

School plan 2015-2017

Hastings Secondary College, Westport Campus 8554



School background 2015–2017

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.

School planning process

There has been extensive consultation over recent years through the Social Media Generation Project (SMGP) and the Port Project to improve the quality of public education in the Port Macquarie community. This has ultimately led to the formation of the Hastings Secondary College.

Ongoing consultation is occurring with students, parents, staff and community members including the local AECG. Surveys such as the Tell Them From Me (TTFM) and focus group meetings have provided the opportunity to guide the development of our new college.

Staff committees have been formed around individual components of the identified strategic directions. Ongoing feedback and evaluation have assisted the development and refinement of this Management Plan.

As a result of consultation with our community, our school has chosen three priority areas for improvement 2015 to 2017.

- Ongoing development of Hastings College as the preferred provider of secondary education.
- Student engagement and wellbeing.
- Quality teaching and learning.

School strategic directions 2015–2017



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.



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.



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.

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.

Improvement Measures

- An increased percentage of students transferring from partner primary schools
- An increased number of applications for the high achievers program

People

Students

Develop student leadership across the College and HVCS by providing increased opportunities for development and collaboration.

Staff

College Steering Committee, College Gifted and Talented (GATS)/Transition Coordinator, Principals Leadership Team and all staff, to be developed through opportunities for increased communication and collaboration.

Parents/Carers

Develop collaborative skills between both campus P&Cs.

Develop the skills of all parents and carers by giving them the opportunity to engage with and contribute to the education of their children and the future directions of the college.

Develop relationships with Aboriginal parents/carers

Community Partners

Enhance collaboration between schools within the Hastings Valley Community of Schools, AECG, TAFE and Universities.

Leaders

Executive principal, Campus principals and HT T&L plan, monitor and evaluate college initiatives with a goal of developing best practice through exploring a range of contemporary, innovative educational

Processes

Academic excellence

- Existing GATS programs for each campus and partner primaries are reviewed.
- Develop a comprehensive GATS program and timeline for implementation.
- CAPA: review existing program, curriculum, extra-curricular and CAPA opportunities. Develop a comprehensive College CAPA program and review resources
- LOTE: Audit provision across the campuses and community of schools and develop a college LOTE plan.
- SPORT: Review existing campus sport programs, survey community and develop a cohesive College sport program.
- Investigate and implement an alternative learning program.

Promotion of the College's high standards in the community

- Develop a visual Identity– professional dress standards for both students and teachers
- Create a media profile: including key messages and strategies, production of stories and photos for media publication.

Transition

Review and develop College transition programs Year 6 to 7 and Year 10 to 12 for Year 3–12 implementation.

Practices and Products

Practices

High standards of T&L, communication, student and staff presentation. Regular positive media presence.

Review, development and implementation of a comprehensive GATS program.

Sustainable ongoing initiatives that link our partner primaries with Hastings Secondary College

Continuation and development of photos and stories for the media. Marketing of the college using other strategies e.g. signage.

College CAPA performances/exhibitions, investigation of LOTE provision K–12 and enhance sport offerings across the College.

Products

A comprehensive program and timeline for GATS.

Comprehensive CAPA, LOTE and Sports programs which enrich the opportunities for students in these areas.

Seamless, effective transition from primary to secondary education resulting in increased retention of students in public education.

Strategic Direction 1: Hastings Secondary College

Improvement Measures

People

initiatives.

Processes

Evaluation Plan

Parameters for the evaluation process were started
Evaluation is proving to be positive across all academies alternate learning models
The evaluations were very positive and discussions commenced around the extension of academies into Year 9 and 10
The stakeholders including staff and parents were very positive about the completed evaluations
Stage 6 cross campus curriculum options were finalised with positive input from both campuses
The across campus subjects are decided on but timetabling delayed through changes in college staff and the need to fill relieving positions
Alternate learning models were extended to Stage 5 because of the positive evaluation on Stage 4 during the year.
Each of the college campuses have additional choices for Stage 5 and curriculum choices for Stage 6 have been maximised.

Practices and Products

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.

