



Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Susan Lyons 28 April 2016[name] [date][name] [date]
[name] [date][name] [date]
School Council President: Scott Harwood 28 April 2016[name] [date][name] [date]
		
Delegate of the Secretary: [name] [date]		



School vision	School values	Context and challenges	Intent, rationale and focus
<p>HASTINGS PRIMARY SCHOOL building the future</p> <p>Hastings Primary School will support our students to be the best they can be as active, creative and responsible global citizens. Our endeavour, as a community, is for students to leave with the personal capabilities and aspirations to confidently and successfully strive for and achieve their personal best.</p>	<p><u>RESPECTING CARING LEARNING</u></p> <p><u>RESPECTING means</u> appreciating and valuing ourselves and others, and demonstrating this in our behaviours and attitudes.</p> <p><u>RESPECTING is</u></p> <p>SELF RESPECT Accepting and valuing who we are, and doing the very best we can.</p> <p>INCLUSION Valuing diversity and understanding everyone has a voice.</p> <p>BELONGING Actively supporting others to feel included and accepted members of our school community.</p> <p>INTEGRITY Being honest, trustworthy and loyal.</p> <p><u>CARING means</u> to display kindness, empathy, sensitivity and understanding to those within our community and beyond.</p> <p><u>CARING is</u></p> <p>COMPASSION Feeling and showing empathy and understanding to others.</p> <p>CONNECTEDNESS Taking action to care for our community and environment with thoughtfulness and consideration.</p> <p>CONSIDERATION Being a welcoming, friendly and reliable member of our community.</p> <p>RESPONSIBILITY Seeking to make amends when we do harm.</p> <p><u>LEARNING means</u> a step by step process in which an individual experiences permanent, lasting changes in knowledge, behaviours or ways of processing the world.</p> <p><u>LEARNING is</u></p> <p>ENGAGEMENT Being curious, motivated and engaged in learning.</p> <p>ENDEAVOUR Having a growth mindset and believing you can learn more with effort.</p> <p>RESILIENCE Taking risks in our learning and accepting mistakes as opportunities to learn and grow.</p> <p>UNDERSTANDING Making sense of the world through the use of critical and creative inquiry skills.</p> <p>DETERMINATION Being optimistic and confident about finding solutions and positive outcomes.</p>	<p>Hastings Primary School is located in the regional township of Hastings, on the Western Port side of the Mornington Peninsula. The school has a long and proud history of over 140 years, valuing the contributions of families past including fishermen, farmers, orchardists, naval personnel and industrial workers. The school currently has a student population of 250 as of February 2016 census, with a relatively small population of Aboriginal and Torres Strait Islander and English as an Additional Language students.</p> <p>Developing literate, numerate, creative and curious lifelong learners is the school's focus.</p> <p>The school enjoys a strong sense of community and the mutually supportive partnerships between students, parents/carers and staff have become a feature of the school. We also benefit immeasurably by the fantastic contribution made by our large band of committed volunteers drawn from the school and broader community.</p> <p>As a Kidsmatter school for the past 9 years, a significant commitment has been made to support and nurture the wellbeing of all community members. This is considered a high priority which, when embedded as school culture, supports the growth and development of students in every way.</p> <p>Through this approach, a school culture that consistently displays respect, integrity, inclusion, tolerance and connectedness is strongly evident.</p> <p>The school's Student Family Occupation index is .754 indicating, a high level of social and economic vulnerability in the community, and therefore the school receives substantial social equity funding from government. While overall student numbers have remained stable over the past 6 years, family mobility and transience influence the continuity of programs each year.</p> <p>Equity funding supports the provision of a wide range of additional human and physical resources for the effective delivery of the broad curriculum offered. State of the art information technology and teaching and learning approaches impact positively on student learning growth and outcomes.</p> <p>The school also recognises the key role that parents and carers play in their child/ren's learning and these partnerships are actively promoted and supported.