

# Hastings Public School

## Annual Report



2018



4524

## Introduction

The Annual Report for **2018** 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

### School contact details

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## School background

### 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 is actively involved in school planning and initiatives. There are a range of community partnerships that strengthen the capacity of the school to provide authentic and purposeful learning opportunities for students.

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

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 and caring community.

## 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

### Whole School Wellbeing

#### Purpose

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

#### Overall summary of progress

Whole school wellbeing is at the forefront of all planning.

Choice Theory was the focus for a number of professional learning sessions. Teachers and students used a common language when teaching and learning about respectful relationships. There is a school-wide, collective responsibility for student learning and success.

A CaRE (Caring and Responsible Environment for Learning) team was established to plan for and promote whole school wellbeing. Initiatives included writing teaching and learning programs for Social and Emotional development and planning for Values Education. These programs will form the preventative measures for our Anti-Bullying Policy.

The role of an off-class Assistant Principal was formed with the key focus on student wellbeing. Tony Scott supports students' behavioural, social and emotional wellbeing, providing advice, support and assistance to help students fulfil their potential. Positive, respectful relationships are promoted to ensure optimum conditions for student learning across the whole school.

The Learning and Support Teacher role was expanded to coordinate all Learning and Support Programs within the school. Maree Wall works with students, families teachers and support staff to plan and implement a wide range of support programs. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Due to increased student enrolment, playground areas were becoming too crowded. To improve student welfare in the playground, new playground arrangements, including a split timetable for lunchtime, were trialled. This allows for Years 3–6 students to access the playground from 1 – 1:30 pm. Kindergarten, Year 1 and Year 2 students will access the main playground from 1:30 – 2pm. These new arrangements make the playground safer and less crowded for students. Kindergarten also will have access to the main playground. The new timetable will be implemented in Term 1, 2019. The school has implemented evidence based change to whole school practices, to bring about measurable improvements in wellbeing and engagement to support learning.

The P&C collaborated with Tina Hamel, our Canteen manager, to gain accreditation as a Healthy Canteen. Healthy lifestyle choices were promoted through the Healthy Canteen menu, Crunch and Sip program, Kilometre Club and Personal Development, Health and Physical education programs.

Staff wellbeing was the focus of several professional learning sessions. New staff members were supported in their orientation to their new workplace. Beginning teachers were paired with a mentor for curriculum, managerial, organisational and collegial support. Feedback indicated that new staff members felt welcome and supported within their new work place. Casual teachers were supported through an induction program and casual teacher information folders were established for each class so that casual teachers were well informed of routines and procedures enabling classes to run smoothly.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Evaluation against the School Excellence Framework will indicate growth over three years from Delivering to Excelling in the Learning Culture and Wellbeing domains.	Allocation of QTSS staffing to create a designated AP to supporting learning culture and wellbeing.	There has been progress in raising the aspirations and expectations of student classroom and playground behaviour with the wellbeing of students being explicitly supported by identified staff.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student behaviour regulation will improve resulting in fewer behaviour referrals and a decrease in suspensions.	Allocation of QTSS staffing to create a designated AP to supporting learning culture and wellbeing.  Allocation of Professional Learning funds to teacher capacity building in understanding and supporting student behaviour.	The school wellbeing approach now focuses on an effective environment for learning with teachers and other school staff explicitly communicating expectations of behaviour across a range of school settings.
Student feedback will indicate growth in students experience a sense of belonging, learning and emotional resilience and aspiration.	Allocation of QTSS staffing to create a designated AP to supporting learning culture and wellbeing.  Allocation of Professional Learning funds to teacher capacity building in understanding and supporting student behaviour.	Student feedback indicates progress towards all students feeling a sense of belonging. Students' are gaining more understanding about learning resilience and the growth mindset. The majority of students are confidently able to identify at least one staff member who can help them.

## Next Steps

New bell times and playground organisation will be implemented in 2019 to support student social and emotional wellbeing provide a safe playground environment.

