

# School Strategic Plan 2023-2027

Hastings Primary School (1098)



Submitted for review by Simone McDonald (School Principal) on 09 November, 2023 at 04:18 PM

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# School Strategic Plan - 2023-2027

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<b>School vision</b>	<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>
<b>School values</b>	<p>At Hastings Primary School we have anchored our vision on three core values: caring, respecting and learning.</p> <p>Caring - being kind, friendly and inclusive. Accepting differences, showing compassion, and helping others. Respecting - respecting ourselves, others, and the environment around us. Being responsible for our actions and treating everyone with acceptance and understanding. Learning - striving for our personal best, being open to opportunities, and demonstrating persistence and resilience while actively engaging in the learning process.</p>
<b>Context challenges</b>	<p>Hastings Primary School is situated within the regional township of Hastings, which is positioned on the Western Port side of the Mornington Peninsula. Our school boasts a storied history that spans more than 150 years, acknowledging and esteeming the contributions of previous generations, encompassing individuals from diverse occupational backgrounds such as fishermen, farmers, orchardists, naval personnel, and industrial workers.</p> <p>The Student Family Occupation index of the school stands at 0.6164, signifying a notable degree of social and economic vulnerability within the community. Consequently, the school is the beneficiary of substantial social equity funding provided by the government. It is pertinent to note that, during the previous four years, there has been a discernible decline in the overall student enrollment, and the movement and transience of families can exert an influence on the ongoing consistency of educational programs from year to year.</p> <p>Equity funding facilitates the provision of a diverse array of supplementary human and physical resources essential for the efficient implementation of the comprehensive curriculum at hand. Cutting-edge information technology and pedagogical methodologies exert a favorable influence on the growth and outcomes of student learning.</p> <p>The school acknowledges the pivotal role that parents and guardians assume in their children's education and diligently fosters and sustains these collaborative relationships. The school maintains a robust sense of community, and the interdependent alliances</p>

	<p>formed among students, parents/guardians, and staff are a distinctive hallmark of the institution. Furthermore, we derive invaluable support from our extensive contingent of dedicated volunteers drawn from both the school and the wider community. It is imperative to recognise that these partnerships have undergone adjustments and challenges in the wake of the global pandemic experienced over the past years.</p> <p>Over the course of the past 18 years, the school has steadfastly implemented a well-being framework, demonstrating a substantial commitment to promoting and nurturing the well-being of every member within the community. This steadfast commitment is accorded paramount importance and, when firmly integrated into the school's culture, contributes comprehensively to the growth and development of its students. Through this approach, a school culture that consistently displays respect, integrity, inclusion, tolerance and connectedness is strongly evident.</p> <p>The school places its emphasis on nurturing students into literate, numerate, creative, and inquisitive individuals who will continue learning throughout their lives. The students are deeply involved in a STEM curriculum that establishes meaningful connections between their education and the evolving global landscape.</p> <p>The cultivation of essential skills in critical and creative thinking, personal and social competencies, and ethical and intercultural awareness is seamlessly incorporated into the curriculum. This approach not only facilitates the development of students' sense of responsibility but also kindles their enthusiasm for learning.</p> <p>The challenge at hand pertains to the manner in which the school community collectively endeavors to deliver excellence in the teaching and learning of the critically significant disciplines of English, Mathematics, and STEM, while also offering a comprehensive and diverse array of educational experiences in supplementary domains. These additional areas encompass The Arts, Science, Humanities, Technologies, Health and Physical Education, and Languages.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Intent - To Improve Student Learning Outcomes  Rationale - An analysis of Literacy and Numeracy NAPLAN results identified that achievement in Numeracy was in the Transform Measure Performance Group. There had been increases in the Bottom 2 Bands in Numeracy and Writing in Years 3 and 5. The percentage of Year 3 students in the Top 2 Bands in Literacy and Numeracy had decreased, and Year 3 achievement was below similar schools. Positive endorsement of the AToSS factor Stimulated Learning had decreased . Learning growth was therefore identified as an area requiring attention in the new SSP.  Focus - The school will build consistent instructional practices, support teacher collaboration and strengthen teacher capacity to use data to inform differentiated learning.</p> <p>Intent - To Improve Engagement and Wellbeing for all students  Rationale - An analysis of the School Performance Report revealed that the Student Attitude and Attendance Domains were in the Transform Measure Performance Group. Significant decreases in positive endorsement of the AToSS measures Sense of Confidence and Managing Bullying were noted. The Attendance Rate had also decreased significantly. Class observations revealed</p>

	<p>limited evidence of differentiation, and passive and disengaged students. Engagement and wellbeing were therefore identified as requiring attention in the new SSP.</p> <p>Focus - The school will prioritise building student capacity to engage in learning, embed multi-tiered systems of support, and purposefully seek student feedback to positively impact on learning.</p>
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<b>Goal 1</b>	To improve student learning outcomes.
<b>Target 1.1</b>	<p>By 2027, reduce the percentage of students achieving at the NAPLAN Proficiency Level of Needs additional support in Numeracy:</p> <ul style="list-style-type: none"><li>• In Year 3 from 23% (2023) to 15%</li><li>• In Year 5 from 26% (2023) to 15%</li></ul> <p>By 2027, increase the percentage of students achieving at the NAPLAN Proficiency Level of Exceeding in Numeracy:</p> <ul style="list-style-type: none"><li>• In Year 3 from 0% (2023) to 10%</li><li>• In Year 5 from 15% (2023) to 20%</li></ul> <p>2027 targets to be confirmed.</p>
<b>Target 1.2</b>	<p>By 2027, reduce the percentage of students achieving at the NAPLAN Proficiency Level of Needs additional support in Writing:</p> <ul style="list-style-type: none"><li>• In Year 3 from 39% (2023) to 20%</li><li>• In Year 5 from 22% (2023) to 10%</li></ul> <p>By 2027, increase the percentage of students achieving at the NAPLAN Proficiency Level of Exceeding in Writing:</p> <ul style="list-style-type: none"><li>• In Year 3 from 0% (2023) to 10%</li></ul>

	<ul style="list-style-type: none"> <li>• In Year 5 from 7% (2023) to 10%</li> </ul> <p>2027 targets to be confirmed.</p>
<b>Target 1.3</b>	By 2027, increase the percentage of positive endorsement of the Attitudes to School Survey factor Sense of confidence from 70% (2023) to 85%.
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed an evidence-based instructional model
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use data to inform differentiated learning
<b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and embed structures and processes that support teacher collaboration
<b>Goal 2</b>	To improve engagement and wellbeing for all students.

<b>Target 2.1</b>	<p>2.1 By 2027, the percentage of positive endorsement of the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• Stimulated learning will increase from 80% (2022) to 88%</li> <li>• Sense of connectedness will increase from 66% (2022) to 80%</li> <li>• Not experiencing bullying will increase from 62% (2022) to 85%</li> <li>• Managing bullying will increase from 69% (2022) to 80%</li> </ul>
<b>Target 2.2</b>	<p>By 2027, increase the percentage of positive responses to the School Staff Survey (Teaching and Learning - Evaluation module) factor Use student feedback from 50% (2022) to 70%.</p>
<b>Target 2.3</b>	<p>By 2027, the percentage of students with 20 or more absent days will decrease from 44% (2022) to 20%.</p>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to actively engage in the learning environment
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student learning and engagement
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to	Develop formal and informal structures to engage with, listen to and respond to, the full range of student perspectives and feedback to positively impact on student learning outcomes

strengthen students' participation and engagement in school	
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