School plan 2015 – 2017

Port Macquarie Campus – Hastings Secondary College - 8364
### School vision statement

We wish to prepare our students well for their future. We will assist them to take their place in society as contributors and leaders. We will improve the quality of teaching and learning by developing specific strategies for student engagement. We will develop strong partnerships with our community. As a college we will be the preferred provider of secondary education through contemporary, innovative and personalised learning for every student.

### School context

Port Macquarie Campus is part of the Hastings Secondary College. It is a dynamic learning environment that provides a diverse curriculum that allows students to pursue individual pathways. We have shared curriculum with Westport Campus as part of the college, allowing students to study subjects not available at our campus. We offer a variety of Vocational Education courses that allow students to gain school-based and Australian Framework Certification. The school has a well-structured student wellbeing program that is run by caring and concerned staff. Parents can be assured that the school will address the individual needs of their sons and daughters. The school has an Aboriginal enrolment of 59 (8%). There are a variety of programs and activities open to Aboriginal students. The school has an ICSEA (socio-economic index) of 970 placing it below average, with 67% of students in the two lowest bands. The school attracts low socio-economic funding. Port Macquarie Campus has introduced a pastoral care program named Connect focusing on developing each student’s personal skills. The school also has a values-based program, Positive Behaviour for Learning (PBL). The school’s agreed ethos is Proud – Motivated – Honest – Safe. Our school achieves excellent academic results. We have a dynamic transition program that allows students to start high school with confidence. Once they are at school, students have access to a wide range of extra-curricular activities. The creation of the Hastings Secondary College has given more opportunities to create new sporting teams. The school has a variety of creative and performing arts programs with students going to School Spectacular in Sydney. The school is involved in many community activities including the Anzac Day March, Harmony Day, NADOIC Week, Red Shield Day, Blood Donation and Relay for Life. Our students volunteer for community events such as triathlons and support various primary schools with their swimming and athletics carnivals. Our school aims to give all students leadership opportunities.

### School planning process

1. The planning process began with a “Dream Analysis” which focused on three aspects: what people valued about the school, what was their dream for the next five years and what they would like to see in a new school plan. The analysis was done with students, parents and teachers.
2. The Focus on Learning Survey made available by the DEC, this was a self-evaluation tool that focused on the eight drivers of student learning: leadership, parent involvement, collaboration, learning culture, data informing practice, teaching strategies, technology and an inclusive school.
3. RAP and Smart data was analysed. HSC as well as comparative study in advanced.
4. Attendance data was analysed.
5. Our VET data was analysed.
6. An investigation by the Communications and Engagement Directorate provided data for Strategic Direction.

The triangulation of our data from students, staff, outside agencies and parents has given us some clear directions including:

- A need to focus on student well being
- A need to focus on pedagogy
- A need to focus on the development of leadership skills particularly for executive
- A need to focus on the use of technology to promote student learning
- A need to focus on increasing student expectations and engagement
- A need to focus on teacher professional learning
- A need to continue with the close analysis of SMART data to focus teaching and learning
- A need to continue with the development of the college, with a focus on the college values; Excellence, Innovation, Opportunity and Success.
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 will 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.

Purpose: To create and maintain a learning environment that is safe, respectful and inclusive. To promote student leadership and engagement in learning, guided by a deep belief that every student is capable of learning and achieving. Our students will become independent learners with individualised pathways to success.

Purpose: To build a culture of learning which engages and supports all staff. To build professional capacity through: reflective practice; increased knowledge and understanding of professional standards; instructional leadership; the sharing and celebration of outstanding teaching practice. To provide staff with quality professional growth opportunities which are shaped by research, evidence and feedback.
### Strategic Direction 1

#### Developing the Hastings Secondary College

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**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 will 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.

**People**

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

**Staff:**
Steering Committee, College Gifted and Talented (GATS) /Transition coordinator 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.

**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 initiatives.

**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.

**Improvement Measures**

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

**HIGH EXPECTATIONS**

- 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.

**Collegiality**

- Create opportunities for collegial connections across college

**Product:**

- A comprehensive program and timeline for GATS students.
- Comprehensive CAPA, LOTE and Sports programs which enrich the opportunities for students in these areas.
- A successful college musical in 2016.

**Product:**

- High standards of T&L, communication, student and staff presentation. Regular positive media presence.
- Seamless, effective transition from primary to secondary education resulting in increased retention of students in public education.

**Practice:**

- 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.
- Build professional capacity through networking opportunities in the community of schools
Strategic Direction 2: Engaging 21st Century Students and Leaders

**Purpose**

To create and maintain a learning environment that is safe, respectful and inclusive. To promote student leadership and engagement in learning, guided by a deep belief that every student is capable of learning and achieving. Our students will become independent learners with individualised pathways to success.

**People**

**Community:**
Families will be provided with opportunities to engage with their children’s learning in ways that are both formal and informal. The school, in partnership with the P&C will offer a range of innovative events that will support the expectations of parents.

Aboriginal families and community organisations will be provided with opportunities to engage with our Aboriginal students to develop their learning and leadership skills.