The School Chaplaincy program will continue as it is a valued and important aspect of our whole school wellbeing focus.

The CaRE team will continue to develop further teaching/learning programs for all classes as well as other initiatives to support wellbeing.

Funding allocation will allow the continuation of an off-class AP to support student behaviour and wellbeing.

*SENTRAL* will be introduced as a tool to support wellbeing, student behaviour and attendance.





## 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.

#### Overall summary of progress

Teachers routinely used evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Teachers differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

A wide range of learning support programs were planned and implemented after thorough assessment and evaluation of needs. Health plans, risk assessments, personalised learning plans and consultation with families and outside agencies and professionals, further supported students' outcomes.

Stage planning days were organised for curriculum planning in all Key Learning Areas. Scope and sequences, units of work and assessment tasks were developed which aligned with reporting documents. Professional discussions focussed on consistent teacher judgement.

Teaching staff participated in professional learning to support the implementation of the Science and Technology Syllabus.

Individual student reports met Department of Education requirements. They included personalised descriptions of the student's progress and achievement and previewed plans for meeting future learning goals. Documents for students with special needs were modified to report accurately. Teaching staff participated in professional learning to further develop skills in report comment writing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 is 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.	Allocation of Socio economic funds to enable the school Learning and Support Co-ordinator role.	All students requiring support are identified and receiving intervention. Clear and accurate analysis of student progress and achievement data informs planning.  High level collaboration and planning with parents is developing the community perception of the school being responsive to student learning needs.
School Evaluation against the School Excellence Framework	Allocation of Socio-economic funds to	Well-developed and evidence based approaches, programs and assessment processes identify,

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
will indicate growth in all aspects of the Learning and Teaching Domains.	<p>the school Learning and Support Co-ordinator role.</p> <p>Allocation of Socio Economic funds to enable target support groups.</p> <p>Allocation of funds and timetabling of human resources to enable regular teacher collaboration and planning.</p> <p>Allocation of beginning teacher funds to support coaching and mentoring of early career teachers.</p>	<p>regularly monitor and review individual student learning needs.</p> <p>Teachers collaborate across stage teams to share curriculum knowledge, data, feedback, professional knowledge and experience about student progress and achievement. Teams plan for and frequently review teaching, assessment and reporting.</p> <p>Our school structure and organisation ensures that direct support is available to new staff members for mentoring and coaching.</p>

## Next Steps

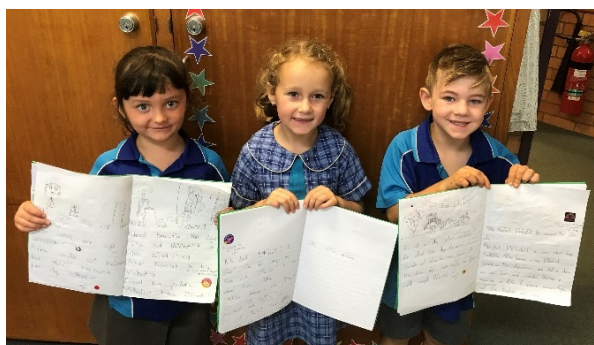
Further professional learning for teaching staff will focus on assessment for, of and as learners.

Personalised Learning and Support Plans (PLPs) will be amended, adding more details, to ensure the needs of students with disabilities are best met.

Further reviews of report formats will be evaluated using SENTRAL technology.

Four staff will complete Quality Teaching Rounds to deepen their knowledge of the Quality Teaching Framework. Lesson observations of colleagues and reflective conversations involving coding against the framework will enhance student outcomes. All teachers will use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Curriculum will be the priority for professional development. Teachers will actively evaluate, share and discuss learning from targeted professional development with other staff to improve whole school practice.



