



Hammond Park

Secondary College

Annual Report

2023

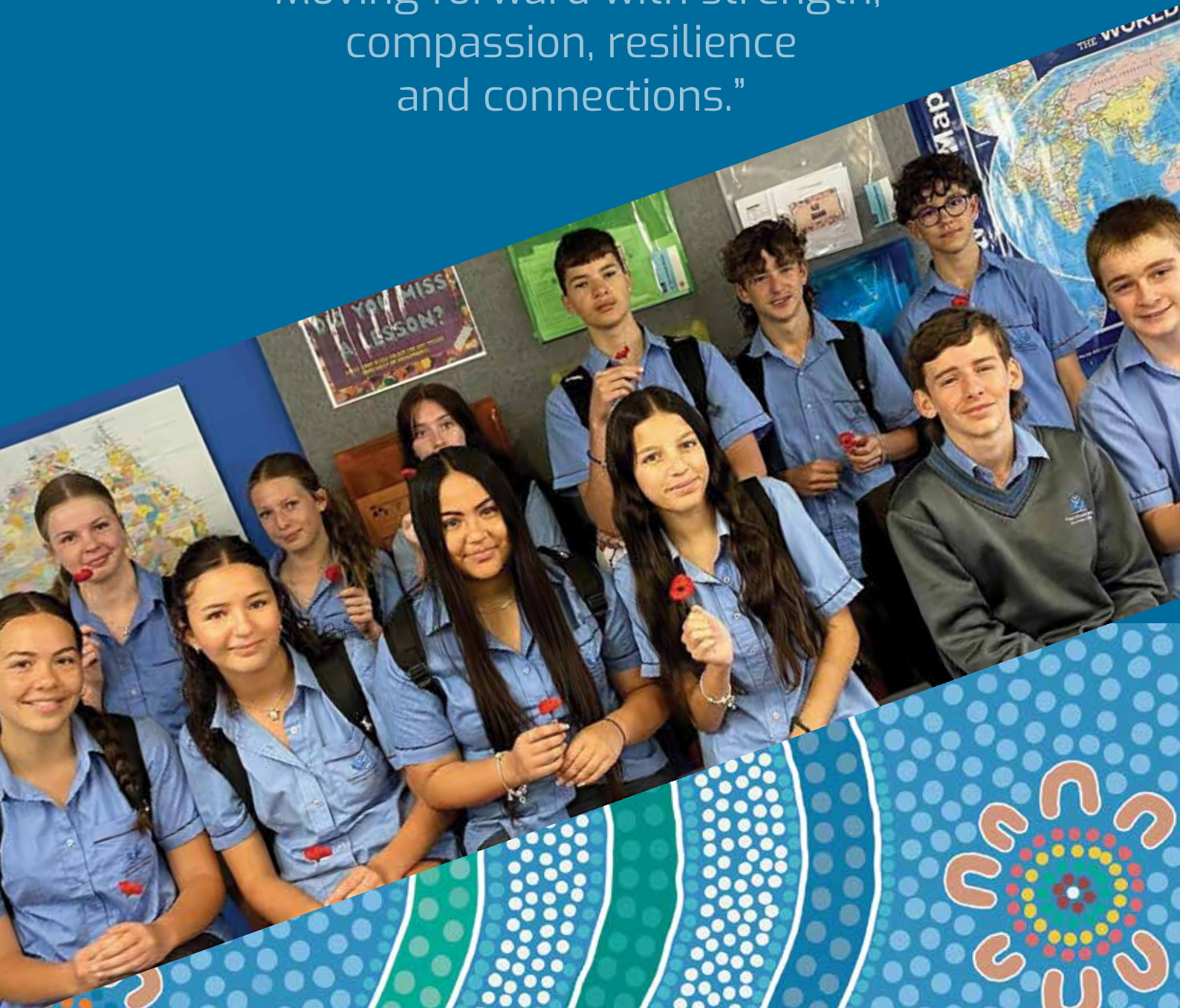
CONNECT

EMPOWER

INNOVATE



“Moving forward with strength,
compassion, resilience
and connections.”





From the Principal

What a dynamic year 2023 was! As always, we welcomed new teaching and non teaching staff, and a new cohort of Year 7 students, our biggest yet, with over 200 Year 7 students joining our college community. Whilst COVID was still in our community it was the first year since we opened that the impact of it was minimal, and we were able to get on with creating our college as 'normal as possible'.

The year had barely begun when we started thinking and planning for all things Senior School. Year 10 students made the transition to Senior School where they began to hear about pathways, Certificate qualifications, ATAR and General Courses, exams, work experience and OLNA. We introduced a new Senior School shirt, which allows us to distinguish our senior school from lower school and the shirt has proven very popular and the students look fantastic. We even had the excitement of talking about the Year 12 Ball and Graduation as these events need to be booked a couple of years in advance. Many 'first time' events occurred again this year as we planned for a new phase in the college.

Another new event for us was the official opening of our Stage Two facilities, opened by the Hon. Dr Tony Buti, Minister for Education. Stage Two enabled the Math and English Learning Areas to move into new blocks with 25 new general classrooms available. The Technologies Learning Areas were also excited to receive access to their new building and construction rooms, with a range of new machinery available for Senior School courses. Finally, Physical Education were able to access their wonderful new soccer pitch and additional outdoor multipurpose courts which completed the building program for the college.

The planning for our Specialist Autism Learning Program (SALP) commenced in second semester with the appointment of a Program Coordinator, two teaching staff, and four Education Assistants. The team had the semester to engage in a wide range of professional learning, facilitate the development of policies and procedures to select and enrol students in the program, develop curriculum and purchase the resources.

The college received additional funding for second semester, and we were given a building program to adapt two classrooms and the breakout area in Learning Hub two. The goal was to have everything ready to welcome our first cohort of students to the program in 2024, and it was exciting to see this goal achieved.

Student voice and agency have been a priority of the college since we opened, and it was exciting to see two key developments come to fruition this year. One was the formation of our House System, which will continue to develop over the years, and the second was the formation of our first formal Student Council under the leadership of Mr Dragon. We are excited to see the journey of the Council as they develop their leadership capacity and pathway moving forward.

Our wonderful college Board continued to advocate for a GAT program for the college and whilst we were disappointed to not be provided with this opportunity, they continue to advocate over a range of issues and provide support for the college. It was hard to believe our inaugural Board had reached the end of their tenure, however it was heartening to see nearly all foundation members renominate and be selected to continue as members of our Board. At the same time, we welcomed new community members with a breadth of experience to offer diversity for our Board. I want to extend my sincere thank you to Ms Julie Cureton for her years of dedicated service as our inaugural Board Chair. Julie's energy and passion, and deep kindness are wonderful traits and whilst she won't remain Chair she has remained a Board member.

Engaging with our parents and community are essential for our college success and it was wonderful to see the college expand our partnerships with a range of businesses and industries this year to provide a wide range of opportunities for our students. Work experience placements, Try a Trade, Universities, and Certificate partnerships are among some of the connections we made this year. In addition, we continued to engage our families in the learning journeys of each student, as this is paramount to their success. We are grateful to the many parents who engaged in our parent nights, information sessions, college tours, attended sporting and arts events, popped in to say hello, or sent feedback and thank you notes to the college. Of particular note, was the support of families during and after the bushfire evacuation which I am grateful to say had many positive outcomes and ensured all staff, students and our buildings remained safe. Finally, it was wonderful to see the development of our first P&C which was formed at the end of the year. The P&C will have their first official meeting in 2024 so we look forward to hearing more about this next year.

Many wonderful events and achievements are highlighted throughout the pages to follow, and this would not have occurred without the dedication and hard work of all members of our staff at Hammond Park Secondary College. Our teachers go above and beyond creating a range of extra curricular activities for students to engage with, in addition to providing a rigorous teaching and learning environment. Whilst we still have a lot to do and learn as we continue to create our college, I want to thank our staff for all that they do to ensure Hammond Park Secondary College is a great place to learn. It is with pleasure that I commend the 2023 Annual Report to our community.

