

Hastings Secondary College, Westport Campus Annual Report



2016


HASTINGS
SECONDARY COLLEGE
WESTPORT CAMPUS

8554

Introduction

The Annual Report for 2016 is provided to the community of Hastings Secondary College, Westport Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ian Gowan

Principal

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Message from the Principal

2016 is the second year of operation for Hastings Secondary College and our students are continuing to take advantage of the increased opportunities that the college model has allowed us to provide. Senior students are achieving outstanding success in the Higher School Certificate with the majority of students progressing to post secondary study either at university or TAFE. We offer, in partnership with Port Macquarie Campus, an extensive choice of subjects to cater for the needs and interests of all students. Our outstanding Trade Training Centre supports those seeking accreditation under the Australian Qualifications Framework (AQF) and provides our younger students with access to state of the art facilities.

College staff have been busy developing and implementing a range of innovative and personalised alternate learning programs to engage and challenge our junior students. Years 7 and 8 students had the opportunity to apply for one of three Academies; Creative Industries, Sport and STEM (Science/Technology/Engineering/Mathematics) this year. These Academies allow students with special talents and interests to be extended and further developed in these areas. Students not involved in Academies have been well catered for by our range of Personal Interest Programs in areas such as hospitality, agriculture and media communications.

Our new programs are creating widespread interest throughout the education community and this year the Department of Education recognised Hastings Secondary College as a STEM Action School due to our outstanding work in the areas of Science, Technology, Engineering and Mathematics. The college is the only STEM Action School on the North Coast and only 1 of 7 in NSW and means we receive additional resources and training opportunities to further develop our innovative STEM programs. The college has also been asked to mentor a number of schools throughout the state, helping them to develop and implement quality STEM programs. Our STEM initiative is just one example of the many high quality programs on offer at our college.

This year Westport Campus was selected by the Department of Education to undergo external validation, a process where schools prepare and complete a submission about progress and achievements using the School Excellence Framework. The review by an independent panel of school principals acknowledged our progress and achievements. This has been an invaluable opportunity to reflect on our journey towards becoming a college while highlighting opportunities for our ongoing growth as a learning community.

The partnership between parents, carers and the school community is an important factor in the success and wellbeing of our students. Staff, students and families were once again given the opportunity this year to participate in the "Tell Them From Me" surveys, focusing on student wellbeing, engagement and effective teaching practices. The data received has provided valuable feedback to the school, assisting us to further improve the quality of the teaching and learning that is occurring in our classrooms.

We continue to achieve excellent results across all academic fields. In the HSC last year over 27% of students received

a Band 5 or 6 in one or more subjects, meaning they were placed in the top 20% of the state. Those students who worked towards an ATAR, which enables them to apply for a university position if they wish, exemplify the advantages of the outstanding education we provide our students. Of the 60% of students who decided to apply for university, all were successful in receiving offers for a course.

Students have excelled in a range of individual and team sports. The Under 19 Girls' Futsal team was crowned the Northern NSW Champions and will now compete in Queensland at the National Finals later in the year. Jessica Hayes toured the USA as a member of the Australian U19 Futsal team.

We continue to recognise and encourage cultural pursuits to enhance the overall development of our students, many of whom excel in the Creative and Performing Arts. Hastings Secondary College presented 'POPSTARS the Musical' this year. Cast, crew and staff from both campuses worked tirelessly to deliver a high quality production. Students also had the opportunity to audition for the College Dance Company and Campus Hip Hop crew. Our amazing performers thrilled the audience earlier this year at the Camden Haven Dance Festival and both dance groups achieved Highly Commended at the Port Macquarie Eisteddfod.

In addition to excelling at school, our students continue to make a significant contribution to the local community. WASCALS has been tireless in raising money for families touched by cancer. This year, proceeds from Westport Idol were donated to Year 7 student, Fate Carter, who is recovering from a double lung transplant. I'm very proud of the large number of students prepared to support such worthwhile initiatives. Our future is in good hands. As well as supporting the community, a number of students have received the Westport Spirit award, which recognises students who have been positive role models to their peers. Thank you to Mr Craig Barnett from First National Real Estate for his generous and ongoing support of this award.

I would like to thank the community volunteers who continue to support our DEAR reading program, generously donating their time to develop the literacy and numeracy of students in Years 7 and 8. Many students have been given the opportunity to develop their skills through this program.

The campus is supported by an active P & C Association who provide significant support to our school. This year they have taken responsibility for the community consultation process to change our campus uniform in 2017. We are grateful for the valuable contribution these many hard working volunteers make to the wellbeing of our students.

Ian Gowan

Principal

Message from the school community

It is with pleasure that I report on the achievements of our P & C for 2016.

During the past 12 months our P & C has provided school equipment and student assistance. Some of the items include:

- New appliances and repairs for the canteen
- Assistance for students representing Westport Campus at various sporting and cultural events
- Scholarships for Year 7 students
- Donations for School Awards and the Year 12 graduation
- Various floral contributions

I would like to thank the hard working group of volunteers we have at Hastings Secondary College, Westport Campus. They give freely of their time and effort in many ways, such as working in the canteen and uniform shop and organising and supporting special events held at our school. As the canteen and uniform shop are our most important sources of revenue, without these volunteers we could not provide the necessary support for our students.

The canteen works hard to provide healthy, tasty food to our students and they are enjoying the available food options. I would like to thank Trish Nelson and Heather Thomas for their efforts in the canteen this year, along with our parent volunteers.

With the introduction of a new school uniform for 2017, our uniform shop volunteers have worked above and beyond to ensure the transition will be as smooth as possible. Wendy Herron and Cheryl Clarke have given freely of their time to support the community consultation and have been available at short notice when required.

I would also like to take this opportunity to thank our outstanding committee members, because without their work our P & C could not function. As president I have had the opportunity to attend General Meetings, Finance Meetings, Canteen Meetings and Executive Meetings throughout the year. All of these meetings rely on committee members to function, so to this end I would like to personally thank Mrs. Therese Goshorn, Mrs. Robyn Cooper, Mr. Greg Ferrett and Mr. Glenn Twaddell, for all their work throughout the year. There are many other people involved in the P & C who do many things,

most of which go unnoticed and I would like to thank all of you for your efforts during 2016.

I would like to stress the need for a strong and active P & C at our school and urge all parents and caregivers to consider joining for the upcoming year. We cannot function to the best of our ability without more members and volunteers, so please come along in 2017 to help keep Hastings Secondary College, Westport Campus P & C strong, vibrant and effective.

Renee Ferrett

P & C President

School background

School vision statement

Westport Campus is an outstanding local comprehensive high school providing all students with contemporary, innovative and personalised learning in a safe, cooperative and respectful environment. Learning and success is valued and encouraged.

School context

In 2014, the Department of Education and Communities announced the formation of Hastings Secondary College incorporating Port Macquarie and Westport High Schools.

In 2015, the multi campus college commenced with the first cohort of students being able to benefit from an extended range of educational, cultural and sporting opportunities.

Westport Campus is a comprehensive co-educational school which has developed strong partnerships with its partner campus and primary schools as a member of the Hastings Valley Community of Schools. We work closely with the wider community including local academic providers Charles Sturt University, University of Newcastle, University of New South Wales and TAFE as well as many community and local business organisations.

Westport Campus caters for public education high school students. It has a long history of academic, sporting and cultural achievements and a proud record of supporting the local community through a range of initiatives such as volunteering, collecting for charities and financially supporting families affected by cancer.

There are approximately 500 students enrolled at the campus, 44 of whom attend the Support Unit. The student composition includes approximately 56 ATSI students whilst the remainder come from mainly Anglo-Australian culture. To support learning, there is a committed teaching staff of approximately 52 and an administrative and support staff of 14.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

In the domain of Learning, our self-assessment revealed the following:

Learning Culture

Our teaching staff understand that engagement and learning are related and have worked tirelessly to develop and implement a range of Alternate Learning Programs (ALPs) and associated administrative processes across the college. The diverse curriculum caters for the full range of student interests and learning needs and we have processes in place to identify, monitor, understand and address student learning needs. A comprehensive Connect Program has been developed to promote positive and respectful relationships between all stakeholders and support our strong learning culture.

Wellbeing

In the area of Wellbeing the External Validation team identified that this is a significant area of strength for our school. Our ALPs provide students with a range of opportunities to connect with, succeed in and thrive with their learning. These, combined with our Connect and Merit Programs, provide a framework in which behavioural and learning expectations

are clearly outlined and discussed. These programs have led to an increase in the number of students being recognised for commitment to their learning, our core values of safe, cooperative and respectful and our Student Responsibility System. These initiatives have led to a more positive teaching and learning environment.

Curriculum and Learning

Our school has a comprehensive range of systematic processes which address student learning needs from the presentation of our ALPs to our partner primary schools and the collection of transition learning data, through to the use of this data to support curriculum provision. In addition our ALPs have been enhanced by partnerships with a range of educational and professional organisations. Complementing these processes, staff actively seek and utilise feedback from students and parents and analyse data to differentiate curriculum delivery to better meet the individual needs of their students.

Assessment and Reporting

Students are provided with clear, concise and transparent guidelines on assessment and reporting of their learning. They receive explicit and specific feedback on tasks to enable future growth. Reports on student achievement also focus on areas for improvements and growth and provide an informed starting point for discussion with parents and carers. Our My Class Summaries use a range of data sources to better understand the learning needs of students and this information forms the basis of ongoing planning of strategies to cater for those needs.

