional Learning through the CLN network and LMBR training.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	325,183
Global funds	347,214
Tied funds	439,169
School & community sources	138,877
Interest	4,132
Trust receipts	16,363
Canteen	0
Total Receipts	945,754
Payments	
Teaching & learning	
Key Learning Areas	43,665
Excursions	57,577
Extracurricular dissections	59,828
Library	7,167
Training & Development	23,491
Tied Funds Payments	343,458
Short Term Relief	72,345
Administration & Office	84,469
Canteen Payments	0
Utilities	33,439
Maintenance	25,752
Trust Payments	11,619
Capital Programs	10,233
Total Payments	773,042
Balance carried forward	497,895

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	591,165
Appropriation	520,700
Sale of Goods and Services	2,562
Grants and Contributions	67,732
Gain and Loss	0
Other Revenue	0
Investment Income	172
Expenses	-409,389
Recurrent Expenses	-409,389
Employee Related	-188,774
Operating Expenses	-220,615
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	181,776
Balance Carried Forward	181,776

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

A school finance team monitors all school revenue and expenditure. Regular reviews take place to review the budget, funding proposals and future planning.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	4,301,446
Base Per Capita	102,699
Base Location	4,282
Other Base	4,194,464
Equity Total	214,459
Equity Aboriginal	27,517
Equity Socio economic	55,520
Equity Language	0
Equity Disability	131,422
Targeted Total	124,060
Other Total	268,131
Grand Total	4,908,096

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.

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.

School performance

NAPLAN

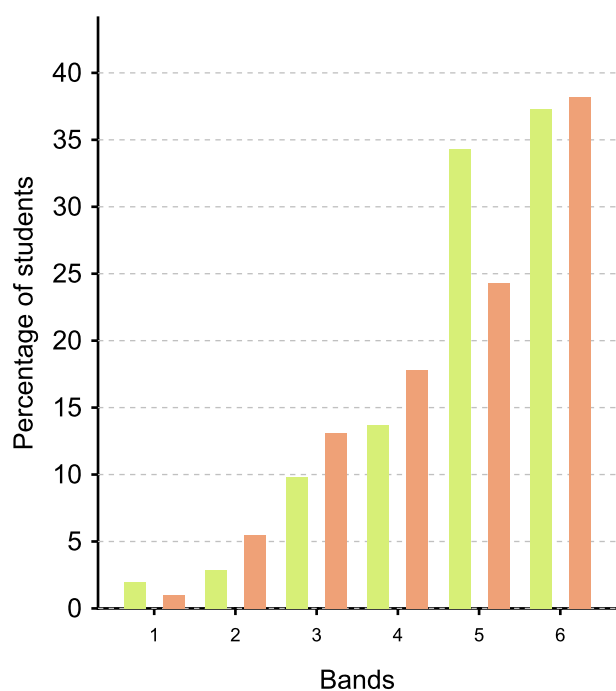
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Strong teaching practices allowed students to achieve their potential.

In NAPLAN Literacy tests, Year 3 students achieved well above State average in all aspects of Literacy including reading spelling, writing, grammar and punctuation.

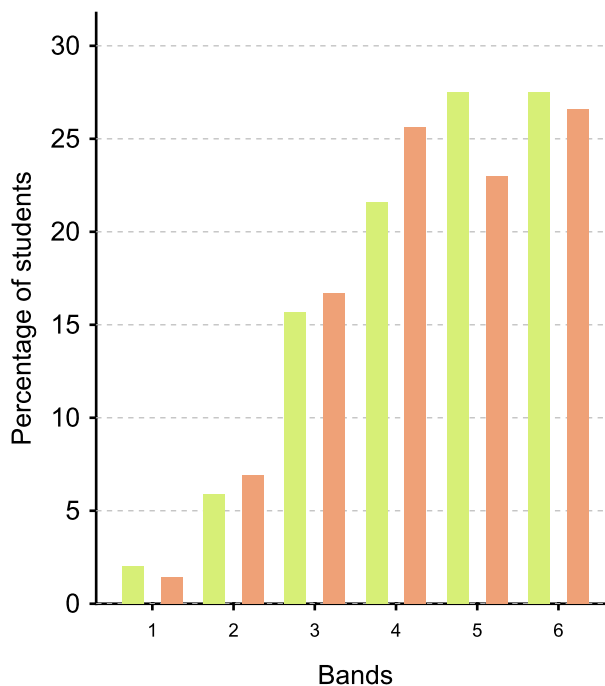
In NAPLAN Literacy tests, Year 5 students achieved well above state average in all aspects of Literacy including reading, spelling, writing, grammar and punctuation.