Improvement Measures

- Increased engagement.
- Increased number of students accepting responsibility for their behaviour.

People

Students

Create a positive, safe, cooperative environment where regular attendance and commitment to studies are valued. Students are able to master core subjects, think deeply and critically and make relevant connections. Positive reinforcement and reward system are valued by students.

Staff

Appropriate PL opportunities for staff to develop skills to ensure individual learning needs of students are identified and accommodated in the classroom environment.

Parents/Carers

More effective communication, including the use of Social Media to become more involved in the development of their child.

Community Partners

Continued engagement with community partners (TAFE and NGOs) to further develop the capabilities of all students.

Leaders

Identify and develop the learning/social needs of potential student leaders through appropriate opportunities.

Processes

Continued evaluation and implementation of effective Pastoral Care programs focusing on social issues and enhanced student wellbeing.

Ensure all staff are aware of student adjustments and apply them appropriately to classwork and assessments including use of My Class summaries.

Develop a reward system that engages students and is valued which decreases use of the Student Responsibility System.

Monitor attendance of ATSI students with Aboriginal Student Liaison Officer.

Continue to develop partnerships with aboriginal community groups and stakeholders, through programs such as Bro Speak, Sister Voice and Norta Norta.

Investigation of alternative learning models.

Evaluation Plan

- Evaluation of number of students receiving warning letters.
- Use of Sentral to monitor negative incidents and attendance pattern of students.
- Wellbeing practices regularly reviewed, monitored and adjusted by Learning Support Team to ensure effectiveness and improvement.

Practices and Products

Practices

Provide engaging and relevant learning experiences including increased use of technology, evident by staff across all faculty areas are using MOODLE.

Appropriate PL opportunities for staff to develop skills as evidence by a range of programs developed and delivered to staff.

The creation and implementation of wellbeing programs as evidence by explicit teaching during Pastoral Care.

Positive reinforcement and reward system valued by staff and students, evidence by an increasing number of students receiving awards.

Use of Sentral as a tool for recording and analysing student behaviour and student plans, evidenced by all staff using the Sentral system.

Products

A 10% reduction in the number of negative incidents and a 20% increase in the number of positives entries on Sentral.

Increased participation and engagement, evidenced by a 10% increase in attendance by 2017.

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.

Improvement Measures

- Increased staff engagement with the BOSTES Australian Professional Standards for Teachers.
- Increased attainment of high level bands in external examinations.
- Increased student attendance and engagement.

People

Students

Provide ongoing formal and informal feedback on teaching and learning activities through end of topic/term unit evaluations. Provide opportunities for students to develop effective study skills.

Staff

Increased engagement with BOSTES Australian Professional Teaching Standards and the accreditation process at Proficient, Highly Accomplished and Lead levels.

Parents/Carers

Increase awareness through a range of communication tools including Social Media of the importance of regular attendance and study programs in achieving academic success.

Community Partners

Work in partnership with community providers to develop and present workshops for parents/students/teachers on strategies to maximise student achievement.

Leaders

Leaders will provide and support professional development opportunities for all staff to enhance quality teaching.

Processes

- Continued PL opportunities to gain accreditation at appropriate level for the BOSTES Australian Professional Standards for teachers.
- Quality teaching practices and lesson delivery incorporating explicit teaching of examination technique and ensuring the quality of students' work is of a high standard.
- Improved attendance by providing significant, relevant and engaging learning experiences which are valued by all students, including the enhanced use of technology in the classroom.
- Investigation of alternative learning models.

Evaluation Plan

- Monitoring of number of teachers attending PL activities and/or seeking accreditation.
- Regular monitoring of student workbooks to ensure quality work is being completed.
- Ongoing daily monitoring of attendance using Sentral.
- Utilisation of the Performance and Development Framework.

Practices and Products

Practices

- Increased PL opportunities for staff and access to individual professional mentoring on attaining appropriate levels of the BOSTES Australian Professional Standards for Teachers
- Consistent implementation of the Performance and Development Framework.

Digital Period by Period monitoring of student attendance in all classes.