Joanne Willesee
Principal



From the Board Chair

In our fourth year of operation, 2023 was marked by notable successes and transformations. As many of the Board Members were inaugural members the three year term of these members concluded and members had the opportunity to renominate or stand down.

We bid farewell to some esteemed members, including Julie Roberts, Sarah Rose and Arnah Mallon. Clint Wiltshire Ex Officio member has a year's leave so he has temporarily stepped away for the time being. Their dedication and contributions have been invaluable, and they will be sincerely missed. Simultaneously, we welcomed new members: Katie Rice, Chad Hanlon, Amy Callaghan, Matthew Lambert, Jemma Forrest, and Janelle Cahoon. We eagerly anticipate the fresh perspectives and expertise they bring to our Board.

I would like to express my gratitude to the departing and incoming members for their unwavering commitment to the growth and mission of Hammond Park Secondary College. Leadership Transition: As the outgoing Board Chair for 2023, I handed over the reins to Matthew Lambert. I am confident in his ability to steer the Board with excellence and vision. Under the leadership of Joanne Willesee, our college has thrived, and I have personally found the experience to be enriching and enlightening.

- Formation of a range of Senior School Pathways for 2024 including VET Connect success: 25 students have been selected for VET Connect, securing TAFE placements or Structured Workplace Training (SBT). This initiative underscores our commitment to providing diverse educational opportunities.
- Inaugural Student Council: We proudly announced the formation of the first Student Council, enhancing student engagement and empowerment within our college community.
- P&C Inauguration: The establishment of a Parents and Citizens' Association (P&C) is a testament to our commitment to collaborative decision-making. We eagerly anticipate the positive impact this group will have on our school community.
- School Bus Initiative: The Board is actively exploring possibilities to acquire a school bus, reaching out to local businesses and parliament members for support. This initiative aligns with our commitment to enhancing transportation options for our students.

- Financial Stewardship: Sharon Morley, Manager of Corporate Services, has been instrumental in presenting comprehensive financial reports. The Board expresses appreciation for her dedication, especially in ensuring the success of the 2023 audit.
- Program Initiatives: Despite challenges, our dedication to excellence is unwavering. While efforts to gain recognition for a GAT program did not materialise, the Specialist Autism Learning Program was announced for commencement in 2024, showcasing our commitment to diverse educational offerings. The Board continues to lobby for recognition for a number of Specialist Learning Programs.

In closing, I extend my heartfelt appreciation to all Board members, staff, parents, and community members for their continued commitment to the success and growth of Hammond Park Secondary College. Your collective efforts are the driving force behind our achievements, and I look forward to another year of collaboration and success.

Sincerely



Julie Cureton
Out going Board Chair



Overview

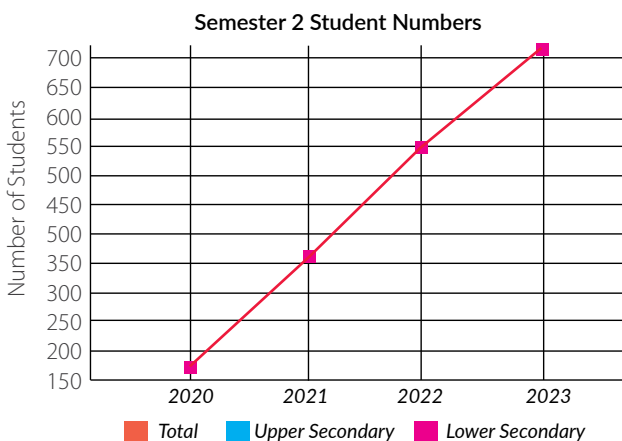
Hammond Park Secondary College opened in 2020 with a Year 7 Cohort of 175 students. In 2023 we had grown to over 700 students across Years 7-10. Hammond Park Secondary College is located in the suburb of Hammond Park, and along with nearby suburbs is an area of growth with ongoing development and housing estates opening, which will become the future homes of our families. Our three partner primary schools are Hammond Park Primary School, Aubin Grove Primary School, and Honeywood Primary School, however we have had students come from over 20 different primary schools. In addition, a new primary school was announced to open in 2024, Jilbup Primary School, and we had the pleasure of hosting them in 2023 whilst their school was under construction.

The college will experience rapid growth over the next five years as we grow to a full senior high school and this growth informs our planning and decision making as we add a cohort of students each year. We opened the second stage to our building program this year which saw additional classroom hubs, additional outdoor multipurpose courts, and a full size soccer pitch complete our state of the art facilities. In addition changes to our Senior School construction rooms occurred, ready for upper school students.

Hammond Park Secondary College forms part of the Cockburn Central Education Network and this enables collaboration and partnership with 18 schools across a range of areas such as instruction, moderation, transition, student wellbeing and leadership development. As a recognised network with the Department of Education the opportunity to provide feedback at a system level is valuable and highly sought after.

Public Private Partnership

Hammond Park Secondary College is one of eight schools built under the Public Private Partnership (PPP) agreement. This means the college is part of a consortium who oversee the building, maintenance, and operating procedures of the college. Whilst the PPP does not impact on any education aspects of the college there is a need to work in partnership with all organisations involved to ensure the facilities and operating procedures provide an optimum learning environment for staff and students.

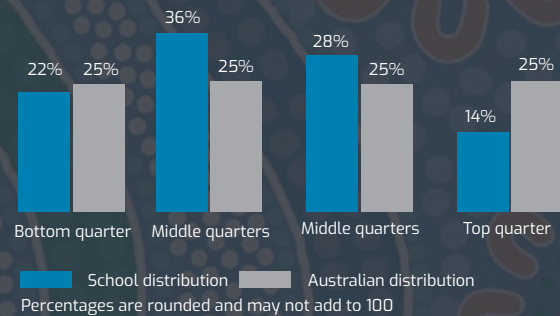


Student Background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1031
Average ICSEA value	1000
School ICSEA percentile	61

Distribution of Socio-Educational Advantage (SEA)

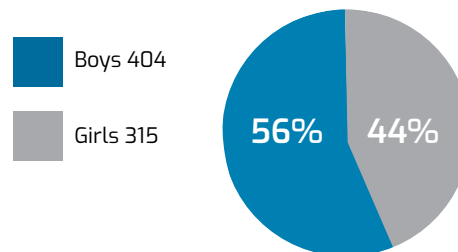


Hammond Park Secondary College demographic data has changed over the last year with a decrease in ICSEA from 1031 to 1025. This is a slight change and has seen the school ICSEA percentile move from 62 to 58.

The distribution of Socio Education Advantage has seen a move from 21% to 25% in bottom quarters, 25% to 34% in middle and 29% to 27% in middle, and 15%-14% in top quarters. This change in Socio Economic Advantage may be attributed to the expansion of local suburbs, or changes in family's incomes because of COVID in 2022. As a new college it will take a few years for our ICSEA to stabilise.

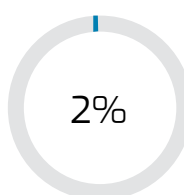
Students

Total enrolments: 719

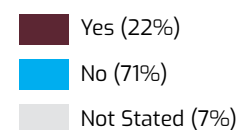


Full-time equivalent enrolments: 719

Indigenous students



Language background other than English





Connect - Empower - Innovate

Vision

Connect - Empower - Innovate

Motto

Empowering our community to connect, innovate, and thrive in a dynamic world.

Vision

We want the College to be at the heart of our local community through the development of strong relationships with our families, local business, and organisations to ensure students have a diverse range of engaging opportunities and experiences.

Hammond Park Secondary College seeks to challenge our staff to do things differently, to utilise our collective efficacy in order to unlock the potential of each student, empowering them to be resilient, compassionate, and strive for excellence.

