

Strategic Improvement Plan 2021-2024

Hastings Secondary College, Westport Campus 8554



School vision and context

School vision statement

We will continue to build a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the College community. We will refine our professional practice to ensure success by modelling Instructional Leadership and supporting a culture of high expectations and community engagement. We will know every student, grow every student and care for every student. All teachers will commit to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. We will shape pathways for students and staff which foster opportunity, personal growth and College belonging.

School context

Hastings Secondary College was formed in 2015 with two 7-12 campuses - Port Macquarie and Westport. The College has grown dynamically with staff, parents and students working together to promote public education in an area spoilt for choice in terms of educational offerings. We have 175 dedicated teachers consisting of early career, mid-career and experienced teachers, along with support and administrative staff. The student body consists of an enrolment of 1430, a significant increase from 1265 students at the end of 2018. The College has an Aboriginal enrolment of 255. The College has an enviable and formidable connection with the Hastings Valley Community of Schools (HVCS) and is an active participant in a range of K-12 events.

We have created a dynamic learning environment that provides a diverse curriculum that allows students to pursue individual pathways. We provide a shared curriculum, allowing students to study subjects not available at their home campus. We offer extension courses in several subjects and offer a variety of Vocational Education courses that allow students to obtain school-based and Australian Framework Certification opportunities. Transition to work programs and Vocational Education Training (VET) courses are a significant part of our curriculum. Our Trade Training Centres in Hospitality and Metals Engineering continue to play an important role in our Stage 6 Pathways approach. There are a variety of programs and activities open to Aboriginal students including the Clontarf Academy for boys and Sista Connections for girls. Hastings Secondary College achieves excellent academic results. We support our high achieving students through our "Platinum Program". In 2020, our highest ATAR was 96.70.

We focus on collaborative learning, supported by extensive professional learning for our staff. We have established innovative academies in Sport, Creative Industries, STEM and LEAP (Learning through Engaging Authentic Pedagogy). We have a dynamic transition program - College Connect, that allows students to start secondary school with confidence. There are a variety of sports on offer with students having reached Australian representative level. We have a variety of creative and performing arts programs including choirs, bands, and a dance performance team. Our Public Speaking, Tournament of the Minds and Debating teams consistently compete to a high standard. The College has a well-structured student wellbeing program that caters to the needs of individuals.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives, particularly focused on literacy and numeracy. Some funds will be used to support other activities not embedded in this plan.

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure student growth through explicit, consistent and data informed teaching. Our teachers will analyse student data and evaluate their effectiveness and adapt their practice through quality professional learning and use of student assessment data to inform teaching.

Improvement measures

Target year: 2024

Improvement Measures

Results for Aboriginal students are equivalent to or exceeding the progress and achievement of all students across the College.

100% of faculties meet NESA standards and demonstrate high quality skills in explicit teaching, particularly in relation to writing strategies.

NAPLAN

There will be a 5% uplift, into the top 2 bands of NAPLAN Numeracy from the system negotiated baseline target in 2018 from 18.8% to 23.1%

There will be a 5% uplift in student growth in NAPLAN Reading from the system negotiated target in 2018 from 11.9% to 16.9% by 2024

Increase in percentage of students of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the College's lower bound system negotiated targets.

HSC Attainment

Improvement in the percentage of HSC course results in top 2 bands to the lower band target of 17.6% to 22.6% by 2024

Decrease of the percentage of HSC course results in bottom two bands by 2024

Initiatives

Analysing student assessment data to inform teaching

Staff to be highly skilled in the analysis and interpretation of data. They collaboratively use this to inform planning, identify intervention and modify teaching practice.

- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.
- Embed **Data Skills and Use** through **collaborative analysis and effective use of data**
- **Targeted monitoring** of individual student **growth** by **specialist teams** and **mentors**
- Raise a high expectations **culture of study and support in Senior Study**
- Embed college **attendance strategy**

Establish collaborative support through teacher performance development, cross faculty collaborations and explicit teaching lessons around our Writing Initiative. Assessment is an integral component of the teaching and learning cycle to inform practice.

- Develop a collaborative **summative assessment design** process supported by **exemplars** and **consistency of teacher judgement**
- **Activate practice and programs** with formative assessment and feedback practices responsive to student progress
- **Implement explicit teaching**

Attendance

Professional Learning for all staff to better record attendance on SENTRAL, along with the streamlining of the platform through the engagement of a student management coordinator.

- Embed college **attendance strategy**

Success criteria for this strategic direction

Success Criteria

LEARNING

Staff actively monitor and assess student growth and reflect on teaching effectiveness. **Summative Assessment**

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. **Data Analysis**

College data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. **Formative Assessment**

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. **Whole School Monitoring of Student learning**

Teacher collaboration to share curriculum knowledge, data, feedback and other information about student progress and achievement which will meet the learning needs of all students. Staff implement changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. **Teaching and Learning Programs**

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. **Attendance**

TEACHING

Teachers routinely review learning with each student both

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity through Clontarf and Sista Connections by 2023

Increase of staff with recent HSC marking experience to 33% with ALL faculties represented.

Attendance

Increase the proportion of students attending > 90% of the time to 70% by 2024.

Decrease

Target year: 2024

Improvement Measures

All Yrs 7-10 students achieve or exceed their co-developed learning goals.

Results for Aboriginal students are equivalent to or exceeding the progress and achievement of all students across the College.

100% of faculties meet NESA standards and demonstrate high quality skills in explicit teaching, particularly in relation to writing strategies.

NAPLAN

There will be a 5% uplift, into the top 2 bands of NAPLAN Numeracy from the system negotiated baseline target in 2018 from 19.8% to 24.8%

There will be a 5% uplift in student growth in NAPLAN Reading from the system negotiated target in 2018 from 22.5% to 27.5% by 2024

Increase in percentage of students of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the College's lower bound system negotiated targets.

HSC Attainment

Success criteria for this strategic direction

in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. **Effective Classroom Practice**

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. **Data Use in Teaching**

Evaluation plan for this strategic direction

Q. How are teachers effectively using data to check and understand where their students are in their learning and to plan what to do next, to ensure success for all?

D. PDP review process using cascading model, review - reflect - reset

-Teaching programs showing formative assessment data to inform directions

- engagement in professional learning specific to data skills in use, surveys

- growth in quantity and quality of Writing samples

- HSC/ faculty monitoring

- Program Evaluations/Rubrics

- Observations/ PDPs

-Growth targets for students

- Student assessment results - formative and summative

- Learning and Support Team minutes/plans

Strategic Direction 1: Student growth and attainment

Improvement measures

Improvement in the percentage of HSC course results in top 3 bands to the lower band target of 55.09% to 59.09% by 2024

Decrease of the percentage of HSC course results in bottom two bands by 2024

Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity through Clontarf and Sista Connections by 2023

Increase of staff with recent HSC marking experience to 33% with ALL faculties represented.

Attendance

Increase the proportion of students attending > 90% of the time to 70% by 2024

Improvement Measures

Results for Aboriginal students are equivalent to or exceeding the progress and achievement of all students across the College.

100% of faculties meet NESA standards and demonstrate high quality skills in explicit teaching, particularly in relation to writing strategies.

NAPLAN

There will be a 5% uplift, into the top 2 bands of NAPLAN Numeracy from the system negotiated baseline target in 2018 from 18.8% to 23.1%

There will be a 5% uplift in student growth in NAPLAN Reading from the system negotiated target in 2018 from 11.9% to 16.9% by 2024

Increase in percentage of students of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the College's lower bound system negotiated targets.

Evaluation plan for this strategic direction

-Writing Samples

-Program matrix checklists

-Staff PL surveys

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I.