Student Performance Measures

A range of evidence sources including NAPLAN shows positive growth in some areas such as Numeracy, however this is not sustained across all NAPLAN results. For students from both Years 7 to 9 and Years 9 to 12 our value adding is comparable to similar schools. The proportion of students at or above National Minimum Standard in both Year 7 and Year 9 NAPLAN Reading and Numeracy is also comparable to similar schools. The performance of our Aboriginal students compared to non Aboriginal students is better than similar schools in both Years 7 and 9 NAPLAN results. This can be partly attributed to the restructuring and increased resourcing of Aboriginal education in recent years.

Teaching

In the domain of Teaching, our self–assessment revealed the following:

Effective Classroom Practice

Teaching and learning programs and strategies are reviewed and refined on a regular basis based on data analysis and feedback from students and colleagues. In depth analyses of student performance on assessment tasks and formal examinations are performed to enable teachers to evaluate the effectiveness of their delivery of curriculum content and provide students with explicit feedback on how to improve their learning. Assessment booklets clearly outline course requirements, allowing students to effectively plan and manage their learning. The Professional Development Process (PDP), in particular lesson observations, has enabled staff to seek the support of colleagues to evaluate the effectiveness of their teaching practices.

Data Skills and Use

Our staff have a deep understanding of the use of data analysis in their planning for learning. Student performance data is shared, building the capacity of all staff to analyse and interpret data to identify learning gaps and effectively assist in strategies to improve student learning outcomes. Data collected is also shared with parents, carers and other professionals to better plan individual learning programs that meet the diverse needs of students. We have effective structures in place which enable staff to collect and analyse data to better inform strategic directions as outlined in the School Management Plan (SMP).

Collaborative practice

High level collaboration and professional dialogue exists between staff from both campuses, our partner primary schools and other academic partners and enables us to provide engaging, innovative and rigorous programs that cater for the diverse needs and interests of our students. Regular collaboration occurs to evaluate and refine existing programs. Conversations around data analysis, assessment of student outcomes and consistency of teacher judgement are used to improve learning opportunities and teaching practices. Active engagement in the PDP process is providing staff with constructive feedback from their peers and school leaders resulting in improvements to teaching practices and the range of school wide programs and initiatives.

Learning and Development

Our staff actively participate in professional learning linked to priorities identified in the school plan and their own identified and negotiated professional learning needs. They willingly share expertise and knowledge gained from

professional learning, which builds the capacity of colleagues to collectively deliver the milestones documented in the school plan. Our commitment to collaboratively meet the learning needs of identified student groups within the campus is demonstrated in areas such as Aboriginal education and our ALPs.

Professional Standards

There is a demonstrated willingness to identify and accomplish professional learning in order to best meet the learning needs of their students. A number of staff are being supported to achieve higher level accreditation through a planned and ongoing process. The Teams structure we developed this year allows staff to gain a deeper understanding of wider school programs and issues, providing an opportunity to learn about and contribute to a broad range of whole school programs outside their own faculty.

Leading

In the domain of Leading, our self-assessment revealed the following:

Leadership

We provide opportunities for staff to develop and enhance leadership skills and continually support the professional goals that staff have identified in their PDPs. Our commitment to a distributed leadership model is ensuring the continued growth of the college and our campus. Our Teams structure is enabling us to build a positive and dynamic school wide culture underpinned by a shared responsibility for student engagement and learning by all stakeholders and distributed leadership. This has also increased the pool of staff with the skills required to lead whole school initiatives.

School Planning, Implementation and Reporting

The development and implementation of our ALPs are evidence of widespread support throughout our school community to be involved in initiatives designed to deliver ongoing improvements in student learning and meet the ever changing needs of our students in a timely manner. We have systems embedded to routinely collect, evaluate and analyse learning data in order to further improve teaching and learning programs and initiatives. Participation in Teams has empowered all staff to actively contribute and take ownership of both the development and implementation of our school management plan. Staff are developing a deep understanding of each strategic direction and are actively monitoring and evaluating milestones on a regular basis as part of a school wide improvement process.

School Resources

We have effective processes in place to select and support high performing staff capable of delivering a diverse range of innovative programs in addition to the mandatory curriculum requirements. There are processes in place to systematically review the performance of all staff and assist them to achieve identified professional learning goals. The ongoing professional learning opportunities on offer coupled with a diverse and innovative curriculum is allowing staff to effectively meet a broad range of student learning needs. Creative use of physical learning spaces supported by sound financial management, as outlined in the school plan, is allowing the school to deliver a broad curriculum in an efficient and sustainable manner.

Management Practices and Processes

The school has effective practices in place to collect, organise and use a range of learning data to identify gaps in student learning and assist staff to develop teaching and learning activities that best support the individual needs of students in their care. Our student reports provide clear and concise communication of student learning outcomes, achievements and areas for future growth and improvement. Quality systems have been implemented across the college to ensure high quality and consistent feedback is provided. We encourage parents, carers and community members to work in partnership with the school to effectively support student learning.

School determined next steps

A major focus for Westport Campus is the further development of the Hastings Secondary College plan, recognising common purpose, people, processes, products and practices. Team management structures will be further refined to enable all staff members to understand and appreciate the links between the School Excellence Framework, their professional learning and the Performance and Development process, the Australian Professional Standards for Teachers, faculty and team membership and the Hastings Secondary College plan and milestones. Knowledge of, and engagement with the School Excellence Framework will continue to grow as staff contribute to, and evaluate school improvement processes and use them to reflect on and inform their teaching and learning practices. The ongoing development of systems to share the work, findings and evaluations carried out by school teams will lead to a greater awareness and ownership of school initiatives by staff.

The need to embed evaluative processes into the Alternative Learning Programs that have been developed has been recognised, with a particular emphasis on the impact on student learning outcomes. The school recognises the need for an ongoing commitment to providing relevant and strategic professional learning for staff in order to build their capacity, thus ensuring the innovative programs are sustainable and able to be further developed.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Hastings Secondary College

Purpose

Hastings Secondary College is a committed developer of intellectual, social, professional leadership and educational capital within the Hastings Valley. To achieve this, college staff work together to achieve the college goals of Excellence, Innovation, Opportunity and Success. We aim to be the preferred provider of secondary education through contemporary, innovative and personalised provision of learning for every student.

Overall summary of progress

Hastings Secondary College has continued to develop as a cohesive collaborative educational provider. The transition processes in place are frequently reviewed and evaluated and there is an upward trend of enrolments from both our partner public schools and private primary schools. The high achiever program continues to have more applications than places available, reflecting the positive community perception of this program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">An increased percentage of students transferring from partner primary schools	College Transition Coordinator, Campus teaching staff and year adviser	<p>Our Year 7 numbers increased by 38% this year. A concerted effort was made to develop closer working relationships between College staff and staff from our partner primary schools. Data sharing processes were further refined to facilitate accurate sharing of information to support student transition.</p> <p>A number of programs were established to enable College staff to work with Stage 3 students to strengthen links between the College and partner primary schools. Presentations about the Academies were made to Stage 3 assemblies at each partner primary school by Academy teachers and current students, resulting in strong interest and increased applications.</p>
<ul style="list-style-type: none">An increased number of applications for the high achievers program	College Gifted and Talented Coordinator and campus teaching staff allocated to the High Achiever class	<p>Extensive promotion of the High Achiever program resulted in applications exceeding available places, including applications by primary school students from the private sector.</p> <p>Teaching staff allocated to the High Achiever classes met regularly to collaborate on cross-curricular projects and evaluate teaching practices.</p> <p>A review of the high achiever program was undertaken during the year and it has been rebranded as the Zenith Program for 2017. Interested staff completed an expression of interest</p>

Next Steps

In 2017, Hastings Secondary College will continue to develop, implement and refine strategies and structures to ensure our position as a leading educational provider within the Hastings Valley. This will include;

- Continued development and evaluation of our transition processes to make them as effective as possible. This will include an evaluation of the annual presentations at each partner public school to ensure parents and students are able to reach a deeper understanding of how our college operates and the benefits of enrolling at Hastings Secondary College.

- Restructuring College staffing, including the appointment of a Community Liaison Officer.
- Continued development and evaluation of the Zenith program, especially selection processes, staffing, curriculum delivery (including cross-curricular programs) and extra-curricular opportunities.
- The addition of Stage 5 Academies and Academy pathways.
- Consideration of the subjects offered in Stage 6 using the protocols developed this year to ensure we provide a comprehensive and inclusive range of subjects catering to the needs of all senior students.

Strategic Direction 2

Learning – Student Engagement and Wellbeing

Purpose

To further enhance student engagement, attendance and retention by raising individual responsibility for learning and behaviours in a safe, inclusive and positive learning environment.

Overall summary of progress

Increased student engagement has been achieved in 2016 through a range of measures designed to ensure teaching and learning cater for individual needs. The establishment of innovative educational Academies in Stage 4, which have been designed to provide opportunities for students with special talents and interests to be extended and further developed in either STEM (Science/Technology/Engineering/Mathematics), Creative Industries or Sport have proven very popular. Students not involved in Academies have been well catered for by choosing Personal Interest Program (PIP) classes that cover a range of special interests. These initiatives have had a positive impact on student engagement by increasing student choice and ownership of their learning.

