



School plan 2018-2020

Hastings Secondary College, Westport Campus 8554



WESTPORT CAMPUS

School background 2018–2020

School vision statement

Hastings Secondary College will enrich our professional knowledge to empower staff and students for an innovative learning community. We will refine our professional practice to ensure success: we know every student; we grow every student; we care for every student. We will shape pathways for students (primary to post school), and for staff (beginning to leader) will foster opportunity, growth and College belonging. Continued strengthening of college frameworks will deliver professional excellence.

School context

College Context.

Hastings Secondary College was formed in 2015 with 2 campuses, Port Macquarie and Westport. The College has grown with staff, parents and students working together to promote public education in Port Macquarie. We have designed a dynamic learning environment with a diverse curriculum allowing students to pursue individual pathways. We have established innovative academies in Sport, Creative Industries, STEM (Science, Technology, Engineering and Maths) and LEAP (Learning through Engaging Authentic Pedagogy). Shared curriculum across the College allows senior students a broader choice. A comprehensive range of student wellbeing programs have been designed in response to complex student need. An Aboriginal enrolment of 11 % has enabled the foundation of a variety of holistic programs, including the Clontarf Academy and “Sista Connect”. To build capacity in all students and staff for a positive learning culture, both campuses utilize the Positive Behaviour for Learning (PBL) framework and measure student engagement in learning via COAL (College Ongoing Attitude to Learning) scores twice a term. Student excellence is evident in outstanding external academic results, as evidenced by our HSC and NAPLAN results. College students have also consistently demonstrated excellence in state, national and international representation. An increasingly strong Hastings Valley Community of Schools partnership is the cornerstone to a comprehensive transition program which allows students to start high school with confidence. All students have access to a wide range of extra-curricular activities, including Sport and Creative and Performing Arts programs. The college is indelibly connected to its community and engages in a vast range of activities including the Anzac Day March, Harmony Day, NAIDOC Week and our students volunteer for major events such as Ironman. Hastings Secondary College provides a vibrant framework of support and opportunity for every student to excel in their chosen fields.

School planning process

An inclusive, collaborative and future focused planning process has been implemented across Hastings Secondary College. We have consistently asked the questions: What are the strengths of the college? What are the areas for improvement? Where do we want to be as a college? How will we get there?

With a framework of a ship analogy, all staff were led through a series of tasks which embedded individual reflection and collaborative feedback. Students across the college were represented in the consultation process via focus groups. Parents and carers were invited to engage in the process by utilising opportunities such as parent/student/teacher conferences and Parents & Citizens Association meetings. The College Advisory Board represented campus, Teachers Federation, Parents & Citizens Association and the Aboriginal Education Consultative Group in the planning process. All College Teams were tasked with a rigorous self-assessment process, which provided a solid basis for where we are at.

The College Principals Leadership Team collated and analysed the responses provided by the above consultative process. This was then validated using interrogation of common external data i.e. Tell Them From Me student surveys, RAP analysis, SMART analysis. The Scout tool was also utilised to compare and contrast data on attendance, retention and achievement. The principals determined common areas of need and mapped these to the Schools Excellence Framework. The triangulation of data provided clear direction: Strategic Direction 1: Learning for success, Strategic Direction 2: Teaching for growth of every student, Strategic Direction 3: Leading to drive high expectations.

Once determined, the consultation process has continued with each of the above advisory groups having input into each of the 5Ps: purpose, products, practices, people and processes.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Learning for Success

Purpose:

To ensure every student, including every Aboriginal student, is engaged and challenged with deep learning to build confidence and capability. Deep understanding of their metacognitive skills, learning progress and how to achieve set goals will develop life-long learners.

Supported by a College wellbeing framework, students will feel connected to their learning and their College.



STRATEGIC DIRECTION 2

Teaching for the Growth of Every Student

Purpose:

The College will remain at the forefront of contemporary teaching and learning to meet the needs of our students. We will provide targeted opportunities for professional challenge and growth which build teacher confidence and capacity. This includes staff delivery of strong foundations skills, diverse curriculum pathways and a sense of College belonging for all students.



STRATEGIC DIRECTION 3

Leading to Drive High Expectations

Purpose:

To ensure collective College leadership responsibility for leading teaching and learning. Leaders will build confidence and capability in promotion and leadership of educational networks to improve teacher learning in the development of future focused pedagogy.

