

Strategic Improvement Plan 2021-2024

Hastings Public School 4524



School vision and context

School vision statement

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 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 endeavour. This year Hastings Public School has 616 students with 7% 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 2021-24 school improvement plan. Our four 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 Hastings Valley Community of Schools. The strong links will continue with transition programs and connections built and supporting the close relationship we have with the Hastings Secondary College.

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.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 bands NAPLAN reading from the baseline by 3.8%.

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands from the baseline by 3.5%

Target year: 2022

Increase the percentage of students achieving expected growth target in NAPLAN reading above the school baseline by 4.4%

Target year: 2022

Increase the percentage of students achieving expected growth target in NAPLAN numeracy above the school's baseline by 4.3%.

Target year: 2022

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.

Target year: 2023

Improvement as measured by the School Excellence Framework:

Domain: Learning

Element: Curriculum

Initiatives

Explicit Teaching - Reading

We will work collaboratively to develop teacher expertise in identifying, understanding and implementing the most effective methods to explicitly teach reading, with the highest priority given to evidence-based teaching strategies. Effective methods are modelled and students' learning improvement is monitored, demonstrating growth. (SEF: Teaching Domain, Element: Effective Classroom Practice, Theme: Explicit Teaching - Excelling). Whole school processes for collecting and analysing data will regularly be used to inform:

- teacher professional learning and school resourcing (<https://education.nsw.gov.au/teaching-and-learning/professional-learning>)
- the impact of the implemented strategies on student learning

Explicit Teaching - Numeracy

We will work collaboratively to develop teacher expertise in identifying, understanding and implementing the most effective methods to explicitly teach numeracy, with the highest priority given to evidence-based teaching strategies. Effective methods are modelled and students' learning improvement is monitored, demonstrating growth. (SEF: Teaching Domain, Element: Effective Classroom Practice, Theme: Explicit Teaching - Excelling). Whole school processes for collecting and analysing data will regularly be used to inform:

We will embed a whole school wide approach to teaching numeracy to ensure the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

Whole school processes for collecting and analysing data will regularly be used to inform:

- teacher professional learning and school resourcing (<https://education.nsw.gov.au/teaching-and-learning/professional-learning>)
- the impact of the implemented strategies on student learning

Success criteria for this strategic direction

More students achieve in the top two bands for NAPLAN reading, writing and numeracy. (SEF: Learning Domain, Element: Student Performance Measures)

School has identified growth is expected for each student and students are achieving expected growth or higher on internal and/ or external school progress and achievement data. (SEF: Teaching Domain, Element: Data skills and Use)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data. (SEF: Teaching Domain, Element: Professional Standards)

A whole school wide approach to teaching literacy and numeracy ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods for teaching reading, writing and numeracy are identified, promoted and modelled and students' learning improvement is monitored, demonstrating growth. (SEF: Teaching Domain, Element: Effective Classroom Practice, Theme: Explicit Teaching - Excelling)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect teaching effectiveness and inform future school directions. (SEF: Teaching Domain, Element: Data Skills and Use)

Professional learning activities are planned and evaluated by staff to identify and systematically promote and implement the most effective strategies to improve literacy and numeracy teaching and learning. (SEF: Teaching Domain, Element: Professional Learning - Excelling)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic

Strategic Direction 1: Student growth and attainment

Improvement measures

Focus Theme: Teaching and Learning Programs - **Moving towards - Excelling**

Element: Assessment

Focus Theme:

Formative Assessment: **Maintain - Sustaining and Growing**

Whole School Monitoring of Student Learning: **Sustaining and Growing**

Target year: 2023

Improvement as measured by the School Excellence Framework:

Domain: Teaching

Element: Effective Classroom Practice

Focus Theme: Explicit Teaching - **Sustaining and Growing**

Element: Data Skills and Use

Focus Theme: Data Analysis - **Sustaining and Growing**

Target year: 2024

Improvement as measured by the School Excellence Framework:

Domain: Leading

Element: Educational Leadership

Focus Theme: Instructional Leadership reach - **Excelling**

Initiatives

Explicit Teaching - Writing

We will work collaboratively to develop teacher expertise in identifying, understanding and implementing the most effective methods to explicitly teach writing, with the highest priority given to evidence-based teaching strategies. Effective methods are modelled and students' learning improvement is monitored, demonstrating growth. (*SEF: Teaching Domain, Element: Effective Classroom Practice, Theme: Explicit Teaching - Excelling*). Whole school processes for collecting and analysing data will regularly be used to inform:

A whole school wide approach to teaching writing ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods for teaching writing are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Student writing assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect of teaching effectiveness and inform future school directions.

Evaluation plan for this strategic direction

direction. This analysis will guide the school's future directions.

External Data:

NAPLAN data (Year 3 and Year 5)

Check-in Assessment (Year 4 and Year 6)

Scout data

Internal Data:

Student work samples: Literacy and numeracy

Hastings PS Tracking Sheets

ACER Comprehension Data (Year 1 to Year 6)

ACER Numeracy Data (Year 1 to Year 6)

Class Assessment Checklists (developed with CTJ)

Staff Surveys (Qualitative Data)

PL five levels of evaluation set out by Guskey (2000a)

SEF SaS

Evaluation of Professional Learning using the High Impact Professional Learning Self-Assessment Tool (<https://education.nsw.gov.au/teaching-and-learning/professional-learning/high-impact-professional-learning>)

The evaluation plan will involve: Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

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.

Improvement measures

Target year: 2022

We will increase the 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. We will meet or exceed NSW Government norms as identified in the Tell Them From Me survey from 85.4 % to more than 89.9%.

Baseline 85.4%

Target year: 2022

Improving attendance to the target of 83.6% of our students attending school >90% of the time.

Baseline 78.1%

Initiatives

Student Engagement

Students need to be emotionally, behaviourally and intellectually engaged at school to be more likely to achieve success. Engagement is the extent to which students identify with and value schooling and participate in academic and non academic school activities (Willms, 2003). In addition, the department's strategic goal that 'every student is known, valued and cared for' recognises the inextricable link between wellbeing and learning in the context of schooling (CESE, 2018). Engagement and attendance outcomes will be optimised through building positive learning environments including school based organised activities. Effective feedback practices and development of curriculum focus groups supported by particular areas of teacher expertise and interest.

Whole school wellbeing

Student learning and wellbeing outcomes will not be in isolation and must be integrated into the school learning environment. This will be optimised through significant, respectful and culturally inclusive relationships, with ongoing communication, consultation and participation within and across the school community.

Through a well-planned evidence-based consultative process staff understanding of wellbeing is assessed and wellbeing initiatives are introduced to meet the needs of all students resulting in measurable improvements in wellbeing and supporting learning outcomes.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices in regards to learning conferences and self-directed learning, resulting in measurable improvements in attendance, wellbeing and engagement to support learning. (*SEF Learning: Wellbeing*)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (*Learning: Wellbeing*)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (*Learning: Wellbeing*)

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility or learning. (*Teaching: Effective Classroom Practice*)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture for the range of equity issues in the school. (*Leading: Educational Leadership*)

Evaluation plan for this strategic direction

Questions: Have we reached our Attendance target?

Have we reached our Wellbeing target?

How useful did we find the Tell Them From Me (TTFM) data over the course of the SIP to make validated judgments?

Are curriculum groups effective in achieve outcomes and improve student engagement?

Is there an embedded effective feedback process?

Strategic Direction 2: Wellbeing and Engagement

Evaluation plan for this strategic direction

Data: TTFM data

Survey monkey - school based

Attendance monitoring

Anecdotal, qualitative evidence

Whole school wellbeing data collected each year.

Strategic Direction 3: HVCS High Performance Culture

Purpose

The whole school supports and has a focus on distributed instructional leadership within a collaborative professional Hastings Valley Community of Schools. (HVCS). There is a focus on continuous improvement of teaching and learning across K-12 for all staff and students.

Improvement measures

Target year: 2022

Monitor, further develop and embed school wide improvement in teaching practice and student results which will be evident through the explicit use of school systems that facilitate professional dialogue, collaboration, classroom observation and the provision of specific and timely feedback between teachers.

Target year: 2022

Teachers will continue to work collaboratively to develop and sustain a culture of high student expectations using regular formative assessment to understand students' strengths and areas for improvement across the curriculum. Teachers provide a variety of meaningful learning opportunities that cater to the full range of understanding and abilities in the classroom.

Target year: 2024

Executive & Middle executive of HVCS meet regularly to plan and implement teaching and learning programs for continuity of learning and building capacity of Instructional Leadership at all stages. Professional Learning calendar for HVCS events is maintained. Increased enrolment numbers at the Hastings Valley Secondary College. Key staff from HVCS established and sustain collaboration on stage 3 and 4 events around college academy areas.

Initiatives

Collaborative Practices

Develop and nurture a school culture that promotes and values the sharing of ideas and engages in ongoing professional dialogue in the context of mutual trust, collective growth and efficacy.

Staff regularly participate in collaborative activities that focus on giving and receiving feedback that discusses the effectiveness of strategies observed to improve student outcomes through teaching and learning programs.

Work in partnership with colleagues across HVCS through transition programs and curriculum-based teaching and learning opportunities.

Evidence Based Teaching

We will support the professional growth of staff through the collaborative development of innovative and evidence based quality teaching and leadership practices.

Embed the use of data to inform practice into teaching and learning programs to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and accurately report student achievement.

Transition & Connection

Through Transition and Instructional Leadership programs across HVCS curriculum will be enhanced by learning alliances with a focus on:

- College transition systems and procedures with high attention paid to the transition of 6-7 and supported learning students
- Aboriginal Education and connections through the Clontarf academy and the Sista connections programs.
- STEM, creative arts, sport academy building relationships, connections and capacity.
- Curriculum links between HVCS will be evident in

Success criteria for this strategic direction

Teachers collaborate with staff in school to share and embed best practice. Teachers expertly apply a range of formative and summative strategies to inform teaching and learning that lead to measurable improvement. (SEF: *Learning Assessment*)

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF: *Learning, Professional Learning*)

Effective evidence-based teaching strategies are identified, promoted and modelled and student learning improvement is monitored, demonstrating growth. (SEF: *Learning, Explicit teaching*)

The HVCS engages in strong collaborations between staff, parents, students and the community to inform and support continuity of learning for all students at all transition points. (SEF: *Learning, Continuity of Learning*)

The whole of HVCS demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF: *Learning, High Expectations*)

The school supports high expectations for student learning through enhanced learning alliances through the HVCS. Student learning is monitored longitudinally to ensure challenge and maximum learning. (SEF: *Teaching, Curriculum Provision*)

The HVCS uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and modelling of effective practice. (SEF: *Teaching, Collaborative Practice*)

The school and College is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues across the community of schools. (SEF: *Leading, Community*)

Strategic Direction 3: HVCS High Performance Culture

Initiatives

- teaching and learning programs.
- Develop strategic HVCS communication strategy.

Success criteria for this strategic direction

Engagement.)

Evaluation plan for this strategic direction

Questions: To what extent has collaborative practices been observed and the level of success?

To what extent has evidence based practice become the norm at our school?

To what extent has the HVCS collaborative initiative lead to student growth, improved connections and partnerships with Hastings Secondary colleges ?

Data: Data sources used to regularly analyse the effectiveness of the evidence- based practices are:

School based and TTFM surveys

Transition feedback from staff & parent, student survey.

Classroom observations

Program Feedback

PDP process

School annual evaluation process against School Excellence Framework