

# 2022 Annual Report

## Hastings Public School



Learning.  
Growing  
Caring.



4524

# Introduction

The Annual Report for 2022 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

---

Hastings Public School  
85 Yarranabee Road  
PORT MACQUARIE, 2444  
<https://hastings-p.schools.nsw.gov.au>  
[hastings-p.school@det.nsw.edu.au](mailto:hastings-p.school@det.nsw.edu.au)  
6582 2566

## School vision

### *Learning Growing Caring*

Hastings Public School is an innovative, inclusive and engaging learning environment. Our whole school community strives for aspirational expectations in the pursuit of excellence and purposeful learning opportunities for all. We support the development of students with a focus on student wellbeing, guiding them to become confident, self-directed, resilient and successful learners.

## School context

Hastings Public School was established in 1981 and serves the surrounding community of the Shelly Beach area in Port Macquarie. Our Parents and Citizens committee is a strong support and is actively involved in school planning and fundraising activities. Our staff are committed to quality teaching and learning and continue to develop their expertise with annual professional development improvement goals. There are a range of community partnerships that strengthen the capacity of the school to provide authentic and purposeful learning opportunities for our students. We have a tradition of consistent achievement and impressive student results in academic, creative arts and sporting endeavours. In 2022, Hastings Public School has 560 students with 6% Aboriginal student enrolment. Our school is built around the core values of care, respect and responsibility. All children learn to respect their peers, their teachers and most importantly themselves while also learning the value of belonging and building positive relationships.

A thorough evaluation and situation analysis of school progress against the school excellence framework took place in preparation for the 2021-25 school improvement plan. Our five year improvement plan has a rigorous and research base process in developing the strategic direction and activities associated for school improvement. We will focus on improving student literacy and numeracy results and have set school achievement targets each year. Our school has an ongoing commitment to the wellbeing and engagement of all our students and their success as learners at our school. We have a combined focus promoting and supporting all the students across the Hastings Valley Public School (HVPS) network. These strong links will continue through the close relationship we have with the Hastings Secondary College.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading, writing and numeracy and build foundations for academic success; we will further develop and refine evidence based teaching practices that are responsive to the learning needs of our students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching - Reading
- Explicit Teaching - Numeracy
- Explicit Teaching - Writing

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$90,342.60

**Socio-economic background:** \$96,180.94

**Professional learning:** \$41,665.11

**Location:** \$3,285.33

### Summary of progress

#### Explicit Teaching

At the beginning of Term 2, the senior executive reviewed data and identified Numeracy as a focus area for improvement for 2022. Mid-Term 2 all teachers were supported by professional learning run by the APC&I to engage with the new K-2 Mathematics Syllabus and analyse student data to identify areas of need in Numeracy. Baseline data was captured by teachers on students' numeracy - reasoning skills, completing interviews and short assessments. Linking K-2 Mathematics Syllabus implementation, teachers developed tasks that promoted reasoning and problem-solving, and that were higher-level in cognitive demand utilising 'Number Talks'. Collaborative practice was a significant focus area, developing platforms, processes, and protocols for sharing. Utilising Teaching Sprints (Simon Breakspear) as the vehicle, teachers engaged with the syllabus, planned in teams, implemented teaching observations in groups and reviewed and reflected on impact in 5-week cycles.

By the end of Term 2, APC&I completed NESA, lead learner and DoE PL on 'Mathematics K-2 suite of modules' and planned a consistent approach to leading this with teachers using Teaching Sprints and individualised in-class support as the process.

This resulted in teacher teams being supported through teaching sprints and shoulder-to-shoulder support to define specific areas of student learning to improve, design evidence-informed strategies, and collect evidence to check their impact. The Sprint Phase bridged theory to practice allowing for a deeper understanding of syllabus requirements. Teachers delivered updated teaching and learning programs and captured data to evaluate progress. A session was presented to the executive to reflect on what worked well and why, what didn't work and why and what further support was needed. Although most teachers reflected best practice teaching strategies in their teaching and learning programs, further work is required to support the implementation of the new Mathematics Syllabus. Teacher feedback revealed they were eager to develop further in this space. Further coaching and mentoring are to be provided.