Products


- Increased number of staff attaining BOSTES Australian Professional Standards for Teachers accreditation.
- A 10% increase in the number of Bands 5/6 in HSC and Grades A/B in ROSA.
- Increased student engagement opportunities as evidenced by a 5% improvement in attendance rates.

Strategic Direction 1: Hastings Secondary College

2015

Project Leader/s: Willem Holvast, Ian Gowan, Lorraine Haddon








Off track 

Implementation Delayed 

On track 

Process 1: Academic excellence

- Existing GATS programs for each campus and partner primaries are reviewed.
- Develop a comprehensive GATS program and timeline for implementation.
- CAPA: review existing program, curriculum, extra-curricular and CAPA opportunities. Develop a comprehensive College CAPA program and review resources
- LOTE: Audit provision across the campuses and community of schools and develop a college LOTE plan.
- SPORT: Review existing campus sport programs, survey community and develop a cohesive College sport program.
- Investigate and implement an alternative learning program.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 2: Promotion of the College's high standards in the community


- Develop a visual Identity– professional dress standards for both students and teachers
- Create a media profile: including key messages and strategies, production of stories and photos for media publication.





Milestone	Activities	Resources	Evaluation
-----------	------------	-----------	------------

Strategic Direction 1: Hastings Secondary College

2015





Project Leader/s: Willem Holvast, Ian Gowan, Lorraine Haddon

Off track  Implementation Delayed  On track 

  	MID TERM 1			
  	END TERM 1			
  	MID TERM 2			
  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

Process 3: Transition



Review and develop College transition programs Year 6 to 7 and Year 10 to 12 for Year 3–12 implementation.

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		


Strategic Direction 2: Learning – Student Engagement and Wellbeing

2015

Project Leader/s: Ian Gowan, Michael Fraser

Off track  Implementation Delayed  On track 

Process 1: Continued evaluation and implementation of effective Pastoral Care programs focusing on social issues and enhanced student wellbeing.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 2: Ensure all staff are aware of student adjustments and apply them appropriately to classwork and assessments including use of My Class summaries.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Strategic Direction 2: Learning – Student Engagement and Wellbeing

2015

Project Leader/s: Ian Gowan, Michael Fraser

Off track 

Implementation Delayed 

On track 

Process 3: Develop a reward system that engages students and is valued which decreases use of the Student Responsibility System.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			




Process 4: Monitor attendance of ATSI students with Aboriginal Student Liaison Officer.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Strategic Direction 2: Learning – Student Engagement and Wellbeing

2015

Project Leader/s: Ian Gowan, Michael Fraser

Off track  Implementation Delayed  On track 

Process 5: Continue to develop partnerships with aboriginal community groups and stakeholders, through programs such as Bro Speak, Sister Voice and Norta Norta.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 6: Investigation of alternative learning models.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Strategic Direction 3: Quality Teaching and Learning

2015

Project Leader/s: Ian Mavin, Regina Stewart

Off track  Implementation Delayed  On track 



















Process 1:

- Continued PL opportunities to gain accreditation at appropriate level for the BOSTES Australian Professional Standards for teachers.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 2:


- Quality teaching practices and lesson delivery incorporating explicit teaching of examination technique and ensuring the quality of students' work is of a high standard.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			

Strategic Direction 3: Quality Teaching and Learning

2015

Project Leader/s: Ian Mavin, Regina Stewart

Off track  Implementation Delayed  On track 

  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			










Process 3:

- Improved attendance by providing significant, relevant and engaging learning experiences which are valued by all students, including the enhanced use of technology in the classroom.

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Process 4:




- Investigation of alternative learning models.
















Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		

Strategic Direction 3: Quality Teaching and Learning

2015

Project Leader/s: Ian Mavin, Regina Stewart


Off track  Implementation Delayed  On track 


  	END TERM 2 MID-YEAR REFLECTION			
  	MID TERM 3			
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

Strategic Direction 1: Hastings Secondary College

2016

Project Leader/s: Willem Holvast, Ian Gowan, Lorraine Haddon

























Off track 

Implementation Delayed 

On track 

Process 1: Academic excellence




- Existing GATS programs for each campus and partner primaries are reviewed.
- Develop a comprehensive GATS program and timeline for implementation.
- CAPA: review existing program, curriculum, extra-curricular and CAPA opportunities. Develop a comprehensive College CAPA program and review resources
- LOTE: Audit provision across the campuses and community of schools and develop a college LOTE plan.
- SPORT: Review existing campus sport programs, survey community and develop a cohesive College sport program.
- Investigate and implement an alternative learning program.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Innovation Team initiate evaluation of alternate learning programs being taught.	College staffing	The parameters for the evaluation process were started.
   END TERM 1	The evaluation process for academies to be started.	College staffing Professional learning funds	Evaluation is proving to be positive across all academies alternate leaning models.
   MID TERM 2	Evaluations are used as a basis for the start of planning for 2017.	College staffing Professional learning funds	The evaluations were very positive and discussions commenced around the extension of academies into Year 9 and 10.
   END TERM 2 MID-YEAR REFLECTION	Evaluation of alternate learning academy models completed and shared with stake holders.	College staffing and professional learning funds	The stakeholders including staff and parents were very positive about the completed evaluations.
   MID TERM 3	Stage 6 cross campus curriculum options are discussed	College staffing and professional learning funds	Stage 6 cross campus curriculum options were finalised with positive input from both campuses
   END TERM 3	Timetables to be prepared for each campus including cross campus subjects	College staffing Professional learning funds	The across campus subjects are decided on but timetabling delayed through changes in college staff and the need to fill relieving positions
   MID TERM 4	Plans finalised for alternate learning in Stage 5	College staffing Professional learning funds	Alternate learning models were extended to Stage 5 because of the positive evaluation on Stage 4 during the year.
   END TERM 4 ANNUAL MILESTONE	A college Stage 5 & 6 model in place for 2017 that maximises student options is in place for 2017	College staffing Professional learning funds	Each of the college campuses have additional choices for Stage 5 and curriculum choices for Stage 6 have been maximised.

Strategic Direction 1: Hastings Secondary College

























2016

Project Leader/s: Willem Holvast, Ian Gowan, Lorraine Haddon

Off track  Implementation Delayed  On track 







Process 2: Promotion of the College's high standards in the community

- Develop a visual Identity– professional dress standards for both students and teachers
- Create a media profile: including key messages and strategies, production of stories and photos for media publication.






















Milestone	Activities	Resources	Evaluation
   MID TERM 1	Liaise with Hastings Valley Community of Schools (HVCS) re combined feature events	College staffing	Key opportunities for promotion were identified and budgeted for.
   END TERM 1	Draft college promotion plan with budget	College staffing	Promotional plan was developed and implemented
   MID TERM 2	Planning to be started for HVCS promotional Night of Excellence	College staffing HVCS funding contributed by all member schools	Significant changes were made to the night to showcase excellence in college campus and partner schools.
   END TERM 2 MID-YEAR REFLECTION	Evaluation of the implementation of the Term 1 and 2 sections of the promotion plan	College Staffing	All the designated promotion activities appear to have had an impact
   MID TERM 3	HVCS evaluated the Night of Excellence and makes suggestions for next year	College staffing	The Night of Excellence was seen as very successful and areas of refinement for 2017 were identified
   END TERM 3	The development of the college and HVCS calendars for 2017 to be started to support the promotion plan	College staffing	Consultative planning of important events was started and will be finished for the end of the year.
   MID TERM 4	Finalise evaluation of the 2016 promotions plan	College staffing	The plan was positively evaluated and it was decided to employ a Community Liaison Officer in 2017
   END TERM 4 ANNUAL MILESTONE	2017 promotion plan completed after evaluation of 2016 plan	College staffing	Very positive steps have been made with the promotion with new directions in place for 2017

Process 3: Transition

Review and develop College transition programs Year 6 to 7 and Year 10 to 12 for Year 3–12 implementation.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Establish enrollment process for Lake Cathie Public School	College staffing	Shared enrolment interim measure established giving students access to their school of choice
   END TERM 1	Liaise with HVCS re the effectiveness of current program	College staffing	A draft college transition plan was devised including vulnerable students and university partners