Percentage in bands:
Year 3 Grammar & Punctuation



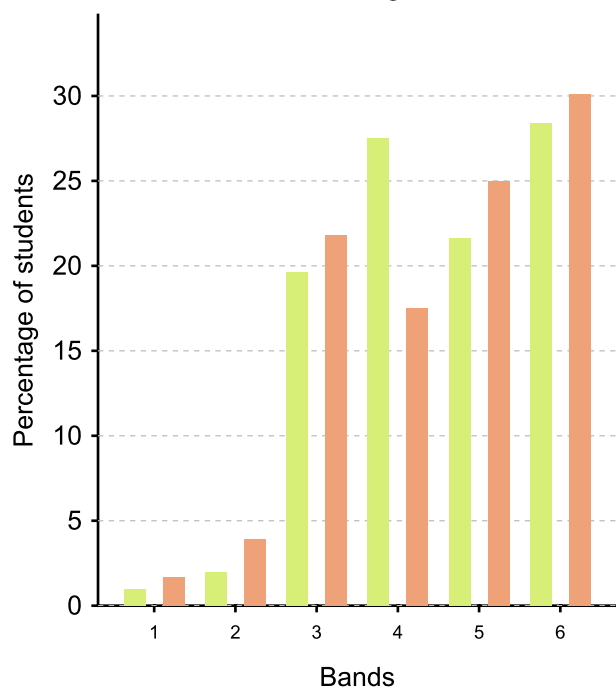
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



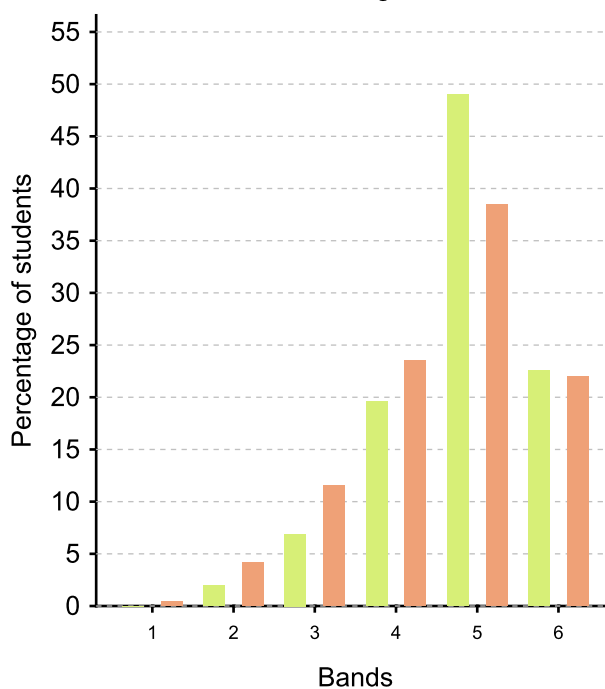
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