Student engagement has also been enhanced by a range of Alternate Learning Programs (ALPs) which commenced in 2016 such as the Engage Me program and Year 9 LEAP (Learning by Engaging Authentic Pedagogy) Academy. Planning for a Year 10 LEAP Academy progressed throughout the year ready for commencement in 2017. 'My Class' summaries for every student have enabled teaching staff to make informed adjustments to ensure that teaching and learning is appropriately differentiated.

The Connect program continues to allow students to engage in discussions that create a greater understanding and awareness of their rights, responsibilities and interactions with others. Students have been supported through a range of initiatives to take more responsibility for their own behaviour and these programs continue to be modified and improved. A refined system to recognise and reward student compliance with our campus core values was successfully introduced this year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased engagement.	\$102,000	<p>Learning adjustments</p> <p>The campus promotes evidence based analysis of teaching practices and student outcomes on a regular basis which provide all students with opportunities to connect and be successful with their stages of learning and development.</p> <p>The My Class Summaries initiative involves the collection of student data from our partner primary schools and the updating of data for students in other year groups. Time is allocated in faculty meetings and whole school professional learning sessions for staff to reflect on the data and compile individualised lists for each of their classes for the coming school year. This enables teachers to analyse and use a range of performance data, including students' Literacy and Numeracy placement on the Continuum, to develop personalised learning strategies and give them a better understanding of how to improve student learning and outcomes.</p> <p>Our school management practices and processes have ensured that teachers regularly monitor student progress to identify skill gaps for improvement and are embedding data analysis into their lesson development and delivery.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased engagement. 		<p>LEAP (Learning by Engaging Authentic Pedagogy)</p> <p>During 2016 the LEAP Academy operated at a full capacity of 15 students and was highly successful. Throughout the year we collected extensive data ranging from attendance through to behaviour issues and found there was a dramatic improvement in both areas. The students enjoyed coming to class and became more involved in their individual classwork and community based activities which enhanced their self-esteem. The students presented two Expos showcasing their work to family, community, staff and friends. These were highly successful and provided students with a sense of achievement.</p> <p>The LEAP Academy works on building relationships and partnerships between school, home and the community and provides opportunities for work experience to enable students to appreciate how learning at school relates to the work environment.</p>
<ul style="list-style-type: none"> Increased number of students accepting responsibility for their behaviour. 	<p>\$6,030</p>	<p>Pastoral Care</p> <p>Connect is a whole school Pastoral Care/Wellbeing program that is delivered on a daily basis during roll call. The program explores current issues facing adolescents in today's society, allowing students to understand themselves and others.</p> <p>The purpose of the program is to build stronger connections between students and teachers, with the intention for students to then discuss issues at home with their parents/carers.</p> <p>Regular conversations with staff took place to ensure the program was delivered in a consistent manner. The content is regularly reviewed to ensure it continues to meet the needs of the students. This year data obtained from the Tell Them From Me Survey, which indicated areas of concern relating to depression, anxiety and teacher/student relationships was taken into account.</p> <p>Term topics have included: <i>Building Resilience; Respect for yourself and others; My Family; Looking after your body; Cyber Safety; How Drugs can impact your lives; Young People and the Law; Safe Partyng.</i></p> <p>Rewards System</p> <p>Our whole school approach to wellbeing is encouraging a more positive teaching and learning environment by acknowledging positive student behaviour. The revised Merit system encourages students to take responsibility for their own learning and foster a school culture that focuses on positive behaviour by providing incentives for students to build on even their smallest accomplishments and successes. An interactive presentation was</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increased number of students accepting responsibility for their behaviour.		<p>developed to inform students and staff of the changes and to ensure consistency in its application.</p> <p>The evidence shows that many staff have embraced the revised system and are actively rewarding students. This has resulted in an increase in the number of students taking responsibility for their behaviour and learning with data demonstrating the increased reporting of positive incidents.</p>

Next Steps

In 2017, Hastings Secondary College, Westport Campus will continue to implement and enhance the strategies we initiated in 2016 to ensure further improvements to student engagement and wellbeing. These will include;

- A review of the Connect program including the development and implementation of strategies to further improve student/staff relationships.
- A review of procedures to ensure a persistent, consistent and transparent approach to monitor and report on student attendance and uniform in order to further improve student attendance rates and compliance with the uniform code.
- A review of the 'Engage Me' and LEAP programs to ensure they continue to meet the learning needs of targeted students.
- The implementation of a Year 10 LEAP class.
- A review of the Port Macquarie Tutorial Centre, which was relocated to Westport Campus in 2016.
- The development of technology procedures to ensure student learning plans are more easily accessible to all staff.

Strategic Direction 3

Quality Teaching and Learning

Purpose

To provide dynamic, inspiring and diverse curriculum and learning opportunities underpinned by:

1. Quality teaching practices (guided by the BOSTES Australian Professional Standards for Teachers).
2. Leadership and professional practices that inspire lifelong learning.

Overall summary of progress

The Performance and Development Framework is continuing to allow staff to engage in a reflective process that is guiding their ongoing professional development. 100% of teaching staff have high level Performance and Development Plans (PDPs) in place that focus on the attainment of professional goals that reflect the Australian Professional Teaching Standards. Regular and effective monitoring and feedback processes are in place to support the professional growth of all staff. Teacher professional learning focused on classroom observation techniques, classroom walkthroughs, WOW (watching others work) and evaluating pedagogy. There is a commitment to support staff to achieve their identified professional learning goals.

Staff members continue to gain a greater understanding of HSC syllabuses and what is required for students to achieve at a high level. Staff members from within the campus and across our learning community are leading and supporting others to ensure our students are given the best possible opportunities to achieve academic success.

The appointment of an Aboriginal Education coordinator to work in partnership with Connect teachers had a positive impact on the attendance and engagement of Aboriginal students. They are now beginning to feel more connected to the school and are appreciating and taking advantage of the learning opportunities on offer at Westport Campus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increased staff engagement with the BOSTES Australian Professional Standards for Teachers.	\$4050	<p>With an increasing number of New Scheme teachers in the school seeking accreditation and the upcoming mandatory teacher accreditation from 2018, a group of teachers formed a Professional Learning Community at Westport Campus in 2016 to familiarise themselves with the Australian Professional Standards for Teachers and the process of accreditation.</p> <p>Teachers from a range of faculty backgrounds, teaching experience and career stages met regularly after school throughout the year to plan, workshop, collaborate and complete professional learning. Goals identified were to improve the mentoring process, share professional learning opportunities, work towards the achievement of proficient or higher levels of accreditation and to focus on quality teaching in our professional engagement.</p> <p>Much of the focus of this team was on developing knowledge of the teaching standards and addressing evidence collection, uploading evidence, writing reflection journals and annotation of evidence. Collaboration with other teachers, particularly in increasing knowledge and understanding of the accreditation process and reviewing each other's evidence was found to be valuable. Staff shared their knowledge of the process and reviewed one another's evidence</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased staff engagement with the BOSTES Australian Professional Standards for Teachers. 		<p>portfolios. Scaffolds to assist in professional learning reflections, annotating evidence and preparing a professional reading log were developed and shared with the whole school staff.</p> <p>The online modules of Stronger Smarter were completed during meetings with readings and issues discussed prior to completing online reflections. Teaching strategies, differing student needs, modification of teaching and assessment resources have been explored and reflected upon.</p> <p>At the conclusion of the year a staff survey was distributed to identify and plan for the further development of our Professional Learning Community, based on the needs indicated by teachers.</p>
<ul style="list-style-type: none"> Increased attainment of high level bands in external examinations. 	\$2700	<p>To increase the number of students achieving higher bands in the HSC staff are continuing to use data and professional learning opportunities to inform their teaching practice. Staff undertook extensive analysis of HSC results using the Results Analysis Package not only to identify gaps in student learning, but to inform changes to teaching practice.</p> <p>Analysis of HSC results has indicated an increased number of Band 6's since this process has been implemented. Well established practices for ensuring correct and consistent assessment procedures and practices are in place. Students are encouraged to submit work of the highest standard and receive effective, actionable feedback. All assessment tasks and subsequent student results are regularly reviewed to ensure effective teaching and learning.</p> <p>Staff are also encouraged to apply for HSC marking to learn new marking skills and to gain a better insight into the full and contrasting range of examination responses and approaches from across the course candidature.</p>
<ul style="list-style-type: none"> Increased student attendance and engagement. 	\$2250	<p>The PBL team met regularly across the year to plan, review and implement strategies across the school.</p> <p>Some of the initiatives involved; updating signage around the school and in classrooms; developing a system of staff incentives; reviewing student wellbeing and learning data; developing resources to assist casual teachers while on playground duty; running a student design competition for Indigenous signs and banners; the purchase of PBL wrist bands for Year 7 students; reviewing and updating the Student Matrix and delivering PBL focused lessons across the school.</p> <p>As a part of a review process, the school undertook the Benchmarks of Quality (BoQ) assessment. The result of this assessment was a score of 93%. The BoQ results are used to:</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased student attendance and engagement. 		<ul style="list-style-type: none"> Assess the areas of strengths and weakness in school wide PBL implementation Design and/or revise processes and practices across the school Evaluate school readiness for Classroom Tier 1 and Tier 2 implementation and training Validate elements of Wellbeing for the School Excellence Framework Provide evidence for the School Strategic Directions.

