



# 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 2021-2014 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: 2022

#### 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.

#### Target year: 2023

#### 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.

#### Target year: 2024

#### Attendance:

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

#### Target year: 2022

### 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

**NAPLAN**

There will be a 5% uplift, into the top 2 bands of NAPLAN Numeracy from the system negotiated baseline target in 2018 from 18.1% to 23.1%

There will be a 5% uplift, into the top 2 bands of NAPLAN Reading from the system negotiated baseline target in 2018 from 11.90%-16.9%

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.

**Target year: 2022****Attendance:**

Increase the proportion of students attending the campus from 62.1% to 67.1%

Establish Tier 1 Intervention across the College - improve attendance levels of students in the 80-89%.

**Target year: 2022****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%

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.

**Target year: 2023****NAPLAN**

There will be a 5% uplift, in student growth of NAPLAN Numeracy from the system negotiated baseline target in 2018 from 66.10 to 71.10%

Teachers routinely review learning with each student both 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

-Writing Samples

-Program matrix checklists

-Staff PL surveys

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There will be a 5% uplift in student growth in NAPLAN Reading from the system negotiated target in 2018 from 61.30 to 66.30%

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**Target year: 2023**

**Attendance**

Increase the proportion of students attending the campus from 67% to 68%

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**Target year: 2023**

**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.

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### SIP Progress measures 1: Student growth and attainment

2021 Progress measure	2022 Improvement measure	2023 Progress measure	2024 Progress measure
<p><b>Use of data:</b> All teachers understand, support and implement high quality teaching through CESE What Works Best Data Skills in Use.</p>	<p><b>Improvement Measures</b> Results for Aboriginal students are equivalent to or exceeding the progress and achievement of all students across the College.  100% of faculties meet NESAs standards and demonstrate high quality skills in explicit teaching, particularly in relation to writing strategies.</p>	<p><b>Use of data:</b> Based on CESE WWB Data Skills in Use and Explicit teaching : Growth data in formative and summative assessment with a focus on Reading and Writing showing student mastery increase from 2021 -2023 evident in programming. 90% of combined faculty use.</p>	
2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure
<p><b>Aboriginal Student HSC Attainment:</b> Increase in the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the campus' lower bound system negotiated targets.  <b>Targets:</b> Improvement in the percentage of students in the top 2 Bands to be above the campus' system negotiated target baseline in Numeracy of 18.10% and Reading of 23.10%  Improvement in the percentage of HSC course results in top 3 bands from 54.90%.</p>	<p><b>Attendance:</b> Decreased unexplained/ unjustified absences. Increase of percentage of student attendance &gt;90% of the time to 65%. Baseline 70% - 85% staff expertise in attendance monitoring ..</p>	<p><b>Improvement Measures</b> 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 NESAs standards and demonstrate high quality skills in explicit teaching, particularly in relation to writing strategies.</p>	<p><b>Aboriginal Student HSC Attainment:</b> Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity through Clontarf and Sista Connections by 2024  <b>Targets:</b> Improvement in the percentage of students in the top 2 Bands to in Numeracy of 20% and Reading of 23%  Improvement in the percentage of HSC course results in top 3 bands to 59.09%.</p>
2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Improvement measure
<p><b>Attendance:</b> Baseline 70% - Target 80% staff expertise in attendance monitoring.  Attendance systems, processes and communication of these is known by whole of school community</p>	<p><b>Attendance:</b> Decreased unexplained / unjustified absences. Increase of % of student attendance &gt;90% of the time to 65% Baseline 70% - 85% staff expertise in attendance monitoring.</p>	<p><b>Attendance:</b> Baseline 70% - 95% staff expertise in attendance monitoring.  Increase of percentage of student attendance &gt;90% of the time to 68%</p>	<p><b>Attendance:</b> Increase the proportion of students attending &gt;90% of the time to 70% by 2024</p>
2021 Progress measure	2022 Improvement measure	2023 Progress measure	2024 Progress measure
	NAPLAN		

2021 Progress measure	2022 Improvement measure	2023 Progress measure	2024 Progress measure
	<p>There will be a 5% uplift, into the top 2 bands of NAPLAN Numeracy from the system negotiated baseline target in 2018 from 18.1% to 23.1%</p> <p>There will be a 5% uplift, into the top 2 bands of NAPLAN Reading from the system negotiated baseline target in 2018 from 11.90%-16.9%</p> <p>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.</p>		
2021 Progress measure	2022 Improvement measure	2023 Progress measure	2024 Progress measure
	<p><b>Attendance:</b></p> <p>Increase the proportion of students attending the campus from 62.1% to 67.1%</p> <p>Establish Tier 1 Intervention across the College - improve attendance levels of students in the 80-89%.</p>		
2021 Progress measure	2022 Improvement measure	2023 Progress measure	2024 Progress measure
	<p><b>HSC Attainment:</b></p> <p>Improvement in the percentage of HSC course results in top 2 bands to the lower band target of 17.6% to 22.6%</p> <p>Decrease of the percentage of HSC course results in bottom two bands by 2024</p> <p>Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity through Clontarf and Sista Connections by 2023</p> <p>Increase of staff with recent HSC marking experience to 33% with ALL faculties represented.</p>		
2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure
		<p><b>NAPLAN</b></p> <p>There will be a 5% uplift, in student growth of NAPLAN Numeracy from the system negotiated baseline target in 2018 from 66.10 to 71.10%</p> <p>There will be a 5% uplift in student growth in NAPLAN Reading from the system negotiated target in 2018 from 61.30 to 66.30%</p>	

2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure
		<p><b>Attendance</b></p> <p>Increase the proportion of students attending the campus from 67% to 68%</p>	
2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure
		<p><b>HSC Attainment</b></p> <p>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</p> <p>Decrease of the percentage of HSC course results in bottom two bands by 2024</p> <p>Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity through Clontarf and Sista Connections by 2023</p> <p>Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of 61.5%.</p> <p>Increase of staff with recent HSC marking experience to 33% with ALL faculties represented.</p>	