</p> <p>Building the core capabilities for each student in critical and creative thinking, personal and social skills, and ethical and intercultural understandings is integrated within the curriculum and supports students developing responsibility and passion for their learning.</p> <p>The challenge remains in how the school community collaborates to provide excellence in the teaching and learning of the vitally important English and Mathematics domains, as well as delivering extensive and broad ranging experiences in the additional learning areas. These areas include The Arts, Science, Humanities, Technologies, Health and Physical Education and Languages.</p>	<p><u>INTENT</u></p> <p>The school's learning community – students, education and health professionals, families, broader community – strives to</p> <ul style="list-style-type: none"> bring out the best in our students and assist them to achieve to their full potential and provide an education that meets the individual needs of each student by developing their social, academic, creative and physical abilities. <p><u>RATIONALE</u></p> <p>The school is a learning community that works together to provide safe, engaging and challenging environments where our students develop confidence and life skills to allow them to grow and achieve their full potential. The following principles support the school in achieving our vision:</p> <ul style="list-style-type: none"> The child is at the centre of learning, with their wellbeing of utmost importance. High expectations are held for and by the learning community and all members within it. Positive relationships are the key foundation to developing effective engagement with all members of the community. The learning community respects and celebrates diversity and the broad range of aspirations within the community. <p><u>FOCUS</u></p> <p><u>GOAL 1</u> To improve student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6.</p> <p><u>Priority 1 Excellence in teaching and learning</u> Evaluating impact on learning by using the continuum of practice, and over the 4 year period, to move towards excelling in</p> <ol style="list-style-type: none"> Formative assessment Evaluating and modifying teaching practice Integrating assessment and evaluation <p><u>Priority 2 Excellence in teaching and learning</u></p> <p><u>Evidence based high impact strategies</u> by using the continuum of practice, and over the 4 year period, to move towards excelling in</p> <ol style="list-style-type: none"> Integrating high impact strategies Improved and increased provision of high quality ICT resources and learning tools, including building staff capacity to deliver an integrated ICT curriculum Develop the school's capacity to sustain strong, collaborative, distributed leadership <p><u>GOAL 2:</u> To develop motivated and engaged students who are empowered to be responsible learners, with high expectations of themselves and their learning environment.</p> <p><u>Positive climate for learning</u> Intellectual engagement and self awareness by using the continuum of practice, , and over the 4 year period, to move towards excelling in</p> <ol style="list-style-type: none"> High expectations Metacognitive strategies (students assessing and monitoring own learning) Promoting school engagement and inclusivity <p><u>GOAL 3:</u> To build consistent and positive partnerships with parents/carers with a focus on student wellbeing and learning support.</p> <p><u>Community engagement in learning</u> Parents and carers as partners by using the continuum of practice, , and over the 4 year period, to move towards excelling in</p> <ol style="list-style-type: none"> Communication and meaningful partnerships Home learning



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>GOAL 1:</p> <p>To improve student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6.</p>	<p>Excellence in teaching and learning</p> <p>Evaluating impact on learning by using the continuum of practice to move towards excelling in</p> <ol style="list-style-type: none"> 1. Formative assessment 2. Evaluating and modifying teaching practice 3. Integrating assessment and evaluation 	<p>1, 2 and 3. Build capacity of staff in the effective use of assessment tools and consistent use of data and other evidence to inform teaching and learning</p> <ul style="list-style-type: none"> • Develop explicit whole school numeracy framework for curriculum delivery and assessment specifically targeting <ul style="list-style-type: none"> ➢ Counting and place value ➢ Language of mathematics ➢ Proficiencies of mathematics curriculum <ul style="list-style-type: none"> ❖ Number fluency ❖ Risk taking ❖ Problem solving ❖ Reasoning • Develop explicit whole school literacy framework for