Strategic Direction 1: Student growth and attainment

Improvement measures

HSC Attainment

Improvement in the percentage of HSC course results in top 2 bands to the lower band target of 17.6% to 22.6% by 2024

Decrease of the percentage of HSC course results in bottom two bands by 2024

Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity through Clontarf and Sista Connections by 2023

Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of 61.5%.

Increase of staff with recent HSC marking experience to 33% with ALL faculties represented.

Attendance

Increase the proportion of students attending > 90% of the time to 70% by 2024.

Decrease the percentage % of with less than 80% attendance currently at 25.5%, to a lower bound of 14.9% and an upper bound of 19.9% by 2024.

Strategic Direction 2: Cultivating a Culture of High Expectations for Quality Learning and Engagement

Purpose

Through a consistent College wide approach to engagement and behaviour expectations, all staff provide collaborative and well-planned lessons so that all students can engage in productive learning.

Improvement measures

Target year: 2024

Improvement measures

100% of classroom observations demonstrate embedded PBL strategies of Safe / Respectful and Personal Best.

100% of teachers actively engage in professional learning and are consistently utilising a range of strategies for impact.

100% College staff engage in creating productive learning environments, with minimal disruption managed within a consistent college wide approach.

Every student leaves Hastings Secondary College with a portfolio of learning which recognises their capabilities and achievements

TTFM > Students planning to complete Yr 12 equal to or above state mean.

Target year: 2024

Planning for Learning:

All staff participate in lesson planning that references student information including progress and achievement data, curriculum requirements, and student feedback and provides continuous improvement for all students, across the full range of abilities.

Target year: 2022

Planning for Learning

College wide, aligned practices on assessment practices,

Initiatives

High Expectations in Classroom Behaviour

Initiatives

Consistent College-wide approach with teachers modelling and sharing a repertoire of strategies for classroom management leading to high impact learning.

- Develop and deliver a rigorous, relevant and research based **Professional Learning Suite** supported by coaching/mentoring
- Build capability and consistent delivery of **High Impact HSC strategies**
- Using PBL expectations as a platform develop a whole school explicit system for the delivery of key messages (Safe, Respectful and Personal Best), teaching focus and consistency of expectation

All staff participate in lesson planning that references student information including progress and achievement data, curriculum requirements, and student feedback and provides continuous improvement for all students, across the full range of abilities.

High Expectations for Planning and Learning

Support all staff to work with colleagues to plan, evaluate and modify learning and teaching programs to meet the learning needs and strengths of all students.

- Scheduled collaboration and planning time through specific meetings.
- Link effectiveness of practice, planning and programming to Learning Walks.
- Executive monitoring of consistent assessment, programming and review processes embedded across all faculties.
- Consistent programming expectations and models co-designed.
- Cultivate leadership capacity by guiding **aspiring leaders** (School Leadership Identification)

Success criteria for this strategic direction

LEARNING

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. **High Expectations**

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. **Transitions and Continuity of Learning**

TEACHING

The College uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, college wide improvement in teaching practice and student results. **Collaborative Practice and Feedback**

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. **Expertise and Innovation**

All staff participate in lesson planning that references student information including progress and achievement data, curriculum requirements, and student feedback and provides continuous improvement for all students, across the full range of abilities. Staff are measured against the Australian Professional Standards. **Improvement of Practice**

LEADING

The leadership team establishes a professional learning

Strategic Direction 2: Cultivating a Culture of High Expectations for Quality Learning and Engagement

Improvement measures

procedures across 7-12

Initiatives

Framework 2022)

Success criteria for this strategic direction

community which is focused on continuous improvement of teaching and learning. **High Expectations Culture**

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Instructional Leadership

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. **Community Engagement**

Evaluation plan for this strategic direction

Q. In what ways and to what extent have we developed a college-wide approach that engages all students and enhances learning outcomes for all?

D.