Strategic Direction 1: Hastings Secondary College

2016		Project Leader/s: Willem Holvast, Ian Gowan, Lorraine Haddon		Off track 	Implementation Delayed 	On track 
  	MID TERM 2	Draft college transition plan presented to HVCS principals for feedback	College staffing	HVCS principals endorsed the plan with some minor adjustments		
  	END TERM 2 MID-YEAR REFLECTION	Planning for increasing the profile of Year Advisers in partner primary schools	College staffing and Campus year adviser	The year Advisers have been able to visit all of the Year 6 classes in the feeder primary schools		
  	MID TERM 3	Data collected on student and parent response to transition program	College staffing	Parent and student data showed a very positive response to transition activities and the inclusion of new activities		
  	END TERM 3	Activities led by university partners incorporated into transition process	College staffing and University partners	Very successful activities led by university partners were included in the transition program		
  	MID TERM 4	Transition Team monitors the effectiveness of the transition plan and refines the plan	College staffing	New activities were included in the plan to make transition more effective.		
  	END TERM 4 ANNUAL MILESTONE	A modified transition plan that resulted in effective transition from primary to secondary school	College staffing	The transition plan has been rewritten including new activities and work with university partners.		

























Strategic Direction 2: Learning – Student Engagement and Wellbeing

2016

























Project Leader/s: Ian Gowan, Michael Fraser

Off track  Implementation Delayed  On track 

Process 1: Continued evaluation and implementation of effective Pastoral Care programs focusing on social issues and enhanced student wellbeing.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2	Plan developed to improve relationships with students.		TTFM data showing improvement from 2015 data.
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE	Improved student–teacher relationships.		




Process 2: Ensure all staff are aware of student adjustments and apply them appropriately to classwork and assessments including use of My Class summaries.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Updated plans on Sentral.		
   END TERM 1			
   MID TERM 2	Updated plans on Sentral.		
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3	Updated plans on Sentral.		
   END TERM 3			
   MID TERM 4	Updated plans on Sentral. Develop plans for new students in 2017.		
   END TERM 4 ANNUAL MILESTONE	Learning plans in place to support student learning.		















Strategic Direction 2: Learning – Student Engagement and Wellbeing

2016


Project Leader/s: Ian Gowan, Michael Fraser

Off track  Implementation Delayed  On track 

Process 3: Develop a reward system that engages students and is valued which decreases use of the Student Responsibility System.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1	Behaviour plan analysis through Sentral.		Analysis of data relating to each of the SRS levels.
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION	Behaviour plan analysis through Sentral.		
   MID TERM 3	New reward system analysed.		
   END TERM 3	Behaviour plan analysis through Sentral.		
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE	More positive entries and less negative entries on Sentral.		




Process 4: Monitor attendance of ATSI students with Aboriginal Student Liaison Officer.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Strategic Direction 2: Learning – Student Engagement and Wellbeing

2016

























Project Leader/s: Ian Gowan, Michael Fraser

Off track  Implementation Delayed  On track 

Process 5: Continue to develop partnerships with aboriginal community groups and stakeholders, through programs such as Bro Speak, Sister Voice and Norta Norta.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 6: Investigation of alternative learning models.


Milestone	Activities	Resources	Evaluation
   MID TERM 1	Commencement of LEAP/EMP.		
   END TERM 1	Finalise structure of LEAP/EMP.		
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION	Evaluation of LEAP/EMP		
   MID TERM 3	Review structure of LEAP/EMP for 2017.		
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE	Successful LEAP/EMP sustained and in operation.		

Strategic Direction 3: Quality Teaching and Learning

2016

Project Leader/s: Ian Mavin, Regina Stewart

Off track 

Implementation Delayed 

On track 



















Process 1:

Continued PL opportunities to gain accreditation at appropriate level for the BOSTES Australian Professional Standards for teachers.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	PDP goals developed.		
   END TERM 1	Lesson Observation training.		
   MID TERM 2	First lesson observation completed.		
   END TERM 2 MID-YEAR REFLECTION	PDP review with supervisor.		
   MID TERM 3			
   END TERM 3	Second lesson observation completed.		
   MID TERM 4	PDP review with supervisor.		
   END TERM 4 ANNUAL MILESTONE	PDPs completed.		