#### Moving forward

To achieve this we will:

- develop and deepen the evidence base and feedback loops to continuously improve teacher, school and system-level performance
- apply the evidence base in support of the delivery of the NSW curriculum (what we teach), and teaching practice (how we teach it)
- collaborate across the school, district, and department to design, implement and sustain improvements and embed change successfully
- make it simple for teachers to understand and access the support they need
- strengthen and sustain the capacity of middle leaders and teachers to deliver high-quality teaching for improved and equitable progress and academic achievement for all
- build our capability, communications, collaboration, and culture to enable the above objectives for students.

## Next steps

In 2023, our next steps in this initiative will be focused on working with staff to establish a process to provide them with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school. There was a deep focus on Numeracy in 2022 as Reading and Writing has been the focus in previous years of this plan.

### Strengthen teaching practice

- Improve student learning outcomes
- Drive equitable academic achievement.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 2 NAPLAN Reading bands from the baseline by 3.8%.	<ul style="list-style-type: none"><li>• NAPLAN scores indicate a decrease of 3.3% from the baseline in the percentage of students in the top two bands for reading.</li></ul>
Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands from the baseline by 3.5%	<ul style="list-style-type: none"><li>• NAPLAN scores indicate a decrease of 14.1% from the baseline in the percentage of students in the top two bands for numeracy.</li></ul>
Increase the percentage of students achieving expected growth target in NAPLAN reading above the schools baseline 61.9%	<ul style="list-style-type: none"><li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 due to the pandemic and comparative student performance results are not available for 2022.</li></ul>
Increase the percentage of students achieving expected growth target in NAPLAN numeracy above the school's baseline 59.8%	<ul style="list-style-type: none"><li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 due to the pandemic and comparative student performance results are not available for 2022.</li></ul>
Improvement in the percentage of students achieving in the top two bands in NAPLAN writing and to show expected growth from Year 3 to Year 5.	<ul style="list-style-type: none"><li>• Year 3 NAPLAN scores indicate an increase of 3.2% from 2021 results in the percentage of students in the top two bands for writing.</li><li>• Year 5 NAPLAN scores indicate a decrease of 9.6% from 2021 results in the percentage of students in the top two bands for writing.</li><li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 due to the pandemic and comparative student performance results are not available for 2022.</li></ul>
School self-assessment against the School Excellence Framework element of Curriculum in the theme of Teaching and Learning Programs demonstrates Delivering.  School self-assessment against the School Excellence Framework element of Assessment in the theme of Formative Assessment demonstrates Delivering.	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Curriculum in the theme of Teaching and Learning Programs.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Assessment in the theme of Formative Assessment.</li></ul>
School self-assessment against the School Excellence Framework element of Effective Classroom Practice in the theme of Explicit Teaching demonstrates Delivering.	<ul style="list-style-type: none"><li>• School self-assessment against the School Excellence Framework element of Effective Classroom Practice in the theme of Explicit Teaching demonstrates Delivering.</li><li>• School self-assessment against the School Excellence Framework element of Data Skills and Use in the theme of Data Analysis demonstrates Delivering.</li></ul>



<p>School self-assessment against the School Excellence Framework element of Data Skills and Use in the theme of Data Analysis demonstrates Delivering.</p>	
<p>School self-assessment against the School Excellence Framework element of Educational Leadership in the theme of Instructional Leadership demonstrates Delivering.</p>	<ul style="list-style-type: none"> <li>• School self-assessment against the School Excellence Framework element of Educational Leadership in the theme of Instructional Leadership demonstrates Delivering.</li> </ul>

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

Student wellbeing and engagement are inextricably linked to student learning. Research identifies that attendance matters with achievement mediated by the amount of time children spend in the classroom. Our school focus is on improving school factors influencing attendance through staff professional learning, research informed initiatives and the continued support and monitoring of attendance data.