**Staff**
Strategic Direction Leader – Darryl Mason
Strategic Direction 2 Committee
Aboriginal Team Leaders - Terri Boyle and Jan von Schoenberg
Support team Leaders - Jo Bourke
Welfare Team
Year Advisers

**Parents**
P&C involvement in the planning involved 18n there processes
Celebration of the success of 0f students

**Community Members**
Charles Sturt University and the Access Team
SES team
Port Macquarie RSL sub branch
Westport Club
Lions Club
Mid Coast Connect
TAFE

**Processes**

**EXCELLENCE IN LEARNING**

**Leadership**
- Student Leadership framework established which provides opportunities for each year
- Access to leadership learning program
- Leadership opportunities for Aboriginal students

**Wellbeing**
- Monitoring, evaluation and refinement of the plan system
- Update merit system with a PBL focus

**Aboriginal Education**
- Develop a plan for the use of Aboriginal Education funding.
- Establish links with universities
- 8 Ways of Learning
- Attendance & engagement strategy

**Curriculum and learning**
- Development of K-12 learning pathways
- Quality teaching elective
- Differentiated curriculum
- Embed ALARM in 9-12 curriculum
- SUPPORT STUDENTS???
- Promotion of VET subjects

**Learning culture**
- CSU courses e.g. Senior Success
- Develop PBL program to include classroom settings.
- Develop independent learning framework incl. student goal setting and reflection process and the establishment of high expectations

**Products and Practices**

**Product**
- A wellbeing policy that includes an effective reward scheme

**Practices**
- Implementation, evaluation and refinement of the student wellbeing policy

**Product**
The development of strategies to increase Aboriginal student retention and HSC completion

**Practice**
- Implementation, evaluation and refinement of the Aboriginal Education and Leadership Plan

**Product**
- Explicit strategies for engagement and student expectation documents

**Practice**
- Development and evaluation of the strategies put in place to increase engagement

**Product**
- A student support program

**Practice**
- Investigation and refinement of the strategies used to support students

**Product**
- Reliable data to evaluate the plan

**Practice**
- Baseline data established for each program.

**Improvement Measures**

- (❖) HSC - Sustained positive growth in value adding (1.5 per student)
- (❖) The number of student entries in well-being for negative incidents decreases and the number for positive incidents increases.
| **Headspace**  |
| **CWA**       |
| **Port Macquarie Rotary** |
| **Red Cross** |

| **Students** |
| **SRC members** |

**Innovation**
- BYOD policy and program developed
- Cross KLA C21 learning programs devised for Stage 4
- Moodle, OneNote, Google Apps
Strategic Direction 3: Empowering 21st Century Educators and Leaders

**Purpose**
To build a culture of learning which engages and supports all staff. To build professional capacity through: reflective practice; increased knowledge and understanding of professional standards; instructional leadership; the sharing and celebration of outstanding teaching practice. To provide staff with quality professional growth opportunities which are shaped by research, evidence and feedback.

**People**
\- **All staff**
  55 teachers and 20 support staff will be guided in reflective practice and supported in the development and delivery of quality learning activities based on high expectations, capacity building and celebrating achievement.

**Community**
500 families will be provided with opportunities to engage with their children’s learning in ways that are both formal and informal. The school will partner with the P&C. The school will offer innovative events that will support the expectations of parents.

**Processes**

**Professional practice**
- Growth culture supported by establishment of collaborative, reflective lesson observation and instructional rounds program.
- Explicit teaching focus enhanced by PL program devised to support staff in the use of data (internal & external).

**Professional knowledge**
- Professional standards are embedded in school practice to support staff knowledge, understanding and achievement.
- 21C Teaching & Learning practice enhanced

**Professional engagement**
- Professional engagement frameworks are established to support focused and differentiated, quality learning opportunities for all staff.
- Performance and Development Framework is embedded in school structure to support all staff, including early career, to achieve evidenced personal growth goals.

**Products and Practices**

**Professional practice**
Product: Growth in teaching practice evidenced by AITSL professional standards.
Practice: Collegial relationships support professional growth.
Product: Internal and external assessment results indicate growth.
Practice: Teaching practice is explicit and differentiated as staff utilise assessment data (for, as and of learning) to plan and program.

**Professional knowledge**
Product: Increased knowledge and understanding of AITSL standards.
Practice: School structures including teams and faculties explicitly embed AITSL standards.
Product: 21C learning is embedded in planning, teaching & learning and assessment.
Practice: Staff members are confident in their delivery of 21C learning programs which build critical thinking capacity to contextualise learning beyond the classroom.

**Professional engagement**
Product: Teams framework established incl. AITSL standards & Excellence Framework
Product: refined school plan using National School Improvement Tool and School Excellence Framework
Product: All staff devise and refine a Professional Development Plan which includes learning growth goals
Practice: All staff members engage in regular reflection on practice including lesson observations and demonstrations.

**Improvement Measures**
- 100% of teachers demonstrate evidenced improvement based on the AITSL professional standards.
- Increase number of staff undertaking professional accreditation at the higher levels.

**Teams**
We will offer all teaching staff the opportunity to collaborate, contribute and lead whole-school priorities.
| **Product**: Early Career Teachers network and induction program established. Utilises Strong Start, Great Teachers & Classroom Teacher Programs.  
**Practice**: Early Career teachers will be supported and engage in reflection and refinement of practice.  
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**Leadership**  
**Product**: Executive and aspiring undertake instructional leadership PL program  
**Practice**: All staff members are supported by leaders in classroom practice.  
**Product**: Collegial network working towards higher levels of accreditation  
**Practice**: Collaborative development of understanding of professional teaching standards and leadership capabilities