Process 2:


Quality teaching practices and lesson delivery incorporating explicit teaching of examination technique and ensuring the quality of students' work is of a high standard.

Milestone	Activities	Resources	Evaluation
   MID TERM 1	Literacy across the Curriculum Exec training Session 2.		
   END TERM 1	Literacy across the Curriculum Exec training Session 3.		
   MID TERM 2	Literacy across the Curriculum staff training Session 2.		
   END TERM 2 MID-YEAR REFLECTION	Staff receive explicit teaching strategies.		
   MID TERM 3	Literacy across the Curriculum staff training Session 3.		
   END TERM 3	Staff receive explicit teaching strategies.		

Strategic Direction 3: Quality Teaching and Learning

2016

Project Leader/s: Ian Mavin, Regina Stewart

Off track  Implementation Delayed  On track 

  	MID TERM 4	Forward planning for 2017.		
  	END TERM 4 ANNUAL MILESTONE			










Process 3:

- Improved attendance by providing significant, relevant and engaging learning experiences which are valued by all students, including the enhanced use of technology in the classroom.


Milestone	Activities	Resources	Evaluation
  	MID TERM 1	Executive trained in Sentral markbook.	
  	END TERM 1	Staff establish individual Clickview accounts.	
  	MID TERM 2	Staff trained in Sentral markbook.	
  	END TERM 2 MID-YEAR REFLECTION	Exec trained in Moodle.	
  	MID TERM 3	BYOD policy developed.	
  	END TERM 3		
  	MID TERM 4	Markbook aligned with Sentral reports.	
  	END TERM 4 ANNUAL MILESTONE	All staff using Sentral markbook and Moodle.	

Process 4:

- Investigation of alternative learning models.

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		

Strategic Direction 3: Quality Teaching and Learning


2016		Project Leader/s: Ian Mavin, Regina Stewart		Off track 	Implementation Delayed 	On track 
  	END TERM 2 MID-YEAR REFLECTION					
  	MID TERM 3					
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE					

Strategic Direction 1: Hastings Secondary College

2017

Project Leader/s: Willem Holvast, Ian Gowan, Lorraine Haddon






















Off track 

Implementation Delayed 

On track 

Process 1: Academic excellence

- Existing GATS programs for each campus and partner primaries are reviewed.
- Develop a comprehensive GATS program and timeline for implementation.
- CAPA: review existing program, curriculum, extra-curricular and CAPA opportunities. Develop a comprehensive College CAPA program and review resources
- LOTE: Audit provision across the campuses and community of schools and develop a college LOTE plan.
- SPORT: Review existing campus sport programs, survey community and develop a cohesive College sport program.
- Investigate and implement an alternative learning program.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2	Existing GATS programs for each campus and partner primaries are reviewed		Ongoing evaluation with Hastings Valley Community of Schools. Zenith program applications for 2018 are strong. Promotion of Academies scheduled for Week 4 Term 3.
   END TERM 2 MID-YEAR REFLECTION	Existing GATS programs for each campus and partner primaries are reviewed		Ongoing evaluation with Hastings Valley Community of Schools. Zenith program applications for 2018 are strong. Promotion of Academies scheduled for Week 4 Term 3.
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			


Process 2: Promotion of the College's high standards in the community

- Develop a visual Identity– professional dress standards for both students and teachers
- Create a media profile: including key messages and strategies, production of stories and photos for media publication.