The implementation and monitoring of school-wide evidence-based positive mental health and student wellbeing curriculum will address the identified school priorities for the school community. Consistent data analysis will enable early identification of the wellbeing needs of our students allowing them to connect, succeed, thrive and learn.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Engagement
- Whole school wellbeing

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$90,342.60

**Integration funding support:** \$226,141.00

**Aboriginal background:** \$32,563.00

**English language proficiency:** \$5,832.71

**Low level adjustment for disability:** \$55,819.14

**QTSS release:** \$117,449.26

### Summary of progress

#### Student Engagement

Throughout 2022, our focus has been on collaborative professional learning centred around teachers creating a cross-KLA unit of work to develop critical and creative thinking skills and increase student engagement. This was focused on connecting one concept (sustainability) to several Key Learning Areas, allowing students to understand the concept more deeply, see the connections, and realise why they are learning about it and remember what they had learned. A hexagonal planning framework allowed connections across the curriculum using outcomes from several Key Learning Areas.

Transdisciplinary learning requires all teachers to be involved and collaborate. There was a shift away from working individually and a focus on sharing ideas with others to integrate learning experiences. As a part of the program, students were introduced to and interrogated texts integrated with other learning areas (e.g. from Science and Technology, History, HSIE). Students were guided to make connections between the learning areas through inferential questions on the concept of sustainability.

This resulted in teachers deepening their understanding of CCT as demonstrated in their higher-order questioning and resources. Students articulated language that reflected critical and creative thinking. Teachers valued the embedding of CCT as they believed it would improve student learning.

Students valued the process of learning and deep reflection. Student discussions and peer feedback indicate they are reflecting on their learning using the shared language of rubrics. Many students have moved from mostly demonstrating simple responses to inferential questions, now to 'relational' responses. This means that more students are now linking known and new ideas when responding to inferential questions rather than just generating several unrelated ideas. They are also now participating in reflective goal setting (thinking about their thinking).

Teachers identified and assessed critical and creative thinking progress in their students. and work samples demonstrated growth in student CCT capability. Students have expanded on known ideas to create new and imaginative combinations when elaborating on inferential questions posed through discussion. This links back to the intention of the CCT thinking routine because it scaffolded students to elaborate on the thinking behind their initial responses.

An interesting finding was the ethical understanding demonstrated by students that developed the concept of sustainability explored over the semester. Students are now enthusiastic to make a difference in the world because of



their deeper understanding. Student engagement has also been highlighted because of the CCT cross-KLA unit initiative. Students have been more open to feedback.

### **Moving forward**

We have learnt that we are making an impact on student growth in understanding. An adjustment we will make moving forward is to spend more time building background knowledge on new concepts, before moving into posing inferential questions on texts.

### **Next Steps**

In 2023, our next steps will be further developing students' CCT skills through continued collaborative practice and the implementation of new syllabus documents.

### **Whole School Wellbeing**

Throughout 2022, a major consultation process was undertaken to focus on whole school student wellbeing processes and procedures. This process was structured around the CESE problem-solving trees and was designed to support the implementation of evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

By the end of Term 4, the consultation evidence and feedback from all stakeholders resulted in an explicit outline of whole school student wellbeing processes and procedures, a behaviour flow chart and PDHPE curriculum content. This was shared with the whole staff in preparation for implementation in Term 1 2023.

### **Moving forward**

To achieve this we will:

- strengthen the engagement and participation of all students, including those with a disability, complex and challenging behaviours and additional needs
- whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of wellbeing practices
- review Learning and Support systems and resources
- strengthen and sustain the capacity of middle leaders and teachers to support wellbeing processes and procedures
- build our capability, communications, collaboration, and culture across the school to enable the above objectives for students.