Next Steps

In 2017, Hastings Secondary College, Westport Campus will continue to develop and implement strategies to ensure we provide dynamic, inspiring and diverse curriculum and learning opportunities. These will include:

- The continuation of the Literacy Teaching Across the Secondary Curriculum initiative
- The development of administrative procedures to track and monitor staff Performance and Development Plans, including mechanisms to capture and share examples of good ideas and best practice
- The implementation of a staff mentoring and induction program to provide new staff to the school the opportunity to be familiarised with Campus policies and procedures
- The continued development of our Professional Learning Community to become a forum to support all staff through the accreditation process
- Continued exploration of the use of data to drive teaching and learning adjustments and improvement
- Data obtained from the Benchmarks of Quality (BoQ) will be used to determine future directions for the PBL team and allow us to prioritise our annual milestones and action plan for 2017
- The ongoing implementation of innovative programs designed to engage and challenge students, including fostering interest in the Robots in the Outback Program and entering a college team in the First Robotics competition in 2017 and beyond
- The introduction of the Clontarf program to support the wellbeing of Aboriginal boys and a revised program to support aboriginal girls.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$7,823	<p>The Learning Support teachers work closely with all English as an Alternate Language or Dialect (EAL/D) students. Students are assessed as to the level of support they require on their enrolment at the school, and then monitored on a regular basis once at school. Support is provided in regular classrooms, as well as small group sessions.</p> <p>All EAL/D students have received additional tutoring which has resulted in improvements in reading levels, comprehension and spelling as evidenced by school based assessment and reporting.</p> <p>All teachers identify EAL/D students in their class. Data from 'My Class' summaries is incorporated into teaching and learning. The Homework Centre provides additional subject specific tutoring.</p> <p>Students are involved in a variety of programs to strengthen English language proficiency and encourage participation.</p> <p>School policies, practices and teaching and learning programs are consistent with the Department's Multicultural Education Policy.</p>
Low level adjustment for disability	\$46,353	<p>This funding enables our school to meet the disability needs of mainstream students. This includes students with learning difficulties, behavioural difficulties and students who have been identified as having Autism Spectrum Disorder.</p> <p>All students identified with a disability have an Individual Learning Plan (ILP) and some receive School Learning and Support Officer (SLSO) support. Students with learning and support needs (low level disability) were supported through a variety of strategies and programs.</p> <p>These included:</p> <ul style="list-style-type: none"> • Review meetings which were held in consultation and collaboration with the School Counsellor, family members, Learning and Support Teacher (LaST) and/or SLSO to personalise learning and support student needs • Completion of ILPs by the LaST in collaboration with students • Employment of an SLSO for an additional day per week to support students in class and assist in the Senior Tutorial Program • Regular Learning and Support Team meetings, discussing and acting upon student referrals from classroom teachers • Support at school events, excursions and

<p>Low level adjustment for disability</p>	<p>\$46,353</p>	<p>carnivals</p> <ul style="list-style-type: none"> • Individual and small group support during assessment periods • Formal disability provisions for NAPLAN, VALID and Stage 6 examinations • In class support by the LaST or SLSO. • A transition program to identify and support students with additional learning needs • Provision of support for teachers in recognising and responding to students' additional learning needs.
<p>Socio-economic background</p>	<p>\$221,240</p>	<p>The school received Resource Allocation Model (RAM) Equity loading funds to support students with additional learning needs associated with their socio-economic background. In 2016, a number of initiatives were in operation to improve the education and life opportunities of students. Additional Learning and support staff were employed to:</p> <ul style="list-style-type: none"> • gather and analyse school data about attendance, retention, enrolment, NAPLAN and HSC results • prepare 'My Class' summaries and work with teachers to develop strategies to improve the quality of teaching and learning • work alongside teachers in the classroom to provide additional support in order to improve the effectiveness of classroom learning • withdraw students and provide them with individual and small group tuition. <p>Release time was provided for Learning and Support Team members to:</p> <ul style="list-style-type: none"> • meet with families to develop individualised learning plans in partnership • work with partner primary schools to increase our understanding of the needs of students transitioning into high school • develop a range of tailored learning and support plans • attend a range of professional learning courses to enhance their capacity to raise the expectations of students, teachers and families • develop pathways in conjunction with local academic providers to assist students when they leave school to ensure they can make a positive contribution to society. <p>The Engage Me Program (EMP) which takes identified disengaged students into a small class environment with one dedicated teacher again proved to be successful. Students work</p>

<p>Socio-economic background</p>	<p>\$221,240</p>	<p>on personalised learning plans, skill building and self-esteem. This program led to a reduction in disruptive behaviour in mainstream classes.</p> <p>A Technology support officer was employed to provide advice and support to the school community on all matters related to computer based technology that supports learning. This included supporting teachers, parents and students to effectively use a range of technology devices as well as assisting in IT issues and warranty repairs.</p>
<p>Support for beginning teachers</p>	<p>\$9,528</p>	<p>The Beginning Teacher program at Westport Campus recognises the importance of providing Early Career Teachers with additional professional support. An individualised approach to the development of beginning teachers ensures each teacher receives the support and professional learning they need.</p> <p>Beginning teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers.</p> <p>Professional learning plans have been developed by the beginning teachers and their supervisors. Beginning Teacher Professional Learning funds have been used to provide ongoing feedback and support through activities which have included:</p> <ul style="list-style-type: none"> • team teaching • classroom observations • structured feedback meetings • collaborative planning • additional time for preparation and programming • undertaking individualised programs of professional learning • collecting evidence to achieve Proficient BOSTES accreditation requirements.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	281	269	259	251
Girls	249	241	229	250

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.3	92.1	89.3	89.2
8	88.3	91.3	86.6	86.6
9	84.5	87.6	85.7	84.1
10	81.2	85.2	86.2	81.9
11	85	84.3	80.9	87.5
12	86.8	88.5	88.8	85.4
All Years	85.9	87.9	86	85.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	8
Employment	4	12	32
TAFE entry	0	10	22
University Entry	0	0	30
Other	0	0	4
Unknown	0	0	4

Fifty students completed the 2016 Higher School Certificate (HSC). Of these:

- Twelve students received university offers through the Universities Admissions Centre or Early Entry schemes
- Four of the above group have deferred their university offer for 12 months and are currently working
- Eight students have commenced study at university
- Eleven students are enrolled in Technical and Further Education (TAFE) courses
- Sixteen students are in employment
- Four students are currently seeking work or are linked with employment agencies
- Seven students were in the support unit. All are currently in post school programs.

Five Year 12 students completed school based traineeships in Human Services, Stablehand, Tyre Servicing and Community Pharmacy in 2016. All of these students are currently working for their traineeship provider or continuing studies in their chosen areas.

Sixteen offers were made to Hastings Secondary College, Westport Campus students to attend one of three local universities, Southern Cross University, University of New England or Charles Sturt University through the Principal's Recommendation or Early Entry Schemes. Some students received multiple offers to a number of institutions, of which sixteen offers were for full undergraduate courses and a further two were for pathways or enabling courses. 100% of students who applied for early entry to university in 2016 were successful in receiving some form of offer from participating universities.

Year 12 students undertaking vocational or trade training

Thirty four students (68%) students undertook vocational or trade training in 2016. School based Vocational Education and Training (SVET) subjects were Metal and Engineering, Hospitality and Construction. Thirty one (90%) students were successful in gaining the full Certificate I or II qualification in one or more VET courses. Animal Studies, Automotive, Electrotechnology, Hospitality Extension, Human Services, Information and Digital Technology, Tourism, Travel and Events, Beauty, Early Childhood, Hairdressing and Screen and Media were undertaken by Hastings Secondary College, Westport Campus students as TAFE delivered Vocational Education and Training (TVET) subjects.

Twelve of these thirty-four students or 35% of those undertaking a vocational or trade training course had this subject included in the calculation of their Australian Tertiary Admission Rank (ATAR).

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 50 students who completed their HSC course at Hastings Secondary College, Westport Campus in 2016, 98% attained the HSC qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	7
Classroom Teacher(s)	29.3
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	14.18
Other Positions	8.2

*Full Time Equivalent

One staff member at Westport Campus is Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	32

Professional learning and teacher accreditation

Professional learning undertaken by teachers throughout 2016 focused on the priorities in the School Management Plan and our three Strategic Directions

- Development of Hastings Secondary College
- Learning – Student Engagement and Wellbeing
- Quality Teaching and Learning

The total school expenditure on teacher professional development in 2016 was \$ 71845. All staff participated in a range of professional learning activities to build their capacity to achieve the school target areas. These activities included:

Development of Hastings Secondary College

- College collaborative planning workshops for the Academies and Personal Interest Project groups
- Development of programs for Stage 5 'Academy
- Planning and implementation of an additional LEAP alternative learning centre
- Workshop on Visual Art joint project
- Workshops on college approach to Science
- Developing Leadership and Managing Change
- Creating a professional workplace presence through quality communication

Learning – Student Engagement and Wellbeing

- Continued pastoral care training
- Development of PLPs for Aboriginal students
- Workshops on implementing PLPs and learning plans for disengaged students
- Managing challenging behaviour
- Workshops on Youth Mental Health First Aid, Suicide prevention, Autism, disability provisions, teenage health, impacts of complex trauma and Non-Violent Crisis Intervention
- Attending MindMatters presentation
- Workshops on 8 Ways Pedagogy, BroSpeak and Connecting to Country
- Analysis of data from Tell Them From Me survey
- Positive Behaviour Learning (PBL) training
- Workplace Health and Safety training including CPR, Emergency Care and the management of anaphylaxis
- Disability data collection
- Lower North Coast Sports Association meetings
- Sporting accreditation in Basketball coaching, Scuba diving and Austswim
- Stronger, Smarter Leadership training
- Transition to high school planning workshops
- Careers Adviser training