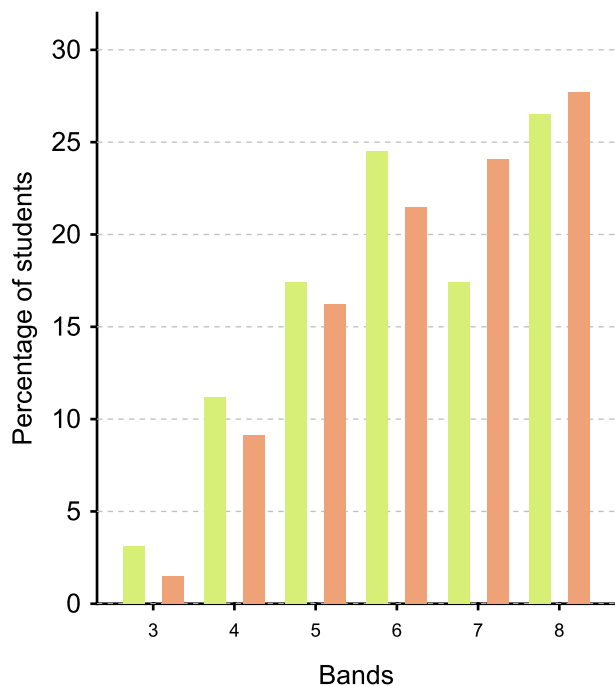
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

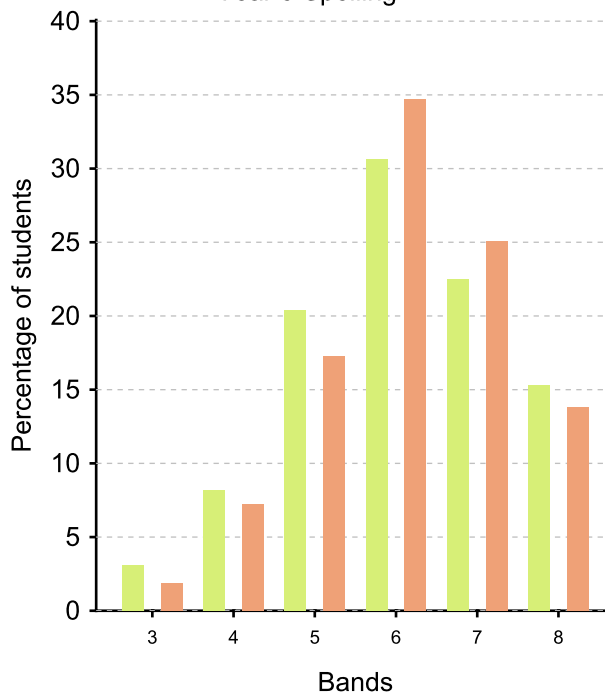


Percentage in Bands
School Average 2015-2017

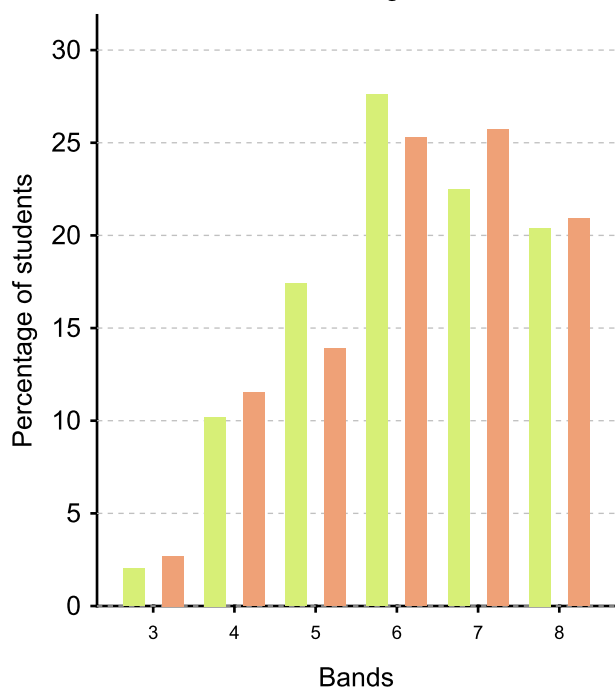
Percentage in bands:
Year 5 Grammar & Punctuation