### **Next steps**

In 2023, our next steps in this initiative will be focused on working with staff to embed these student wellbeing processes and procedures, professional learning for staff, and coaching and mentoring provisions focused on student wellbeing. Feedback will also be sought to refine the work.

### **Progress towards achieving improvement measures**

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Increase the baseline percentage of students who; have a positive sense of belonging at school, have positive relationships with their peers and who are interested and motivated in their learning to meet or exceed NSW Government norms as identified in the Tell Them From Me survey.  School self-assessment against the School Excellence Framework element of Wellbeing maintains Excelling in all	<ul style="list-style-type: none"><li>• Tell Them From Me data shows an improvement of 4.67% of reported overall positive wellbeing from the 2020 Snapshot.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing.</li></ul>

themes.	
Attendance target of more than 78.1% of our students attending school >90% of the time.	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased by 21.3%.</li></ul>

## Strategic Direction 3: HVPS High Performance Culture

### Purpose

The HVPS leadership team establishes a collaborative professional learning community which is focused on continuous improvement of teaching and learning across K-12 for all staff and students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Leadership Mindsets
- Transition

### Resources allocated to this strategic direction

### Summary of progress

The HVPS engages in strong collaborations between staff, parents, students and the community that inform and support continuity of learning for all students at all transition points. Hastings Public School continues to support high expectations for student learning through enhanced learning alliances through the HVPS. In 2022, this included elective groups being run in the primary setting, led by staff from the College. This initiative was well received by students and teachers and further consolidated connections across the contexts.

Student learning is currently being monitored longitudinally to ensure challenge and maximum learning. There has been demonstrated commitment to the establishment of the HVPS middle executive mentoring and coaching program that has been delivered through a suite of evidence based professional learning. The Executive Intensive has allowed for our Executive staff to cultivate their leadership capacity by guiding aspiring leaders (School Leadership Identification Framework 2022)

### Next steps:

We are now planning for our Combined Professional Learning SDD Term 3 - starting in 2023.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>HVPS Leadership Mindsets</b>  Term 3 HVPS PL Event focus on Collaborative practices in programming.  HVPS Executive and Middle Executive positively participate in the the HSC Executive Intensive .  A professional learning community of Instructional Leaders from HVPS is established and meet each semester.	<p>The Leadership Team is currently demonstrating evidence at Sustaining and Growing in School Planning and Implementation (Leading Domain) in the SEF through the active support of change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.</p> <p>78 executive staff across the HVPS network engaged in an overnight Executive Intensive - focusing on collaboration and collective efficacy. As a result, a planning team was formed to drive continued events that allow for K-12 staff to collaborate curriculum offerings, learn various pedagogical practices and share resources.</p>
<b>Transition</b>  Establish systems and processes of transition with a focus on Supported Learning and ATSI students -events and methods of communication are known by all HVPS stage 3 and 4 staff.	<p>Transition events between Hastings Public School and its partner secondary settings was highly impactful with the following Year groups attending set days at the College:</p> <p>Year 3 - Farm Day, Year 4 - Multi - Sports Day, Year 5 - Art Initiative, Year 6 - STEM</p> <p>Student numbers (% of incoming enrolments) from each partner school to</p>

There will be a greater presence of the College across the HVPS, particularly with curriculum provision in Stage 2.	the College (Year 6 to 7) remained steady in 2022.  Feedback from stakeholders was consistently positive about these initiatives and the inclusion of Stage 2 students in high school transition activities.
---	--