Strategic Direction 1: Learning for Success

Purpose

To ensure every student, including every Aboriginal student, is engaged and challenged with deep learning to build confidence and capability. Deep understanding of their metacognitive skills, learning progress and how to achieve set goals will develop life-long learners.

Supported by a College wellbeing framework, students will feel connected to their learning and their College.

Improvement Measures

- Increased proportion of Aboriginal students in top 2 bands in NAPLAN writing and numeracy by 30% & growth & which equals or exceeds & Aboriginal students state & SSSG
- Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school
- In the domain of Learning (SEF V2) we will have sufficient evidence to validate an improvement in the element of Assessment from delivering to excelling

People

Students

feel supported in their learning and confident in their holistic development

Staff

will be more confident to be explicit in the learning process and monitoring if their teaching is resulting in learning. They will be guided in the development of increasingly positive learning environments

Parents/Carers

feel included and connected to the College and their child's learning

Processes

LEARNING TO LEARN

2018 & Formative assessment (FA): & Team

- establish baseline data in relation to the products
- professional learning & re FA & North Coast Region support
- development of FA tools to inform teaching & learning cycle
- development of student learning feedback framework to inform students, parents & teachers
- implementation in own classrooms, refinement & success sharing
- sharing of tools with all staff and team members as faculty support for implementation
- staff feedback on tools for continued refinement

Learning goals/intentions & reflection: & Team

- development of shared understanding of nature & value of learning goals/intentions and links to FA
- development of shared understanding of nature & value of student reflection on learning
- development of reflection tool/s
- implementation of learning goals & reflection tools to support & FA in own classrooms
- leads staff PL in learning goals & student reflection. Tools provided

Practices and Products

Practices

LEARNING TO LEARN

Teachers will be highly skilled in the use of formative assessment and reflective practices. This will be evident in daily classroom practice and validated through ongoing collaborative learning walks.

Students will demonstrate greater self-directed learning and ownership of learning. Evident in increased engagement.

Explicit teaching and assessment of critical thinking skills. Classroom observations and teaching programs demonstrate explicit teaching of higher order thinking skills.

SEF: Learning > Learning Culture > High Expectations

Learning > Curriculum > Teaching & Learning programs

Learning > Assessment > Formative Assessment & Student Engagement

Teaching > Effective Classroom Practice > Explicit Teaching & Feedback

Teaching: Data Skills & Use > Data analysis & Data Use in Teaching

APSTs: 1.2.2 & 1.2.4, 3.3.2 & 3.3.4, 5.1.2 & 5.1.4, 5.2.2 & 5.2.4

ABORIGINAL LEARNING

Teachers engage in and meet the learning goals of Aboriginal students as identified in the Personalised Learning Plan. This is

Strategic Direction 1: Learning for Success

Processes
<p>2019 Formative Assessment: Team</p> <ul style="list-style-type: none"> refinement of FA electronic tools for consistency & efficiency evaluation of reports to ensure provision of specific information about student learning, growth, next steps & improvement measures <p>Student learning to learn (L2L) metacognitive skills – Critical Thinking/Higher Order Thinking (CT/HOT) & Problem Solving (PS): Team</p> <ul style="list-style-type: none"> PL on CT/HOT & PS – research based Baseline data gathered on current student achievement in CT & PS Development of explicit teaching tools & scaffolding of levels of CT & PS Explicit teaching and data collection in own classrooms Whole staff PL to develop understanding Evaluate & revise teaching & learning programs Embed CT/HOT & PS in programs and assessment <p>2020 Consolidation of key drivers: Formative Assessment, Learning Goals/Intentions, Critical Thinking skills.</p>
<p>ABORIGINAL LEARNING</p> <p>2018 Active Personalised Learning Plans (PLPs): Team</p> <ul style="list-style-type: none"> establish baseline data in relation to the

Practices and Products
<p>evident in the teaching program, program evaluation, classroom delivery, student learning samples and assessment task design and delivery.</p> <p>Every Aboriginal student communicates being known, valued and cared for by the high-level engagement and personal challenge to continue to learn. Visible in an increase in Aboriginal student attendance and a decrease in visible distractable behaviours.</p> <p>High-level community engagement continues to be a visible demonstration of school success in Aboriginal community relations.</p> <p>SEF: Learning > Wellbeing > Individual Learning Needs</p> <p>APSTs: 1.3.2 – 1.3.4, 1.4.2 – 1.4.4, 2.4.2 – 2.4.4, 2.5.2 – 2.5.4, 3.1.2 – 3.1.4</p>
<p>POSITIVE LEARNING & WELLBEING</p> <p>All teachers demonstrate high-level skill and alignment to PBL classroom practices in support of student learning and success visible in the ongoing explicit teaching of PBL classroom expectations</p> <p>A range of programs, support and professional learning demonstrate our college response to emergent social and welfare needs that promote positive and respectful relationships.</p> <p>SEF: Learning > Wellbeing > Behaviour</p> <p>APSTs: 4.1.2 – 4.1.4</p>

Strategic Direction 1: Learning for Success

Processes

products

- design of clear framework for activating the PLP process with time frames
- development of shared understanding of Teaching & Learning cycle re PLPs & APSTs 2.5.2 & 3.1.2: assessment & diagnosis of learning; goal setting process determined, incl Literacy & Numeracy goals; support for teachers to plan strategies teaching & learning; assessment
- Team collaboration with Literacy & Numeracy Team re targeted support

Team monitoring for student growth

- Aboriginal Learning Team extended (incl. AEWs, Clontarf reps & Aboriginal tutors); clear roles & responsibilities; regular communication pathways incl parents/carers
- **Stronger Smarter** principles applied to underpin Team goals and operation
- Monitoring process/framework designed incl Sentral & MGoals – growth actively monitored
- Areas of concern identified for targeted support

**2019 Active PLPs **

- Process cont’d with emphasis on student ownership of learning & active teacher engagement

**8 Ways of Learning: Team **

- develops shared understanding of APSTs 1.3.2, 1.4.2& 2.4.2 & Australian Curriculum Aboriginal Cultures CCP
- PL in 8 Ways of Learning

Practices and Products

Products

LEARNING TO LEARN

Increased accurate, timely and informative learning data ensures individual student growth and is evidenced in student learning survey, student work samples and teaching programs. Current meeting structures utilise the milestone planning process to table, discuss and gather evidence of impact of learning to learn initiatives.

ABORIGINAL LEARNING

Aboriginal teaching & learning practices drives increased student performance in Literacy & Numeracy:

- greater proportion of students in top 2 bands for reading & numeracy by 30%
- Increased percentage of Aboriginal students achieving set PLP learning goals as evidenced in attendance data, COAL and assessment data

POSITIVE LEARNING & WELLBEING

Increase of 10% of top band COAL scores

Increase in positive Sentral entries by 10%

TTFM student wellbeing data – Increased Social & Emotional outcomes: belonging, positive behaviour & rigour

Strategic Direction 1: Learning for Success

Processes

- focus area for all staff determined e.g. 1–2 high impact aspects of 8 Ways
- PL & ongoing support for all staff (incl meeting APSTs) to: embed 8 Ways aspect (APSTs & Aboriginal CCP) in programs; embed 8 Ways aspect in assessment

2020 Consolidation of key drivers: Active PLPs, Team Monitoring for student growth, 8 Ways of Learning.

POSITIVE LEARNING & WELLBEING

2018 Positive Behaviour for Learning: Team

- Establish baseline data in relation to the products
- Evaluation of PBL progress 2014–17 Plan & impact on environment conducive to learning
- Areas of need identified (Tier 1 Universal)
- Site specific 3 phase plan designed for 2018–20 Plan using the 7 essential features and a focus on classroom practices
- Phase 1 implementation

Student social capability growth program (e.g. Peer support/safe on social): Team, Learning Support Team Deputy network

- Areas of need identified via Sentral data
- High impact social capabilities defined
- Program identified or designed: Phase 1 – Targeted intervention program
- Targeted student group identified &

Strategic Direction 1: Learning for Success

Processes

implementation of program

Staff Wellbeing Plan: Team & Executive

- 3 phase plan devised on identified areas of need & positive psychology

2019 PBL

- Collect & analyse SET data
- Identify key areas of need
- Phase 2 implementation

**Student social capability growth program (e.g. Peer support/ safe on social) **

- Implementation of Phase 2 – whole school program
- Program introduced to staff
- Introduced to all students & families

Staff Wellbeing Plan

- Creation of strategies which promote: sharing & celebration of positives; a focus on individual strengths ; productive professional relationships; reflection on meaning & purpose; setting of authentic goals; resilience building
- Plan implementation

**2020 **Consolidation of key drivers: Positive Behaviour for Learning, Student Social Capability program, Staff Wellbeing Plan.

