Department of Education and Early Childhood Development

School Strategic Plan for Hastings Primary School Southern Metropolitan region 2012-2015

Endorsement by School Principal	Signed……………………………………. Name……………………………………. Date……………………………………………
Endorsement by School Council	Signed……………………………………. Name……………………………………. Date………………………………………… School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed……………………………………. Name: Leonie Campbell Date: 5/12/11

School Profile

Purpose	Hastings Primary School strives for our students to become motivated and independent learners through opportunities that create an environment of optimism, excitement and challenge. We consistently encourage students to become lifelong learners who value themselves, others, learning and a connectedness to the wider community.
Values	Our school community values • Respect for self, others and the environment • Responsibility for the decisions, and actions that impact their future • Care and Compassion • Collaboration with others to promote a community of learners • Doing your personal best in the pursuit of excellence • Honesty These values will provide our students with the drive to seize the opportunities, and embrace the challenges life presents to them.
Environmental Context	Hastings Primary School No. 1098 is situated in spacious grounds in the township of Hastings on the Westernport side of the Mornington Peninsula. Hastings is located 57km south of Melbourne CBD and is the major industrial and business centre of the Western Port region. The school was established in 1872 and has provided continuous education for the community throughout that time. Located on Hodgins Rd., and bounded by Kings Creek and natural bushland, the school is within walking distance of the business and recreation centres, the Hastings Marina, the foreshore and its reserves. We currently have a student population of 238 and 23 staff, consisting of 2x principal class, 1x LT 8x Expert, 6 Accomplished, 2 SS0 & 4 ESO (not all full time). The schools' vision is to engage each of our students in a broad and balanced educational experience, delivered in an enjoyable, positive, safe, supportive and challenging learning environment. Students are involved in a variety of academic, social and real life experiences, to develop their capacity to reach their full potential and become lifelong learners. The children at Hastings Primary School come from a range of backgrounds representing a high proportion of welfare groups, a diminishing industrial group, and a very small proportion of semi-rural or professional groups. A high percentage of students live within the township of Hastings and the majority complete their schooling at Western Port Secondary College. The school's SFO in 2010 is .71 and in 2011 became a recipient of Federal Government Low SES funding. There are significant numbers of families on EMA, of which some are supported through additional assistance from the pool of SSSO and school professionals in conjunction with community agencies. A growth in the capacity of all staff to address the additional needs of all students has been a priority and will continue to be so. The Hastings PS school community has extensive facilities and grounds. The completion of B.E.R building in 2010 alongside the continual maintenance on all existing older buildings and grounds, including the original 1872 school building, now used for administration, has brought an improved sense of pride to all stakeholders.

Other features include:

- The use of local fundraising and successful grant applications there has been ongoing enhancement of grounds
- 15 classroom spaces, most with withdrawal areas and office spaces and fully air conditioned for the comfort of students and staff. The extra classroom spaces enable the school to offer special programmes and community spaces.
- Highly resourced specialist programs including Visual Arts, Physical Education and Good Living (a school initiative focused on health and well-being) and LOTE.
- An Information Resource/Library Centre, fully networked, linking classrooms across the school to the intra and Internet system, with 22 student use desktops and a second computer resource room, available to whole and small class groups Each of the 11
- classrooms have at least 5 desktop and an interactive whiteboard. Since 2010, 28 net books have been made available to students in the senior school.
- Hastings PS is a Zero Waste School, Carbon Sync School and an accredited Solar in Schools program participant.

This school recognises the importance of the balance between Student Learning Outcomes and well-being and continues to explore 21st Century Teaching and Learning Pedagogies within the curriculum. As teaching and learning pedagogies develop further, there is a shift away from the traditional model of Student Learning and a move towards an emphasis on personalising learning experiences for students. Professional Learning Teams operate across the school (Literacy, Numeracy, Levels, Student Management, Student Learning, Kids Matter, & ICT), to implement and evaluate the teaching and learning programmes.

Under the Kids Matter Framework a wide variety of Well Being, SELS and Student Engagement Programmes are integral parts of our school community fostering the promotion of positive relationships and meaningful connections to the school, learning and life. Kids Matter programmes will continue to be a priority within this School Community.

Staff professional development is accessed internally and externally and the importance of it is continually promoted to all staff. Four previous TPL projects continue to impact on teaching pedagogies and student learning. The school's participation is prominent in a diverse range of community networks.

School Council is highly supportive in the organisation, resourcing and management of school programs, grounds and facilities.