Quality Teaching and Learning

- 'My Class' summary workshops
- Analysis of student data, such as NAPLAN, ESSA and the use of the Results Analysis Package (RAP) for HSC results
- National Curriculum planning, programming and implementation
- VET compliance, RTO Training and teacher accreditation
- Planning workshops with partner academic providers such as TAFE and local universities
- KLA-based leadership network meetings
- B.E.S.T. planning days

- Numeracy workshop planning days
- Mathematics staff mentoring
- HSC Marking simulations Staff attending 'Lesson Observation', 'Becoming a Highly Effective Teacher' and 'Responding to Challenging Behaviour' workshops
- Technology workshops such as Ipad training, Sentral administration, CAD and SBSR
- Implementation of Department of Education Performance and Development Plans for all teaching staff
- Subject specific professional learning workshops
- Literacy workshops including the implementation of the Leading Literacy Learning Initiative
- Support Unit planning and review meetings
- Innovative Learning conference
- Bring Your Own Device conference
- 4Mat Programming training for all staff
- Training in Laser cutting and Furniture making
- Project based learning workshops, training and presentations
- Improving ATSI Literacy and Numeracy
- Beginning Teacher Mentoring
- STEM Action School conference
- Robotics Conference

Ten teachers are accredited at the Proficient stage of the Australian Professional Standards for Teachers. In addition, six teachers are in the process of gaining accreditation at the Proficient stage and 2 at the Highly Accomplished stage. There are currently no teachers seeking accreditation at the Lead stage.

School Development Days/Afternoons

Term 1

On 27 January 2016, being the first day of Term 1, there was a combined college staff development session. This was a presentation on programming using the 4Mat system, which is a framework for learning that helps educators deliver information in more dynamic and engaging ways, taking into account different learning styles. The second session was devoted to school issues relevant to Westport Campus with a particular focus on the incoming Year 7 cohort. The Year Adviser and the Head Teacher Welfare gave staff an insight into identified vulnerable students and strategies to support their learning. Information collected from our partner primary schools, family interviews and data collated in the 'My Class' summaries was presented. There were also presentations on the Pastoral Care/Connect program for Term 1, the reward system, child protection and Workplace Health and Safety issues.

A college decision was made to hold afternoon staff development sessions during Terms 1 and 4.

The first afternoon on 2 February 2016 continued the 4Mat training started the previous week. Staff were given the opportunity to work collaboratively in groups to apply the knowledge they had gained to subject specific units of work.

The first of two campus staff development afternoons

was held on 8 March 2016 where staff firstly participated in mandatory Child Protection training. The second session covered the Department of Education requirements related to mandatory weekly participation in sport and physical activity for schools and their students. The final session focused on lesson observations, including how to conduct lesson observations, collect quantitative data and provide productive and effective feedback.

Term 2

On 26 April 2016, being the first day of Term 2, a combined college staff development session looked at the alternative learning programs introduced in Term 1. Academy, Zenith and LEAP teachers gave staff a brief overview of their programs, including examples of effective practices and their plans for the future. The second session continued the 4Mat training from Term 1 further developing teacher skills in programming using this system.

The second half of the day was devoted to campus professional development and focused on Workplace Health and Safety, Wellbeing and Technology. The day concluded with faculty planning sessions.

The second campus staff development afternoon was held on 31 May 2016. The first session focused on the School Excellence Framework where teams identified the sources of evidence which could be used to determine campus progress against each element of the framework for external validation. The second session focused on the use of complex texts to improve literacy across all faculties.

Term 3

On 18 July 2016, being the first day of Term 3, a Dignity in the Workplace Charter presentation was made to all college staff. Staff then examined a range of scenarios to determine the appropriate responses under the Charter.

During the next session, teachers divided into groups, where they focused on planning for Zenith, LEAP, Supported Learning, or one of the academies, while another group examined College promotion. Campus based faculty planning occurred during the final session.

Term 4

The second College staff development afternoon was held on 18 October 2016. The Executive Principal presented his College Transition Plan for 2017. The second session was a presentation on effective strategies for student achievement based on Hattie's meta-analyses of educational research.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

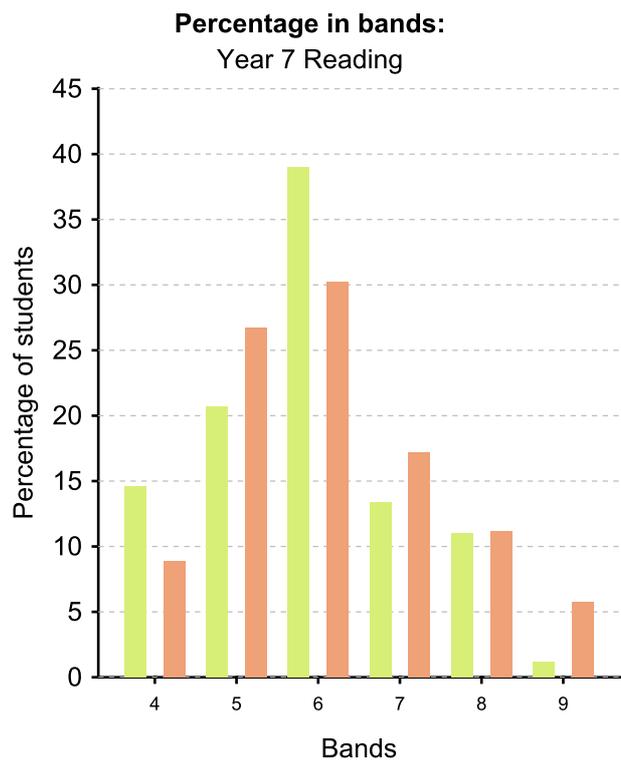
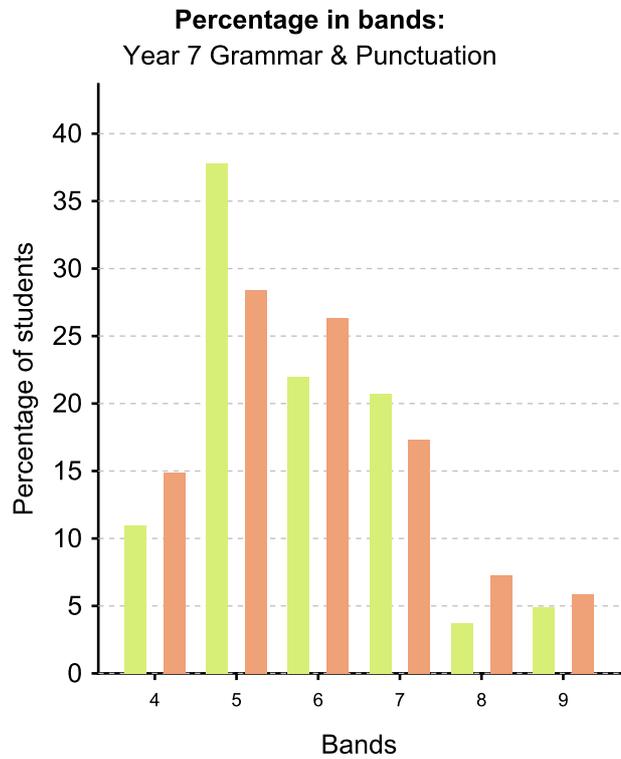
Income	\$
Balance brought forward	485 236.98
Global funds	562 717.36
Tied funds	656 073.57
School & community sources	167 005.38
Interest	12 743.55
Trust receipts	34 165.40
Canteen	0.00
Total income	1 917 942.24
Expenditure	
Teaching & learning	
Key learning areas	96 972.02
Excursions	50 005.08
Extracurricular dissections	58 076.35
Library	6 356.28
Training & development	0.00
Tied funds	561 889.02
Short term relief	184 578.88
Administration & office	139 372.34
School-operated canteen	0.00
Utilities	102 730.23
Maintenance	65 041.66
Trust accounts	29 751.37
Capital programs	17 020.00
Total expenditure	1 311 793.23
Balance carried forward	606 149.01

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

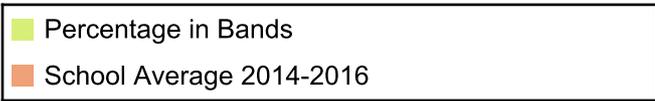
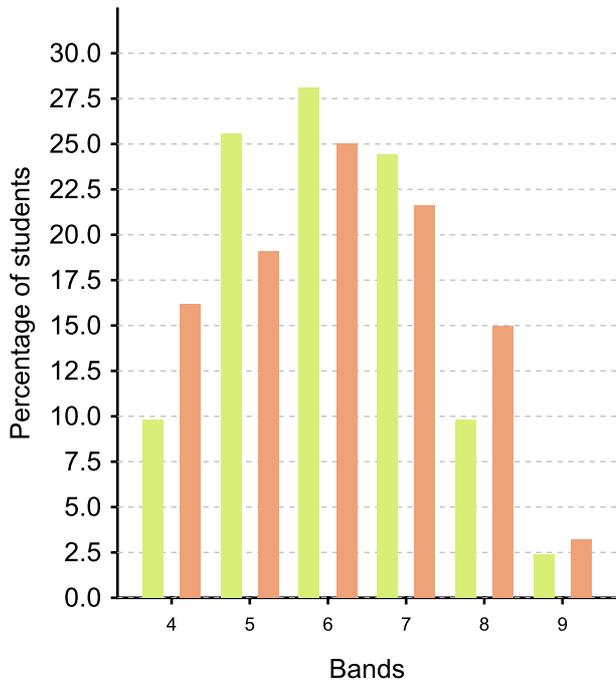
School performance