Evaluation Plan

Hastings Secondary College will utilise the milestone improvement planning tool to

Strategic Direction 1: Learning for Success

Processes

plan, implement and review key improvement processes with evidence collected and collated toward annual milestone achievements.

Strategic Direction 2: Teaching for the Growth of Every Student

Purpose

The College will remain at the forefront of contemporary teaching and learning to meet the needs of our students. We will provide targeted opportunities for professional challenge and growth which build teacher confidence and capacity. This includes staff delivery of strong foundations skills, diverse curriculum pathways and a sense of College belonging for all students.

Improvement Measures

- Increased retention of students in 10–11 by 20% in 2020
- Increase number of students in top two bands in NAPLAN Year 9 writing and numeracy by 8%
- Increased teacher capacity in IBL/ICT as measured/assessed by teacher capacity matrix
- SEF > Teaching > Learning & Development > Literacy & Numeracy from Sustaining & Growing to Excelling

People

Students

are confident and active in determining their learning pathway

Parents/Carers

confident in understanding their child's learning and are active participants in supporting them in determining their pathways

Staff

value and actively engage in professional growth to create classrooms which prepare their students for a successful future

Community Partners

is an integral partner in College life. Local & global links connect & validate teaching practice as well as providing guidance for students in determining their pathways

Processes

FUTURE FOCUSED PRACTICE

2018

Project/Inquiry based learning(PBL/IBL): Team

- establish baseline data in relation to the products
- Team PL on Project Based Learning (incl teaching collaboration capabilities)
- College Project Based Framework incl planning, programming & assessment
- plan, program, implement & assess 1 PBL task in own class
- supports Zenith Teachers to implement PBL
- delivers all staff PL on Project Based (incl collaboration)

ICT integration

- Team PL on ICT integration
- 3 Phase plan devised re ICT implementation across the College, each phase inclusive of: Identification of high impact tools which support other initiatives (i.e. formative assessment, critical thinking, PBL & collaboration); staff PL & ongoing support; classroom implementation & support; evaluation of impact on learning

Phase 1 implementation (incl Office 365 & OneNote online)

Robotics (PLT & Robotics Team)

- Devise a sustainable plan for Robotics at the College with budget

Practices and Products

Practices

FUTURE FOCUSED PRACTICE

Teachers will engage in quality design & effective delivery of PBL/IBL across college classrooms. Teaching programs, assessment task design and showcase of learning will validate professional growth and teaching expertise in PBL/IBL.

ICT is effectively integrated into teaching and learning programs, supporting classroom practice in PBL/IBL. Student learning products validate ICT support for learning growth.

Students will demonstrate collaborative learning skills, inquiry skills and increased engagement. Observations will record visible evidence of student PBL/IBL capabilities.

PATHWAYS TO SENIOR SCHOOL

College staff effectively support a clear and guided transition process: learning, curriculum, administrative and social/personal. A program of College options, events and support materials will validate greater clarity and support.

Classroom teachers will support all students in building learning capabilities and non-cognitive attributes which assist in creating a streamlined transition of learning from Year 10 to Year 11.

College offers increased curriculum choice in Stage 6 and innovative learning pathways. An infographic demonstrates choice, flexibility and mapping to post-school pathways.

Strategic Direction 2: Teaching for the Growth of Every Student

Processes
<ul style="list-style-type: none"> • Build long-term partnerships to support student & staff learning – industry & university
2019
Project/Inquiry based learning(PBL/IBL)
<ul style="list-style-type: none"> • All staff plan, program, implement & assess 1 Project Based task • Framework designed for evaluation, sharing & refinement • Common tools designed to support programming, learning & assessment e.g. programming checklist, differentiated project planning templates for each stage & assessment rubrics
ICT Integration
Phase 2 implementation
Robotics (PLT & Robotics Team)
<ul style="list-style-type: none"> • Digital Literacies embedded across KLAs • HVCS Robotics PL & activities
2020
Consolidation of key drivers: PBL/IBL, ICT integration & Robotics
PATHWAYS TO SENIOR SCHOOL
2018
Transition to senior school:Team
<ul style="list-style-type: none"> • establish baseline data in relation to the products
Learning transition;Stage 5 to