Hastings Primary School remains committed to maximising the educational opportunities for all students, striving for continuous improvement and community well-being.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To achieve high quality educational outcomes for all students, with a particular focus on Literacy & Numeracy .	1. By 2015, YR5 NAPLAN results will reflect an increase to show 70% of students in Band 6 and above for Reading and 70% of students in Band 6 and above for Writing. 2011 Reading: Yr 5: 42%. (Band 6 and above) 2011 Writing: Yr 5: 31% (Band 6 and above) 2. By 2015, increase the percentages assessed at above the expected VELS/AUSVELS standards of performance by at least 20% at all year level in literacy & numeracy. 3. By 2015, the SO Survey result for Curriculum Processes will be at the 75th percentile. 2011: Curriculum Processes: 25th Percentile.	**Learning & Teaching** 1. Enhance the learning and teaching practices in classrooms and develop an agreed pedagogy P-6 throughout the school so that learning is meaningful, relevant and personalised. **Building Capacity** 2. Build the capacity of staff to lead and implement purposeful teaching and an effective learning community utilising flexible learning spaces **Assessment & Accountability** 3. Establish a consistent and focused system of accountability through data gathering and analysis processes by which the school's and student performance can be tracked and evaluated, based on high expectations of all learners, using student assessment for planning, teaching and learning, goal setting and feedback.
Student Engagement and Wellbeing	To promote high levels of student engagement in learning and wellbeing.	1. By 2015 the ATS and SO Survey result for Student Motivation will be at the 75th percentile. 2011: ATS: Student Motivation: 30th percentile. 2011: SO Survey: Student Motivation: 20th percentile. 2. By 2015, the ATS Survey results for Teacher Effectiveness and Learning Confidence will be at the 75th percentile. 2011: Teacher Effectiveness: 20th percentile. 2011: Learning Confidence: 30th percentile. 3. By 2015 Student attendance will be equal or better than the State Benchmark.	**Programs & Strategies** 1. Implement an effective range of programs and strategies designed to enhance student engagement and connectedness. **Attendance** 2. Promote improved levels of student attendance through the implementation of strategies and programs that target improved outcomes. **Student Leadership & Student Voice** 3. Promote opportunities to develop students' leadership skills and implement programs designed to strengthen the student voice throughout the school and promote learner autonomy and self regulation **Parent Partnerships** 4. Promote positive parent involvement with the school by

			increasing opportunities for parents to participate in the school's programs, activities and supporting student learning through building positive relationships
Student Pathways and Transitions	To provide effective school transition processes for all students at key points in their schooling.	1. By 2015, the PO Survey result for the effectiveness of the transition processes at the school will be at the 75th percentile. 2011: Transitions 23rd percentile.	**Strengthening Relationships** 1. Enhance levels of teacher, student and parent understanding regarding the importance of creating positive school transitions through the development of effective relationships with early year's services and secondary school providers. **In-School Transition** 2. Strengthen the in-school transition processes.

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
STUDENT LEARNING **Learning & Teaching** Enhance the learning and teaching practices in classrooms and develop an agreed pedagogy P-6 throughout the school so that learning is meaningful, relevant and personalised.	Year 1	**Learning & Teaching** **Numeracy:** Investigate and develop a P-6 continuum in Mathematics, aligned to VELS curriculum. **Literacy:** Investigate and develop a P-6 continuum across the domains of reading, writing and associated spelling, speaking, listening and viewing. Audit the use of ICT and investigate the use of Ultranet in supporting classroom learning.	Numeracy P-6 continuum developed Literacy P-6 continuum developed Evidence that the use of ICT is embedded into teaching/learning pedagogies. Staff use the Ultranet to communicate account and use Ultranet as a form of communication
Building Capacity Build the capacity of staff to lead and implement purposeful teaching and an effective learning community utilising flexible learning spaces		To investigate and introduce a data collection and tracking system for individual students' Numeracy and Literacy development. (SREAMS or Student Mapping Tool) **Building Capacity** Review Curriculum Team Leadership – composition, roles and responsibilities – and establish PLTs with the focus on teacher practises within the e^5 Instructional Model.	Developed process *(collect-analyse-record)* utilising Student Mapping Tool/SREAMS for student performance data collection PLT Teams established and roles clarified.
Assessment & Accountability Establish a consistent and focused system of accountability through data gathering and analysis processes by which the school's and student performance can be tracked and evaluated, based on high expectations of all learners, using student assessment for planning, teaching and learning, goal setting and feedback.		Investigate, develop and trial PD&C plans that reflect and utilise P-6 continuums and key characteristics of effective numeracy and literacy teaching. All staff engaged in peer mentoring and coaching programs to further develop teaching pedagogy through a whole school focus on the identified priority curriculum area. Review the school's induction program to support new teachers, returning teachers, student teachers and CRTs to the school. **Assessment & Accountability Data** Review School wide assessment policy and programme … *(Triangulation of student performance data; formal assessment, teacher judgment and work samples.)*	Plans documented. Developed and implemented Peer Coaching/Mentoring Program. Documented induction program. Provide professional development and training on the moderation of teachers' judgements and the consistency of assessments by teachers.

