

School plan 2015-2017

Hastings Secondary College, Port Macquarie Campus 8364



PORT MACQUARIE CAMPUS

School background 2015–2017

School vision statement

We wish to prepare our students well for their futures. We will assist them to take their place in society as contributors and leaders. We will improve the quality of teaching and learning specific strategies by the campus and its community. As a college we aim to 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 get 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 enrollment 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, NAIDOC 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 is made available by the DEC. This is a self-evaluation tool that focuses 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.
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

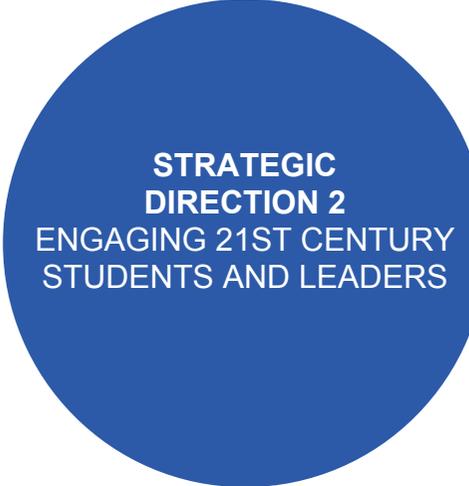
School strategic directions 2015–2017



STRATEGIC DIRECTION 1 DEVELOPING THE 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 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.



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.



STRATEGIC DIRECTION 3 EMPOWERING 21ST CENTURY EDUCATORS AND LEADERS

Purpose:

To create a systematic approach to improving teacher leadership and instructional practice. The school will build the capacity of staff so that learning and the engagement of students are the focus of every lesson. Staff will become passionate learners themselves through the provision of in school professional learning that will build capacity, professional leadership and achievement

Strategic Direction 1: DEVELOPING THE 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 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.

Improvement Measures

An increased percentage of students transferring from partner primary schools.

An increased number of applications for the high achievers program.

People

Students

We will develop student leadership across the college and the Hastings Valley Community of Schools.

Staff

College Community Advisory Board (CAB) Committee

College GATS / Transition Coordinator

Principal's Leadership Team

Staff

Parents/Carers

Develop collaborative skills of both campus P&C groups

Develop relationships with Aboriginal parents

Community Partners

Enhance collaboration with universities, TAFE, AECG and service clubs plus community sponsors.

Leaders

Executive Principal

Campus principals

Head Teacher Teaching and Learning to monitor and evaluate strategies

Processes

Academic Excellence

- Common curriculum practices that are future directed, differentiated and focused continuous improvement
- common sourcing, analysis and collation of both internal and external data and learning evidence to strategically plan future needs of staff and students
- Common coordination and support for teaching and learning strategists identified by the collection of data

High Expectations

- common transition processes and middle years initiatives
- K–12 learning through common comprehensive learning pathways
- single college year 7 enrollment process and practices
- student teams to meet to discuss college initiatives

Promotion and Communications

- Common point of contact between HSC and the community
- aligned promotion of transition activities
- aligned promotion of HSC in the community
- opportunities to involve parents in college planning
- aligned liaison and support for community participation in college life
- common parent surveys

Evaluation Plan

Practices and Products

Practices

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 eg: signage

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

Products

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.

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.

Strategic Direction 1: DEVELOPING THE HASTINGS SECONDARY COLLEGE

Improvement Measures

People

Processes

- Feedback will be sort at the end of all activities involving the community or parents
- Data will be collected re the number of students going from public feeder schools to the college

Practices and Products

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.

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

People

Parents/Carers

P&C involvement in the planning involved in there processes. Celebration of success of students.

Community Partners

Charles Sturt University and the Access Team

SES Team

Port Macquarie RSL Sub Branch

Westport Club, Lions Club

Mid Coast Connect

TAFE, Headspace

CWA, Port Macquarie Rotary

Students

SRC Members

Staff

PLT

Executive

Whole staff

Processes

Well-being/ PBL – John Fisher / Geoff Duck

- Evaluation of the student responsibility system
- Update student well-being policy

Evaluate and develop our Aboriginal Education and Leadership Plan – Sharon Combey

- PLP process and MGoals
- Implement programs for girls
- Support of Clontarf program

Develop and Implement a Student Engagement /support program Nettie Reisthmuller

- Improve student ability to write extended responses
- Embed differentiation in assessment tasks
- promotion of VET courses in Stage 5 and 6

Evaluation Plan

- Data will be collected on the number of positive and and negative well-being entries in SENTRAL
- Attendance data
- Aboriginal attendance and retention data
- student feedback
- parent feedback

Practices and Products

Practices

Implementation, evaluation and refinement of the student wellbeing policy.

Implementation, evaluation and refinement of the Aboriginal Education and Leadership Plan.

Develop and evaluation of the strategies put in place to increase engagement.

Investigation and refinement of the strategies used to support students.

Baseline data established for each program.

Products

A wellbeing policy that includes an effective reward scheme.

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

Explicit strategies for engagement and student expectation documents.

A student support program.

Reliable data established for each program.

Strategic Direction 2: ENGAGING 21ST CENTURY STUDENTS AND LEADERS

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 3: EMPOWERING 21ST CENTURY EDUCATORS AND LEADERS

Purpose

To create a systematic approach to improving teacher leadership and instructional practice. The school will build the capacity of staff so that learning and the engagement of students are the focus of every lesson. Staff will become passionate learners themselves through the provision of in school professional learning that will build capacity, professional leadership and achievement

Improvement Measures

Increased capacity of staff to engage in reflective practice and refine pedagogical practice.

Increase the number of staff undertaking accreditation at the higher levels.

Build capacity of leaders and aspiring leaders in instructional leadership.

People

Community Partners

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 partnership with the P&C. The school will offer innovative events that will support the expectations of parents.

Leaders

Will build instructional leadership capacity in order to effectively lead staff. Will lead the change through collaborative and strategic leadership practice

Leaders

.

Staff

Will be offered the opportunity to form an accreditation at higher levels network.

Processes

Professional practice –Damien Huens

- Refinement of lesson observations
- Development of effective teaching strategies
- Video observation

Professional knowledge– Karen Noble

- Digital Literacy
- IWrite

Evaluation Plan

- data on the use of IWrite
- Data on the use of the digital referencing guide
- staff feedback
- data on the use of videoing lesson observation
- Data on the number of lesson observations

Practices and Products

Practices

All staff to undertake training in SMART and RAP to develop explicit teaching strategies.

All staff will engage in regular reflection on practice including lesson observations and demonstrations.

Staff take TPL opportunities which support their PDP goals.

Collaborative understanding of professional teaching standards.

All staff are supported by leaders in pedagogical instruction.

Baseline data established for each program.

Products

All staff devise and refine a Professional Development Plan (PDP).

All staff devise and work towards achievement of PDP goals: individual, faculty and whole school.

Collegial networks of leaders working towards higher levels of accreditation.

All levels of leadership take up professional learning opportunities to build capacity in instructional leadership.

Refined school plan using National School Improvement tool.

Strategic Direction 1: DEVELOPING THE HASTINGS SECONDARY COLLEGE

2017

Project Leader/s: Willem Holvast Lorraine Haddon Ian Gowan

Off track  Implementation Delayed  On track 

Process 1: Academic Excellence

- Common curriculum practices that are future directed, differentiated and focused continuous improvement
- common sourcing, analysis and collation of both internal and external data and learning evidence to strategically plan future needs of staff and students
- Common coordination and support for teaching and learning strategists identified by the collection of data

Milestone		Evaluation	Resources
  	MID TERM 1 New college leadership team –PLT, DP, HT T&L, CLO in place	Role statements for college leadership team members	College general staffing entitlement– \$138,140 CLO from college general staffing entitlement – 479,736
  	END TERM 1 PDP professional learning goals collated across the college	Professional learning Plan refined by DP reflecting PDP goals	
  	MID TERM 2 Focused and responsive professional learning events organised for Staff development days and college meetings, register learning events on MYPL	Staff evaluation of Term 2 SDD afternoon	Professional learning funds for catering
  	END TERM 2 MID-YEAR REFLECTION Analysis of SDD and college staff development	Electronic online feedback survey tool for instant staff survey	
  	MID TERM 3 Professional learning plans devised and implemented for specialist college curriculum – LEAP and Zenith	Professional learning for LEAP and Zenith evaluated	Establishment of LEAP classes supported by college staffing – \$101,574
  	END TERM 3 Professional learning plans devised and implemented for specialist college curriculum – Academies and PIPs	Evaluation of professional learning by Academies and PIPs staff	Professional learning supported by flexible college general staffing and campus professional learning funds
  	MID TERM 4 Liaise with Innovation Team to conduit evaluation of all specialist college curriculum	Recommendations for future innovation eg focus on improved learning	
  	END TERM 4 ANNUAL MILESTONE An aligned college professional learning plan based on PDPs, other college data and DET requirements	Staff and PLT evaluation of the 2017 college professional learning plan.	

Process 2: High Expectations

- common transition processes and middle years initiatives
- K–12 learning through common comprehensive learning pathways
- single college year 7 enrollment process and practices
- student teams to meet to discuss college initiatives

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

Strategic Direction 1: DEVELOPING THE HASTINGS SECONDARY COLLEGE

2017		Project Leader/s: Willem Holvast Lorraine Haddon Ian Gowan		Off track	Implementation Delayed	On track
			MID TERM 1	Implement HVCS transition scope and sequence developed at the end of 2016 Enrollment EO1 process to the college devised and implemented Student leadership teams meet to discuss college initiatives	Scope and sequence includes surveys, information packages dates, subject selections, exit surveys, and information on college specialised curriculum	College general staffing entitlement \$138,140 CLO from from college generals staffing entitlement \$79,736
			END TERM 1	Develop aligned and agreed information evening for Year 6.. Communication with parents	Analyse data from College Connect evenings.	
			MID TERM 2	Parent information evenings held Leadership course for and by HVCS students and campus student leadership in conjunction with college leadership teams	Parent response to information evenings	CLO
			END TERM 2 MID-YEAR REFLECTION	Align and showcase middle school curriculum programs to with transition events Structured input by students into college plan for 2018 – 2020	Analyse data from parent evenings to make recommendations for 2018 Student surveys of the effectiveness of the course	CLO
			MID TERM 3	Align and develop EXPO evenings	Collect parent exit dta	
			END TERM 3	Evaluate and analyse EXPO data to make recommendations for 2018 Combined student leadership and student voice event .	Make recommendations for 2018	
			MID TERM 4	Aligned and substantial Year 6 orientation days, Student leaders evaluate 2017 and develop strategies for 2018	Exit surveys of students.	
			END TERM 4 ANNUAL MILESTONE	Evaluated and refined transition scope and sequence for 2018 Student leadership and voice opportunites in place across the college and HVCS including increased opportunities for development and co-operation	Scope and sequence delivered to stake holders.	College general staffing entitlement \$138,140 CLO from from college generals staffing entitlement \$79,736
<p>Process 3: Promotion and Communications</p> <ul style="list-style-type: none"> • Common point of contact between HSC and the community • aligned promotion of transition activities • aligned promotion of HSC in the community • o[opportunities to involve parents in college planning • aligned liaison and support for community participation in college life • common parent surveys 						
Milestone			Evaluation		Resources	
			MID TERM 1	Promotion and communication strategy developed by college executive team	Review of the current college communication platforms	
			END TERM 1	Appointment of CLO	Use of the photos for promtion	College staffing
			MID TERM 2	Refinement of the role of the CLO	Monitoring of publicity given to the college	CLO

Strategic Direction 1: DEVELOPING THE HASTINGS SECONDARY COLLEGE

2017		Project Leader/s: Willem Holvast Lorraine Haddon Ian Gowan		Off track 	Implementation Delayed 	On track 
  	END TERM 2 MID-YEAR REFLECTION	Compile local directory of community resources available to parent.	Parent response to the directory			CLO and other college staff
  	MID TERM 3	Analyse of parent and community data collected for the writing of the 2018 – 2020 school plan	Alignment of this data with student and staff data			CLO
  	END TERM 3	Draft of 2018–2020 plan circulated to parents and community	Feedback from parents and community			CLO
  	MID TERM 4	Evaluate the roll of the CLO and the college strategy for proomotion	Input from a variety of stake holders and College AdvisoryBoard			
  	END TERM 4 ANNUAL MILESTONE	An evaluated and updated college communication plan aligned with the 2018–2020 plan	Review of the plan			CLO and college staffing

Strategic Direction 2: ENGAGING 21ST CENTURY STUDENTS AND LEADERS

2017

Project Leader/s: Sharon Combey John Fisher Geoff Duck

Off track  Implementation Delayed  On track 

Process 1: Well-being/ PBL – John Fisher / Geoff Duck

- Evaluation of the student responsibility system
- Update student well-being policy

Milestone		Evaluation	Resources
  	MID TERM 1	Review the new merit system	Staff review at meetings Student review by SRC
  	END TERM 1	Official launch of new scheme to parents, community Introduction of the COAL system for student engagement	Number of students who are being rewarded through the merit system
  	MID TERM 2	Review of the current student responsibility system Target group to receive TPL from district office re mental health first aide.	Number of staff who receive training District office well being team
  	END TERM 2 MID-YEAR REFLECTION	Develop a plan to implement support strategies for youth mental Health Have COAL scores sent to parents for the first time	Parent response to COAL letters
  	MID TERM 3	Align SRA with PBL expectations in the classroom	Visible use of PBL expectations in the classroom
  	END TERM 3	Revise anti-bullying policy	The amount of well being entries for bullying
  	MID TERM 4	Well-being policy revised to include anti-bullying, youth mental health and PBL in the classroom	Revised policy evaluated by staff
  	END TERM 4 ANNUAL MILESTONE	A comprehensive and effective well-being policy	A decrease in negative and an increase in positive well-being entries in SENTRY

Process 2: Evaluate and develop our Aboriginal Education and Leadership Plan – Sharon Combey

- PLP process and MGoals
- Implement programs for girls
- Support of Clontarf program

Milestone		Evaluation	Resources
  	MID TERM 1	PLP / MGoal process reviewed and revised Develop Sister Speak with the Aboriginal community	Number of students interested in attending Sista Speaks MGoals Website
  	END TERM 1	Community Launch of Sista Speak Review of the impact of Clontarf in 2016	Statistical analysis of Clontarf attendance and retention figures Catering Contribution to Clontarf • Aboriginal background loading (\$0.00)
  	MID TERM 2	start college planning for NAIDOC Week with the Aboriginal community and Westport Campus Launch "lets Go Girls" concurrently with Sista Speak	The development of a program for NAIDOC week with college and campus events.

Strategic Direction 2: ENGAGING 21ST CENTURY STUDENTS AND LEADERS

2017

Project Leader/s: Sharon Combey John Fisher Geoff Duck

Off track  Implementation Delayed  On track 

  	END TERM 2 MID-YEAR REFLECTION	Develop a campus Aboriginal Education Plan	Community feedback on the plan	
  	MID TERM 3	Evaluate the rewards system for attendance	Focus group with students who gained the awards	
  	END TERM 3	Team to explore the teaching standards which are specific to Aboriginal education	Evidence of learning goals in PDPs	
  	MID TERM 4	Professional Learning for all staff on the standards specific to Aboriginal Education Aboriginal student goals are reviewed, review of NAPLAN results for Years 7 and 9	Feedback from in-service Inclusion of NAPLAN goals in PLPs	
  	END TERM 4 ANNUAL MILESTONE	Increased attendance, well-being and engagement data for Aboriginal girls and boys. Improved involvement of the community in the school. Clear and concise plan for Aboriginal Education steers a range of quality programs for students.	SENTRAI data COAL data	SENTRAI data COAL data

Process 3: Develop and Implement a Student Engagement /support program Nettie Reisthmuller

- Improve student ability to write extended responses
- Embed differentiation in assessment tasks
- promotion of VET courses in Stage 5 and 6

Milestone		Evaluation	Resources	
  	MID TERM 1	Ensure ALARM posters are visible in classrooms for 10,11,12 Building teacher confidence in the use of ALARM Senior Study teacher models ALARM to students Audit of differentiated tasks in Stage 4 across faculties Links established with Mid-Coast Connect Liaison with TAFE re system changes RTO work readiness program delivered	Audit of differentiated tasks	VET funding • (\$0.00)
  	END TERM 1	Extended response question selected for Yr 12 mid-course exams Building teacher confidence in implementing ALARM or other scaffolding systems. All faculties planning a differentiated task for Stage 4 Promotion of school VET facilities Update of TCC brochure	MCC programs such as Cows Create Careers, Girls can Too being planned	Professional learning
  	MID TERM 2	Extended response question selected for Preliminary mid-course exams Peer marking of extended responses selected. Evaluation of rubrics and professional learning to ensure consistent language is used. Information evenings for Year 10 including update brochures and booklet Campus VET Work Readiness program prior to work placement Mid-Coast Connect Careers market	Evaluation of Information evenings for Year 10 Evaluation of rubrics	College publications