Our Values

Wellbeing

We ensure wellbeing is at the centre of what we do, cultivating a thriving learning community.

Excellence

We strive for excellence in teaching and learning and empower all members of our learning community to be innovative, develop curiosity, and be courageous in their learning journeys.

Relationships

We foster strong, connected relationships to support and enrich the lives of all members of our learning community.

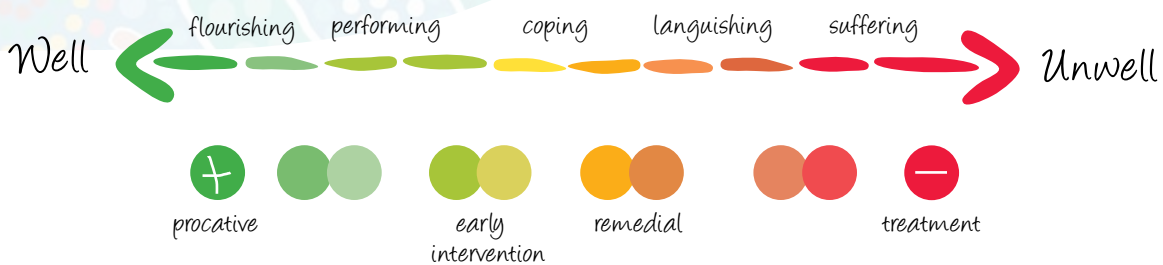




Priority One - Wellbeing:

At Hammond Park Secondary College, our commitment to wellbeing remains central to our purpose, rooted in positive psychology and the aspiration for all individuals to flourish. We understand wellbeing as a multidimensional, dynamic, and multifaceted concept, encompassing a way of being, doing, and thinking. Our approach recognises both individualistic

and collective dimensions, fostering an environment where students and staff can thrive. The college places a continued emphasis on the five elements of wellbeing and the Wellbeing Continuum. This focus serves to empower our community, providing the tools and understanding necessary to navigate and enhance their wellbeing.



Mental Wellbeing - is our emotional and mental capacity and stability. It's about how we process information and the judgements and decisions we make.

Physical Wellbeing - is the extent to which we feel physically safe and healthy. Our physical health includes suitable nutrition, opportunity for rest and renewal, quality sleep, and personal safety.

Social Wellbeing - is our sense of connection, belonging and support through positive relationships.

Spiritual Wellbeing - is linked to our values and how we find meaning in our lives. It's the feeling and sense or belief of being part of something bigger than oneself.

Environmental Wellbeing - environmental wellbeing recognises that the way we interact with nature and our personal environment will have an impact on our wellbeing.

We also continued to develop our understanding of the Wellbeing Continuum which represents the mental health and wellbeing journey experienced by people. With a focus on Flourishing versus Languishing, and understanding that we are not either mentally healthy or ill but that our mental health falls on a continuum. As we experience life we can move through this continuum.



Priority One

Homeroom at HPSC

In 2023, Homeroom continued to be an integral part of the college, and our wellbeing approach. At the start of the day, four days a week, students met with their Homeroom class, and the teacher delivered the SEL program based on positive psychology utilising the PERMAH principles. The Homeroom teacher supported students' needs, formed connections, and monitored their wellbeing, academic progress, attendance through the year.

Topics covered are below and each concept builds on the other as the students progress throughout the years,



	Year 7	Year 8	Year 9	Year 10
Term 1	Connectedness	Empathy	Resilience	Resilience
Term 2	Emotional	Anger Management	Healthy Relationships 1	Stress
Term 3	Awareness	Science of	Healthy Relationships 2	
Term 4	Empathy	Happiness	Self Esteem	Performance

Students developed strong connections with one another and their Homeroom teacher. The Homeroom teacher reported on student progress during formal reporting periods and Parent Interview Evenings.

These interviews provided insight to parents on how students were progressing over the course of the year with a focus on academic achievement, college engagement, wellbeing and the student's areas of strengths and growth. Student reflection on their own progress is essential for our young people to develop a voice and take ownership of their learning journeys. Reflections throughout Homeroom were used in the Parent Teacher Interviews alongside the teacher's reflections and shared with families. The connection with teacher, student, and parents is powerful and supports the success of students as they progress through high school. The face to face interviews and formal reports from Homeroom teachers are linked to the PERMAH principles so our college community develops a shared language around student achievement, engagement and wellbeing. This holistic reporting model ensures we see the students beyond a grade or individual subject and enables teachers, students and parents to have a fully inclusive view our student progress.





Priority One

PERMAH principles remain pivotal and inform all college programs, SEL curriculum, policies and procedures. The college remains steadfast in its drive to have all staff and students feeling safe and connected to the college, creating the conditions for all to work and engage from a strength-based approach and having all members of our community thrive and achieve the best outcomes for our students.

Resilient Youth Australia Survey

In 2023 Staff and Students completed the Resilient Youth Australia Survey for the third time and the following data shows that our focus on PERMAH is making an impact but that there is still much more work to be done in this space at the college.

STAFF DATA

- 80% of staff love coming to work most days.
- 90% of staff believe that they can grow personally and professionally at our college.
- 81% of staff state that the college is a workplace which is psychologically healthy for them.
- 65% of staff don't feel anxious, nervous or on edge at work.
- 92% of staff know exactly what is expected from them at the college.
- 83% feel cared for and valued as a person at the college.
- 89% of staff find the college a great place to work.
- 94% of staff feel the college climate is encouraging and supportive.
- 82% of staff feel that their hard work is acknowledged by the college.
- 88% feel that their job is satisfying and fulfilling.
- 88% feel confident of being supported by college leaders.
- 91% feel that they have the access to resources they need to do their job well.
- 83% feel that staff have a strong sense of belonging to the college.
- 100% of staff enjoy engaging with students.
- 100% feel that the college actively helps them improve their skills.
- 78% feel that mental health and wellbeing of staff is taken seriously.
- 88% feel supported when dealing with personal issues.
- 88% feel that students are getting a high quality education.
- 86% recommend this college as a place to work.
- 92% of staff feel well informed about the college's direction.
- 60% of staff feel that parents hold teaching in high regard.

PERMAH

Positive Emotion

Create positive emotions, be your best self and express gratitude.

Engagement

Being mindful, focused and connected in all daily tasks.

Relationships

Make and maintain healthy relationships and develop resilience.

Meaning

Identify purpose and live a meaningful life.

Accomplishment

Set goals, be optimistic and celebrate achievements.

Health

Develop physical and mental habits to help lead a happy and fulfilled life.

Priority One



STUDENT DATA

2023 Year 7 Student Data

- 60% of students feel that a teacher at the college cares about them.
- 52% of students feel encouraged by a teacher.
- 62% of students feel safe at the college.
- 54% of students care about the college.
- 75% if students try hard at the college .
- 77% of students are involved in at least one extracurricular activity at the college.
- 67% of students think it is important to help other people.
- 76% of students know that they can find a way to solve a problem.

2023 Year 8 Student Data

- 61% of students feel that a teacher at the college cares about them.
- 62% of students feel encouraged by a teacher.
- 61% of students feel safe at the college.
- 58% of students care about the college.
- 72% of students try hard at the college.
- 78% of students are involved in at least one extracurricular activity at the college.
- 67% of students think it is important to help other people.
- 84% of students know that they can find a way to solve a problem.

2023 Year 9 Student Data

- 50% of students feel that a teacher at the college cares about them.
- 58% of students feel encouraged by a teacher.
- 56% of students feel safe at the college
- 49% of students care about the college.
- 57% of students try hard at the college.
- 68% of students are involved in at least one extracurricular activity at the college.
- 81% of students think it is important to help other people.
- 81% of students know that they can find a way to solve a problem.