	Year 2	**Learning & Teaching** **Numeracy:** Alignment of the curriculum and agreed pedagogical practices to VELS and the P-6 developmental continuum as evidenced in curriculum planning documents Analyse staff understanding of the e^5 instructional model with the P-6 Number continuum. Staff are able to self determine entry points and progression through the levels. e^5 instructional model in use with an emphasis on engagement and evaluation **Literacy:** Alignment of the curriculum and agreed pedagogical practices to VELS and the P-6 developmental continuum as evidenced in curriculum planning documents Analyse staff understanding of the e^5 instructional model within the P-6 Writing Continuum. Staff are able to self determine entry points and progression through the levels. e^5 instructional model in use with an emphasis on engagement and evaluation. Trail the use of ICT and use the Ultranet in supporting classroom learning. **Building Capacity** Implement PD&C documents with focus on Strategic Planning Goals. **Assessment & Accountability Data** Implement the School wide assessment policy and programme … *(Triangulation of student performance data; formal assessment, teacher judgment and work samples.)*	Evidence of staff understanding of the e5 instructional model. Evidenced through professional conversations in minutes of PLT's in the context of Literacy & Numeracy. Evidence of discussion and use of Ultranet to support learning by teachers and or students.
	Year 3	**Learning & Teaching** **Numeracy:** Refining of the curriculum and agreed pedagogical practices to VELS and the P-6 developmental continuum as evidenced in curriculum planning documents **Literacy:** Refining of the curriculum and agreed pedagogical practices	Evidence of staff understanding and progression through the e5 instructional model. Staff are able to self determine entry points and progression through the levels. E5 instructional model in use with an

		to VELS and the P-6 developmental continuum as evidenced in curriculum planning documents	emphasis on explore
		Sharing effective practice in the use of ICT and Ultranet to support classroom learning	Evidence of the use of Ultranet to support learning by teachers and or students.
		Maintain the data collection and tracking system for individual students' Numeracy and Literacy development.	
		Building Capacity	
		Review the effectiveness of PLT Teams.	
		Assessment & Accountability Data	
		Monitor the assessment policy and programme … *(Triangulation of student performance data; formal assessment, teacher judgment and work samples.)*	
	Year 4	**Learning & Teaching**	
		Numeracy: Embed the P-6 continuum in Mathematics, aligned to VELS curriculum and the e^5 Instructional Model. Embed staff understanding of the e^5 instructional model within the P-6 Writing Continuum.	All targets have been met.
		Literacy : Embed the P-6 continuum in Literacy, aligned to VELS curriculum and the e^5 Instructional Model. Review staff understanding of the e^5 instructional model within the P-6 Writing Continuum.	
		Embed the use of ICT and Ultranet to support classroom learning	
		Continue the data collection and tracking system for individual students' Numeracy and Literacy development.	
		Building Capacity	
		Review Year 1 Actions.	
		Assessment & Accountability Data	
		Review the School wide assessment policy and programme.	