Strategic Direction 2: ENGAGING 21ST CENTURY STUDENTS AND LEADERS

2017

Project Leader/s: Sharon Combey John Fisher Geoff Duck

Off track  Implementation Delayed  On track 

  	END TERM 2 MID-YEAR REFLECTION	Extended response question selected for Year 10 mid-course exams Peer marking of extended responses selected. Reporting based on differentiated tasks. Individual parent interviews re Stage 6 pathways Hospitality Showcase, guest speaker from industry.	Parent survey on the interviews.	College publications
  	MID TERM 3	Extended response question selected for Y12 trial exams Peer marking of extended responses selected. All faculties planning a second differentiated task for Stage 4. Promotion of traineeships . Liaison with TAFE re planning for 2018. Preliminary SVET work placement	The number of students applying for traineeships	
  	END TERM 3	Extended response question selected for Preliminary final exams Peer marking of extended responses selected. Evaluation of rubrics and professional learning to ensure consistent language is used. Continued liaison with TAFE re 2018, paper work for applications started. Interviews with students planning TAFE courses	Staff feed back on the use of rubrics	Application forms from TAFE
  	MID TERM 4	Etended response question selected for Year 10 final exams. Peer marking of extended responses selected. Re[porting based on differentiated tasks. Sign up of 2018 traineeships. HSC SVET work placements.	Staff evaluation of the progress in students learning to write extended responses	
  	END TERM 4 ANNUAL MILESTONE	Year 10, 11 and 12 assessment tasks with extended responses worth 8 or more marks have marking rubrics related to the extended response scaffold. Each faculty has examples of differentiated assessment tasks for Stage 4. Students choosing VET courses develop a pathway to employment.	Year 10, 11 and 12 assessment tasks with extended responses worth 8 or more marks have marking rubrics related to the extended response scaffold. % of students choosing VET courses who develop a pathway to employment based on Preliminary 2016enrollments.	

Process 4:

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

Strategic Direction 2: ENGAGING 21ST CENTURY STUDENTS AND LEADERS

2017

Project Leader/s: Sharon Combey John Fisher Geoff Duck

Off track  Implementation Delayed  On track 

  	MID TERM 4			
  	END TERM 4 ANNUAL MILESTONE			

Strategic Direction 3: EMPOWERING 21ST CENTURY EDUCATORS AND LEADERS

2017

Project Leader/s: Damien Huens Karen Noble

Off track  Implementation Delayed  On track 

Process 1: Professional practice –Damien Huens

- Refinement of lesson observations
- Development of effective teaching strategies
- Video observation

Milestone		Evaluation	Resources
  	MID TERM 1 Develop strategies to involve all staff in lesson observations. To develop a list of effective teaching strategies for all staff	Involvement of staff in developing effective teaching strategies	Departmental websites
  	END TERM 1 To implement the strategies developed. Skit/ demonstrations of observations to staff.	Response to demonstrations	
  	MID TERM 2 Introduce video observations to staff. Teaching strategies list discussed at faculty meetings..	Staff give feedback to other staff on their observations	DEC wbsites
  	END TERM 2 MID-YEAR REFLECTION Increased number of staff doing video observations.	The number of staff doing video observations.	
  	MID TERM 3 To have all staff videoed and uploaded on to the server for staff to share.	Staff give feedback to other staff on their observations.	
  	END TERM 3 Teaching strategies observed in the classroom	The variety of teaching strategies observed.	
  	MID TERM 4 Update of teaching strategy list	Faculty evaluation of revised list.	
  	END TERM 4 ANNUAL MILESTONE The teaching staff demonstrate and share expertise through observations. Evidence of strategies being used in classrooms to make a positive impact on student learning.	All PDPS have the required observations centrally recorded. Staff evaluation of teaching strategies list.	

Process 2: Professional knowledge– Karen Noble

- Digital Literacy
- IWrite

Milestone		Evaluation	Resources
  	MID TERM 1 Increased literacy through 21st century teaching and learning processes. Delivery of IWrite activity to committee members to introduce to specific classes.	Number of students engaged in the introduction of the IWrite course	
  	END TERM 1 Review and reflect on data collected. Introduction of IWrite to all faculties	Review IWrite charts and compare	IWrite charts
  	MID TERM 2 Increasing awareness of digital literacy across Stage 4 and 5	Staff to develop referencing guide to be included in all assessment tasks involving research skills	Referencing guide

Strategic Direction 3: EMPOWERING 21ST CENTURY EDUCATORS AND LEADERS

2017

Project Leader/s: Damien Huens Karen Noble

Off track  Implementation Delayed  On track 

  	END TERM 2 MID-YEAR REFLECTION	IWrite delivered across the school. Referencing guide refined and introduced to all staff to include in referencing tasks.	Review of IWrite charts	
  	MID TERM 3	IWrite data collected and reviewed to seek evidence of use in the classroom. Referencing guide made available in the staff shared drive, to be used across all years.	Comitee survey of staff	
  	END TERM 3	60% of staff using IWrite. Referencing guide being used in all theory tasks acrossall KLAS	Committee survey of all staff re IWrite Correct APA referencing on all theory and research tasks.	APA referencing material
  	MID TERM 4	80% of staff using IWrite	Verbal feedback in areas identified by surveys.	
  	END TERM 4 ANNUAL MILESTONE	IWrite common practice in all stages across all faculties Digital literacy referencing guide based on APA referencing that explicitly outlines expectations for research and theory assessment tasks	NAPALN data Assessment task data and feedback	