curriculum delivery and assessment specifically targeting <ul style="list-style-type: none"> ➢ Reading – investigate and integrate CAFÉ reading strategies ➢ Spelling and Grammar – investigate and integrate THRASS, Big Write/VCOP and ‘best fit’ spelling and grammar assessment tools ➢ Review, investigate and implement Foundation – Year 2 phonics approach ➢ Develop deeper understandings and learning in identifying and addressing delays in oral language skills for students Foundation – Year 2. • Continue to develop staff capacity to use data to inform all aspects of teaching and learning in school wide, class, specific cohorts (such as boys, Koorie, etc) and individual students through the consistent and skilled use of <ul style="list-style-type: none"> ➢ Clinical teaching practice ➢ Pre and post testing to enable grouping for differentiated learning ➢ Sentral data system (and SPA while still available) ➢ The school’s updated assessment framework ➢ DET’s Insight Assessment suite (when available) • Provide targeted, timely and intensive intervention based on student learning outcomes in data in Reading and Number, and in particular Foundation – Year 3 students <ul style="list-style-type: none"> ➢ Planned and evaluated by teachers ➢ Delivered by trained ES staff and teachers ➢ Collegiate teaching, targeting students’ needs) across classes and levels 	<p>NAPLAN</p> <p>Evidence of improvement in Relative Learning Growth measure for Year 3 – Year 5 over the 4 year period, to show:</p> <ul style="list-style-type: none"> • Increase in % of students with high relative growth in Reading and Number • Decrease in % of students with low relative growth in Reading and Number <p>Improvement in ‘intake adjusted’ performance measures in Year 3 and Year 5 NAPLAN to be at least SIMILAR or HIGHER than like schools in Reading and Numeracy</p> <p>English Online Interview data to show learning growth of 12 months or more for at least 60% of students in</p> <p>Year 1 cohorts having attended this school for the 2 years from beginning Foundation to end of Year 1</p> <p>Year 2 cohorts having attended this school for the 3 years from beginning Foundation to end of Year 2</p> <p>Maths Online Interview data to show learning growth of 12 months or more for at least 60% of students in</p> <p>Year 1 cohorts having attended this school for the 2 years from beginning Foundation to end of Year 1</p> <p>Year 2 cohorts having attended this school for the 3 years from beginning Foundation to end of Year 2</p>



	<p>Excellence in teaching and learning</p> <p>Evidence based high impact strategies by using the continuum of practice to move towards excelling in</p> <p>4. Integrating high impact strategies</p> <p>AND</p> <p>5. Improved and increased provision of high quality ICT resources and learning tools, including building staff capacity to deliver an integrated ICT curriculum</p> <p>6. Develop the school's capacity to sustain strong, collaborative, distributed leadership</p>	<p>4. Develop a cohesive professional learning framework with Literacy and Numeracy focus for all staff (including education support staff) to integrate high impact strategies including</p> <ul style="list-style-type: none"> Structuring of lessons to include learning intent, success criteria and feedback Setting goals by using formative assessment to continually diagnose student progress and future learning needs Peer tutoring and collaborative learning to reinforce responsibility for their own learning and each other Teachers' use of high quality questioning, summarising, reviewing and reinforcement to assist students in assessing their understanding, and to assist teachers in adjusting teaching strategies <p>5. ICT master plan to be developed to ensure the school's budgetary and personnel infrastructure can support high quality provision through</p> <ul style="list-style-type: none"> Building staff capacity, confidence and skills in delivering an integrated 'ICT rich' curriculum Provision of ICT resources and curriculum framework that meet the diverse learning needs of all students from Foundation – Year 6 <p>6. Professional Leadership development for curriculum leaders to systematically develop capacity of staff in planning, co-ordinating and evaluating teaching and the curriculum provision by</p> <ul style="list-style-type: none"> Participation in leadership programs offered at Bastow and at regional level Routinely providing opportunities for teacher leaders and teachers to undertake classroom observations and peer feedback as an embedded process supporting professional development 	<p>Increased % of students with a grade of C or above in teacher assessments from AusVELS for students in Year 4 - Year 6 in Reading and Mathematics</p> <p>Teacher Performance and Development plan outcomes to provide evidence of improvement in teacher judgements in AusVELS Reading and Mathematics</p> <p>Teacher ICT Capabilities survey – taken pre and post on an annual basis – to show improvement in teacher capabilities</p> <p>Records of professional learning participation in leadership development</p> <p>Staff Opinion survey to show improvement in score (mean) for</p> <ul style="list-style-type: none"> Academic emphasis Collective efficacy Applicability of professional learning