Practices and Products
Every student feels supported and recognises a clarity of progression from Year 10 to Year 11at the College as validated by TTFM belonging data.
Students are increasingly engaged in school and community life via a College leadership program. This will be evidenced by student achievement of a leadership credential which validates growth in social capability and impact on College and wider community.
Parents understand key components of their child's learning pathway. Parent surveys indicate increased parent confidence in supporting their child.
LITERACY & NUMERACY FOUNDATIONS
Teachers in all KLAs are confident to embed explicit teaching and assessing of Literacy& Numeracy in their classroom practice. This is validated by teaching programs, assessment task design and lesson observations.
Teachers clearly monitor and articulate individual student areas of strength and need. They provide clear support via specific strategies to promote individual student growth. Students are aware of their individual strengths and areas of need. Teacher records and student literacy and numeracy learning goals are evidence of ongoing improvement.
Products
FUTURE FOCUSED PRACTICE

Strategic Direction 2: Teaching for the Growth of Every Student

Processes
<p>Stage 6 analysed and evaluated</p> <ul style="list-style-type: none"> • Key elements of learning transition identified (e.g. assessment) and strategies designed to address e.g. authentic assessment, parent workshops <p>Belonging transition Stage 5 to Stage 6 analysed and evaluated</p> <ul style="list-style-type: none"> • Yr 10 College program explored & consistent framework established re learning, leadership and belonging <p>Yr 10 Leadership program: Team & Year Advisors</p> <ul style="list-style-type: none"> • Leadership program devised with 2 Tier implementation: Tier 1 All Yr 10; Tier 2 nominated/volunteer group <p>Pathways design (non-HSC program, campus focus, pathways options): Team & Curriculum</p> <ul style="list-style-type: none"> • Current pathways options documented as an infographic & clearly communicated to students & parents/carers • Exploration of alternate pathways options at other schools e.g. Non-HSC & University links • Exploration of possible campus focus <p>2019</p> <p>Transition to senior school: Team</p> <ul style="list-style-type: none"> • Evaluation of Term 4 Year 10 College program. Refinement • Phase 2 of learning transition Stage 5 to Stage 6

Practices and Products
<p>Current meeting structures utilise the milestone planning process to table, discuss and gather evidence of impact of future focused practice initiatives.</p> <p>Increased capability of staff in design and delivery of PBL/IBL as evidenced by achievement of related PDP goals, student work samples and teaching programs.</p> <p>Teachers effectively engaging with ICT learning tools as evidenced by teachers meeting APST 2.6.2 & 2.6.4 & 3.4.2 & 3.4.4</p> <p>Increased student engagement in learning as evidenced by student evaluation/reflection of learning, increased assessment submission and achievement. TTFM survey indicates increase in interest, motivation & effort.</p> <p>SEF: Teaching > Learning & Development > Expertise & Innovation</p> <p>APSTs: 2.1.2 & 2.1.4, 2.6.2 & 2.6.4, 3.2.2 & 3.2.4, 3.4.2 & 3.4.4</p> <p>SENIOR PATHWAYS</p> <p>Current meeting structures (Team, Curriculum Think Tank, Executive & Faculty) utilise the milestone planning process to table, discuss and gather evidence of impact of senior pathways initiatives.</p> <p>Increased retention of senior students from Year 10 to Year 11 by 20% in 2020</p> <p>Decrease in N award Warning and determinations for Year 11 students by</p>

Strategic Direction 2: Teaching for the Growth of Every Student

Processes

Yr 10 Leadership program

- Evaluation and refinement of program with increased community links

Pathways design (non-HSC program, campus focus, pathways options)

- Implementation of alternate pathway/s if appropriate
- Implementation of campus focus if appropriate

2020; Consolidation of key drivers: learning transition, belonging transition, leadership program & pathways design

LITERACY & NUMERACY FOUNDATIONS

2018 Writing initiative (incl HVCS & supported by NC Region) & Progressions

Team

- establish baseline data in relation to the products
- data analysis & key areas of need in **Writing** identified
- determination of common areas of need across College & HVCS
- logic modelling planning process
- determination of common strategies & language for all KLA's
- delivers intensive PL for executive staff & evidences agreed
- delivers all staff PL which targets: understanding of key writing criteria; links to syllabus; links to current initiatives i.e. iWrite, PEEEC & ALARM;

Practices and Products

25%

An increasing percentage of Year 10 students achieving college leadership credential: 2018 50%, 2019 65% & 2020 80%

SEF: Learning > Transitions and Continuation of Learning

Learning > Curriculum > Curriculum provision

APSTs: 1.1.2 – 1.1.4, 4.1.2 – 4.1.4

LITERACY & NUMERACY FOUNDATIONS

Increase of number of students in top two bands in NAPLAN writing and numeracy by 8%

Increased growth in NAPLAN writing and numeracy which meets or exceeds DOE average

Value Added 7–9 from sustaining & growing to excelling

Each year, the percentage of students achieving the HSC minimum standards increases

SEF: Teaching > Professional Standards > Literacy & Numeracy

Learning > Student Performance Measures > NAPLAN

APSTs: 2.5.2 – 2.5.4

Strategic Direction 2: Teaching for the Growth of Every Student

Processes

effective strategies for explicit teaching; assessment for, as & of; consistency of teacher judgment; progressions tracking

- Support by faculty reps for teachers to evidence APST2.5.2
- collaboration with Aboriginal Learning Team re targeted support

HSC minimum standards – Literacy/Numeracy Coordinator & LAST

- Tracking & monitoring process established for College
- Identification of Target student group & design of testing schedules
- Communications to students & parents
- Delivery of staff PL in programming to build student capability
- Design & delivery of intensive support program

**2019 **

Numeracy Initiative introduction, Writing initiative cont’d & Progressions

- Same process above repeated for **Numeracy **initiative
- Tracking & monitoring individual student achievement against writing & targeted Numeracy aspect progressions by all staff

HSC minimum standards

- 2018 process broadened and refined

**2020 **

Consolidation of key drivers: Writing initiative, Numeracy initiative, HSC

Strategic Direction 2: Teaching for the Growth of Every Student

Processes
minimum standards
Evaluation Plan
Hastings Secondary College will utilise the milestone improvement planning tool to plan, implement and review key improvement processes with evidence collected and collated toward annual milestone achievements.

Strategic Direction 3: Leading to Drive High Expectations

Processes

Performance & Development

Refine & strengthen the PDP & observation process incl:

- All staff encouraged to identify team initiatives to meet APSTs via observation & evidence requirements
- Encouragement of staff to be observed &/or coached by Team Leaders
- PDP language reflect the growth mindset
- Beginning Teachers supported to utilise PDP process for building quality accreditation portfolio

Learning Walks

- Learning Walks Team membership dynamic incl Beginning Teachers & volunteers
- Framework to be utilised by Teams
- Areas of Focus to be addressed by executive & support mechanisms implemented

2019

Framework

- Exec & Team Leaders reflect on APSTs as a tool for ongoing growth

Growth Mindset & Coaching

- Staff volunteer for coaching/mentoring program(supplementary to PDP)

Performance & Development

- Professional growth and expertise identified through PDP process,

Practices and Products

100% of PDPs demonstrate evidence of professional growth.

SEF: Leading > Educational Leadership > Instructional Leadership & High Expectations Culture

Leading > School Planning, Implementation & Reporting > School Plan

Teaching > Professional Standards > Improvement of Practice

Teaching > Learning & Development > Collaborative Practice, Feedback & Expertise & Innovation

APSTs: 1.2.4, 2.3.4, 2.5.4, 5.4.4,6.3.4

Strategic Direction 3: Leading to Drive High Expectations

<p>Processes</p> <p>shared & celebrated</p> <ul style="list-style-type: none">• Exec identify IL goal in PDP
<p>Learning Walks</p> <ul style="list-style-type: none">• Learning Walks process established as regular gauge of teaching & learning (e.g. twice a term)• Team includes Stage 3 teachers <p>2020 Consolidation of key drivers: Instructional Leadership framework, Growth mindset coaching/mentoring, Performance & development, Learning Walks.</p>
<p>Growth Mindset, Coaching & Mentoring</p> <ul style="list-style-type: none">• All staff introductory PL on GROWTH mindset and coaching• All Exec & Team Leaders undertake intensive Coaching PL (open to HVCS Exec)• PLT devise strategies to embed in leadership operations e.g. PDP meetings• College Leadership develops <i>Coaching/Mentoring Canvas</i> as a map for effective College implementation
<p>Evaluation Plan</p> <p>Hastings Secondary College will utilise the milestone improvement planning tool to plan, implement and review key improvement processes with evidence collected and collated toward annual milestone achievements.</p>