# SIP Activities - Strategic direction 1

Analysing student assessment data to inform teaching			
<p><b>SEF elements</b></p> <p>Learning Culture</p> <p>Assessment</p> <hr/> <p><b>Team</b></p> <p>Learning and Support team</p> <p>Stage 6 Senior Study Team</p> <p>Executive Team</p> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 1 W: 5</p>	<p><b>Activity</b></p> <p><b>High Expectation Culture of Study and Support - Stage 6</b></p> <ul style="list-style-type: none"> <li>Raise a high expectations culture with a focus on Stage 6 via support in all Assessment, Study Skills and Minimum Standards.</li> <li>Ongoing implementation, monitoring and evaluation of teaching and learning programs and support adjustments based on student data.</li> </ul>	<p><b>Resources</b></p> <p>Learning &amp; Support Team 1.5 FTE Socio-economic background (1 FTE)</p> <p>COVID ILS</p> <p><b>Socio-economic background - flexible</b> 102000.00</p>	<p><b>Evaluation</b></p> <p>Q: To what extent do the Learning and Support staff, senior study teacher(s) in the ongoing implementation, monitoring and evaluation of teaching and learning programs support adjustments based on student data in Stage 6?</p> <p>D: Learning Support Team minutes; Teaching and learning programs for every KLA ; Analysis of student HSC data Staff feedback</p> <p>A: To be completed at this point in time.</p> <p>I: Next actions to be drawn from the analysis. - Learning and Support Team Minutes - Teaching and learning programs - Analysis of student data and next steps identified for each cohort. - Staff feedback on learning and support provided to meet their needs and student need.</p>
<p><b>SEF elements</b></p> <p>Educational leadership</p> <p>Student Performance Measures</p> <p>Data Skills and Use</p> <hr/> <p><b>Team</b></p> <p>Learning and Support team</p> <p>Stage 6 Senior Study Team</p> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 1 W: 10</p>	<p><b>Activity</b></p> <p><b>Embed data Skills and Use in Data Analysis:</b></p> <p>Teachers will engage in ongoing professional learning to enhance data literacy skills throughout the teaching and learning cycle to collect, analyse, interpret and inform next steps in planning and teaching.</p> <ul style="list-style-type: none"> <li>Ensure all staff have access to SCOUT and RAP - Middle Exec to report back any issues with access in Week 10 Term 2 Exec meeting</li> <li>PL opportunity in SDD 2 to refine data skills and training through SCOUT</li> </ul>	<p><b>Resources</b></p> <p>SDD Session - Faculty professional learning - Cascade model of Instructional Leadership by DP Principal / College Instructional Leader DP and Middle Executive provide ongoing PL in data literacy and analysis to inform next steps in teaching.</p> <p><b>Socio-economic background - staffing</b> 2000.00</p> <p><b>Professional learning</b> 5000.00</p>	<p><b>Evaluation</b></p> <p>Q: To what extent are teachers using student data to inform next steps in teaching leading to improved student results?</p> <p>D: Student cohort data every 5 week cycle; Teacher Survey pre post PL</p> <p>A: To be completed at this point in time.</p> <p>I: Next actions to be drawn from the analysis. Student cohort data every 5 weeks Analysis of Teacher Survey pre and post PL</p>
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<p>/2021 SD1/student performance measures (3).pptx</p>	<p>2021-09-17 11:12:10</p>		
<p>/2021 SD1/Exec intensive march 2021 session agendas and ppt.pptx</p>	<p>2021-09-17 11:16:04</p>		
<p>/2021 SD1/exec feedback data.PNG</p>	<p>2021-09-17 11:37:56</p>		
<p>Page 10 of 45</p>	<p><b>Activity</b></p> <p><b>Build skills in data analysis:</b></p> <p>Hastings Secondary School Development</p>	<p><b>Resources</b></p> <p>School Development Evenings in Terms 3 and 4</p> <p>Executive Intensive</p> <p>School Development Days</p> <p>Access to SCOUT/ RAP</p> <p>DP College</p>	<p><b>Evaluation</b></p> <p>Q: To what extent has the HIPL Self-assessment informed professional learning to support change in teacher practice?</p> <p>D: Student monitoring against progressions; Staff surveys pre and post PL; peer observations; Check-in Assessments; NAPLAN.</p>

Analysing student assessment data to inform teaching			
<p><b>SEF elements</b></p> <ul style="list-style-type: none"> <li>Learning Culture</li> <li>Educational leadership</li> <li>Management Practices and Processes</li> <li>Data Skills and Use</li> </ul> <p><b>Team</b></p> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 2 W: 8</p>	<ul style="list-style-type: none"> <li>Development of systems to analyse, plan, implement, monitor and evaluate teaching effectiveness to positively impact student outcomes. Executive team conduct the High Impact Professional Learning (HIPL) School self assessment tool and create action plan</li> <li>Data sources identified (baseline and ongoing tracking) to measure impact of PL model and student progress in reading and numeracy.</li> <li>Instructional Leader DP to lead HT PL linked to the teaching and learning cycle</li> <li>The cycle of professional learning is communicated to staff</li> </ul>	<p><b>Professional learning</b></p> <p>15000.00</p>	<p>A: Identify and implement tweaks to coaching and mentoring process to support differentiated needs of staff based on peer observations and HT feedback.</p> <p>I: DP College and HT Learning and Support lead data analysis and coaches next steps for HTs.</p> <p>Professional Learning model and action plan. School wide and faculty analysis of:</p> <p>Staff surveys pre and post every 5 weeks.</p> <p>Student tracking against progressions in the area of writing every 5 weeks.</p> <p>Peer observations</p>
<p><b>SEF elements</b></p> <ul style="list-style-type: none"> <li>Learning Culture</li> <li>Educational leadership</li> <li>Management Practices and Processes</li> <li>Data Skills and Use</li> </ul> <p><b>Team</b></p> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 3 W: 7</p>	<p><b>Activity</b></p> <p><b>Build Skills in Data Analysis:</b></p> <ul style="list-style-type: none"> <li>Utilising NAPLAN results we have identified student positive and negative growth in top 2 bands in order to provide direction in success criteria for those students.</li> <li>Deliver data to Executive who will then drive strategies at faculty level. (See meeting schedule attached in evidence)</li> <li>Discussion to start on embedding learning walks in Weeks 5-8.</li> </ul>	<p><b>Resources</b></p> <p>Executive Meetings</p> <p>Access to SCOUT/ RAP</p> <p>DP College to deliver PL across both campuses</p>	<p><b>Evaluation</b></p> <p>Q: To what extent has the HIPL Self-assessment informed professional learning to support change in teacher practice?</p> <p>D: Student monitoring against progressions; Staff surveys pre and post PL; peer observations; Check-in Assessments; NAPLAN.</p> <p>A: Identify and implement tweaks to coaching and mentoring process to support differentiated needs of staff based on peer observations and HT feedback.</p> <p>I: DP College and HT Learning and Support lead data analysis and coaches next steps for HTs.</p> <p>Professional Learning model and action plan. School wide and faculty analysis of:</p> <p>Staff surveys pre and post every 5 weeks</p> <p>Student tracking against progressions in the area of writing every 5 weeks</p> <p>Peer observations</p>
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<p>/2021 SD1/Writing over time.PNG</p>	<p>2021-10-11 09:30:17</p>		
<p>/2021 SD1/Student names to tracked Naplan 2021 Work Sample Collection 2021.docx</p>	<p>2021-10-11 09:30:16</p>		
<p>Page 11 of 45</p>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>College DP Collegiate to lead Learning Walks - weeks 5-8</li> <li>Learning Walks to observe data analysis being embedded in teaching strategies for students in Years 7 and 9</li> </ul>	<p><b>Resources</b></p> <p>Human resources</p> <p>DPs @ Port Campus</p> <p>DPs @ Westport Campus</p>	<p><b>Evaluation</b></p> <p>Q: To what extent has the Learning Walks provided guidance and insight into the differentiation strategies taking place in classrooms to support students in the top 2 bands?</p> <p>D: Student monitoring against progressions; Peer observations; Check-in Assessments; NAPLAN.</p>

Analysing student assessment data to inform teaching			
<b>SEF elements</b> Learning Culture Educational leadership Data Skills and Use <hr/> <b>Team</b> DP Collegiate <hr/> <b>When</b> Yr: 2021 T: 4 W: 5			A: Identify and implement tweaks to coaching and mentoring process to support differentiated needs of staff based on peer observations and HT feedback. I: DP Collegiate lead data analysis and coaches next steps for teachers. Professional Learning model and action plan. School wide and faculty analysis of: Staff surveys pre and post every 5 weeks Student tracking against progressions in the area of writing every 5 weeks Peer observations
<b>SEF elements</b> <hr/> <b>Team</b> <hr/> <b>When</b> Yr: 2022 T: 4 W: 10	<b>Activity</b>	<b>Resources</b>	<b>Evaluation</b>
<b>Attendance</b>			
<b>SEF elements</b> Learning Culture Management Practices and Processes Wellbeing Reporting <hr/> <b>Team</b> Student management team <hr/> <b>When</b> Yr: 2021 T: 1 W: 2	<b>Activity</b> <b>Attendance Interventions</b> Embed College attendance strategy. Key responsibilities re monitoring, mentoring and improvement strategies at the Campus. Align College platforms for attendance policy and processes. Review and evaluate College attendance policy in line with DoE policy guidelines.	<b>Resources</b> Engage a Student Management Coordinator/Team. Provide concessional allowance for permanent staff member to align systems and support students. Student Management Coordinator to follow up incorrect roll marking, late arrivals and follow up with parents.  <b>Socio-economic background - flexible</b> 25000.00	<b>Evaluation</b> Q Once the attendance policy is evaluated, has it made an impact on overall attendance through stronger processes and procedures from staff? D Increased student attendance rates. Reduction in number of students who are late to school. 100% staff correctly roll mark. Issues around SENCENTRAL as a platform are addressed. A To be completed at this point in time. I Systems align with policy and meet audit standards.
	<b>Activity</b>	<b>Resources</b>	<b>Evaluation</b>

Attendance			
<p><b>SEF elements</b></p> <p>Learning Culture</p> <p>Management Practices and Processes</p> <hr/> <p><b>Team</b></p> <p>Executive Team</p> <p>PLT</p> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 2 W: 2</p>	<p><b>Attendance Policy &amp; Processes:</b></p> <p>Week 1 &amp; 2 : Senior Executive and PLT to establish Truancy process across the College.</p> <p>Week 3: Survey whole College community regarding College start and finish times.</p> <p>Week 4: Staff meeting procedures for Truancy</p> <p>Week 6: SDD afternoon Attendance Matters resources for school</p>	<p>Every Day Counts - DoE Supports : Element 1: High Expectations</p> <p>Student Management Coordinator / Team</p> <p>All staff</p>	<p>Q To what extent has the impact of the Student Management Coordinator / Team improved attendance of students, particularly in the 80-90%?</p> <p>D Survey results from College Start and Finish times.</p> <p>Partial attendance data.</p> <p>Unexplained attendance data.</p> <p>A To be analysed at point in time.</p> <p>I Increase in student attendance to &gt;90%</p>
<p><b>SEF elements</b></p> <p>Learning Culture</p> <p>Educational leadership</p> <p>Wellbeing</p> <hr/> <p><b>Team</b></p> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 3 W: 8</p>	<p><b>Activity</b></p> <p><b>Attendance Interventions</b></p> <p>Week 1: PL for SASS / Front office on greeting and followup.</p> <p>Week 2: Attendance Monitoring by DoE Officers - NIPS to address late arrivals.</p> <p>Week 4: Staff meeting - utilisation of Key Questions and use of SCOUT to track class data.</p> <p>Week 6: SDD afternoon SCOUT data Attendance.</p> <p>Week 10: EOI for Student Management Coordinator published</p>	<p><b>Resources</b></p> <p>DoE Attendance Matters resources</p> <p>DoE personnel, ACLO / HSLO</p> <p>PL for SASS staff</p>	<p><b>Evaluation</b></p> <p>Q To what extent does explicit intervention strategies have on improving the attendance of students from 80% up?</p> <p>D No. of late arrivals reduced after NIPS activity.</p> <p>A To be analysed at point in time.</p> <p>I College / Campus improvement in average student attendance rates.</p>
<p><b>File/Link</b></p> <p>/2021 SD1/Attendance/exec meeting attendance term 3.pptx</p> <p>/2021 SD1/EOI_Student Mangement Coordinator final 2022.docx</p>	<p><b>Date uploaded</b></p> <p>2021-08-13 10:15:04</p> <p>2021-09-17 11:23:49</p>	<p><b>Tags</b></p>	
<p>Page 13 of 45</p>	<p><b>Activity</b></p> <p><b>Attendance Improvement Strategy</b></p> <p>Align both campus sport programs and move to College Integrated Sport. This will address low attendance rates and fractional truancy, particularly on a Wednesday.</p> <p>Hastings Secondary College, Westport Campus (0)</p>	<p><b>Resources</b></p> <p>Timetabling</p> <p>Staffing - PDHPE and all staff</p>	<p><b>Evaluation</b></p> <p>Q. To what extent does integrated sport impact on improving the overall attendance rates of students at 80% above?</p> <p>D. Attendance data - truancy, fractional and whole day - particularly on Wednesday's.</p> <p>Survey data from students.</p> <p>Comparisons between terms from previous years.</p> <p>A.</p> <p>End of Term 1 2022</p> <p>I Positive impact on attendance particularly on Wednesdays.</p> <p>Printed on: 12 November 2021</p>

Attendance			
<b>SEF elements</b> School Resources Wellbeing Curriculum			
<b>Team</b> Executive Team PLT			
<b>When</b> Yr: 2021 T: 4 W: 5			

## Strategic direction 1 - Annual reflection

Annual reflection 2021		
Annual progress measure	Resources	Evaluation
<p><b>Use of data:</b> All teachers understand, support and implement high quality teaching through CESE What Works Best Data Skills in Use.</p> <p><b>Aboriginal Student HSC Attainment:</b> Increase in the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the campus' lower bound system negotiated targets.</p> <p><b>Targets:</b> Improvement in the percentage of students in the top 2 Bands to be above the campus' system negotiated target baseline in Numeracy of 18.10% and Reading of 23.10% Improvement in the percentage of HSC course results in top 3 bands from 54.90%.</p> <p><b>Attendance:</b> Baseline 70% - Target 80% staff expertise in attendance monitoring. Attendance systems, processes and communication of these is known by whole of school community</p>	<p><b>Socio-economic background - flexible</b> 127000.00  <b>Socio-economic background - staffing</b> 2000.00  <b>Professional learning</b> 20000.00</p>	

## Strategic direction 1 - Annual reflection

Annual reflection 2022		
Annual progress measure	Resources	Evaluation
<p><b>Improvement Measures</b></p> <p>Results for Aboriginal students are equivalent to or exceeding the progress and achievement of all students across the College.</p> <p>100% of faculties meet NESA standards and demonstrate high quality skills in explicit teaching, particularly in relation to writing strategies.</p> <p><b>NAPLAN</b></p> <p>There will be a 5% uplift, into the top 2 bands of NAPLAN Numeracy from the system negotiated baseline target in 2018 from 18.1% to 23.1%</p> <p>There will be a 5% uplift, into the top 2 bands of NAPLAN Reading from the system negotiated baseline target in 2018 from 11.90%-16.9%</p> <p>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.</p> <p><b>Attendance:</b></p> <p>Increase the proportion of students attending the campus from 62.1% to 67.1%</p> <p>Establish Tier 1 Intervention across the College - improve attendance levels of students in the 80-89%.</p> <p><b>HSC Attainment:</b></p> <p>Improvement in the percentage of HSC course results in top 2 bands to the lower band target of 17.6% to 22.6%</p> <p>Decrease of the percentage of HSC course results in bottom two bands by 2024</p> <p>Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity through Clontarf and Sista Connections by 2023</p> <p>Increase of staff with recent HSC marking experience to 33% with ALL faculties represented.</p> <p><b>Use of data:</b></p> <p>Based on CESE WWB Data Skills in Use : Growth data in formative and summative assessment with a focus on Reading and Writing showing increase from 2021 -2022 evident in programming. Increase of combined faculty use.</p>		

Annual reflection 2022		
<p><b>Attendance:</b> Decreased unexplained/ unjustified absences. Increase of percentage of student attendance &gt;90% of the time to 65%. Baseline 70% - 85% staff expertise in attendance monitoring</p> <p>..</p> <p><b>Attendance:</b> Decreased unexplained / unjustified absences. Increase of % of student attendance &gt;90% of the time to 65% Baseline 70% - 85% staff expertise in attendance monitoring.</p>		

## Strategic direction 1 - Annual reflection

Annual reflection 2023		
Annual progress measure	Resources	Evaluation
<p><b>Improvement Measures</b></p> <p>All Yrs 7-10 students achieve or exceed their co-developed learning goals.</p> <p>Results for Aboriginal students are equivalent to or exceeding the progress and achievement of all students across the College.</p> <p>100% of faculties meet NESA standards and demonstrate high quality skills in explicit teaching, particularly in relation to writing strategies.</p> <p><b>NAPLAN</b></p> <p>There will be a 5% uplift, in student growth of NAPLAN Numeracy from the system negotiated baseline target in 2018 from 66.10 to 71.10%</p> <p>There will be a 5% uplift in student growth in NAPLAN Reading from the system negotiated target in 2018 from 61.30 to 66.30%</p> <p><b>Attendance</b></p> <p>Increase the proportion of students attending the campus from 67% to 68%</p> <p><b>HSC Attainment</b></p> <p>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</p> <p>Decrease of the percentage of HSC course results in bottom two bands by 2024</p> <p>Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity through Clontarf and Sista Connections by 2023</p> <p>Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of 61.5%.</p> <p>Increase of staff with recent HSC marking experience to 33% with ALL faculties represented.</p> <p><b>Use of data:</b></p> <p>Based on CESE WWB Data Skills in Use and Explicit teaching : Growth data in formative and summative assessment with a focus on Reading and Writing showing student mastery increase from 2021 -2023 evident in programming. 90% of combined faculty use.</p>		

Annual reflection 2023		
<p><b>Aboriginal Student HSC Attainment:</b> Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity through Clontarf and Sista Connections.</p> <p><b>Targets:</b> Improvement in the percentage of students in the top 2 Bands to in Numeracy of 18.10% and Reading of 23.10% Improvement in the percentage of HSC course results in top 3 bands to 54.90%.</p> <p><b>Attendance:</b> Baseline 70% - 95% staff expertise in attendance monitoring. Increase of percentage of student attendance &gt;90% of the time to 68%</p>		

## Strategic direction 1 - Annual reflection

Annual reflection 2024		
Annual progress measure	Resources	Evaluation
<p><b>Attendance:</b> Increase the proportion of students attending &gt;90% of the time to 70% by 2024</p> <p><b>Aboriginal Student HSC Attainment:</b> Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity through Clontarf and Sista Connections by 2024</p> <p><b>Targets:</b> Improvement in the percentage of students in the top 2 Bands to in Numeracy of 20% and Reading of 23% Improvement in the percentage of HSC course results in top 3 bands to 59.09%.</p>		

## 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, procedures across 7-12

### 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 Framework 2022)

### 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 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**

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### **Evaluation plan for this strategic direction**

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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

Senral data

Program Evaluations/Rubrics

TTFM data

WWB staff surveys

Student Surveys

Staff PL surveys

PDP review

People Matters Survey uptake

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 t ensure progress measures are met.

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## SIP Progress measures 2: Cultivating a Culture of High Expectations for Quality Learning and Engagement

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Improvement measure
<p><b>PBL Classroom Management:</b> Processes for implementation and monitoring established. Teacher consistent expectations on core values of Safe / Respectful / Personal Best established.</p>	<p><b>PBL Classroom Management:</b> Link effectiveness of practice, planning and programming to Learning Walks.</p>	<p><b>PBL Classroom Management:</b> Executive Monitoring of consistent assessment and programming embedded across all faculties.</p>	<p><b>Improvement measures</b> 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 &gt; Students planning to complete Yr 12 equal to or above state mean.</p>
2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Improvement measure
<p><b>Planning and Learning:</b> Professional learning of assessment practices across the college</p>	<p><b>Planning and Learning:</b> College wide, aligned practices on assessment practices and procedures across 7-12</p>	<p><b>Planning and Learning:</b> Consistent programming expectations and models co-designed.</p>	<p><b>Planning for Learning:</b> 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.</p>
2021 Progress measure	2022 Improvement measure	2023 Progress measure	2024 Progress measure
<p><b>Performance &amp; Development</b> Systems are refined to be actively led by all executive and inclusive of effective strategies incl. professional learning, observation and learning walks.</p>	<p><b>Planning for Learning</b> College wide, aligned practices on assessment practices, procedures across 7-12</p>	<p><b>Performance &amp; Development</b> 100% of teachers actively engage in the High Impact Professional Learning framework and are consistently utilising some effective strategies.</p>	<p><b>Performance &amp; Development</b> 100% of teachers actively engage in the High Impact Professional Learning framework and are consistently utilising some effective strategies.</p>

## SIP Activities - Strategic direction 2

High Expectations in Classroom		Behaviour	
<b>SEF elements</b> Learning Culture Educational leadership Effective Classroom Practice Learning and Development  <b>Team</b> Executive Team PLT PBL Team  <b>When</b> Yr: 2021 T: 1 W: 6	<b>Activity</b> <b>Development of PBL systems</b> Analyse, plan, implement, monitor and evaluate teaching effectiveness to positively impact student outcomes. Develop Platform for whole of College PBL system. Executive Intensive. Professional learning based on CESE Classroom Management - High Expectations and Quality Teaching	<b>Resources</b> PLT, along with PBL Team Executive Intensive planning days  <b>Professional learning</b> 10000.00	<b>Evaluation</b> Q Do what extent has the establishment of the PBL team provided consistency of classroom practice? D Staff Survey, TTFM, classroom observations. A Analysis of triangulated data reveals that staff consistently demonstrate appropriate language and management of classrooms. I
<b>File/Link</b>	<b>Date uploaded</b>	<b>Tags</b>	
/2021 SD2/PBL/Communication Survey Data on Uniforms_Downloaded 21 July 2021 (3).docx	2021-08-13 10:35:49		
/2021 SD2/PBL/Feedback (1).PNG	2021-09-17 11:41:09		
<b>SEF elements</b> Learning Culture Wellbeing  <b>Team</b> PBL Team  <b>When</b> Yr: 2021 T: 2 W: 2	<b>Activity</b> <b>PBL Aligning Systems and Processes across the College</b> Establishment of College PBL Team to align positive rewards and expected behaviours. Implementation of GOTCHAS. Aligned processes for our Merit System in COAL. PBL Team develops explicit, short lessons for delivery via PC time and / or Assembly presentations.	<b>Resources</b> PBL Team College Senior Executive Executive MPC / Time to develop lessons  <b>Flexible Funding for Wellbeing Services</b> 1000.00	<b>Evaluation</b> Q Is the implementation of the aligned PBL systems and processes having a positive impact on the learning culture of the College? D Minor / major incidents on Sentral. Number of Gotchas distributed and number of students acknowledged. Meeting minutes from PBL team. Informal interviews with students. TTFM A The SEF domain demonstrates the College moving from growing and sustaining to excelling.

High Expectations in Classroom Behaviour			
			I The learning culture of the college has shifted in a positive manner.
<b>SEF elements</b> Learning Culture Educational leadership Wellbeing Effective Classroom Practice  <b>Team</b> Executive Team PLT PBL Team  <b>When</b> Yr: 2021 T: 3 W: 2	<b>Activity</b> <b>PBL Planning - Instructional Leadership of Staff to support Consistency of language and expectation .</b> Informal feedback through meeting bytes on the demonstration of high expectations and PBL language to students from staff. This will occur in the following weeks. Staff meetings - questions regarding the knowledge and understanding of PBL values and use. Executive meetings - informal feedback from HT's regarding faculty knowledge and use of PBL language. Week 2 : Staff Meeting Week 4 : Staff meeting Week 5 : Exec Meeting Week 7 : Exec Meeting Week 9 : Exec Meeting Week 10 : Staff Meeting Adjust teaching programs that reflect components of PBL	<b>Resources</b> QR Codes PBL Team Executive team	<b>Evaluation</b> Q What percentage of staff consistently use PBL language and reinforce expectations across the College? D TTFM Exit Slips Observations through learning walks by Executive staff. Sentral entries - minor and major A Review the data at that point in time. I The College learning culture is consistent in PBL language and expectation of staff and students.
<b>File/Link</b>	<b>Date uploaded</b>	<b>Tags</b>	
/2021 SD2/College Expectations	2021-09-17 11:42:41		
/2021 SD2/Are you a Dubler.pptx	2021-09-17 11:44:32		
<b>SEF elements</b> Learning Culture Educational leadership Wellbeing Effective Classroom Practice  <b>Team</b>  <b>When</b> Yr: 2021 T: 4 W: 2	<b>Activity</b> <b>PBL Planning - Instructional Leadership of Staff to support Consistency of language and expectation</b> <ul style="list-style-type: none"> <li>Based on the foundational work in Term 3 regarding consistency of language and expectation in fortnightly meetings, all KLA's are now taking charge of developing PBL lessons for whole of college settings.</li> <li>Using the IL model, the College Principal, DP and Campus based Senior executive have modelled developing and delivering these lessons.</li> <li>This activity will continue until Week 10 / Term 4</li> </ul>	<b>Resources</b> Human - Senior executive Staff Teams platform DPs Learning walks	<b>Evaluation</b> Q What percentage of staff consistently use PBL language and reinforce expectations across the College? D TTFM Exit Slips Observations through learning walks by Executive staff Sentral entries - minor and major A Review the data at that point in time. I The College learning culture is consistent in PBL language and expectation of staff and students
<b>File/Link</b>	<b>Date uploaded</b>	<b>Tags</b>	
/2021 SD2/PBL Faculty Lesson Design WPC.docx	2021-10-11 16:03:12	Hastings Secondary College, Westport Campus (0)	
/2021 SD2/Sentral Incident Guide (New) Comparison.docx	2021-10-11 16:04:08	Printed on: 12 November 2021	
	<b>Activity</b> <b>PBL Systems and Processes - Review of Teacher Checklists</b>	<b>Resources</b> DP Collegiate / PBL Team support staff in implementing PBL expectations.	<b>Evaluation</b> Q To what extent do staff actively contribute to the development and implementation of the PBL teacher checklists?

High Expectations in Classroom Behaviour			
<p><b>SEF elements</b></p> <p>Learning Culture</p> <p>Management Practices and Processes</p> <p>Effective Classroom Practice</p> <hr/> <p><b>Team</b></p> <p>Executive Team</p> <p>PLT</p> <p>PBL Team</p> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 4 W: 10</p>	<p>Collaboration of Teacher expectation checklist that addresses before / during and the conclusion of year/ term/lessons to support consistency.</p> <p>Staff PL in consistently reviewing and modifying PBL all settings Matrix.</p>		<p>D Participation at PL activities</p> <p>Faculty meeting minutes.</p> <p>A To occur at that point in time.</p> <p>I</p>
High Expectations for Planning and Learning			
<p><b>SEF elements</b></p> <p>Professional Standards</p> <p>Educational leadership</p> <p>Learning and Development</p> <hr/> <p><b>Team</b></p> <p>Executive Team</p> <p>Writing Team</p> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 2 W: 1</p>	<p><b>Activity</b></p> <p><b>Teaching and Learning Skill development: Term 3 Writing</b></p> <p>PL Writing strategies through a cascading model</p> <p>Week 2: Exec Meeting</p> <p>Week 3 : Faculty Meeting</p> <p>Week 4:Exec - work sample collection of first 4 strategies</p> <p>Week 6 : SDD Twilight - Cohesion</p> <p>Week 7: Faculty Feedback</p> <p>Week 8 : Where to next.</p>	<p><b>Resources</b></p> <p>College DP and Writing team</p> <p>English Mentors assigned to each KLA. (Week 9 / Term 2)</p>	<p><b>Evaluation</b></p> <p>Q What capability do staff have in building students' knowledge in sentence structure?</p> <p>D</p> <p>Analysis of writing samples / PL Survey.</p> <p>Progressions data through Short assessment tools.</p> <p>Check in Assessments.</p> <p>A</p> <p>To be reviewed at point in time.</p> <p>Put on hold due to COVID - writing strategies previously PL'd to be embedded further before moving on to 'Cohesion'</p> <p>I</p>
	<p><b>Activity</b></p> <p><b>Writing Initiative - 'Given and New'</b></p> <p>PL Writing strategies through a cascading Instructional leadership model - Term 1</p> <p>Week 1 : SDD Focus area - 'Given and New'</p> <p>Week 2: Exec Meeting</p>	<p><b>Resources</b></p> <p>PLT</p> <p>College DP</p> <p>Writing team</p>	<p><b>Evaluation</b></p> <p>Q: What capability do staff have in building student's knowledge and expertise in the Writing strategy of 'given and new'?</p> <p>D:</p> <p>Writing samples / PL Survey</p> <p>Progressions/ Short Assessment / Data Pack</p>