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<p>GOAL 2:</p> <p>To develop motivated and engaged students who are empowered to be responsible learners, with high expectations of themselves and their learning environment.</p>	<p>Positive climate for learning</p> <p>Intellectual engagement and self awareness by using the continuum of practice to move towards excelling in</p> <ol style="list-style-type: none"> 1. High expectations 2. Metacognitive strategies (students assessing and monitoring own learning) 3. Promoting school engagement and inclusivity 	<ol style="list-style-type: none"> 1. Build capacity of all staff around curriculum content and high quality instructional practice in order to differentiate the curriculum, taking into account specific needs of <ul style="list-style-type: none"> • Boys education • Students from disadvantaged/vulnerable backgrounds • Students not reaching their full potential, whether performing below, at or above the expected outcomes • Promoting a student ‘voice and choice’ culture in the school through curriculum delivery, teaching and learning strategies and student leadership development 2. Implementation of student learning portfolios in Year 4- Year 6, based on development of selfdirected, independent learning framework (Learning to Be Learners PLT)and within the future Victorian Curriculum framework <ul style="list-style-type: none"> • Student access to student portals such as online learning tools and Sentral program to track their learning goals and targets, and to develop parent/carer understandings and commitment 3. Continue further development of the school’s Kidsmatter framework through ongoing staff professional learning in <ul style="list-style-type: none"> • Bridges Out of Poverty • Kidsmatter <ul style="list-style-type: none"> ➢ Building a positive school community ➢ Social and emotional curriculum including AusVELS General Capabilities and YCDI!Education/Program Achieve and Bounce Back ➢ Working with families ➢ Mental health Intervention ➢ Sentral data base ‘wellbeing’ component <p>AND</p> <p>Continue the progress of processes and protocols to monitor students ‘at risk’ and provide a case management approach to monitoring and measuring the learning progress and wellbeing of each student.</p>	<p>Records of staff participation in professional learning programs for whole school strategies as listed AND improvement in School Staff survey scores (mean) for Coherence and Feedback</p> <ul style="list-style-type: none"> • Bridges Out of Poverty • Kidsmatter <ul style="list-style-type: none"> ➢ Building a positive school community ➢ Social and emotional curriculum including AusVELS General Capabilities and YCDI!Education/Program Achieve and Bounce Back ➢ Working with families ➢ Mental health Intervention ➢ Sentral data base ‘wellbeing’ component <p>AND improvement in School Staff survey scores (mean) for</p> <p>Coherence</p> <p>Feedback</p> <p>Attendance data</p> <p>Reduce the average student absence to be at or less than the state average (2015)</p> <table border="1"> <tr> <td>Foundation</td> <td>18.6 days or 91%</td> <td>State 15.3 days</td> </tr> <tr> <td>Year 1</td> <td>21.3 days or 90%</td> <td>State 15.1 days</td> </tr> <tr> <td>Year 2</td> <td>17.5 days or 92%</td> <td>State 14.6 days</td> </tr> <tr> <td>Year 3</td> <td>16.5 days or 92%</td> <td>State 14.3 days</td> </tr> <tr> <td>Year 4</td> <td>14 days or 93%</td> <td>State 14.6 days</td> </tr> <tr> <td>Year 5</td> <td>21.5 days or 90%</td> <td>State 14.6 days</td> </tr> <tr> <td>Year 6</td> <td>22.2 days or 89%</td> <td>State 15.3 days</td> </tr> </table> <p>Attitudes to School survey improvement in scores for</p> <p>Classroom behaviour</p> <p>Student motivation</p> <p>Connectedness to school</p>	Foundation	18.6 days or 91%	State 15.3 days	Year 1	21.3 days or 90%	State 15.1 days	Year 2	17.5 days or 92%	State 14.6 days	Year 3	16.5 days or 92%	State 14.3 days	Year 4	14 days or 93%	State 14.6 days	Year 5	21.5 days or 90%	State 14.6 days	Year 6	22.2 days or 89%	State 15.3 days
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