2023 Year 10 Student Data

- 68% of students feel that a teacher at the college cares about them.
- 71% of students feel encouraged by a teacher.
- 64% of students feel safe at the college.
- 66% of students care about the college.
- 68% of students try hard at the college.
- 66% of students are involved in at least one extracurricular activity at the college.
- 64% of students think it is important to help other people.
- 75% of students know that they can find a way to solve a problem.

This data indicates there is still work to be done at the college to ensure students feel safe and connected, and that they develop a sense of care and concern for others. We want to ensure students feel cared for and supported by staff.

The college continues to be committed to improving both student and staff results with a continued focus on high expectations in behaviour, academic rigour, and holistic support through our Homeroom program, SEL curriculum and the dedicated work of the Wellbeing Team.

Moving forward it is imperative that further partnerships are formed with our parent and caregiver community as this will be vital in ensuring a holistic and unified approach in support students.'

Wellbeing Highlights in 2023 - Staff

- Staff Wellbeing continued to be a focus and throughout each term along with opportunities for staff to connect with each other and build positive and productive relationships through Professional Learning, and a range of wellbeing events such as; social activities, staff versus student sporting activities, RU OK Day, Act, Belong Commit activities, staff breakfasts, wellness mornings and Centre Point Church Sunshine trolley gifts to name a few.
- We also celebrated National Teacher Appreciation Day where we acknowledged the wonderful work, engagement and commitment of our teachers.
- We celebrated the wonderful work off all our support staff, education assistants, lab technicians, Home Ec assistants, IT technicians and all school officers who provide important support and are an integral part of our college.
- The Hammond Park's Staff Book Club continued to grow. Participants purchase books and meet to discuss each book, sharing their thoughts on it before choosing the next one. This continued to be a great way for staff to connect whilst supporting our college focus on literacy and the importance of reading.
- Hammond Park Secondary College participated in the 2023 Department of Education Teacher Games. Eight teaching staff entered and were successful in a range of sports such as Basketball, Archery, Table Tennis and Lawn Bowls.
- Our Chaplain involved our college community in our annual Christmas project in which we were able to donate a range of food to local charity Assisting Your Life to Achieve AYLA Inc. This was our second year partnering with AYLA and it has been great to continue to make a difference in our community and supporting those who were in need.

Priority One



Wellbeing Highlights in 2022 - Students

- The Student Wellbeing Team case managed 249 students, 28% of the student population. This focused on student engagement, attendance, restorative practice, mental health awareness and education on bullying, cyber bullying, and alcohol and drug awareness.
- HPSC partnered with ySafe, Australia's leading cyber safety experts, to provide staff and our parent/caregiver community support in managing children's safety and time online. As a part of our partnership with ySafe, we shared access to the ySafe Hub and a range of presentations to educate and protect our students in their digital worlds. This guidance in how to manage screen time, Cyberbullying and online conflict, sexting and the law, online wellbeing, respectful relationships, digital footprints and how to navigate the world of games and social media helps keep our young people safer online.
- The Student Wellbeing team successfully secured a Health Ways Grant dedicated to a crucial initiative focused on educating our students and families on the harmful effects of vaping. In collaboration with Perennial Health and the expertise of Azelene Williams, we were able to have impactful presentations highlighting the significant issues of vaping and empowering our parents and students with knowledge and awareness to help them make informed choices about their health.
- Our Year 8 students met Ben Popham OAM (Order of Australia), Australian Paralympic swimmer and dual Gold Medalist. Ben discussed the challenges of inclusion through his personal experience, journeying through primary and secondary school as a person with a disability. It was an honour and privilege to have Ben visit the college. The students asked lots of questions and found his story of perseverance and overcoming adversity relatable and inspiring.
- Harmony Day celebrations included a college pancake breakfast and break time activities such as Henna hand painting, traditional Chinese dancing, and a competitive staff vs student volleyball game. Local community members joined us including Lions Club of Atwell, parents, and our City of Cockburn Mayor and Councillor Tarun Dewan. Students were encouraged to wear orange accessories for a gold coin donation. All money raised went towards the UNICEF's humanitarian work with young people in Ukraine.
- Our Transition Program and Altered Transition Program helped the Year 7 students familiarise themselves with the college. Our staff provided practical and theory-based activities to help students form connections and feel comfortable in how our college operates. We included student and parent presentations from Headspace and Armed for Life to support transition.
- Good Standing incentive excursions and Incursions are an important aspect of our college, as they celebrate students who maintained their Good Standing status throughout the year. Events such as excursions to the Zoo, Bounce, Ice Skating, Cockburn ARC, movies and the Year 7-9 social were featured. A new day camp for Year 9 students, where they trialed kayaking and climbing, was introduced and our inaugural Year 10 river cruise on board the Crystal Swan was an amazing success. It was great to see staff and students have a wonderful time.
- Ed Connect mentoring continued at the college coordinated by our Chaplain for identified students. The mentoring program is highly successful and provides selected students with one on one time with community members to support their individual needs.
- RU OK Day is an important event at the college to ensure we keep mental health and wellbeing a focus and was another great success. We started the day with a staff breakfast cooked by the Lions Club of Atwell and students enjoyed inflatable games during the breaks. The annual staff versus student basketball game is highly competitive and after four years, our student team were finally victorious. Congratulations to all our players! Our final highlight of the day was the 'dunk a staff activity' in which our brave staff put themselves in the water firing line to raise funds for charity.
- 2023 launched our inaugural 'Bloke's Breakfast' where we celebrated all the fathers, father figures, male caregivers, grandparents, and male role models in our community. It was wonderful to see so many attend the breakfast and strengthen our partnerships with our families.
- Wear it Purple Day is important in raising awareness and fostering a supportive and inclusive environment for LGBTQIA+ young people. Our students enjoyed a range of activities during the breaks, and we partnered with Rainbows Community House to share important information to ensure we build an inclusive environment for all students.
- NAIDOC Day was another important celebration at the college. The highlights included a college assembly with a wonderful Welcome to Country by the incredible Robyn Collard, Indigenous games run in our PE classes led by the amazing team from the Stephen Michael Foundation, and dot face painting carried out by some of our talented students. The dedicated members of the Lions Club of Atwell cooked delicious kangaroo and chicken sausages for staff and students to try. A major highlight of the day was the inaugural HPSC football match. Teams consisted of staff, students and some brave parents. Our teams the Yelka (Hawks) and Koolbardi (magpies) were coached by students, umpired by the Stephen Michael Foundation team, and all involved were brilliant at showcasing their skills in a very competitive game which ended with a comfortable win by the Yelka over the Koolbardi.
- Two Year 10 students were selected by the Cockburn Rotary Club to attend a leadership camp called "Rypen". They learnt valuable life and leadership skills for the future. They presented at a Rotary Club meeting to discuss the impact of the camp and share their gratitude for the opportunity.



Priority One

- Nine students from Years 7-9 participated in the "Freestyle Now" initiative. The program builds on students' passion for BMX bikes, scooters, or skateboards whilst teaching resiliency, respect and personal growth elements to support students in developing self-control and coping techniques. Our students gained a lot from this and it was evident in their positive engagement in classes after the course.
- Representatives from our Wellbeing team took 22 students to a Zero2Hero excursion to develop a greater understanding of adolescent mental health and practical skills to support their own wellbeing. Zero2Hero also sponsored four of our Year 10 students to attend a five day camp to be upskilled as mental health ambassadors for our college.
- Throughout the year students engaged in activities at break times as part of our Act Belong Commit initiative to boost wellbeing. The City of Cockburn Youth workers taught circus games, our students participated in a Push Up Challenge, and our "Drop in room" was open for board games and often a very competitive Uno game.
- Our college Chaplain facilitated Drumbeat with ten Year 7 students to develop their social and emotional skills including communication, reflective practices and mindfulness.
- Our Psychologist and Youth Worker ran Acceptance and Commitment Therapy groups for identified students. Each program ran for eight weeks with questionnaires at the completion to measure the impact on students, and parent sessions to share the learning. Six Year 7 students completed 'Stuff that Sucks' to build psychological flexibility, and seven Year 8 students completed 'Proactive for young people program for people with anxiety'. Both programs proved successful with students gaining skills to support their wellbeing.
- Our Community Health Nurse ran two small groups throughout the year to support our students with an understanding of nutrition and sleep. She also organised "Body Kind" activities in Term 4, to highlight and inform students about the importance of positive body image.
- 33 parents attended Triple P FearLess, a two hour seminar run by college Psychologists.

Throughout the year the Executive Team and Pathways to Success Coordinator ran a series of workshops with student representatives across Years 7-10 to unpack student leadership, define student voice, and look at a range of models the students could vote on for our inaugural Student Council. Mr Kyran Dragon was appointed as the Student Council Coordinator and in Term 4 he worked with Mrs Newbegin to have students vote on the model of leadership they wanted to represent their voice. Students could self nominate to be a councillor and then the college community voted for our very first Student Council.

At the conclusion of Term 4 the council was formed, and they completed a day of training to prepare for their roles and duties in 2024. The Leadership Day comprised of activities to get to know each other, discussions on leadership, establishment of norms for the Council, a guest speaker, and commencement of 2024 planning.

We wish to congratulate the following elected Student Council members for 2024 and wish them luck in their first year's endeavours in their newly appointed roles.

Year	Year Leaders	Deputy Year Leaders
8	Charlie Moffat Noah Woodhams	Jarvis Harrison Devina Shahani
9	Ash Senini Muiayyad Sewidan	Charlie Hammond Jack Sparey
10	Zara Macukat Vini Patel	Rangituhia Brockbank Matthew Ingram
11	Rebecca Pattynama Caleb Rayner	Jake Galati-Rando Yasminah Macri

STEM Club	22 students
Contemporary Band Ensemble	14 students
Vocal Ensemble	17 students
Classical Guitar Ensemble	8 students
HPSC Musicians Collective	13 students
Creative Society of Inklings	11 students
Artesano Art Club	25 students
Textile Club	17 students
Number Ninjas	8 students
Dance Club	16 students
Drama Club	26 students
Debating Club	6 students
Fitness Club	34 students
Junior Girls Football Competitions	12 students
SSWA Football Competitions	49 students
AFL Interschool Competitions	28 students
Maths Homework Club	10 students



Priority One

Behaviour and Engagement Data

GOOD STANDING

The Good Standing Policy at Hammond Park Secondary College has proven to be highly effective in fostering student motivation and engagement, aligning seamlessly with PERMAH principles.

At HPSC, we promote a culture where students are encouraged to make positive choices with the cornerstone of this approach being the Good Standing policy. Students begin each academic year with 'Good Standing', and the goal is to maintain this throughout the year, representing the elements of the college culture by being safe, kind, respectful, responsible and grateful.

Recognising and celebrating students' success, we offered a range of opportunities for students to attain 'Advanced Good Standing.' This elevated standing is achieved through consistent excellence in behaviour, attendance, dress standards, community service, academic performance, and a commitment to going above and beyond. This approach reflects a holistic perspective on education, emphasising not only academic success but also the development of well-rounded individuals. By integrating PERMAH principles we aim to contribute to the overall wellbeing of our students.

Good Standing Data

- o 245 students achieved Advance Good Standing in 2023. This is 34% of the student population.
- o 152 students lost Good Standing in 2023 which was 19.5% of school population.
- o 80.5 % of the student population maintained Good Standing or achieved Advanced Good Standing status.

Suspension Data

The Department of Education monitors suspension data across the state as one way of tracking performance data. Suspension is one measurement of student behaviour and is a discipline measure that can be used for certain behaviours.

- 108 students suspended in 2023
- Year 7 – 17 students 29 suspensions
- Year 8 – 30 students 46 suspensions
- Year 9 – 26 students 67 suspensions
- Year 10 – 35 students 57 suspensions
- 13.9% total students suspended (this is a decrease of 1.4% from 15.3% of students in 2022)

PERMAH AWARDS

PERMAH Awards are issued by staff identifying students who are representing an element of PERMAH based on a fortnightly focus. These awards are issued at cohort assemblies during Homeroom.

- o 1779 PERMAH Awards were issued throughout the year
- o Year 7 – 1068
- o Year 8 – 503
- o Year 9 – 82
- o Year 10 – 126

Additional awards for academic achievement, sporting and cultural engagement and success are awarded at the end of each semester at formal assemblies.

Case Management of Students

Staff at the college focus on student wellbeing and monitor the overall achievement of students through regular genuine interactions. When a concern for a student is raised, staff have capacity to refer the concern to the Wellbeing team. In 2023, the Wellbeing team received 265 wellbeing referrals for students who may have displayed concerning attributes that required a wrap around approach for support.

- Year 7 – 86 referrals for 68 students
- Year 8 – 50 referrals for 31 students
- Year 9 – 81 referrals for 44 students
- Year 10 – 70 referrals for 47 students
- Case management occurred for the following reasons:
 - o Mental Health
 - o Behaviour and engagement
 - o Attendance
 - o Proactive practices such as drug and alcohol awareness, vaping, body image and eating disorders, emotional regulation.



Priority One



Attendance

Establishing strong, productive relationships with families is imperative to support our young people as they journey through high school. The Student Wellbeing team work in partnership with our families to support students' attendance and this partnership is key to the success of the Attendance Strategy at Hammond Park Secondary College.

The Wellbeing Team case manage students who are in the "Moderate to Severe Risk" categories, as determined by the Department of Education (DoE) Attendance Policy. These close relationships ensure that Individual Case Management is specifically tailored to the needs of each student and their family circumstances.

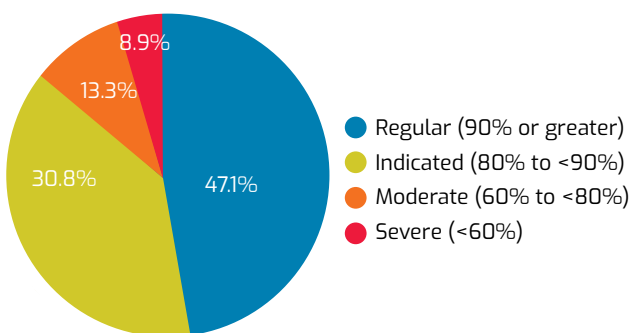
When required, additional support is sought from outside agencies to assist in addressing any issues that are impacting on the child's ability to attend regularly.

Attendance Data

Whilst our attendance rate of 87.3% is just below our target of 90%, we are aware COVID continued to impact. Of note, and a cause for celebration, is that our attendance is higher than our 'like schools' which is 84.2%, and significantly higher than 'WA Public Schools' at 80.4%.

- Attendance rate: Year 7 students was 89%
- Attendance rate: Year 7 students was 89.7%
- Attendance rate: Year 8 students was 83.6%
- Attendance rate: Year 9 students was 83.8%
- Attendance rate: Year 10 students was 79.6%

Attendance Profile 2023 Semester 1 Compulsory



Students in the 'moderate' and 'severe' attendance category continued to be individually supported and where needed, internal and external supports were provided. Unauthorised absences were primarily attributed to unauthorised vacations. The Student Wellbeing team worked hard to assist families to improve student attendance, including implementing Individual Attendance plans and working with our Year 10 students on pathway planning in readiness for Year 11 and beyond.

Semester 1 Attendance

- Attendance rate for current students 84.4%.
- 47.1% of all students had regular attendance greater than (90% or greater).
- Attendance rates were higher for Year 7 students.
- Year 7 students had the highest regular attendance rate of 63%.
- Year 7 and 8 Students had higher percentage of authorised absences.

Year 7 Data

- Severe 3/206 = 1%
- Moderate 19/206 = 9%
- Indicated 54/206 = 26%
- Regular 130/206 = 63%

Year 8 Data

- Severe 11/175 = 6%
- Moderate 26/175 = 14%
- Indicated 55/175 = 31%
- Regular 83/175 = 47%

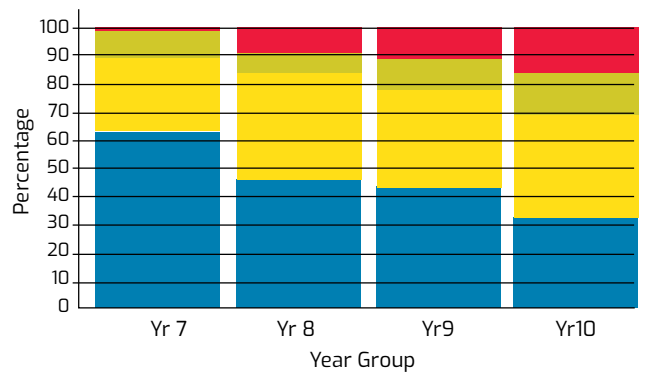
Year 9 Data

- Severe 19/180 = 10%
- Moderate 25/180 = 13%
- Indicated 56/180 = 31%
- Regular 80/180 = 44%

Year 10 Data

- Severe 25/172 = 14%
- Moderate 26/172 = 14%
- Indicated 64/172 = 37%
- Regular 57/172 = 33%

Year Group Breakdown



- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)



Student Wellbeing Data

Attendance



87.3%
attendance
rate



190
students were
case managed



108
students
suspended

13.9%
suspension rate



PERMAH
AWARDS

1779
PERMAH awards
presented

249
students involved in extra
curricular activities



80.5%
students
maintained
Good
Standing

86.90%
had Good
Standing at
the end of
the year



245
(34%)
students achieved
Advanced Good
Standing



152
(19.5%)
students lost Good
Standing



Priority Two - Excellence in Teaching and Learning:

Implementation of our Instructional Framework continued to be a major priority for 2023. The evidence-based strategies used within the framework have a specific emphasis on Explicit Instruction to ensure collective efficacy, low variability, collaboration and coaching across the college. We also continued to be committed to ensuring that our college leaders are equipped with the skills required to create a culture characterised by collective teacher efficacy, reflective practice, collaboration, evidence-based research, and trust.

Highlights

- We continued our strong partnership with Shaping Minds to support the continuous development of EI at the college. Six staff participated in this course which included Instructional Coaching and a range of Professional Learning covering Cognitive Load Theory and all other elements of Lesson Design and Lesson Delivery. We also had three staff trained in Instructional Coaching to continue to support the growth and development of staff within their Learning Area. This included the Heads of Instruction for Maths and HaSS and one of our expert EI champions at the college Arnah Mallon.
- Some of the staff involved in the Shaping Minds program in both 2022 and 2023 travelled to Tasmania to showcase their expertise to a number of schools as part of the Canberra – Goulburn Catalyst project with Catholic Education.
- Our expert Explicit Instruction teacher Arnah Mallon presented to over 100 teachers for a week in January as part of the Fogarty Foundation EDvance Teaching Intensive for the third year.
- We hosted staff from Katanning Senior High School, and Kent Street Senior High School who observed our staff deliver a range of assessments.
- We hosted educational expert Ollie Lovell and the UK's leading thinker and writer on instructional coaching Josh Goodrich from Step Lab for a two day event. Day one saw Ollie Lovell and Josh Goodrich, along with eight School Leaders from Melbourne visited a number of our classrooms to see Explicit Instruction in action. We then hosted a Professional Learning session with 120 guests from schools in Western Australia and Interstate for an indepth look at Instructional Coaching. Our Executive Team and Heads of Instruction attended and Head of HaSS, Gemma Garbutt participated in a live coaching session which was a career highlight for her.
- Principal Jo Willesee and Deputy Principal Hayatti Miller presented at The Science of Learning Leaders (SOLLA) conference run by the Knowledge Society where they shared the college's instructional journey with staff from a range

of Western Australia and Interstate schools. They also presented a similar session online with SOLLA participants who were unable to attend the conference in-person.

- Jessica Colleu Terradas CF, Senior Officer of Teaching and Learning, Instructional Coach and 2020 Churchill Fellow visited our college to watch a number of our EI champions in action and to discuss our Instructional Journey at the college.
- 80% of teachers participated in Explicit Instruction observations in 2023.
- 10 teachers nominated to be EI Champions in 2024 to engage in Professional learning to support the leading EI at the college.

Staff Self Efficacy Data

We continued to measure the self-efficacy data of our staff at the college and our Head of Instruction for Science and HaSS provided Professional Learning opportunities to our staff on either Explicit Instruction for beginners, or for our more experienced staff 'Hot tips for Lesson Design, Hinge Point questions and Interleaving.

Below is a summary of the Self Efficacy Data:

- 68% of teaching staff rated 60% or higher that they felt very confident in their knowledge of EI and Lesson Delivery.
- 65% of staff rated 60% or higher that they are confident in preparing a full lesson using Explicit Instruction Lesson Design.
- 60% of staff rated themselves 60% or higher when identifying how confident they were in presenting a full lesson using the EI Lesson Design and Delivery Model.
- 77% of staff are confident in designing clear lesson intentions for each lesson and 72% are confident in designing effective concept development.
- 83% of staff are using a daily review consistently.
- 100% of staff are using one or more engagement norms in their lessons consistently.
- 75% of staff call on non-volunteers consistently.
- 72% of staff are using TAPPLE consistently.
- 65% of staff are using pair share consistently.



Priority Two

Learning Area Highlights

The staff at Hammond Park Secondary College continue to provide a diverse range of rich learning experiences for students in 2023. Please enjoy some of the highlights below.

Maths Highlights

- **Maths Week** –The festivities started with a Kahoot in Math's classes, with the top team from each year group receiving canteen vouchers. New HPSC records were made this year in the Pi-reciting competition. This year we had Year 9 student Ali Khan reciting 123 digits of Pi. Students also engaged in a scavenger hunt across the college grounds at recess and lunch to find hidden golden tickets, which gave them and a friend a chance to compete in the Pi-Face competition.
- **Number Ninjas** – Our after school mathematics club students had the opportunity to participate in problem-solving activities. Students were able to compete either individually or in teams during competitions that took place in Term 2 and 3. Three teams of Year 7 and Year 8 students participated in the Have Sum Fun Online (HSFOL) competition, and three students from Year 9 and Year 10 took on the Maths Enrichment challenge offered by the Australian Maths Trust.
- **Maths Homework Club** – This club ran weekly throughout the year, in which we saw some students regularly attending to receive support from the staff in the Maths department. Students took advantage of this opportunity to get extra help, especially in the lead up to Year 10 exams.
- **Australian Mathematics Competition** – 29 students from Years 7 to 10 participated in the Australian Mathematics Competition within the Junior and Intermediate divisions. Amongst them, Aarav Arora (Year 8), Ali Khan (Year 9), Sarah Nadeem (Year 9), Albin Sumod (Year 9), and Muhammad Khan (Year 10) achieved a Distinction, placing them in the top 20% for their year and region. Furthermore, 10 students attained a Credit, signifying their place in the top 55% for their year and region.

English Highlights

- **Wheelchair Basketball Incursion** - Our Year 9 cohort participated in wheelchair basketball, led by Clint and

Michael from Rebound WA. This was to complement their English curriculum, with their unit of work being themed around 'Resilience'. Students heard the personal stories of the presenters and participated in activities that provided a practical understanding of what it is like to live with a physical disability. This was a day to reflect and empathise with others, while also having fun on the courts.

- **Book Week** - This year's Book Week featured a stunning library display on the theme of 'Read. Grow. Inspire.' and celebrations included the annual costume parade, a school wide treasure hunt, book selfies and other reading themed competitions.

Our costume winners were:

- o The Chipmunks - Tina Biju, Peyton Nagel and Vini Patel
- o Bart Simpson – Lucas Millar
- o The Lorax – Lyra Moloney
- o Mr. Dursley – Lincoln Pitcher
- o Heidi – Lilly Frossine

Top Readers as part of Book Week, we want to promote the joy of reading and the following were recipients of our Top Reader Award (those who have borrowed the most books).

- Year 7 – Shelby Glossop
- Year 8 – Lucas McCormick
- Year 9 – Grace Abraham
- Year 10 – Anya Zarubin
- **Write a Book in a Day** - Participating in this creative and collaborative event has become an annual tradition! After a full day spent in the library planning, writing, designing, illustrating, printing, and binding their books, our three teams were able to share their creativity with the literary world and for sick children in hospital.
- **Debating** - Our debating teams have continued to work hard crafting their argumentative talents and our Year 8 Debate team secured third place overall in their competition and also had a rousing success against competitors on our own turf. We are very proud of all their hard work and dedication to the Debate Club.





Science Highlights

- The past year in Science has been a whirlwind of engaging experiences and unwavering dedication to fostering a love for Science in our students. We were proud to introduce a new Psychology course elective for students, delving into the fascinating world of the human mind, behaviour and personality.
- Year 10 Agricultural Science students embarked on an immersive excursion to Murdoch University. They explored the University's incredible resources including the Veterinary Museum and Farm. This hands-on experience fostered critical thinking and a deeper appreciation for the delicate balance between agriculture and ecology.
- During National Science Week, we brought the theme of 'Innovation: powering future industries' to life with captivating lunchtime activities. Students were wowed by demonstrations such as total internal reflection, and unveiling the science behind fibre optic internet's incredible speed.
- We joined forces once again with Lakeland SHS for the Math/Science Challenge Day, providing a platform for students to test their critical thinking and problem-solving skills in friendly competition.
- The Year 7 Science Conference made a triumphant return, offering students a platform to showcase their scientific investigations. Through in-class peer workshops, students honed their inquiry skills, learned from each other by receiving feedback from staff and students, and developed confidence in presenting their findings.
- We continued to provide immersive opportunities to see Human Biology up close through our dissections of hearts and eyes in Years 8 and 9. It provides students with a unique opportunity to gain a deeper understanding of human anatomy.

Humanities and Social Sciences Highlights

- **HaSS Week** – We celebrated by engaging in activities to showcase the variety of subjects studied in HaSS. Activities included race around the college, biscuit decorating, quizzes, flag garland making and competitions.
- **ANZAC DAY** - A whole school assembly was held to commemorate this important event. We observed a minute of silence to honour and remember the ANZACs.
- **Australian Geography Competition** - All FBII students tested their geographical knowledge against students across Australia. Many students were awarded Certificates of Credit, Distinction, and High Distinction.
- **Sustainability Working Party** - Staff and students formed a working party to promote and engage in activities surrounding sustainability. Students participated in a beach clean-up and worked towards the promotion of sustainability.
- **Year 10 Fremantle Prison Excursion** - Students studying Horrible Histories, attended an excursion to the Fremantle Prison. They explored the conditions colonial prisoners endured in the early years of Perth's settlement.
- **Year 7 Charity Bake Sale** - Students put their entrepreneurial skills to the challenge, by creating small baked good businesses. Students created innovative products and marketing strategies that were showcased during a whole school bake sale. All money raised was donated to the local Atwell Lions Club.
- **Year 9 Francis Burt Law Education Centre Excursion** - Students studying Criminal Investigations attended the District Law Courts and Francis Burt Law Education Centre to practice a mock trial and view a courtroom in action.
- **Remembrance Day Poppies** - Year 9 Homeroom students sold Remembrance Day poppies to the college students and staff, raising money for the local RSL.
- **Year 9 Food Security** - While learning about food security students were given the opportunity to try crickets, an alternative protein source that is both sustainable and full of nutrients.
- **Year 10 Holocaust Institute Excursion** - Students who elected Events that Changed the World, were given the opportunity to learn about the Holocaust through the sharing of stories and examination of primary and secondary course.





Priority Two

Languages (Japanese) Highlights

- **Languages week** - Students and teachers engaged in cultural activities showcasing the inspiring and magical culture of Japan. Activities included Nagashi Somen (flowing noodles), chopstick relays, Origami activities, Taiko drumming workshops and recess performances.
- **Year 7 and 8 Sushi Train Excursion** - Students engaged in cultural cuisine, attending an excursion to a Japanese restaurant where they were encouraged to challenge themselves with traditional Japanese food.
- **Calligraphy Lessons** - Students received lessons in the art of calligraphy and entered the Japanese Language Teacher's Association of WA Calligraphy Competition.
- **Japanese Exchange** - A number of students hosted Japanese Exchange students. Japanese exchange students participated in daily classroom activities and enjoyed staying with host families for 11 days.

The Arts Highlights

- The Inaugural Winter Concert showcased the incredible talents of our extracurricular ensembles. It was wonderful to see such a range of talent and music genres performed by our students.
- Drama - All Stars showcased the wonderful music, acting, and dance talents of our Year 7-10 drama students. We also had a couple of guest appearances from some wonderful staff and learned the art of medieval sword fighting.
- 2023 also saw the inaugural Music Academy Showcase Evenings. Two of these were hosted across the year showcasing Year 7-10 Class Bands Performance Assessment items. It was wonderful to see our students' talents on display and share this with staff, and parents and caregivers, who watched the event.
- Craftopia was an Arts and Craft Exhibition showcasing artwork from Visual Arts, Media, Photography, Music and other crafty work involved in other subjects. The Arts team created a wonderful event with food trucks, performances and displays highlighting the incredible talent of our students across a range of subject disciplines. The event was a huge success and a wonderful way of welcoming our community into the college and celebrating the talents of our students.

Health and Physical Education Highlights

- 2023 saw the official implementation of the House system. This was highlighted as part of the athletics carnival. Green House was the first successful House to win the most points and take out the victory.
- A wide range of Interschool sporting teams, Soccer, AFL, Futsal, Netball, and Athletics, with 162 students representing the college in these teams.
- The Intermediate Football (Soccer) team made the Shield Grand Final to become runners up in that competition.
- Sporting teams in Netball, AFL, Basketball and Football (Soccer) attended the Year 7 to 10 Lightning Carnivals with the following achievements:
 - o Year 7 Division Basketball champions and runners up. Both teams making the grand final.
 - o Year 8 B Division AFL Champions
 - o Year 8 B1 Netball Champions
 - o Year 10 B1 Netball Champions
- Implementation of the Keys 4 Life Driver Education program in the Year 10 Health curriculum enabled students who completed this program to pass their Learners Theory Assessment through the college.
- Students participated in a Driver's Education Expo which included presentations from the Paraplegic Benefit Fund, LegalAid and a Car Maintenance presentation.
- Implementation of a new Physical Recreation course.
- 30 Year 10 students attended the Prevent Alcohol and Risk Related Trauma in Youth (P.A.R.T.Y.) excursion to Royal Perth Hospital.
- The College hosted the CCEN Primary School sports carnival with our students officiating.