NAPLAN

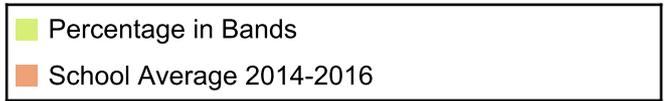
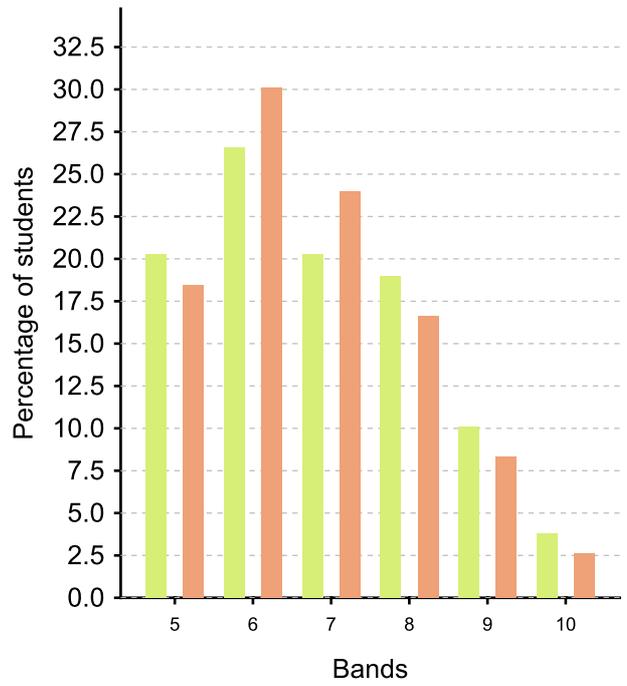
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



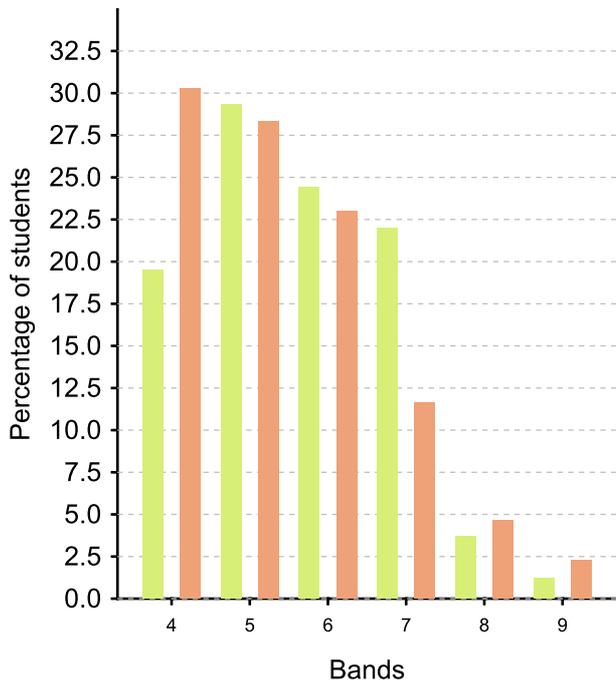
Percentage in bands:
Year 7 Spelling



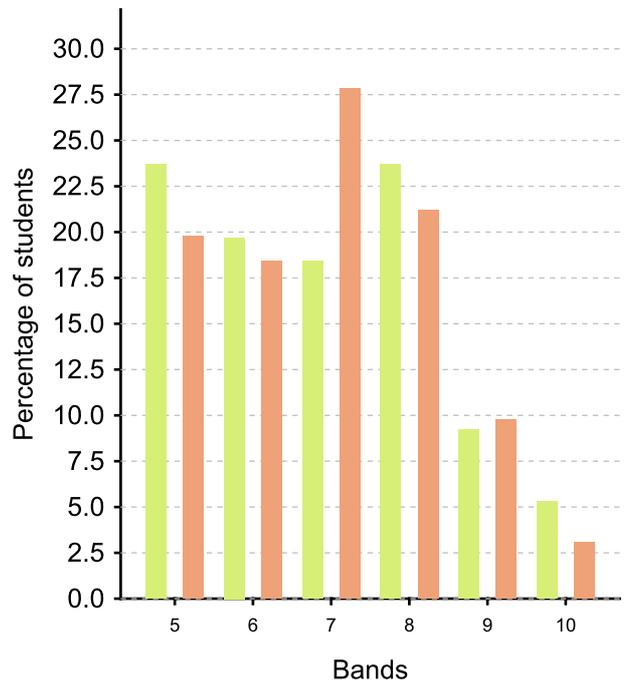
Percentage in bands:
Year 9 Reading



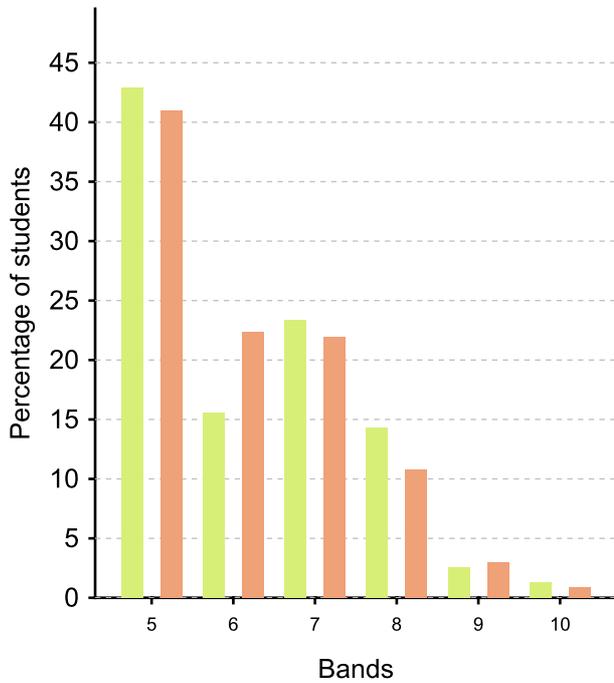
Percentage in bands:
Year 7 Writing



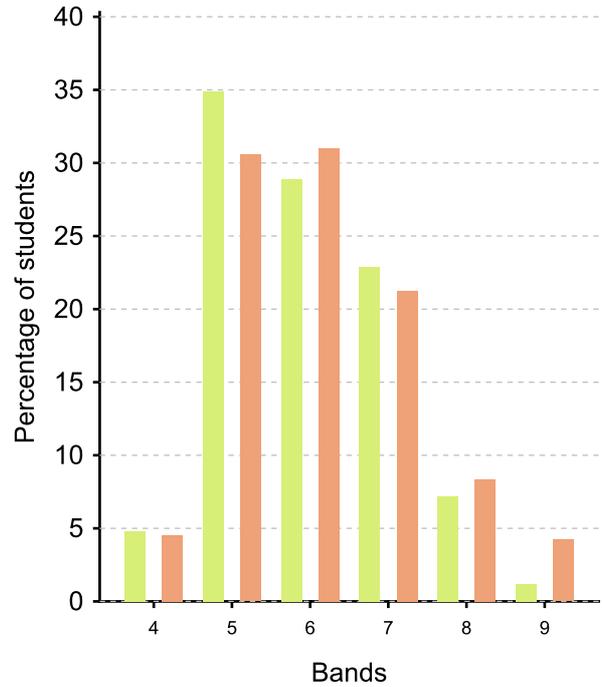
Percentage in bands:
Year 9 Spelling



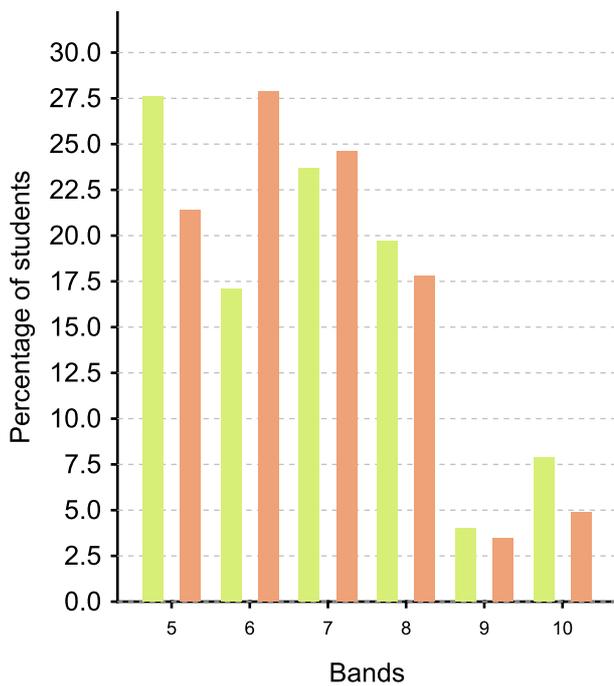
Percentage in bands:
Year 9 Writing



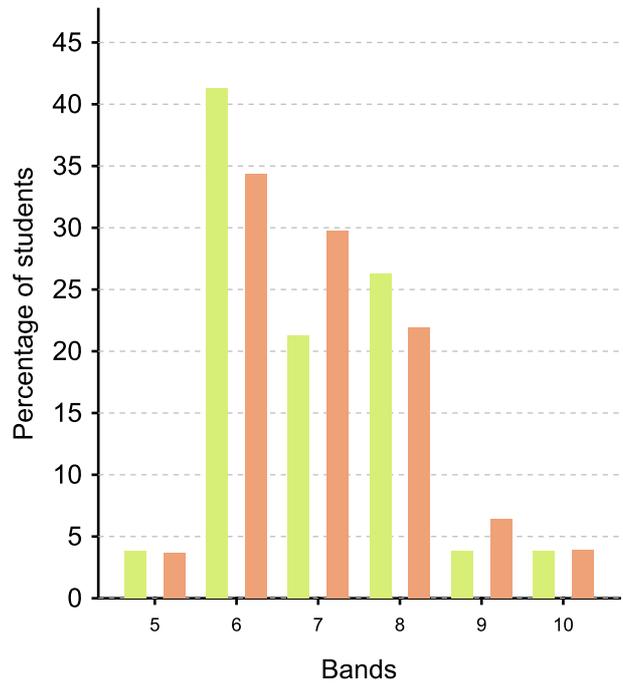
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Grammar & Punctuation