STUDENT ENGAGEMENT and WELL BEING **Programs & Strategies** Implement an effective range of programs and strategies designed to enhance student engagement and connectedness. **Attendance** Promote improved levels of student attendance through the implementation of strategies and programs that target improved outcomes. **Student Leadership & Student Voice** Promote opportunities to develop students' leadership skills and implement programs designed to strengthen the student voice throughout the school and promote learner autonomy and self regulation **Parent Partnerships** Promote positive parent involvement with the school by increasing opportunities for parents to participate in the school's programs, activities and supporting student learning through building positive relationships	Year 1	**Programs & Strategies** **Attendance** To investigate a data collection and tracking system for individual students' well being and special needs (including attendance and additional assistance) development. (Student Mapping Tool) **Student Leadership** Investigate ways to increase leadership opportunities for the students and provide authentic opportunities for students to be involved in leadership activities and decision making at a class and school level e.g. Kids Teaching Kids, peer support and cross-age tutoring, Junior School Council, Senior Student Leadership Team. **Student Voice:** Investigate authentic opportunities for students to participate in the setting and reflection of learning goals **Parent Partnerships:** Audit opportunities for parent and community groups to be involved in the school.	**Programs & Strategies** Dedicated KidsMatter common one hour time slot utilised by the whole school during which all students and staff participate in a series of explicit SELS lessons (YCDI-Programme Achieve/Bounce Back). **Attendance** SMT & It's Not Okay to be Away established. **Student Voice & Leadership** Dedicated Student Voice and Leadership common half hour time slot utilised by the whole school during which all students and staff participate in a series of explicit Circle Time and Class Meeting incorporating Literacy and SELS. Initiate KidsMatter discussion and understanding around the four component areas within the classroom context. Evidence of professional learning associated with student voice. **Parent Partnerships:** Identification of effective opportunities.
	Year 2	**Programs & Strategies** **Attendance** Continue data collection and tracking system for individual students' well being and special needs (including attendance and additional assistance) development. **Student Leadership** Introduce increased leadership opportunities for the students that provide authentic opportunities to be involved in leadership activities and decision making at a class and school level e.g. Kids Teaching Kids, peer support and cross-age tutoring.	SMT used to track attendance and wellbeing data.

Formatted: Bullets and Numbering

		Student Voice: Introduce identified authentic opportunities for students to participate in the setting and reflection of learning goals. **Parent Partnerships:** Introduce opportunities for parent and community groups to be involved in the school. Develop a 'Parents' Mentoring Parents'' scheme.	Evidence of increased parent satisfaction in Parent Survey.
	Year 3	**Programs & Strategies** **Attendance** Continue data collection and tracking system for individual students' well being and special needs (including attendance and additional assistance) development . **Student Leadership** Monitor student leadership opportunities across all levels. **Student Voice:** Monitor identified authentic opportunities for students to participate in the setting and reflection of learning goals. **Parent Partnerships** Implement a Parents' Mentoring Parents' scheme.	Analysis of programs and data for improvement in attendance. Improved SATS especially Teaching & Learning data.
	Year 4	**Programs & Strategies** **Attendance** Review the data collection and tracking system for individual students' well being and special needs (including attendance and additional assistance) development. Review and update KidsMatter Action Plans. Consideration of new KidsMatter Initiatives. Review the policies and practices of student wellbeing and behaviour management. **Student Leadership** Review the Student Leadership programme.	Annual analyse of the ATS Survey and the SO and PO surveys to interpret the results that relate to the wellbeing and relationship areas and to target areas for improvement.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

		Student Voice: Monitor identified authentic opportunities for students to participate in the setting and reflection of learning goals. **Parent Partnerships** Review parent participation programs.	Target the PO Survey for specific review, understanding and an improvement in the results.
STUDENT PATHWAYS and TRANSITIONS **Strengthening** **Relationships** Enhance levels of teacher, student and parent understanding regarding the importance of creating positive school transitions through the development of effective relationships with early year's services and secondary school providers. **In-School Transition** Strengthen the in-school transition processes. Enhance levels of involvement with the local pre-school and strengthen the relationships and working links with nearby secondary school providers.	Year 1	**Strengthening Relationships** Create opportunities for active involvement of all stake holders by developing , monitoring and reviewing the level of contact/involvement with the pre-school staff/secondary school staff to build relationships. **In-school Transition** Review the induction program for new students and their families.	Document Student Transitions and Pathways Policy which reflects into and through school processes and induction for new students and families.
	Year 2	**Strengthening Relationships** Continue to develop, monitor and review programs which increase the level of contact/involvement to build relationships and increase shared understandings of what works. **In-school Transition** Implement revised induction program for new families.	Collect evidence of implementation of Student Transitions and Pathways Policy. Improvement in PO Survey: Transitions & Approachability.
	Year 3	**Strengthening Relationships** Embed programs. **In-school Transition** Monitor revised induction program for new families	Evidence of programs embedded in school culture. Improvement in PO Survey: Transitions & Approachability.
	Year 4	**Strengthening Relationships** Review programs **In-school Transition** Share best practice	Improvement in PO Survey: Transitions & Approachability.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering