

School Strategic Plan 2019-2023

Hastings Primary School (1098)



Submitted for review by Simone McDonald (School Principal) on 14 September, 2019 at 03:19 PM

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School vision	<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 in a changing world.</p>
School values	<p>CARING RESPECTING LEARNING</p> <p>CARING means to display kindness, empathy, sensitivity and understanding to those within our community and beyond. CARING is COMPASSION Feeling and showing empathy and understanding to others. CONNECTEDNESS Taking action to care for our community and environment with thoughtfulness and consideration. CONSIDERATION Being a welcoming, friendly and reliable member of our community. RESPONSIBILITY Seeking to make amends when we do harm.</p> <p>RESPECTING means appreciating and valuing ourselves and others, and demonstrating this in our behaviours and attitudes. RESPECTING is SELF RESPECT Accepting and valuing who we are, and doing the very best we can. INCLUSION Valuing diversity and understanding everyone has a voice. BELONGING Actively supporting others to feel included and accepted members of our school community. INTEGRITY Being honest, trustworthy and loyal.</p> <p>LEARNING means a step by step process in which an individual experiences permanent, lasting changes in knowledge, behaviours or ways of processing the world. LEARNING is ENGAGEMENT Being curious, motivated and engaged in learning. 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. UNDERSTANDING Making sense of the world through the use of critical and creative inquiry skills. DETERMINATION Being optimistic and confident about finding solutions and positive outcomes.</p>
<p>Context challenges</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 145 years, valuing the contributions of families past including fishermen, farmers, orchardists, naval personnel and industrial workers. The school currently has a student population of 219 as of February 2019 census, with a relatively small population of Aboriginal and Torres Strait Islander and English as an Additional Language students. The school's Student Family Occupation index is 0.6330 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 declined over the past 4 years and family mobility and transience influence the continuity of programs each year. 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, also providing a playgroup for the broader community. These partnerships are actively promoted and supported.</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>The school has provided a positive well-being framework for the past 14 years, a significant commitment has been made to support and nurture the well-being 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. Through this approach, a school culture that consistently displays respect, integrity, inclusion, tolerance and connectedness is strongly evident.</p> <p>Developing literate, numerate, creative and curious lifelong learners is the school's focus. Student's are highly engaged through a STEM curriculum that links their learning to the changing world.</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. The challenge remains in how the school community collaborates to provide excellence in the teaching and learning of the vitally important English, Mathematics and STEM 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>Intent, rationale and focus</p>	<p>To improve student outcomes in Literacy</p> <p>Rationale</p>

An analysis of the school's NAPLAN Writing data identified a decline in the percentage of Year 3 and 5 students achieving in the top two bands and a decline in the percentage of student achieving high growth from Year 3 to Year 5.

Whilst the NAPLAN Reading data showed an increase in some areas and a decline in others, we were aiming for greater consistency.

A comparison of the 2017 and 2018 NAPLAN and teacher judgement data showed a lack of strong correlation. The Year 3 NAPLAN data indicated student performance was higher than the level indicated by teacher judgement data for Reading and Writing. The Year 5 NAPLAN data indicated student performance was higher in Reading and lower in Writing.

Due to the variability of student achievement from year to year, averages were calculated to inform the SSP target benchmarks so that we had a reliable baseline from which to measure our progress.

To improve student outcomes in Numeracy

Rationale

An analysis of the school's NAPLAN data identified a decline in the percentage of students achieving high learning growth and a decline in the percentage of students in the top two bands from Year 3 to Year 5. Improvements in Year 3 students in the top two bands were not replicated with Year 5 and this will be an area on which to focus.

Fieldwork showed there is a need to develop a more consistent implementation of the school Instructional Model. Data is being used to inform curriculum planning however, a comparison of the NAPLAN and teacher judgement data showed a lack of strong correlation. The NAPLAN Numeracy data indicated student performance was higher than the level indicated by teacher judgement data for both Year 3 and 5 NAPLAN.

Due to the variability of student achievement from year to year, averages were calculated to inform the SSP target benchmarks so that we had a reliable baseline from which to measure our progress.

To increase student engagement in learning

Rationale

An analysis of student absence data showed an increase in the average absence days across the school. The Panel learned that whilst there had been positive improvements in attendance for some students this will remain a focus. There were inconsistent AToSS survey results between gender groups and we want to understand this further.

Panel feedback indicated we could involve students more in their learning and improve Student Voice and Student Agency within their learning. Student engagement in learning was therefore identified as an area requiring focus for the next SSP.

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Goal 1	To improve student outcomes in Literacy
Target 1.1	Increase the percentage of students with high relative growth: <ul style="list-style-type: none">• Reading from 20% (2016–18 average) to 35% (2023)• Writing from 6% (2016–18 average) to 25% (2023)
Target 1.2	Increase the percentage of Year 5 students in the top two bands in NAPLAN: <ul style="list-style-type: none">• Reading from 22% (2016–18 average) to 35% (2023)• Writing from 4% (2016–18 average) to 15% (2023)
Target 1.3	To increase the correlation between NAPLAN and teacher judgement data in Reading and Writing to 70% by 2023
Target 1.4	To improve positive endorsement in the SSS for: <ul style="list-style-type: none">• Guaranteed and Viable Curriculum from 72% (2018) to 85% (2023)• Collective Efficacy from 58% (2018) to 80% (2023)
Key Improvement Strategy 1.a	Develop a pedagogical model that promotes high quality teaching and learning in Literacy

Building practice excellence	
Key Improvement Strategy 1.b Building practice excellence	Implement a PLC approach to support the collaborative diagnosis of student learning needs and the design of effective learning programs
Key Improvement Strategy 1.c Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff to drive school improvement
Goal 2	To improve student outcomes in Numeracy
Target 2.1	To increase the percentage of students with high relative growth in NAPLAN numeracy from 14% (2016–18 average) to 25% (2023)
Target 2.2	To increase the percentage of Year 5 students in the top 2 bands in NAPLAN numeracy from 10% (2016–18 average) to 20% (2023)
Target 2.3	To increase the correlation between NAPLAN and teacher judgement data in numeracy to 70% by 2023
Target 2.4	To improve positive endorsement in the SSS for Teacher Collaboration from 72% (2018) to 85% (2023)
Key Improvement Strategy 2.a Building practice excellence	Develop a pedagogical model that promotes high quality teaching and learning in Numeracy
Key Improvement Strategy 2.b	Build teacher capacity to utilise data and a range of assessment strategies to identify and teach to a student's point of learning

Curriculum planning and assessment	
Goal 3	To increase student engagement in learning
Target 3.1	To improve the positive endorsement on the SSS for: <ul style="list-style-type: none"> • Use student feedback to improve practice from 63% (2018) to 70% (2023) • Plan differentiated learning activities from 75% (2028) to 91% (2023)
Target 3.2	To improve the positive endorsement on the POS for: <ul style="list-style-type: none"> • Student Motivation and Support from 75% (2018) to 85% (2023)
Target 3.3	To improve the positive endorsement on the AToSS: <ul style="list-style-type: none"> • For male responses to Motivation and Interest from 79% (2018) to 85% (2023) • For female responses to Sense of Confidence from 76% (2028) to 85% (2023)
Target 3.4	To reduce the percentage of students with 20 or more absence days from 30% (2018) to 25% (2023)
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher knowledge and understanding of student voice and agency
Key Improvement Strategy 3.b	Implement strategies to activate student voice and agency in learning

Intellectual engagement and self-awareness	
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