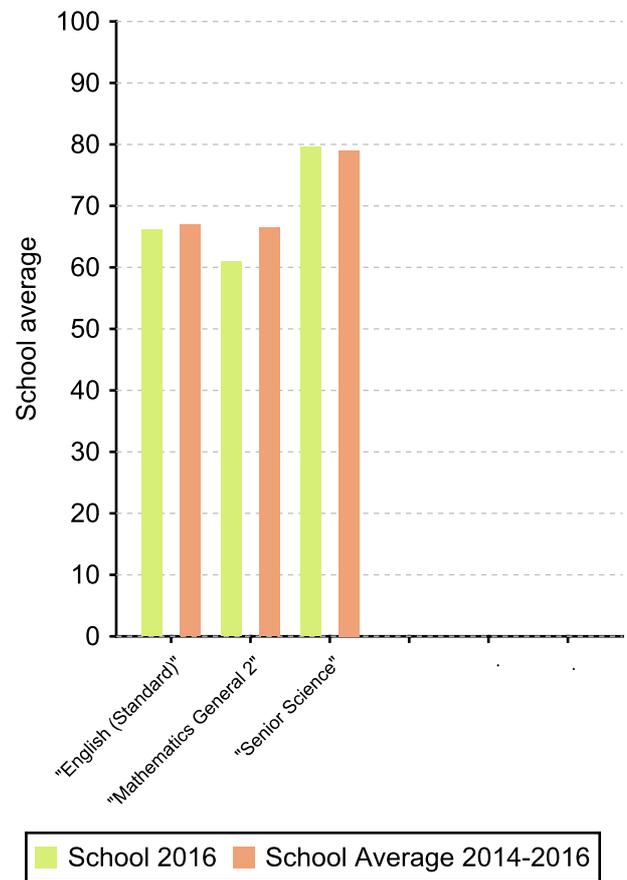
Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Fifty students completed the HSC in 2016 across a range of traditional and vocational subjects. The breadth of our senior curriculum and the ability of students to include a VET subject in an ATAR pattern of study continue to be a strength of our school.

In English the Higher School Certificate results for the Advanced English course showed some improvement on previous years, with no students scoring in the lowest bands. The Standard English course results were also solid. Analysis suggests that, for both courses, increased focus on identifying meaning and language devices in unseen texts should be our priority in 2017.

Assisting students to choose the course that best suits their needs has become an integral part of our focus at the end of Year 10 and helps to ensure that all students are achieving the best possible results in the course that matches both their abilities and their aspirations.

Sustained emphases on building skills in analysis during the Preliminary courses remain central to our teaching and learning strategies and will ultimately contribute to the growth of results during 2017.

General 2 Mathematics has again produced excellent results in this year's HSC. Thirty percent of students achieved Band 5 or above and this continues the excellent trend of results for this course compared to the state average. The focus over the last couple of years on improving our Mathematics results has been rewarded with all students achieving Band 4 or above.

Senior Science was again a popular and high performing subject with all fourteen of the cross campus students in the course achieving a result in the top three bands. It is an engaging course, well designed and rewards students for their efforts. Chemistry and Physics were also taught as cross campus subjects at Port Macquarie Campus. Biology was a single campus subject taught at Westport. All students in each of these courses scored in the middle bands.

An emphasis has been placed on revision of course work and improving examination performance, which is lifting overall performance into higher bands.

The subjects within Human Society and its Environment (HSIE) continue to be a popular choice for students studying for their HSC and many students study more than one HSIE subject. In 2016 one Band 5 was achieved in Society and Culture and two Band 5s in Business Studies.

In Personal Development, Health and Physical Education (PDHPE) students achieved sound results.

The 3 students who were studying an ATAR course received the top 3 results and all 3 were accepted into their chosen university courses.

The TAS faculty continued to perform well in the HSC with all subjects achieving above the state average and three out of the four subjects well above the state average. In TAS, students studied Community and

Family Studies, Hospitality, Construction, and Industrial Technology, with eight Band 5s achieved.

Creative and Performing Arts subjects performed solidly in the Higher School Certificate in 2016. In Visual Arts, the class of five achieved Bands 4 or 5. The results are attributed to the individualised teaching methods and planning that supported the students to make wise choices regarding written questions and choice of media and subject for Body of Work submissions. While students currently receive the bulk of the allocated marks in the practical, rather than the written, component of the course, planning for 2017 includes an increased focus on addressing the written paper. The small group of five Drama students in the 2016 cohort worked effectively, both together in their Group Devised performance, as well as in their Individual Performances. Work completed by staff and students on the written component of the course is beginning to bear fruit, with the examination marks allocated to each component of the course spread correctly according to their weighting across written, individual and group performance. The HSC Music students studied at Port Campus in 2016.

Stage 6 Beginners Indonesian was completed for the first time this year, with six students attempting the Higher School Certificate examination in this subject all of whom scored in the middle and higher bands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school sought these opinions through the completion of the Tell Them From Me surveys.

The parent survey indicated that parents felt welcomed to the school and informed about their child's progress. Parents strongly indicated that they support learning at home and that their child is clear about the behavioural expectations of the school.

The survey completed by teachers indicated that the collaboration between staff in the area of teaching and learning and inclusiveness of the school are highly valued. Whilst teachers worked actively with parents to meet the needs of individual students, they also indicated that further parental involvement would be greatly appreciated and beneficial to the students.

The employment, in 2016, of a Technical Support Officer has ensured that the school continues to address the aim for increased intellectual engagement by supporting the use of appropriate technology in delivery of the curriculum.

The Tell Them From Me survey is conducted with students twice during the year. Results of these surveys indicated that students are performing well and engaged in many sporting and extra curricular activities.

Community Consultation for the Westport Campus uniform

With the creation of Hastings Secondary College came the opportunity to design a new uniform at Westport Campus. This was undertaken as a consequence of ongoing anecdotal evidence of community concerns and the current school colours not aligning with the College colours, whereby an embroidered college logo would clash with the current uniform.

Following Department of Education guidelines, a uniform committee consisting of students, staff and P&C representatives was formed. An initial consultation was undertaken to determine community viewpoints and expectations regarding a new uniform. This was available to parents, community members, students and staff both online and on paper and was broadly advertised through our website, social media, newsletters, email and the Hastings Valley Community of Schools partner primary schools.

There were 450 responses, primarily from current students who were given access to the survey during school hours and there were also responses from all of our partner primary schools.

After analysis of the comments in regard to uniform style, it became evident that the girls' skirts needed to be longer, preferably knee length and more "professional", "less casual" and "neater". A pleated or "fuller" style skirt for modesty and usability was also

preferred. There were also a small number of requests for girls' shorts, despite them being available for many years and rarely being purchased. Little to no comment was made regarding the boys' uniform.

The uniform committee proceeded to collect samples for all uniform items with consideration given especially to cost, durability, equity and survey results. Options were relatively limited due to the constraints of stock versus custom uniform items due to both the initial cost or outlay for the P&C as well as future order sizes and costs. A working group of student leaders, staff, parents and P&C representatives formulated proposals for the new uniform, which were then taken to the principal and P&C for discussion.

The main issue was with regard to the shirt/blouse versus a polo, especially for juniors. The shirt/blouse option was chosen as the polo option, when worn with the skirt, was not meeting the "less casual/more professional" comments and would not be flattering for all students. In addition, the polo did not suit the knitted jumper which was unanimously preferred by the student leaders once compared with a sloppy joe, taking into consideration the minimal price difference.

The proposed uniform was then available for viewing with feedback given to all students, parents, community members and staff. It was also available at the Year 7 Information Evening for our future students and families. The results from these responses indicated that a considerable majority were in favour, with many offers of congratulations. Negative responses referred to ironing and a preference for the green/red uniform due to rugby league team support.

Analysis concluded that whilst Years 8 and 9 did not like the change, the other year groups preferred the change. Significantly, the two groups most affected, Years 7 and 11 2017 (along with their parents) were most in favour.

The proposed uniform was consequently ordered and will be implemented in 2017. Anecdotally, the community strongly prefers the new uniform, with positive comments made at community events and during visits to our partner primary schools.

Policy requirements

Aboriginal education

Aboriginal student engagement at Westport campus was enhanced by a range of learning experiences in 2016 such as BroSpeak, Girls Art Group, the Future Moves program delivered by Charles Sturt University, Reconciliation Week Assembly, the NAIDOC workshops and celebrations and the Indigenous All-Stars Touch Football competition.

The Connect Pastoral Care program was embedded with original Indigenous content and perspectives that supported a whole school awareness and understanding of Aboriginal issues.

A new digital Personalised Learning Plan model

was designed and adopted to facilitate improved positive communication between staff and students.

The cultural capacity of staff is steadily increasing with participation in Aboriginal Education training programs including Stronger Smarter Leadership Program, 8 Ways of Aboriginal Learning and Connecting to Country.

Once again literacy and numeracy have been supported by our full time Aboriginal worker and additional time was added this year to facilitate parent contact for students whose attendance was of concern.

Significant support was provided to students of Years 11 and 12 through individual sponsorship funding and this year we were proud to see the highest number of Indigenous students ever to cross the Year 12 graduation stage at Westport Campus.

The Junior AECG met a number of times this year to discuss increasing student leadership in Aboriginal Education events and initiatives and a number of our young Indigenous leaders received sponsorship to attend the Luminosity Youth Summit.

Multicultural and anti-racism education

Our Positive Behaviour for Learning (PBL) core values of Safe, Cooperative and Respectful helped ensure Westport Campus is a school that embraces the different cultures of its students, parents and staff. Our school community celebrated Harmony Day with a range of activities designed to raise awareness of cultural diversity.

In 2016, we continued to cater for migrants from Vietnam and the Congo, and other students from language backgrounds other than English. A greater focus was directed towards developing the students' language and literacy skills to enable them to fully participate in schooling and achieve equitable educational outcomes.

This was provided through support from the Learning and Support Teachers (LaSTs) and School Learning and Support Officers (SLSOs). The students' social and emotional needs were constantly monitored and supported by their year advisers and the School Chaplain.

We continued to liaise with government and non-government agencies to develop a greater understanding and awareness of the challenges faced by migrants. Throughout our classroom and school practices, multiculturalism was inclusive and embraced across teaching programs in all Key Learning Areas in accordance with the Multicultural Education Policy.

Other school programs

STEM

Hastings Secondary College has embraced the

potential that STEM education offers. We are continually creating meaningful learning opportunities to excite and extend each of our students, especially those interested in Science and Technology, from primary school links through to HSC subject choices, and on into further education choices and employment.

The Department of Education recognised Hastings Secondary College as one of only seven STEM Action schools in New South Wales. A goal of this program is to facilitate accomplished and experienced staff to lead a community of practice in the teaching of STEM across NSW.

As a STEM Action School we share and support effective STEM pedagogy, illustrate innovative practice for student engagement in STEM, and demonstrate successful leadership, professional learning and industry partnerships.

We have established innovative Academy and elective options for Stage 4 students allowing them to explore their talents and passions in STEM. Computer Aided Design is utilised in Westport Campus' state of the art Industrial Arts facility with a 3D router, 3D printer and laser cutter being incorporated in student design and practical work. Industry links have been created, developing relationships with local businesses through Metal and Engineering work placement.

We value the input of our community and parent guest speakers who are industry experts and act as student mentors in areas such as remote controlled drone systems. In addition, we have links with a number of universities, including Charles Sturt University, University of New England and University of NSW which provide our students with a wealth of knowledge and experience about the opportunities available to them in the future.

Literacy

Faculties are continuing to embed literacy learning appropriate to each subject area in the teaching of content and processes of their learning area. In support of this focus, staff engaged in professional development during the year which focused on Literacy.

Two sessions were delivered across all faculties where staff were given the opportunity to deconstruct complex texts specific to their subject area. As part of the program, staff worked together to discuss the teaching points of these complex texts in line with the requirements of the Literacy Continuum. These professional development sessions were informed by current national research.

B.E.S.T. (Be Everything, Succeed Together)

The College B.E.S.T. initiative to challenge, extend, empower and inform students continues to provide students with vital study and problem skills as well as expanding their understanding of the importance of Mathematics in all aspects of life.

The focuses for this initiative in 2016 continued to be numeracy, study skills and preparation for the senior years. Students this year were able to develop resources during class sessions such as flash cards and summary sheets, allowing them to not only develop the necessary skills to succeed in Mathematics, but also providing them with valuable tools to assist with their study routines.

This year the four B.E.S.T. days included presentations from CSU faculties including Psychology and Paramedical Science. This new partnership with CSU is allowing students to see the importance of Mathematics in university degrees as well as giving them a taster of possible future university courses.

The 2017 program has been redesigned and will also include students who are not in the top classes, but are interested in the program. Our partnership with CSU will continue with further presentations from the Psychology department as well as from the Nuclear Science department.

School Leadership Team

The 2016 members of the Leadership Team have done an exemplary job representing Hastings Secondary College, Westport Campus, both at school and in the local community. They have all demonstrated an excellent level of commitment as a team, in small groups and as individuals.

The Leadership Team is composed of students from both Years 11 and 12, who have gone through a selective election process which ensures only the most suitable and committed senior candidates are chosen to represent the school and student body. The team has a number of responsibilities within the school and in the wider community. Each leader has the opportunity of chairing a school assembly; a task they have performed admirably. Other roles include representing Westport Campus at formal occasions such as Remembrance Day service, ANZAC Day ceremony and partner primary school events.

Formal leadership training opportunities have again been provided by the GRIP youth leadership training in Coffs Harbour and the Luminosity Youth Summit in Port Macquarie.

Within the school community, the leadership team has identified a major goal of increasing student involvement in all activities. In conjunction with this they have focused on promoting school spirit and communicated with particular year groups and developed 'action teams' to plan and implement events. The annual talent quest, Westport Idol, and athletics and swimming carnivals have been used as starting points through which to further this major goal. Fundraising and promotion of worthy causes have been a focus of the leadership team. A notable example of their community involvement was White Ribbon Day which encouraged student involvement and education.

These visible, high profile, roles are more than complemented by the less visible, behind the scenes tasks of being role models, organisers and

collaborators. The team has represented our school with pride and shared their understanding of high school and the opportunities and benefits of attending Westport Campus.

Supported Learning

The number of students enrolled within Supported Learning this year totalled 37. This comprised of 17 students with mild intellectual disability, 14 with moderate intellectual disability and 6 students with severe intellectual disability. Four classes operated from within the Support Unit and were staffed by 5 full time teachers, 2 part time teachers sharing a full teaching load and 4 full time School Learning Support Officers.

The Multicategorical Program, established to support students with Autism Spectrum Disorder within the wider school community who require additional assistance with their learning, had a total enrolment of 7 students. One full time teacher and 1 full time School Learning Support Officer continued to be assigned to this program.

All students participated in a wide variety of challenging and exciting learning experiences both in school and within the local community throughout the year. Many students were fortunate enough to be able to participate in a wide range of exciting learning programs including Riding for the Disabled and Sailability. Both of these programs are operated within the local community and are staffed by volunteers who give up their time to ensure that these programs continue to run.

Our annual Westport Has Talent evening was held for the sixth year in a row. The event was attended by a large crowd and once again was a fantastic success.

Our partnership with Port Macquarie First National Real Estate continued into its fourth year. Through the continued generosity of Ron Fischer and his dedicated team, we have been able to continue to maintain and fuel the Supported Learning Transit van. Without Ron's ongoing and generous patronage, many of our students would be unable to access the local and wider community.

There were several staffing changes during the year. Jessica Lawrence filled in for Janette Grunsell as the School Learning Support Officer for class SL2. Janette had taken extended leave for 2016, pending her retirement at the end of the year. While Janette was sadly missed, we were extremely fortunate to have Jessica join our wonderful team. Jessica has been a tremendous addition to our dedicated, hard working staff.

Lucas Tierney had the opportunity to spend 2016 in Ontario, Canada through the Teacher Exchange program. As a part of this exciting program, John Wolfram joined us from Canada at the start of 2016. It was a fantastic experience to have John with us for the year. He added a wonderful dynamic to our staff and shared with us all the history and culture of Canada. As is always the case, the time went by quickly and we

were all sad to say farewell.

Sport Report

Westport Campus competed in the following CHS sports in 2016; Touch Football; Cricket; Football; Futsal; Netball; Basketball; Volleyball; AFL; Rugby League and Hockey. Westport Campus students also participated in the annual Swimming, Athletics and Cross Country carnivals. We experienced varying levels of success across our team and individual sporting performances.

The success story of 2016 was our boys' Hastings Secondary College AFL U/15s team. In their first year in the competition, they progressed all the way to the state finals where they finished 4th in the state.

Westport Campus also had students who were selected in various high level representative teams including Australian teams. They were:

Jessica Hayes: Australian Futsal team (toured USA and China) and North Coast Football

Jed Raglus: Australian Cross Country

Kimberly Goshorn: NSW Swimming, North Coast Athletics

Jennifer Cooper: NSW Swimming

Morgan Jean: NSW All School Swimming, NSW Athletics

Kyle Robinson: NSW Athletics

Declan Elford: NSW Athletics

Jennifer Bobongie: NSW Athletics

Melissa Martin: Northern NSW Futsal, selected into the Australian Futsal team for 2017

Jamie Balding-Little: NSW State Hockey umpire, Lower North Coast Hockey