Strategic Direction 1: Hastings Secondary College

2017

















Project Leader/s: Willem Holvast, Ian Gowan, Lorraine Haddon

Off track  Implementation Delayed  On track 

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 3: Transition


Review and develop College transition programs Year 6 to 7 and Year 10 to 12 for Year 3–12 implementation.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Strategic Direction 2: Learning – Student Engagement and Wellbeing

2017


Project Leader/s: Ian Gowan, Michael Fraser

Off track  Implementation Delayed  On track 

Process 1: Continued evaluation and implementation of effective Pastoral Care programs focusing on social issues and enhanced student wellbeing.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 2: Ensure all staff are aware of student adjustments and apply them appropriately to classwork and assessments including use of My Class summaries.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Strategic Direction 2: Learning – Student Engagement and Wellbeing

2017

Project Leader/s: Ian Gowan, Michael Fraser

Off track 

Implementation Delayed 

On track 

Process 3: Develop a reward system that engages students and is valued which decreases use of the Student Responsibility System.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			




Process 4: Monitor attendance of ATSI students with Aboriginal Student Liaison Officer.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Strategic Direction 2: Learning – Student Engagement and Wellbeing

2017

Project Leader/s: Ian Gowan, Michael Fraser

Off track  Implementation Delayed  On track 

Process 5: Continue to develop partnerships with aboriginal community groups and stakeholders, through programs such as Bro Speak, Sister Voice and Norta Norta.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			


Process 6: Investigation of alternative learning models.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Strategic Direction 3: Quality Teaching and Learning

2017

Project Leader/s: Ian Mavin, Regina Stewart

Off track  Implementation Delayed  On track 



















Process 1:

- Continued PL opportunities to gain accreditation at appropriate level for the BOSTES Australian Professional Standards for teachers.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Process 2:


- Quality teaching practices and lesson delivery incorporating explicit teaching of examination technique and ensuring the quality of students' work is of a high standard.

Milestone	Activities	Resources	Evaluation
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			

Strategic Direction 3: Quality Teaching and Learning

2017

Project Leader/s: Ian Mavin, Regina Stewart

Off track  Implementation Delayed  On track 

  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			










Process 3:

- Improved attendance by providing significant, relevant and engaging learning experiences which are valued by all students, including the enhanced use of technology in the classroom.

Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Process 4:

- Investigation of alternative learning models.



Milestone	Activities	Resources	Evaluation
  	MID TERM 1		
  	END TERM 1		
  	MID TERM 2		

















































Strategic Direction 3: Quality Teaching and Learning

2017		Project Leader/s: Ian Mavin, Regina Stewart		Off track 	Implementation Delayed 	On track 
  	END TERM 2 MID-YEAR REFLECTION					
  	MID TERM 3					
  	END TERM 3					
  	MID TERM 4					
  	END TERM 4 ANNUAL MILESTONE					

Key funding initiatives: progress monitoring of initiatives, resources and impact




2015

Off track  Implementation Delayed  On track 

1. English language proficiency				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				
2. Low level adjustment for disability				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				

Key funding initiatives: progress monitoring of initiatives, resources and impact

2015

Off track  Implementation Delayed  On track 

3. Socio-economic background

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

















































4. Support for beginning teachers

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Key funding initiatives: progress monitoring of initiatives, resources and impact




2016

Off track  Implementation Delayed  On track 

1. English language proficiency				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				
2. Low level adjustment for disability				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				

Key funding initiatives: progress monitoring of initiatives, resources and impact

2016

Off track  Implementation Delayed  On track 

3. Socio-economic background


Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

















































4. Support for beginning teachers

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

Key funding initiatives: progress monitoring of initiatives, resources and impact

2017

Off track  Implementation Delayed  On track 

1. English language proficiency				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				
2. Low level adjustment for disability				
Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment	
   MID TERM 1				
   END TERM 1				
   MID TERM 2				
   END TERM 2 MID-YEAR REFLECTION				
   MID TERM 3				
   END TERM 3				
   MID TERM 4				
   END TERM 4 ANNUAL MILESTONE				

Key funding initiatives: progress monitoring of initiatives, resources and impact







2017

Off track  Implementation Delayed  On track 

3. Socio-economic background

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			

4. Support for beginning teachers

Milestone	Activities	Resources (\$ value)	Evaluation processes and impact assessment
   MID TERM 1			
   END TERM 1			
   MID TERM 2			
   END TERM 2 MID-YEAR REFLECTION			
   MID TERM 3			
   END TERM 3			
   MID TERM 4			
   END TERM 4 ANNUAL MILESTONE			