**Hastings Public School 4524**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Our vision is to be the living example of our school motto “Learning, Growing, Caring”. This is supported by our “Seven Years, Seven Values” which promote the following – Respect, Responsibility, Initiative, Resilience, Commitment, Courage and Achievement. |  | Our school was established in 1981 and has served the immediate community of the Shelly Beach area. Parents have high expectations and support all school endeavours. We have a strong relationship with our school community where parents are welcome to assist as partners in their child’s education. Our parents know their work at home is supported and their views respected.  All children learn to respect their peers, their teachers and most importantly themselves. They learn the value of belonging to a caring institution. They learn how to get on with others. Students learn to value and respect difference. These messages are imparted by the staff in their daily interaction with students.  Our school is bounded by rainforest on two sides and since 2008 an extensive rejuvenation program has resulted in a rainforest area that provides a home for many native animals and is a study and recreational area for students. |  | The planning process has been undertaken with all staff and members of the School Council and Parents and Citizens Association.  The predominant line of thinking is to enhance the high levels of success in all key learning areas and implement strategies that will monitor this success with a view to meet future challenges.  . |
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| **Purpose:**  This is the prime objective of our school. Teachers and parents expect all our students to succeed. This expectation is based on solid, consistent and methodical teaching practices that emphasise the importance of the basic elements of literacy and numeracy as the building blocks to a good education. |  | **Purpose:**  In providing a total educational experience we acknowledge the importance of producing well-rounded students who participate in a variety of classroom and extra curricula activities and do so in socially and educationally accepted ways. |  | **Purpose:**  Our students’ health and physical development are prime determinants in them leading a productive and useful life. It is hoped the lessons learned at our school will stay with our students throughout their lives as they meet the challenges of life. |

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| Strategic Direction 1: The progression of all students along the literacy and numeracy continuums | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  This is the prime objective of our school. Teachers and parents expect all our students to succeed. This expectation is based on solid, consistent and methodical teaching practices that emphasise the importance of the basic elements of literacy and numeracy as the building blocks to a good education. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** Our students need to learn in an environment that allows them unhindered access to quality teaching. They need the language skills to interpret their world and respond in written and spoken form, showing a growing acquisition of skills. They also need to acquire mathematical skills that enable them to function in our society. By ensuring our students are literate and numerate they will have the necessary grounding to approach the challenges of high school education.  **Staff:**   * Appropriate professional learning to upskill teachers * Implementation of professional development program that allows autonomy as well as meeting our goals i.e. teachers to exercise choice over the particular areas they wish to address.   **Parents/Carers:**   * An understanding of the stages of development as they relate to student achievement. * How they can best assist their child in achieving these outcomes * Information sessions about helping their child with maths and literacy.   **Community Partners:**   * Ensuring jargon is reduced or explained. * Encouraging community help   **Leaders:** Our leaders need to continue to provide support to all staff members in terms of professional learning, programming, classroom management, accreditation and career opportunities. They also need to ensure their professional learning is maintained and developed.  They will engage with teaching staff using the Performance and Development Framework to assist teaching staff in their continued professional growth. |  | **How do we do it and how will we know?**   * Strong teaching practices that emphasise the basics * Programming that gives teachers time to focus on the provision of basics e.g. maths groups and literacy sessions * Use of PLAN data to inform teaching * Integrated teaching practices which include:   Mathletics program  Count Me In Too   * Continuing support provided by the Learning and Support Team to students in need via RAM funding. This support will be in the form of: \* direct intervention via the Learning and Support Teacher (LST)   \* small group and individual tuition provided by School Learning Support officers following support program as designed by the LST. These will include:  \* Speech Therapy Program  \* Reading Recovery Program  \* Parent Tutor Program  \* Tutor programs   * Individual Learning programs and reasonable adjustments made in teaching programs * All students to use technology as part of everyday learning * Raz Kids Reading program * Improvements in library to increase usage by students   **Evaluation Plan**   * PLAN data used to set grade expectations in English and Maths * K-6 evaluation/assessment schedule to be devised |  | **What is achieved and how do we measure?**   * Continuing success in Naplan tests. Increasing percentage of students achieving in the top two bands in literacy and numeracy * High performance achieved from students in all KLAs * Continued high community esteem as borne out by parental/community surveys   **Product:**   * All students meeting minimum grade standards. Those who do not are referred to Learning and Support Team for intervention. * Continuation of our enrichment class program that extends students both horizontally and vertically * Public Speaking competitions for Years 1 to 6 * Multicultural Perspectives Public Speaking Competition * Increased participation in external competitions eg ICAS and Newcastle Permanent Maths, Dorothea Mackellar Poetry * Participation levels in Premier’s Debating and Spelling competitions * Participation in Maths Olympiad, Tournament of the Minds, Science Fair * Theme days to enrich learning eg Palaeontology days, Gold day, Bali day   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practice:**   * PLAN used by all stages across the school * Introduction of Year 1 & 2 public speaking * Use of Mathletics in class and at home * Jolly Grammar extended to Year 4 * QT research project involvement and ongoing professional dialogue in stages * Use of technology – netbooks and ipads * Introduction of Count Me In Too * P D F to support best teaching practice in rooms. |
| **Improvement Measures** |  |
| * PLAN used by all stages across the school * Introduction of Year 1 & 2 public speaking * Use of Mathletics in class and at home * Jolly Grammar extended to Year 4 * QT research project involvement and ongoing professional dialogue in stages * Use of technology – netbooks and ipads * Introduction of Count Me In Too * P D F to support best teaching practice in rooms. |  |