## Strategic Direction 3

### Leadership

#### Purpose

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

#### Overall summary of progress

A School Evaluation and Planning Team (SEaP) team was established to guide school evaluations. Professional development assisted team members to complete initial self assessments against the School Excellence Framework. The leadership team ensured that the implementation of syllabuses and associated assessment and reporting processes met NESA and Department of Education requirements, forming a sound basis for student learning.

A whole School professional learning plan was implemented focusing on continuous improvement of teaching and learning.

NAPLAN data was reviewed and analysed which guided planning for some learning support structures and programs.

Teaching staff with leadership aspirations were identified and supported to develop leadership skills. Opportunities to relieve in executive roles were provided.

Staff members with highly developed skills in key areas were identified and encouraged to take leadership roles in professional development of colleagues.

Mentors were matched with beginning teachers providing support in the preparation of Proficiency Accreditation documents.

Students were given leadership opportunities within the school. Parliamentarians carried out a range of leadership roles including leading assemblies, representing the school at community services including ANZAC and Remembrance Day services. The Junior AECG provided opportunities for Aboriginal students to take leadership roles by leading the NAIDOC Week assembly and activities. Students were supported to develop initiatives, including the Green Team who promoted environmental causes. Initiatives included the introduction of reusable coffee cups for staff, bamboo forks at the canteen and a *Nude Food Day* to reduce plastic waste in landfill.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Evaluation against the School Excellence Framework will indicate growth in Instructional Leadership and School Planning, Implementation and Reporting aspects of the Leading Domain.	The Whole School Professional Learning plan has human resources allocated to support staff development of accreditation processes and leadership learning.	<p>Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.</p> <p>Teachers attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school.</p> <p>There has been significant progress in the leadership team working towards whole school implementation of syllabuses and associated assessment and reporting processes meet NESA and DoE requirements, forming sound basis for student learning.</p> <p>Teaching and non teaching staff proactively seek to improve performance and apply leadership skills to their work environment.</p>



## Next Steps

Teaching staff Professional Development Plans will be supported by a coordinated whole school approach to developing professional practice, informed by research.

All teaching staff will complete Professional Development on the use of the PLAN 2 Assessment Tool.

Teaching and learning programs will include more comprehensive evaluations and work samples in line with NESA guidelines.

Reflective conversations between stage team members and executive staff will be included in the Performance and Development Plan (PDP).

SENTRAL data will be used to review student management systems and the impact on student outcomes.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal equity funds were allocated to:</p> <ul style="list-style-type: none"> <li>* engaging an Aboriginal SLSO to target and support K–2 programs</li> <li>* staff training via the 'Connecting to Country' Program</li> <li>* Hastings Public School Junior AECG and supporting the development of quality student PLPs</li> </ul>	<p>An additional 6 staff attended the Connecting to Country program resulting in a growing awareness of our local aboriginal culture and resources for supporting Aboriginal students to feel connected to their culture as well as supporting all students to develop knowledge and understanding of aboriginal culture and history.</p> <p>K–2 students have been supported to develop initial awareness of aboriginal culture through Uncle Brian's work and presence in classrooms.</p> <p>Our Junior AECG continues to grow in strength by supporting our Aboriginal students to take on leadership of Aboriginal education and awareness in their community. 4 students were acknowledged in 2018 by receiving local awards for their leadership and achievements.</p>
<b>Low level adjustment for disability</b>	<p>Low Level adjustments for disability funds were allocated to:</p> <ul style="list-style-type: none"> <li>* provide additional support for students requiring adjustments</li> <li>* additional learning programs to support students with specific learning needs eg writing groups, language support, social support.</li> <li>* support for students requiring additional transition support from preschool into Kindergarten as well end of year transition into 2019 year levels.</li> </ul>	<p>A range of support groups enabled a wide range of students to be supported across the school. Consequently, Kindergarten students with language articulation problems received early intervention support, students in Stage 1 received intensive literacy support, Stage 2 students received intensive writing support. 100% of students who participated demonstrated educational gain.</p> <p>100% of Kindergarten children transitioned successfully.</p> <p>Students with additional support needs were assisted to prepare for 2018 to 2019 transition successfully resulting in a smooth start for all students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Staffing allocation has been allocated to supporting the first school strategic direction: Whole School Wellbeing.</p>	<p>This allocation has enabled an AP to be non teaching with the key role of supporting student wellbeing.</p> <p>Students requiring support receive ongoing coaching and support to learn effective behaviours and responsible decision making. Communication and consultation with parents continually throughout the year has resulted in strong support intervention to be consolidated at home with progress monitored and reported frequently.</p> <p>Consequently, plans of support are documented, communicated and monitored with all stakeholders on the same page and working together to promote student success and safety.</p> <p>This strategy is supporting the school</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation has been allocated to supporting the first school strategic direction: Whole School Wellbeing.	philosophy underpinning the Hastings Public School approach to student behaviour. Consequently, the development of the whole school language of care and responsibility is becoming evident across all settings.
<b>Socio-economic background</b>	Socio-economic background funds were allocated to supporting the implementation of our Learning and Support Co-ordinator role.	<p>This strategy has enable the consolidation and leveraging of the school strength in identifying, planning for and implementing programs of support for all students requiring additional support.</p> <p>As a consequence all students requiring support are identified and monitored by the Learning Support Team. All students requiring Risk assessments are monitored with regular review. All Health Care Plans are comprehensively prepared and monitored through consultation with parents and outside services. Parents are involved in all planning and review with all documentation in place to support ongoing applications for students.</p>
<b>Support for beginning teachers</b>	Funding for beginning Teachers has supported two newly appointed teachers in 2018.	<p>Funding has enabled a comprehensive induction program to take place to support beginning teachers to learn about Department of Education legislative requirements, avenues of support, training and development as well as strategies to support their own wellbeing.</p> <p>Mentoring programs have taken place to assist this process and to also allow individualised instruction and support for learning about the profession and the context of their school.</p> <p>Both teachers have successfully completed their first year of teaching and have gained awareness of the teaching standards in practice. Both teachers have also completed their accreditation process.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	336	348	367	363
Girls	327	324	336	307

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	96.2	96.1	93
1	95.1	95.6	95.3	94.2
2	94.5	94.3	95.1	93.4
3	94.2	94.6	95.4	94
4	94.2	94.3	94.3	93.5
5	94.6	94.2	94.7	91.9
6	94.6	95	93.1	92.5
All Years	94.8	94.9	94.9	93.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	26.66
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
School Administration and Support Staff	4.26

\*Full Time Equivalent

Hastings Public School now has 4 Aboriginal staff members. Jason Kelly is a teacher on Year 1 and Uncle Brian King is a Student Support Learning Officer. In 2018, two new graduate Aboriginal teachers were appointed to Hastings. Erika Dungay taught a Kindergarten class and Jarrah Cain taught a Year 2 class.

### 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	35

### Professional learning and teacher accreditation

Teachers engaged in professional learning targeted to school priorities, the needs of students, and the achievement of their professional goals. The school identified expertise within its staff and drew on this to further develop its professional learning community. Professional learning included:

**Choice Theory:** All Executive staff and two teachers completed a four day course on Choice Theory, led by Judy Hatswell. Additionally, Jodie Paterson led a number of Professional Learning staff meetings for all teaching staff members. This was a key focus for professional learning throughout the year. Staff members engaged in professional dialogue and adopted strategies learnt within their classrooms and through interactions with students in all areas of the

school.

**Induction Program:** Erika Dungay and Jarrah Cain began their teaching careers at Hastings this year. A comprehensive mentoring program was designed to support Jarrah and Erika in their first year of teaching. Mentors were matched with each of them and they were given thorough guidance in all aspects of their new profession including curriculum areas, programming, professional expectations, report writing and accreditation.

**Assistant Principal Induction Course:** Karl Morris

**Debating:** Karl Morris and Rikki Kelly

**Digital Technology:** Suzanne Haldane, Vanessa Steel

**Connecting to Country:** Donna Dobson, Jarrah Cain, Erika Dungay, Jeanette Starr

**7 Steps for Writing:** Mel Bourne, Tanya Moulds

**Effective Reading in the Early years of School:** Gina Mansfield

**Implementation of PLAN 2:** Janyce Sherrard, Janelle Price, Melissa Hopley, Liza Fieldsend

**External Validation:** Deb Baker

**The Autistic Learner:** Maree Wall

**Library conference:** Donna Dobson

**Leading a School Choir:** Julie Johnston

**Road Safety Education:** Di Ping

**Film:** Martine Harris

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	181,776
<b>Revenue</b>	5,613,557
Appropriation	5,417,289
Sale of Goods and Services	11,879
Grants and Contributions	183,839
Gain and Loss	0
Other Revenue	100
Investment Income	451
<b>Expenses</b>	-5,650,019
Recurrent Expenses	-5,650,019
Employee Related	-5,095,255
Operating Expenses	-554,765
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-36,462
<b>Balance Carried Forward</b>	145,314

The school financial monitoring is undertaken through a Finance team with planning and decision making embedded into school executive meetings. School spending is also shared with community through regular reports and discussions at our P&C meetings. Consultation with school staff assists with prioritising and allocating funds to school projects. School finance management in 2018 has been supported through ongoing staff training and support in the new financial management systems. This has resulted in some key learnings that will contribute to greater confidence in financial management in 2019. School funds supported all strategic directions in 2018 with school and community source funds being utilised to upgrade / install air conditioning as well as upgrade and replace classroom technology.

### Financial summary equity funding

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



	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,368,121
Base Per Capita	135,939
Base Location	3,854
Other Base	4,228,328
<b>Equity Total</b>	257,342
Equity Aboriginal	35,903
Equity Socio economic	71,583
Equity Language	0
Equity Disability	149,856
<b>Targeted Total</b>	198,567
<b>Other Total</b>	342,941
<b>Grand Total</b>	5,166,971

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 students performed above State average in all aspects of Literacy.

Year 3 Reading results were above State average. 64% of students scored in the top two bands.

Year 3 performed extremely strongly in Grammar and Punctuation and were well above the State average in the top band. 43.6% of our Year 3 students scored in the top band compared to 28.1% in the state.

Year 5 Literacy results showed Year 5 students scored above State average in the top band in Grammar and Writing.

Year 5 Girls performed extremely strongly in Writing and were well above the State average in the top band. 16.3% of our female students scored in the top band compared to 5.4% in the state.

Year 5 Boys performed extremely strongly in Grammar and Punctuation and were well above the State average in the top band. 29.8% of our male students scored in the top band compared to 14.9% in the state.

**Percentage in Bands:****Year 3 - Grammar & Punctuation**

Band	1	2	3	4	5	6
Percentage of students	1.1	1.1	8.5	29.8	16.0	43.6
School avg 2016-2018	1	3.4	13.5	19.9	23	39.2

**Percentage in Bands:****Year 3 - Reading**

Band	1	2	3	4	5	6
Percentage of students	0.0	5.3	12.8	17.0	30.9	34.0
School avg 2016-2018	1.4	3.4	18.6	20.7	25.8	30.2

**Percentage in Bands:****Year 3 - Spelling**

Band	1	2	3	4	5	6
Percentage of students	1.1	4.3	9.6	23.4	33.0	28.7
School avg 2016-2018	1.4	5.4	14.2	24.7	27.7	26.7

**Percentage in Bands:****Year 3 - Writing**

Band	1	2	3	4	5	6
Percentage of students	1.1	1.1	9.6	21.3	50.0	17.0
School avg 2016-2018	0.3	2	8.4	22.3	44.9	22

**Percentage in Bands:****Year 5 - Grammar & Punctuation**

Band	3	4	5	6	7	8
Percentage of students	8.9	10.0	15.6	24.4	16.7	24.4
School avg 2016-2018	3.9	8.9	16.1	24.3	20.7	26.1

**Percentage in Bands:****Year 5 - Reading**

Band	3	4	5	6	7	8
Percentage of students	6.7	10.0	27.8	21.1	20.0	14.4
School avg 2016-2018	3.6	10.4	18.7	24.8	23.4	19.1

**Percentage in Bands:****Year 5 - Spelling**

Band	3	4	5	6	7	8
Percentage of students	1.1	15.6	21.1	30.0	18.9	13.3
School avg 2016-2018	1.4	9.6	18.6	33.6	22.5	14.3

**Percentage in Bands:****Year 5 - Writing**

Band	3	4	5	6	7	8
Percentage of students	8.9	15.6	33.3	22.2	8.9	11.1
School avg 2016-2018	3.9	9.6	32.5	31.4	15.7	6.8

Year 3 Numeracy results were above State average in the top 2 bands. 52.8% of students were in the top two bands.

Year 3 Numeracy results showed positive growth in comparison to the state which experienced negative growth.

Year 5 Numeracy results were above State average in the top 2 bands. 31.8% of our Year 5 students were in the top two bands.

Year 5 Numeracy results were slightly below the State average.

### Percentage in Bands:

#### Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	2.2	5.5	13.2	26.4	35.2	17.6
School avg 2016-2018	1.4	9.9	20.9	22.3	25.3	20.2

### Percentage in Bands:

#### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	2.3	17.0	33.0	15.9	18.2	13.6
School avg 2016-2018	2.2	12.7	23.6	25.7	18.5	17.4

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.

In 2019 we plan to increase the support given to Numeracy to address the results achieved in Year 5. The school will run ability based mathematics groups in Years 4, 5 and 6. Literacy and Numeracy remain our core business at Hastings Public School. In addition, we feel a strong focus on supporting student wellbeing enables those students to feel happy and safe at school. Through this holistic approach to learning all students can achieve their best.



## Parent/caregiver, student, teacher satisfaction

In 2018, the Kindergarten orientation program was strengthened and involved pre-enrolment interviews with all families, orientation lessons for students and information meetings and packages for parents. Comprehensive collaboration with parents of students with special needs was arranged by Maree Wall, Learning Support Team Coordinator, ensuring academic, social and emotional needs of students were well-catered for.

Parents were surveyed on the final day of orientation.

Parents overwhelmingly relayed feeling that their child had been supported and was well-prepared for their introduction to "Big School".

New staff were supported with an induction program to help them settle into their new work place. This included providing them with a staff information booklet, guided tour and a number of induction meetings covering a range of topics. New staff reported that they felt welcome and supported within our school.

In 2018, the school used the Tell Them From Me—'Partners in Learning' Parent Survey to gather data based on the opinions of our parents. 46 parents responded to the survey.

The parents responses indicated that:

- parents feel welcome at our school
- parents feel informed about the learning of their child and news about our school
- our school supports positive behaviour
- our school supports learning for all students regardless of ability
- our school is a safe place to learn
- parents support learning at home.

Areas for development include:

- informing parents about their child's social and emotional development
- scheduling parent events at times when they can attend.

In 2018, the school used the Tell Them From Me—'Focus on Learning' Teacher Survey to gather data based on the opinions of our staff. 7 teachers responded to the survey.

The staff responses indicated that:

- there is a strong culture of leadership and collaboration with the school
- parents are actively involved to support learning within the school and at home
- teachers use teaching strategies that support the needs of all students in their classrooms regardless of ability.

Areas for development include:

- using data effectively to inform practice
- using technology to accurately track the performance of students.

In 2018, the school used the Tell Them From Me—Student Survey to gather data based on the opinions of our students. 286 students from Years 4, 6 and 6 responded to the survey.

The student responses indicated that:

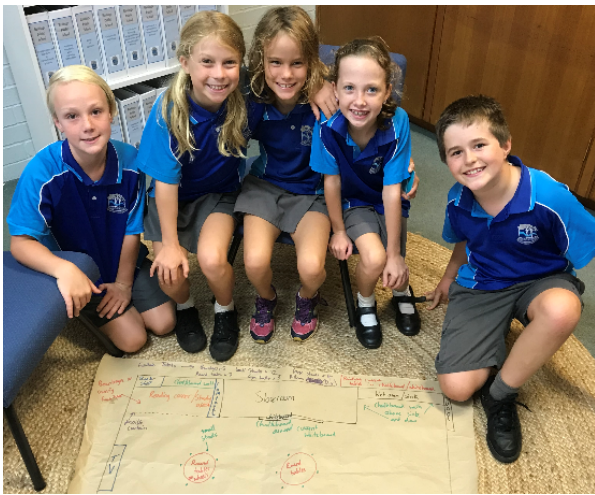
- the majority of students are socially engaged at our school. This means they have a strong sense of belonging, participate in extra-curricular sports

and clubs, and develop and maintain positive relationships at school

- the majority of students are institutionally engaged at our school. This means they value learning at our school as it leads them towards future learning goals, they display positive school behaviour and have a positive attitude towards homework.
- the majority of students are intellectually engaged at our school. They are interested in what they learn, are motivated to apply their best effort, have positive relationships with their teachers and receive quality instruction from those teachers.

Areas for development include:

- ensuring students undertake homework for their classes with a positive attitude and in a timely manner.
- developing resilience within our Year 6 students so they can maintain engagement and motivation throughout their final year of primary school.



## Policy requirements

### Aboriginal education

The Junior AECG has been established within our school and is continuing to grow in popularity and support. Aboriginal staff members, Jason Kelly, Jarrah Cain, Erika Dungay and Uncle Brian King, as well as Robyn Domanski, have formed a committee to provide opportunities for Aboriginal students to learn about their culture and develop leadership skills. The values that are strongly taught to our Aboriginal students are respect for themselves, their country, heritage and culture. In addition to cultural learning, improving the school's community involvement is a goal for the Junior AECG to give our Aboriginal students opportunities for rich cultural experiences.

Aboriginal students were encouraged to take an active part during NAIDOC Week celebrations. Aboriginal students from Hastings Secondary College, Westport Campus, were involved in leading Indigenous games during NAIDOC Week. Aboriginal students presented the Acknowledgement of Country and led the formal assembly.

Aboriginal students presented the Acknowledgement of Country at formal assemblies during Education Week,

Presentation Day and Year 6 Farewell.

Brooke Hodge O'Brien also presented the Acknowledgement of Country at a conference for Principals and Executive staff in Port Macquarie. The Acknowledgement of Country has also been included as a valued and respected introduction prior to the commencement of whole school meetings. Jarrah's words have been respected and enjoyed.

Four Students received Aboriginal Education Excellence Awards 2018. Corey Tinning for Athletics, Jalin Downey for Touch Football Sporting Excellence, Emma-Lea Abbott for Creative & Performing Arts and Brooke Hodge O'Brien for Leadership.

Uncle Bill was invited to share his knowledge and Connection to Country with all Stage 1 students embedding Aboriginal Perspective for all in History & Geography.



### 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: Madison Hopley and Rahni Walker

### Stage 3: Kaeleb Morris and Kaden Knox–Sheen

Kaeleb Morris 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.

Stage 2 students completed a History unit of work titled *Community and Remembrance*. This unit provided a study of identity and diversity in both a local and a broader context. Moving from the heritage of their local area, students explored the historical features and diversity of their community. They examined local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world. Stage 2 completed a Geography unit of work titled *The Earth's environment*. Students learnt how Aboriginal and Torres Strait Islander peoples value the environment.

Three students received English language support through the New Arrivals Program. Margaret Leedham was employed to support these students with their English literacy.