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$226,141.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hastings Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• School Learning Support Officers assisting with personalised learning and support for students in their own classrooms</li> <li>• Intensive learning and behaviour support for funded students both within their own classroom and the playground setting.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Adjustments being provided for students with disability in mainstream classes who have moderate to high learning and support needs - as defined by the Department of Education's disability criteria.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide support through learning adjustments and evaluate students' progress towards personalised learning goals.</p>
<p>Socio-economic background</p> <p>\$96,180.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hastings Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching - Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Mathematics Groups to support identified students with additional needs</li> <li>• employment of additional staff to support Technology resource implementation</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased differentiation and support for students in teaching and learning programs in Mathematics. Technology being accessible to staff and students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Curriculum delivery in Mathematics has been differentiated to meet the learning needs of students at different levels of achievement. Increase the technology focus to effectively enhancing learning and service delivery.</p>
<p>Aboriginal background</p> <p>\$43,417.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hastings Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school wellbeing</li> <li>• Other funded activities</li> </ul>

<p>Aboriginal background</p> <p>\$43,417.10</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver and support initiatives for Aboriginal students.</li> <li>• employment of additional staff to work as a Literacy and Numeracy mentor with students performing below the expected stage level</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students in Early Stage 1 performing below the expected stage level have received individual support in Literacy and Numeracy. The Junior AECG was unable to be run due to the impacts of the COVID-19 pandemic.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support for Aboriginal students in Early Stage 1 performing below the expected stage level will continue in 2023. Junior AECG to be reestablished in 2023.</p>
<p>English language proficiency</p> <p>\$5,832.71</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hastings Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students being provided with individual instruction in English and support in the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide support for EAL/D students through individual programs and additional staff in the classroom and as part of differentiation initiatives.</p>
<p>Low level adjustment for disability</p> <p>\$55,819.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Hastings Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Adjustments being provided for students with in mainstream classes who have moderate to high learning and support needs - as defined by the Department of Education's disability criteria.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide support through learning adjustments and evaluate students' progress towards personalised learning goals.</p>



<p>Location</p> <p>\$3,285.33</p>	<p>The location funding allocation is provided to Hastings Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching - Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Teaching staff released to work with AP and teaching staff to identify their pedagogical values, teaching and assessment practices and students' needs to develop the beginning of stage professional learning priorities.</li> <li>• Teachers released to work through theory of action cycles with Deputy Principal.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers undertook reflection at the end of the Teaching Sprint cycle. 100% of teachers reflected that due to this model of PL they have deepened their content knowledge, implemented new teaching pedagogy and engaged more regularly with research. They also noted observable changes in their students ability to discuss mathematical strategies, be more willing to share and having the ability to try new strategies for problem-solving.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This model of professional learning model will continue throughout 2023 as the impact has been meaningful in terms of teacher practice and observable features in students learning in Mathematics. During 2023 a targeted focus will be on using data effectively to drive teaching and learning.</p>
<p>Professional learning</p> <p>\$41,665.11</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hastings Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching - Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teaching staff released to work with AP and teaching staff to identify their pedagogical values, teaching and assessment practices and students' needs to develop the beginning of stage professional learning priorities.</li> <li>• Teachers released to work through theory of action cycles with Deputy Principal.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers undertook reflection at the end of the Teaching Sprint cycle. 100% of teachers reflected that due to this model of PL they have deepened their content knowledge, implemented new teaching pedagogy and engaged more regularly with research. They also noted observable changes in their students ability to discuss mathematical strategies, be more willing to share and having the ability to try new strategies for problem-solving.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This model of professional learning model will continue throughout 2023 as the impact has been meaningful in terms of teacher practice and observable features in students learning in Mathematics. During 2023 a targeted focus will be on using data effectively to drive teaching and learning.</p>
<p>QTSS release</p> <p>\$117,449.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hastings Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>QTSS release</p> <p>\$117,449.26</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Whole school wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Details of the draft processes, practices and procedures have been developed in consultation with all stakeholders ready for a trial implementation in Term 1 2023. Our policy and procedure document will need further refinement and consideration to align it with the IER School Behaviour Support and Management Plan for Hastings PS developed to align with the introduction of the Inclusive, Engaging and Respectful Schools policy and procedures. The 5 fair rules have been adjusted to 5 expectations, over time this will evolve and develop into learning dispositions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> With explicit systems and processes being implemented and monitored throughout Term 1, the focus of this initiative will move to the provision of professional learning for teachers in evidence-based, best practice behaviour management and trauma informed practice.</p>
<p>COVID ILSP</p> <p>\$158,120.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This intervention program has improved educational outcomes in Literacy and Numeracy for students whose learning was most impacted by the pandemic. The intervention teachers worked closely with classroom teachers to make sure the tuition was well targeted and purposeful and all students involved made learning progress.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The small group teaching model, delivered by teachers, was very effective in boosting students' learning and helping them to make gains towards stage based outcomes. This model will be replicated in 2023.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	355	332	313	282
Girls	324	318	300	273

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	94.8	92.9	89.5
1	94.2	94.5	92.9	92.2
2	95.3	94.8	93.1	90.9
3	93.2	94.1	92.6	90.8
4	93.4	93.8	92.4	88.7
5	93.7	93.5	92.3	89.1
6	93.0	94.1	89.6	87.6
All Years	93.8	94.2	92.2	89.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

---

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	22.13
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Administration and Support Staff	4.06

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	235,725
<b>Revenue</b>	6,006,982
Appropriation	5,719,328
Sale of Goods and Services	2,175
Grants and contributions	277,418
Investment income	1,738
Other revenue	6,323
<b>Expenses</b>	-5,900,470
Employee related	-5,216,934
Operating expenses	-683,536
<b>Surplus / deficit for the year</b>	106,512
<b>Closing Balance</b>	342,237

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

## Financial summary - Equity loadings

---

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	226,141
<b>Equity Total</b>	304,679
Equity - Aboriginal	43,417
Equity - Socio-economic	96,181
Equity - Language	5,833
Equity - Disability	159,248
<b>Base Total</b>	4,100,406
Base - Per Capita	154,893
Base - Location	3,285
Base - Other	3,942,228
<b>Other Total</b>	697,391
<b>Grand Total</b>	5,328,617

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* student survey provides insights into student engagement, wellbeing and effective teaching practices at school, from the perspective of students. We have utilised this feedback to identify strengths and areas for improvement.

These surveys were completed in Semester 1 and Semester 2 by students in Years 4-6. In 2022, student responses indicated an increase (from 2021 data) in explicit teaching practices, feedback and positive behaviour at school.

In addition:

- 70% students are proud of their school
- 64% of students expect to go to university

A further focus in 2023 will be on fostering a positive growth orientation where students set challenging goals for themselves in their learning and aim to do their best.

The *Partners in Learning* parent survey is part of the *Tell Them From Me* suite of surveys on student engagement and wellbeing. The parent survey helps to clarify and strengthen the important relationship between parent and school. This survey was conducted in Semester 2 and we have utilised this feedback to identify strengths and areas for improvement.

Areas where our parents' responses were at or above the state norms included:

- Reports on student progress are written in terms parents understand.
- Parents are confident to ask about any challenges their child might have at school.
- The school's administrative staff are helpful when parents have a question or problem.
- Parents encourage their children to do well at school.
- Teachers show an interest in students' learning.
- Teachers have high expectations for students to succeed.
- Students are clear about the rules for school behaviour.
- Students feel safe at school.
- School staff take an active role in making sure all students are included in school activities.
- Teachers help students develop positive friendships.

Areas where our parents' responses were below the state norms included:

- Parent activities are scheduled at times when I can attend.
- Parents are informed about their child's social and emotional development.
- Parents are well informed about their child's progress in school subjects.
- Parents discuss with their child how well they are doing in classes.
- Teachers help students who need extra support.
- Teachers take account of students needs, abilities, and interests.

In addition:

- Parents find social media, school newsletters and emails more useful than the school website.

# Policy requirements

## Aboriginal Education Policy

---

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

---

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.