High Expectations for Planning and Learning			
<p><b>SEF elements</b></p> <ul style="list-style-type: none"> <li>Learning Culture</li> <li>Educational leadership</li> <li>Curriculum</li> </ul> <hr/> <p><b>Team</b></p> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 3 W: 8</p>	<p>Week 3 : Faculty Meeting</p> <p>Week 4: Exec - work sample collection of first 4 strategies</p> <p>Week 7: Faculty Feedback</p> <p>Week 8 : Where to next.</p>		<p>A: To be completed at point in time</p> <p>I: Drawn from the analysis and used to inform next action.</p> <p>COVID - impact on work collection, and explicit teaching of new strategies for staff.</p>
<p><b>SEF elements</b></p> <ul style="list-style-type: none"> <li>Professional Standards</li> <li>Educational leadership</li> <li>Learning and Development</li> </ul> <hr/> <p><b>Team</b></p> <ul style="list-style-type: none"> <li>Executive Team</li> <li>Writing Team</li> </ul> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 4 W: 5</p>	<p><b>Activity</b></p> <p><b>Writing Initiative - Sentence Structure - Review Week 4 Term 3 and 4</b></p> <p>PL Writing strategies through a cascading model</p> <p>Week 2: Exec Meeting</p> <p>Week 3 : Faculty Meeting</p> <p>Week 4: Exec - work sample collection of first 4 strategies</p> <p>Week 6 : SDD Twilight - Nominalisation</p> <p>Week 7: Faculty Feedback</p> <p>Week 8 : Where to next.</p> <p><b>Embed Writing strategies within assessments.</b></p> <p><b>Establishing assessment schedules with clearly defined success criteria with a focus on years 7-10. This is with the inclusion of Writing initiative strategies.</b></p>	<p><b>Resources</b></p> <p>College DP and writing team</p> <p>English Mentors</p>	<p><b>Evaluation</b></p> <p>Q Do assessment practices reflect the inclusion of specific writing initiative strategies?</p> <p>D</p> <p>Writing Samples/ PL Survey.</p> <p>A</p> <p>To be reviewed at point in time.</p> <p>I</p>
<p><b>File/Link</b></p> <p>/2021 SD2/TERM 4 2021 meeting schedule.docx</p>	<p><b>Date uploaded</b></p> <p>2021-10-11 13:24:34</p>	<p><b>Tags</b></p>	

Strategic direction 2 - Annual reflection

Annual reflection 2021		
Annual progress measure	Resources	Evaluation
<p><b>PBL Classroom Management:</b> Processes for implementation and monitoring established. Teacher consistent expectations on core values of Safe / Respectful / Personal Best established.</p> <p><b>Planning and Learning:</b> Professional learning of assessment practices across the college</p> <p><b>Performance &amp; Development</b> Systems are refined to be actively led by all executive and inclusive of effective strategies incl. professional learning, observation and learning walks.</p>	<p><b>Professional learning</b> 10000.00 <b>Flexible Funding for Wellbeing Services</b> 1000.00</p>	

### Strategic direction 2 - Annual reflection

Annual reflection 2022		
Annual progress measure	Resources	Evaluation
<p><b>Planning for Learning</b> College wide, aligned practices on assessment practices, procedures across 7-12</p> <p><b>PBL Classroom Management:</b> Link effectiveness of practice, planning and programming to Learning Walks.</p> <p><b>Planning and Learning:</b> College wide, aligned practices on assessment practices and procedures across 7-12</p>		

### Strategic direction 2 - Annual reflection

Annual reflection 2023		
Annual progress measure	Resources	Evaluation
<p><b>PBL Classroom Management:</b> Executive Monitoring of consistent assessment and programming embedded across all faculties.</p> <p><b>Planning and Learning:</b> Consistent programming expectations and models co-designed.</p> <p><b>Performance &amp; Development</b> 100% of teachers actively engage in the High Impact Professional Learning framework and are consistently utilising some effective strategies.</p>		

Strategic direction 2 - Annual reflection

Annual reflection 2024		
Annual progress measure	Resources	Evaluation
<p><b>Improvement measures</b></p> <p>100% of classroom observations demonstrate embedded PBL strategies of Safe / Respectful and Personal Best.</p> <p>100% of teachers actively engage in professional learning and are consistently utilising a range of strategies for impact.</p> <p>100% College staff engage in creating productive learning environments, with minimal disruption managed within a consistent college wide approach.</p> <p>Every student leaves Hastings Secondary College with a portfolio of learning which recognises their capabilities and achievements</p> <p>TTFM &gt; Students planning to complete Yr 12 equal to or above state mean.</p> <p><b>Planning for Learning:</b></p> <p>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.</p> <p><b>Performance &amp; Development</b></p> <p>100% of teachers actively engage in the High Impact Professional Learning framework and are consistently utilising some effective strategies.</p>		

## 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, connections and capacity.**

**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 it's 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**

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**

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### SIP Progress measures 3: Hastings Valley Community of Schools - High Performance Culture

2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure
<p><b>Transition:</b> Establish systems and processes of transition with a focus on Supported Learning students - events and methods of communication are known by all HVCS stage 3 and 4 staff.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Transition:</b> Increased total enrollment numbers to the College of 7% by 2024 Increased % of students (in zone) transitioning from year 6 to Yr 7 to 2024 Increased % of students (in zone) transitioning from year 10 to Year 11 by 2024</p>

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Improvement measure
<p><b>HVCS IL:</b> HVCS PL Calendar established. Systems are refined to be actively led by all executive and inclusive of effective strategies incl. professional learning, observation and learning walks. Identification of key staff from HVCS to initiate and collaborate on stage 3 and 4 events around College Academy areas.</p>	<p><b>HVCS IL:</b> Term 3 HVCS PL Event focus on Collaborative practices in programming. HVCS Executive and Middle Executive positively participate in the the HSC Executive Intensive. Professional Learning community of IL from HVCS established and meeting each Semester. 80% of staff PDPs showing identification of collaboration in goals 30% of College staff involved in coaching/ mentoring relationships</p>	<p><b>HVCS IL:</b> All Executive and Middle Executive of the HVCS participate and lead PL at the HVCS Executive Intensive. 90% of staff PDPs showing identification of collaboration in goals. 40% of College staff involved in coaching/ mentoring relationships with HVCS.</p>	<p><b>Improvement Measures</b> 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.</p>

SIP Activities - Strategic direction 3

Transition			
<b>SEF elements</b> Learning Culture Curriculum <hr/> <b>Team</b> <hr/> <b>When</b> Yr: 2021 T: 2 W: 4	<b>Activity</b> <ul style="list-style-type: none"> <li>Transition: Processes and Procedures - Supported Learning                             <ul style="list-style-type: none"> <li>Week 4, Term 2: HVCS Meeting discussion regarding timeline</li> <li>Week 5, Term 2: Meeting to establish 6-7, Supported Learning transition focus calendar of events</li> <li>Week 6: College Principals identify need to release HT supported learning off class on both campuses. This will be funded for Semester 2 through RAM</li> <li>Week 7: Supported Learning Meeting with Feeder Schools to ratify the timeline.</li> <li>Week 8: Distribution of agreed timeline.</li> </ul> </li> </ul>	<b>Resources</b> Allocated meeting time 2 x HT off class to co-ordinate Support Units.  <b>Socio-economic background - flexible</b> 10000.00	<b>Evaluation</b> Q: What evidence can we gather to show strengthened communication and partnership opportunities in transition for supported learning students 6-7? D: Meeting minutes, timelines for events (longitudinal 2019, 2020 and 2021), emails,
<b>File/Link</b>	<b>Date uploaded</b>	<b>Tags</b>	
/2021 SD3/Transition/Transition of students Model Year 5-7 - Meaghan Cook.pdf	2021-08-13 10:41:16		
/2021 SD3/Transition/Transition of students Year 5 - Year 7 SL (1).docx	2021-08-13 10:41:16		
/2021 SD3/Transition/Transition of students Year 6 - Year 7 SL 2021.docx	2021-08-13 10:41:16		
<b>SEF elements</b> Learning Culture Curriculum <hr/> <b>Team</b> <hr/> <b>When</b> Yr: 2021 T: 3 W: 1	<b>Activity</b> Transition: Curriculum Links -Supported Learning <ul style="list-style-type: none"> <li>SparkAbility Dance Concert</li> </ul>	<b>Resources</b> Supported Learning staff/ DP College/ Dance Company Students Venue Transport	<b>Evaluation</b> Had to be cancelled due to CoVID lock down.
	<b>Activity</b> Transition: Processes and Procedures - Mainstream	<b>Resources</b> Videos developed:	<b>Evaluation</b>

Transition			
<b>SEF elements</b> Learning Culture Curriculum <hr/> <b>Team</b> <hr/> <b>When</b> Yr: 2021 T: 4 W: 10	College transition systems and procedures with the goal of a tight transition by end of 2021 with input from all stakeholders and clear consistent understanding across all HVCS.	On the Farm Meet your year advisers	Videos developed for distribution via Primary Google classrooms due to COVID lockdowns
<b>SEF elements</b> <hr/> <b>Team</b> <hr/> <b>When</b> Yr: 2022 T: 4 W: 10	<b>Activity</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Resources</b> HVCS combined PI days <b>Socio-economic background - flexible</b> 5000.00	<b>Evaluation</b>
<b>SEF elements</b> <hr/> <b>Team</b> <hr/> <b>When</b> Yr: 2023 T: 4 W: 10	<b>Activity</b> Targeted PL across the HVCS	<b>Resources</b>	<b>Evaluation</b>
Instructional Leadership			
<b>SEF elements</b> Educational leadership Learning and Development <hr/> <b>Team</b> <hr/> <b>When</b> Yr: 2021 T: 3 W: 1	<b>Activity</b> <b>Processes to support HVCS Collaborative Practice</b> Building relationships between teachers across the HVCS to establish trust and identify future leaders for the process. <ul style="list-style-type: none"> <li>SDD: Combined Professional Learning for HVCS for staff, staff participate in a feedback survey (including first HIPL interval survey element)</li> <li>Week 6: HCVS meeting to review data and feedback and plan for Term 4 activities</li> <li></li> </ul>	<b>Resources</b> Guest Speakers Venue & catering costs  <b>Professional learning</b> 5000.00	<b>Evaluation</b> Q: How effective has the initial HVCS professional learning for Term 3 been in establishing relationships and building trust across the network? D: Feedback surveys from conversation starters, exit surveys A: Week 6 HVCS meeting to analyse data I:

Instructional Leadership			
SEF elements	Activity	Resources	Evaluation
<p>Educational leadership</p> <p>School planning, implementation and reporting</p> <p>Curriculum</p> <hr/> <p>Team</p> <hr/> <p>When</p> <p>Yr: 2021 T: 3 W: 10</p>	<p><b>HVCS Curriculum Leader partnerships</b></p> <p>Working collaboratively within the HVCS to identify curriculum leaders who can work together to build transition programs across KLA areas: CAPA with a focus on music</p> <ul style="list-style-type: none"> <li>SDD: Identification of HVCS stage 3 and 4 curriculum leaders (HVCS Meeting term 2), aligned with College academics, given time to meet and program develop.</li> <li>Week 1-3: Identified participants complete the Memorandum of Understanding and school commit funds to the Executive Intensive.</li> <li>Week 4: HVCS Meeting: acknowledge and confirm participation and financial commitment from schools.</li> </ul>	<p>Memorandum of Understanding</p> <p>Budget for Executive Intensive</p> <p>Budget for HVCS Music Initiative</p> <p><b>Socio-economic background - flexible</b>      2000.00</p>	<p>Q: What measures have been put in place to ensure identified participants engage and are subsidised to attend the Leadership Intensive?</p> <p>D: Financial reports, Memorandum of understanding.</p> <p>A: Week 4 Meeting</p> <p>I:</p>
<p>Learning Culture</p> <p>Educational leadership</p> <hr/> <p>Team</p> <hr/> <p>When</p> <p>Yr: 2021 T: 4 W: 1</p>	<p><b>Processes to support HVCS Collaborative Practice</b></p> <p>Identify the teams and leaders who will be involved in the next Exec Intensive.</p> <p>Week 4: HVCS Meeting establish content to be delivered at the Leadership Intensive in Week 9</p> <p>Week 8, Term 4: HVCS Meeting to review Semester feedback data</p> <p>Week 9: Leadership Intensives</p>	<p>Resources</p>	<p>Q: Are the established systems and process for the HVCS establish in 2020 been effective in building relationship and strengthening collegial network?</p> <p>D: Survey (Including 2nd HIPL interval survey element), Conversation starter data.</p>
File/Link	Date uploaded	Tags	
/2021 SD3/IL HVCS/2 Hastings Valley Community of School Exit Interview Hard Copy (1).docx	2021-08-13 10:43:08		
/2021 SD3/IL HVCS/Executive Minutes 2021 Port Macquarie Campus Term 3 Week 1 SDD Feedback (1).pdf	2021-08-13 10:43:08		
/2021 SD3/IL HVCS/Executive Minutes 2021 Port Macquarie Campus Term 3 Week 1 SDD Feedback.pdf	2021-08-13 10:43:08		
/2021 SD3/IL HVCS/Executive Minutes 2021 Westport Campus Term 3 Week 1 SDD Feedback (1).pdf	2021-08-13 10:43:08		
/2021 SD3/IL HVCS/HVCPS SDD Day Survey 12 July (1).pdf	2021-08-13 10:43:08		
/2021 SD3/IL HVCS/HVCS Staff Development Final_090721.xlsx	2021-08-13 10:43:08	Hastings Secondary College, Westport Campus (0)	Printed on: 12 November 2021
/2021 SD3/IL HVCS/LR Summary Dr Adam Fraser Presentation July 2021 b.pdf	2021-08-13 10:43:10		
/2021 SD3/IL HVCS/MHFA Port Macquarie.pdf	2021-08-13 10:43:10		
/2021 SD3/IL HVCS/SDD Term 3 WK 1 Attendance data.jpeg	2021-08-13 10:43:08		