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| Strategic Direction 2: The emotional, social and cultural growth of all students | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  In providing a total educational experience we acknowledge the importance of producing well-rounded students who participate in a variety of classroom and extra curricula activities and do so in socially and educationally accepted ways. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**  Our students need to appreciate their role in our school and wider community. In addition to this they will be provided with an array of cultural experiences that will enrich their time at school and provide the basis for a long term satisfying life.  **Staff:**  Our staff need   * to work in a safe and supportive environment * to keep abreast of current best practice and policy in these areas   **Parents/Carers:**   * Provision of support services where needed * Acknowledgement of the importance parents play as partners in their child’s education * Encouragement of parents to be partners in their child’s education   **Community Partners:**   * An understanding of our school’s mission and how we will implement and achieve our goals.   **Leaders:** Our leaders will foster the cultural and social development of our students by equipping the teaching staff with the necessary skills and promoting all opportunities. |  | **How do we do it and how will we know?**  We will continue to provide a rich array of experiences that will produce well-rounded and socially aware students. These include:   * Variety of extra curricula activities eg drama, art, chess, * Playground social support * Chaplaincy program * Dance programs * Choirs * Music programs – Musica Viva, Count us in, ukulele * Showcase at Glasshouse * Drama/Art groups * PBL – Four Star Awards * Operation Art * Young Archie art program * Scripture/ethics/Bahai programs * Peer Support * Life Education & Bravehearts * Girls’ and Boys’ nights at school * Girls & Boys Club funded by RAM * Rainforest Carols * NAIDOC activities * Environment Friends * Cultural evenings * Band and choir programs * Environment Friends * Community Focus Days eg Anzac * Multicultural education e.g. Indonesian Bridge project – Teacher exchange * School Parliament * Charity Mufti Days * Assembly of Achievement * Anzac Day and Remembrance Day attendance and participation   **Evaluation Plan**   * Participation levels in the following to be used as a guide:   Choir, dance, public speaking, Showcase, band, art club.   * Referrals to Planning Room and suspension rates should fall * Number of welfare programs in operation. |  | **What is achieved and how do we measure?**   * Increased participation of students in choral, dance and band activities * Reduction in the number of students referred to Planning Room and/or suspended * Continued parental support for chaplaincy, Showcase, peer support, band and choir programs and Sugar and Spice and Boys’ Nights * A strong, supportive and engaged P & C and School Council. * Parent-initiated projects e.g playground improvements and use of community grants * An emphasis on community engagement work where students are encouraged to pitch in and help e.g. School Parliament, Peer Support, nursing home visits done by choirs, band, dance and other groups.   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practice:**   * Introduction of Dance Elite Program * Indonesian Bridge Program * Greater connection with local aged care facilities * Commencement of CAPA enrichment initiative with Hastings Secondary College * Redeveloping playground areas to provide an interesting place for students to interact * Education of parents on the necessity of resilience in their children * Modernising of library space * Increased knowledge of and relationship with the local Aboriginal community * Formation of Showcase Committee to further develop future performance opportunities. |
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| Strategic Direction 3: The positive physical development of every child | | | | | | |
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| **Why do we need this particular strategic direction and why is it important?**  Our students’ health and physical development are prime determinants in them leading a productive and useful life. It is hoped the lessons learned at our school will stay with our students throughout their lives as they meet the challenges of life. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** In spite of a rapidly increasing reliance on technology, appropriate physical development and fitness will enable our students to cope with the demands of life and respond according. To do this, our students will need to understand how to maintain their bodies through exercise, diet and proper maintenance.  **Staff:** Our staff will need to update their knowledge and best practice in these areas. They will also promote active participation in sporting activities and healthy lifestyle choices. An emphasis will be placed on sportsmanship and ethical participation.  **Parents/Carers:**   * Education programs on nutrition and active lifestyle programs * Involvement in all physical programs such as Kilometre Club   **Community Partners:**   * Build partnerships with community networks to assist with education programs   **Leaders:** Our executive team will provide opportunities and advice for teachers provide the best for the students in their care. |  | **How do we do it and how will we know?**   * All staff will promote healthy lifestyle choices through programs such as Live Life Well, Crunch & Sip * All teachers to include fundamental movement skills in their teaching programs. * Two and a half hours moderate, planned physical activity provided each week for all students * Kilometre Club is offered two terms a year * Increased participation in PSSA sport * Improved performances in swimming, cross country and athletics carnivals * K-2 Sports carnivals * Premier’s Sporting Challenge * Continuing P E/sport program * Skipping group commenced * External providers of sporting activities brought into the school * Brain Gym * Aquathon * Playground additions and improvements to promote active and passive play   **Evaluation Plan**   * Fundamental Movement Skills checklist K – 6 * Crunch ‘n’ Sip data * Kilometre Club participation and achievement levels |  | **What is achieved and how do we measure?**   * All students to participate in regular fitness activities * Increased participation in PSSA carnivals and competitions * Premier’s Sporting Challenge participation * Improved performances at carnivals and PSSA competitions * All students demonstrate healthy eating practices * Fundamental Movement Skills implemented throughout the school * Crunch & Sip program continued * Kilometre Club participation showing increased numbers and distance covered * Involvement of students in external sporting activities will increase * Parental support and assistance at school carnivals and activities such as Kilometre Club will be monitored * Number of students participating in Walk to School Day to be monitored and will improve   **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practice:**   * Number of students participating in Walk to School Day to be monitored and will improve * Maths and P. E. initiative * Expansion of the Kilometre Club with the aim of 100% participation * Targetted and longer athletics training * Morning fitness program incorporating a variety of skills * Environmental planning of the playground * Opening of more space for use by students during breaks. |
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