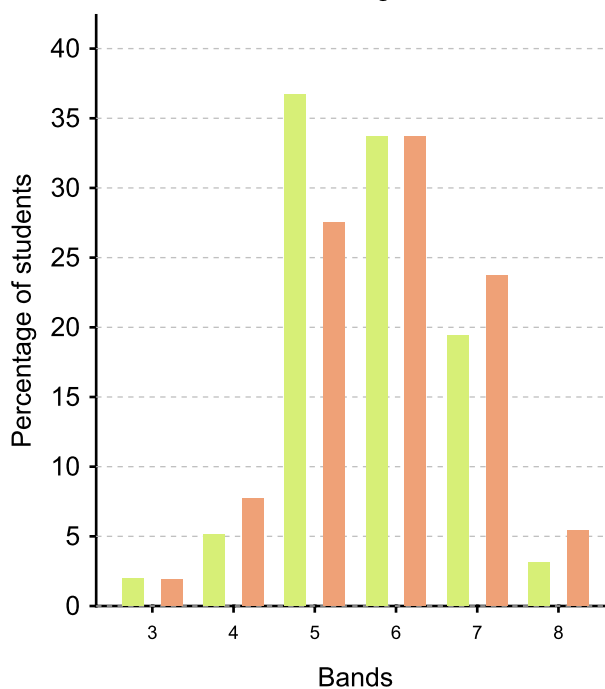
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



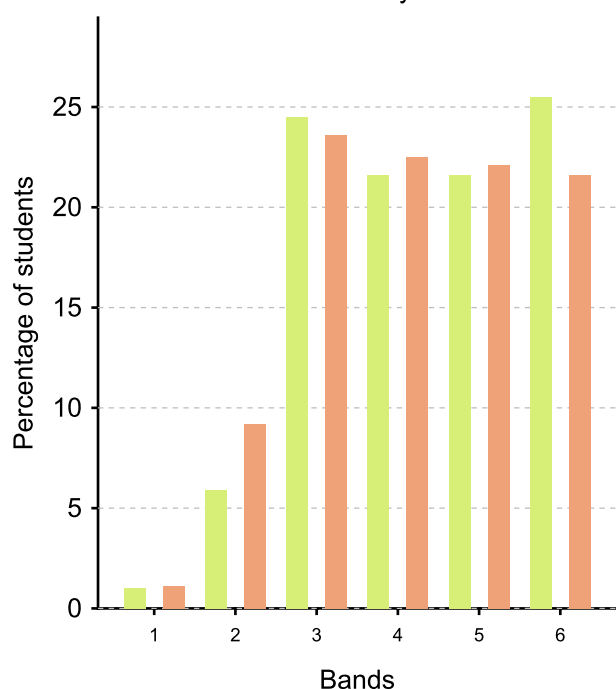
Percentage in bands:
Year 5 Writing



Year 3 students achieved well above state average in all aspects of Numeracy, including data, measurement, space and geometry, number, patterns and algebra.

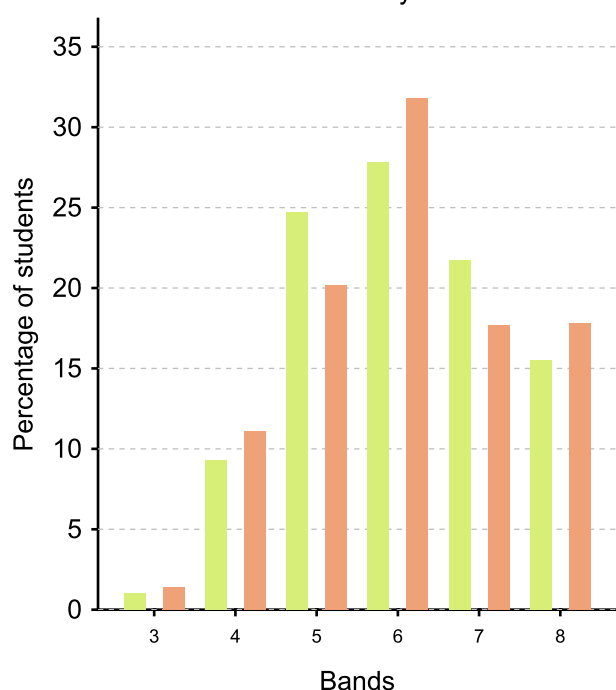
Year 5 students achieved well above state average in all aspects of Numeracy, including data, measurement, space and geometry, number, patterns and algebra.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

In 2017 the general satisfaction of the school was evaluated. Parents, staff and children were surveyed. For the first time, the school conducted parent focus groups to gain further insight into the school community.

Throughout Semester 2 Hastings PS initiated changes to the way in which our school supports students to develop responsible and respectful behaviour. 90% of parents believe these initiatives support students to be safe and happy at school. The majority of staff believe these initiatives are supporting them with behaviour management in the classroom and playground. 98% of students understand how they are expected to behave in the classroom and playground. The vast majority of students know who to speak to at school if they feel unsafe and that their concerns would be followed up when reported to a teacher.

The majority of parents feel our school has an ongoing commitment to supporting the healthy eating habits of our students through the Crunch and Sip program and the changes implemented by the Canteen Committee. 70% of students regularly eat fruit or vegetables during Crunch and Sip. 80% of students believe the food in the canteen is healthy.

The majority of parents agree Hastings PS strives to provide a high quality learning environment for their child, with a strong focus on the emotional, social, cultural and physical development of all students. 80% of students participate in the Term 1 and Term 2 public speaking competitions.

Areas for improvement include increased communication with parents about their child's learning opportunities and progress, and utilising the skills and knowledge within the community to strengthen school learning programs.

Policy requirements

Aboriginal education

In 2017, the Junior AECG at Hastings PS was led by Robyn Domanski and Jason Kelly. Additional staff who supported the program included Uncle Brian King, Rikki Kelly, Katrina Simon and Melissa Bolton. Wayne Anderson was a guest speaker at meetings sharing his knowledge of culture and the traditional Gathang language. Jamie Donovan also gave cultural and Gathang lessons and shared resources. There was a series of cooking and art lessons.

During NAIDOC Week a whole school assembly was

held, led by Aboriginal students. Guest speakers were Uncle Bill and Charles Maher who gave inspirational speeches. Jamie Donovan was also a special guest. The playground was decorated with Aboriginal themed artwork produced by students from all classes. All students came to school dressed in red, yellow and black and donated a gold coin. \$800 was raised which was donated to the Cathy Freeman Foundation, Stomp out the Gap, to provide educational programs to Indigenous communities. Indigenous students from Hastings Secondary College, Westport Campus visited our school during NAIDOC Week to coordinate indigenous games. A morning tea was also held for indigenous students, to celebrate their cultural heritage. 3B and 2D made paper mache Australian animals for the Port Macquarie Community NAIDOC Week celebrations at the land council.

A group from Werin Aboriginal Corporation Medical Clinic called *Ready Mob* worked with Year 3 and 4 students promoting the importance of a healthy lifestyle. They taught students about the harmful effects of smoking.

Year 2 classes enjoyed Grandparents Day as a culmination of their History unit, *Families Past and Present*. They also went on an excursion to the Big Tree out at Wauchope and Shelly Beach.

Teaching and learning programs included Aboriginal perspectives, Aboriginal history and culture.

Aboriginal PLPs were completed for all indigenous students.

Multicultural and anti-racism 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.

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.

Karl Morris led a speech writing program with Year 5 students to support students in preparation for the competition. Students were taught to analyse their topic of choice and divide the topic into 3 smaller questions. They then gained a deep understanding of the relative issues through research and summarising. They answered the 3 questions using the PEEL structure. Finally, students rehearsed, evaluated and reflected on the performances of peers and themselves. As a result, the quality of students' speeches was extremely high.

Our Hastings representatives at the district competition were:

Stage 2: Kaeleb Morris and Drew De Silva

Stage 3: Lennox Jensen and Julian Reed

Kaeleb Morris (3/4T) went on to place 2nd at the North Coast final.

Year 2 completed a unit of work, *Families Past and Present* where they learned about the cultural heritage of students in their class.

Year 3 and 4 classes completed a unit of work, *Places are similar and different*, where they learned that Australia is an island nation surrounded by many neighbouring countries including China, Indonesia, Papua New Guinea and New Zealand. The students selected a neighbouring country to study in detail and used the information gathered to complete a travel brochure. Information included the landforms and climate of the country, and its native vegetation and animals.

The visiting performance, *El Kid*, had a Spanish theme with music from Bizet's *Carmen*.