Strategic direction 3 - Annual reflection

Annual reflection 2021		
Annual progress measure	Resources	Evaluation
<p><b>Transition:</b> Establish systems and processes of transition with a focus on Supported Learning students - events and methods of communication are known by all HVCS stage 3 and 4 staff.</p> <p><b>HVCS IL:</b> HVCS PL Calendar established. Systems are refined to be actively led by all executive and inclusive of effective strategies incl. professional learning, observation and learning walks. Identification of key staff from HVCS to initiate and collaborate on stage 3 and 4 events around College Academy areas.</p>	<p><b>Socio-economic background - flexible</b> 12000.00 <b>Professional learning</b> 5000.00</p>	

Strategic direction 3 - Annual reflection

Annual reflection 2022		
Annual progress measure	Resources	Evaluation
<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>HVCS IL:</b>                      Term 3 HVCS PL Event focus on Collaborative practices in programming.                      HVCS Executive and Middle Executive positively participate in the the HSC Executive Intensive.                      Professional Learning community of IL from HVCS established and meeting each Semester.                      80% of staff PDPs showing identification of collaboration in goals                      30% of College staff involved in coaching/ mentoring relationships</p>	<p><b>Socio-economic background - flexible</b>                      5000.00</p>	

Strategic direction 3 - Annual reflection

Annual reflection 2023		
Annual progress measure	Resources	Evaluation
<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Transition:</b>                      Increased total enrollment number to the College by 6 %                      Increased % of students (in zone) transitioning from Yr 6 to Yr 7                      Increased % of students (in zone) transitioning from yr 10 to yr 11</p> <p><b>HVCS IL:</b>                      All Executive and Middle Executive of the HVCS participate and lead PL at the HVCS Executive Intensive.                      90% of staff PDPs showing identification of collaboration in goals.                      40% of College staff involved in coaching/ mentoring relationships with HVCS.</p>		

Strategic direction 3 - Annual reflection

Annual reflection 2024		
Annual progress measure	Resources	Evaluation
<p><b>Improvement Measures</b></p> <p>Increased total enrollment numbers to the College of 7% by 2024</p> <p>Increased % of students (in zone) transitioning from year 6 to Yr 7</p> <p>100% of staff PDP's showing identification of goals in collaboration and instructional leadership across the College and HVCS</p> <p>50% of teachers are involved in coaching / mentoring relationships across the HVCS. All staff participate in high quality collaborative practice.</p> <p>Professional learning Calendar including HVCS School Development Days Term 3 .</p> <p>Positive growth in transition Data</p> <p>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.</p> <p><b>Transition:</b></p> <p>Increased total enrollment numbers to the College of 7% by 2024</p> <p>Increased % of students (in zone) transitioning from year 6 to Yr 7 to 2024</p> <p>Increased % of students (in zone) transitioning from year 10 to Year 11 by 2024</p>		

### Funding Sources

Fund	2021				2022				2023				2024			
	Allocation	Adjustment	Allocated	Balance	Allocation	Adjustment	Allocated	Balance	Allocation	Adjustment	Allocated	Balance	Allocation	Adjustment	Allocated	Balance
Refugee Student Support																
New Arrivals Program																
Integration funding support	203189.00		5000.00	198189.00	194727.00			194727.00								
Socio-economic background - staffing			2000.00	-2000.00												
Socio-economic background - flexible	469763.21		139000.00	330763.21	510294.76		5000.00	505294.76								
Aboriginal background - staffing																
Aboriginal background - flexible	123033.65			123033.65	172531.15			172531.15								
English language proficiency - staffing																
English language proficiency - flexible	20180.40			20180.40	6418.44			6418.44								
Low level adjustment for disability - staffing	168177.00			168177.00	172381.50			172381.50								
Low level adjustment for disability - flexible	97501.56			97501.56	97501.56			97501.56								
Location	2790.15			2790.15	2981.28			2981.28								
Professional learning	80375.84		35000.00	45375.84	86230.62			86230.62								
Beginning teacher support																
School support allocation (principal support)	35031.06			35031.06	37282.87			37282.87								
Flexible Funding for Wellbeing Services			1000.00	-1000.00												
Literacy and numeracy																
Early Action for Success (EAFS)																
QTSS release																
Literacy and numeracy intervention																
COVID ILSP	328432.69		268964.80	59467.89												
Per capita	160364.08			160364.08	176284.51			176284.51								
SSP quality teaching support																
SSP supplementary funding																
Student support officer (SSO)																
AP Curriculum & Instruction																
<b>Other funding sources</b>																

### Other funded activities

Integration funding support			
SEF elements	Activity	Resources	Evaluation
	xxxx	Integration funding support 5000.00	
Team			
When Yr: 2021 T: 4 W: 10			

Other funded activities - COVID ILSP

COVID ILSP			
SEF elements	Activity	Resources	Evaluation
School Resources Learning and Development  Team  When Yr: 2021 T: 3 W: 10	Implementation of Senior Student Support program. Offered to all of Year 11 (compulsory attendance) and Year 12 as an optional on a Wednesday afternoon. Staff to liaise with year advisers, classroom teachers and the career adviser to identify students at risk of non completion of tasks, poor attendance or at risk of not completing the HSC. Contact made with parents / carers about students causing concern and also with the LST.  Number of students: 128 Focus areas: Literacy Numeracy Other focus area - give details Assessment Task completion and academic study support	Teacher x 1 (0.8)  COVID ILSP  89694.00	To what extent have we improved Literacy, Numeracy and assessment task completion. Data: Assessment task completion for Year 11 and 12 Year 11 Exam results Year 12 Trial Exam results
File/Link	Date uploaded	Tags	
/COVID ILSP evidence/HSC WP School COVID ILSP 2021 Student details Aug 21.xlsx	2021-08-30 11:40:40		
/COVID ILSP evidence/HSC WP School COVID ILSP 2021 Student details Sept 21.xlsx	2021-09-17 14:15:31		
/COVID ILSP evidence/ILSP Funding 2021.docx	2021-09-17 14:16:00		
SEF elements School Resources Student Performance Measures Effective Classroom Practice  Team  When Yr: 2021 T: 3 W: 10	Employment of a teacher with a high level literacy / numeracy skill set specializing in the development and support of students transitioning into the high school environment.  Number of students: 16 Focus areas: Literacy Numeracy	Teacher x 1 (1.0)  COVID ILSP  112000.00	To what extent have we improved literacy and numeracy? Reduction in negative behaviour. Improvement in literacy / numeracy student data

COVID ILSP			
SEF elements	Activity	Resources	Evaluation
<p>School Resources</p> <p>Wellbeing</p> <p>Curriculum</p> <p>Student Performance Measures</p> <p>Learning and Development</p> <hr/> <p><b>Team</b></p> <hr/> <p><b>When</b></p> <p>Yr: 2021 T: 3 W: 10</p>	<p>Employment of a teacher to work with the LST in the identification of students 7 - 12 requiring additional support in developing literacy / numeracy skills in order to successfully engage in compulsory and elective courses relevant to their academic year.</p> <p><b>Number of students: 60</b></p> <p><b>Focus areas:</b></p> <p>Literacy</p> <p>Numeracy</p> <p>Other focus area - give detailsCommunication</p>	<p>Teacher x 1 (0.6)</p> <p><b>COVID ILSP</b></p> <p>67270.80</p>	<p>Student attendance data</p> <p>In class behavioural incidents</p> <p>In class task completion data.</p>