Expectations Matrix

Learning Walks data

Sentral data

Program Evaluations/Rubrics

TTFM data

WWB staff surveys

Student Surveys

Staff PL surveys

PDP review

People Matters Survey uptake

Strategic Direction 2: Cultivating a Culture of High Expectations for Quality Learning and Engagement

Evaluation plan for this strategic direction

HSC/ Faculty monitoring

A. Occur as BAU through the progress and implementation monitoring phase. Progress to be reviewed at least annually towards the improvement measures.

I. Future actions and annotations to progress and implementation monitoring will occur to ensure progress measures are met.

Strategic Direction 3: Hastings Valley Community of Schools - High Performance Culture

Purpose

The HVCS leadership team establishes a collaborative professional learning community which is focused on continuous improvement of teaching and learning across K-12 for all staff and students.

Improvement measures

Target year: 2023

- College transition systems and procedures with the goal of a tight transition by end of 2022 with input from all stakeholders and clear consistent understanding across all HVCS.

Target year: 2024

Improvement Measures

Increased total enrollment numbers to the College of 7% by 2024

Increased % of students (in zone) transitioning from year 6 to Yr 7

100% of staff PDP's showing identification of goals in collaboration and instructional leadership across the College and HVCS

50% of teachers are involved in coaching / mentoring relationships across the HVCS. All staff participate in high quality collaborative practice.

Professional learning Calendar including HVCS School Development Days Term 3 .

Positive growth in transition Data

All Executive and Middle Executive of HVCS meet regularly to plan and implement teaching and learning programs for continuity of learning and building capacity of Instructional Leadership at all stages.

Initiatives

Transition

Through Transition programs across HVCS, curriculum is enhanced by learning alliances with a focus on:

- **College transition Systems and procedures**; with high attention paid to the transition of 6-7 supported learning students
- Aboriginal Education and **connections** through the Clontarf Academy and the Sista Connections program.
- **Curriculum links** between HVCS embedded in programming with an initial focus on stages 3 and 4.
- Develop strategic HVCS Communications strategy.
- Monitor and review curriculum provision

Instructional Leadership

Through Instructional Leadership collaborative programs across HVCS, educational leadership is enhanced and fostered through:

- **Early Career teachers** aligned to trained coach / mentors through high quality **collaborative practice focusing on What Works Best.**
- HVCS establishment and **development of middle executive Mentoring**

and Coaching.

- Curriculum links/development of Stage 3 and 4 transition plans
- Cultivate leadership capacity by guiding **aspiring leaders** (School Leadership Identification Framework 2022)
- **Combined Professional Learning** opportunities for all HVCS staff members.
- Hastings Secondary College STEM Academy, Creative Industries Academy, Sport Academy staff working with **HVCS staff to build relationships,**

Success criteria for this strategic direction

Success Criteria

LEARNING

The HVCS engages in strong collaborations between staff, parents, students and the community that inform and support continuity of learning for all students at all transition points. **Continuity of Learning**

The whole of HVCS demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. **High Expectations**

The College supports high expectations for student learning through enhanced learning alliances through the HVCS. Student learning is monitored longitudinally to ensure challenge and maximum learning. **Curriculum Provision**

TEACHING

The HVCS uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and modelling of effective practice. **Collaborative Practice**

The HVCS provides mentoring and coaching support to ensure the ongoing improvement and aspirations of all teachers. **Coaching and mentoring**

LEADING

The College is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues across the community of schools. **Community Engagement.**

Evaluation plan for this strategic direction

Initiatives

connections and capacity.

Evaluation plan for this strategic direction

Q

To what extent has the HVCS collaborative initiative lead to continuous improvement in student and staff growth and attainment?

D

Transition data

Community feedback/Engagement

Staff Surveys

Accreditation

PDP goals/ aspirations

Observations

Professional learning/ evaluation of impact of PL on improving student outcomes

Student assessment data & tracking records

A

I