Priority Two



Technology and Enterprise Highlights

- **Year 7 Food Technologies Morning Tea** - Parents were invited to attend morning teas hosted by the students to showcase some of the skills they have learned throughout the course.
- **Year 10 Childcare** - Classes visited the Nido Early Learning Centre. In the lead up to the excursion, students spent time selecting and practiced reading books out loud before reading to the children at the centre. Students were also able to hear from a staff member about the range of jobs and career pathways available in the childcare sector. Another great activity was the creation of Rice Babies where each student made a baby with rice and stockings to replicate their birth weight. Students documented their experiences in carrying the baby out in the world. Upon returning to school, the students actively engaged in class discussions about the trials and tribulations of being teen parents.
- **World Home Economics Day** - A library display showcased students sewing skills including boxershorts, hoodies, scrunchies and pin cushions.
- **Craftopia** - Multiple displays from a range of Design and Technology and Textile's classes were set up alongside the Arts work to show case the skills from students in Technologies classes.
- **Textiles Club** - The club ran once a week, where students were encouraged to work on their own unique designs suited to their interests and needs. This was a great opportunity for staff to build rapport with students and for students to learn new skills, be creative, and assist each other in designing and creating their own solutions to technical problems.
- **STEM Olympiad** - Students took part in an interschool Technologies competition at Ridgeview Secondary College. A fantastic achievement with students winning first place in the Bottle Bots Robotic competition, and third place in the Master Chef mystery box challenge.
- **Duke of Edenborough Bronze Award** - Our Year 10 THRIVE students completed a construction skills component for their Duke of Edenborough Bronze Award. Our students designed and created a Community Library installed at Vivente Park with support from a selection of community partnerships involved.

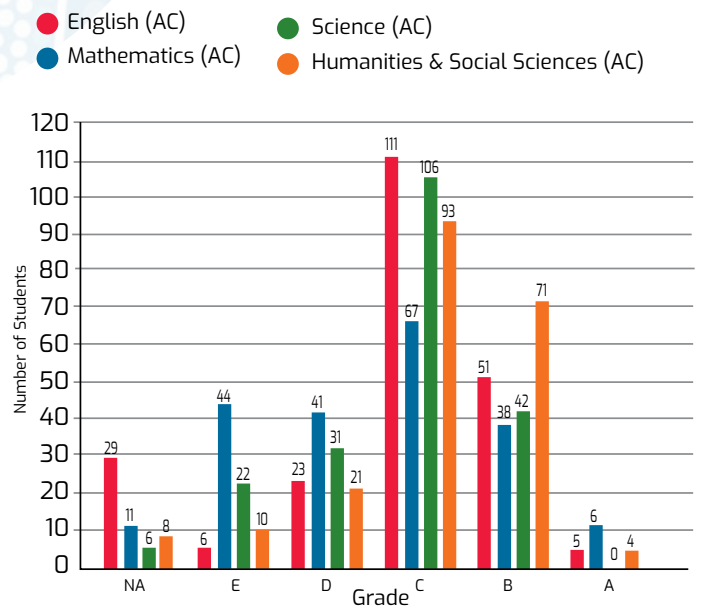
MESH Achievement

Student achievement is analysed at the college in a range of ways. Comparative data is used to look at grade distribution across the college and with 'Like' and 'DoE' schools.

Year 7 MESH grade distribution at HPSC

Learning Area Grade Distribution

Year 7 Semester 2, 2023



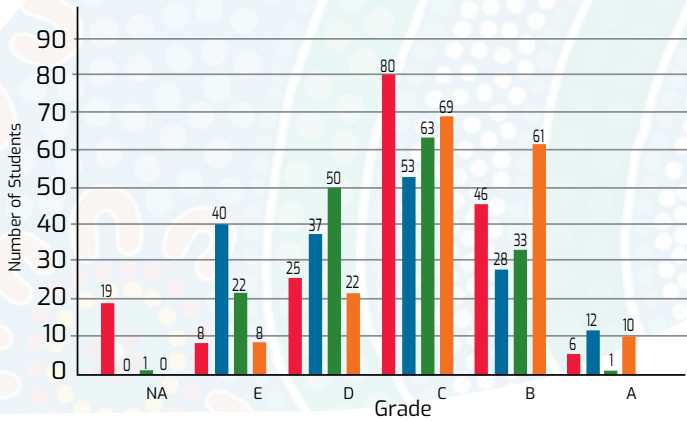
Year 7, 2023

Learning Area	Final Grade Percentage of students at satisfactory or above	Like Schools
English	80.6%	80.9%
Maths	53.7%	71.0%
Science	71.5%	75.8%
HaSS	81.1%	76.2%
Average across all MESH subjects	71.7%	75.9%
The Arts	87.3%	90.4%
Technologies	90.8%	89.4%
Health & PE	80.7%	90.3%
Languages	70.8%	85.1%



Priority Two

Year 8 MESH grade distribution at HPSC Learning Area Grade Distribution Year 8 Semester 2, 2023



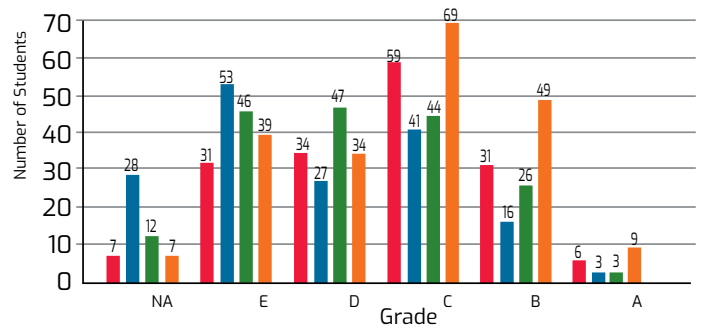
Year 9, 2023

Learning Area	Final Grade Percentage of students at satisfactory or above	Like Schools
English	77.8%	75.0%
Maths	48.3%	68.2%
Science	53.4%	67.9%
HaSS	71.9%	71.8%
Average across all MESH subjects	62.8%	70.7%
The Arts	82.3%	82.0%
Technologies	86.7%	83.2%
Health & PE	80.0%	84.5%
Languages	68.7%	75.7%

Year 8, 2023

Learning Area	Final Grade Percentage of students at satisfactory or above	Like Schools
English	71.8%	78.0%
Maths	54.8%	72.7%
Science	57.1%	71.2%
HaSS	82.4%	76.0%
Average across all MESH subjects	66.5%	74.4%
The Arts	91.1%	87.9%
Technologies	91.8%	87.4%
Health & PE	81.4%	87.3%
Languages	49.9%	78.2%

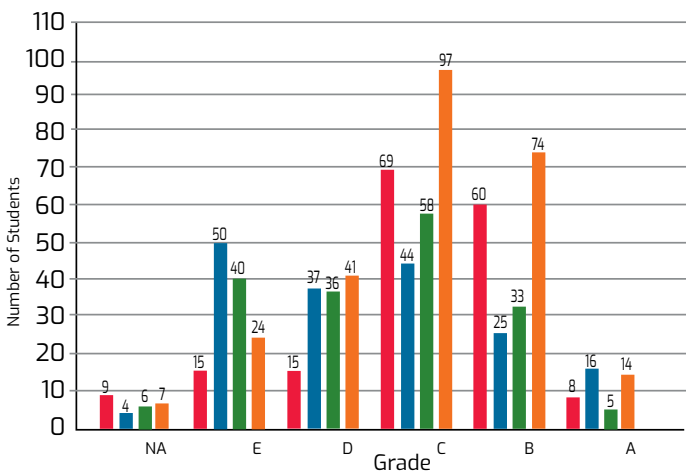
Year 10 MESH grade distribution at HPSC Learning Area Grade Distribution Year 10 Semester 2, 2023



Year 10, 2023

Learning Area	Final Grade Percentage of students at satisfactory or above	Like Schools
English	57.2%	72.5%
Maths	35.7%	65.9%
Science	41.0%	66.8%
HaSS	61.3%	70.4%
Average across all MESH subjects	48.8%	68.9%
The Arts	80.2%	81.2%
Technologies	82.5%	82.3%
Health & PE	77.3%	84.0%

Year 9 MESH grade distribution at HPSC Learning Area Grade Distribution Year 9 Semester 2, 2023



Priority Two



Observations and lines of inquiry

- Significantly less A grades than both Like Schools and DoE schools in all MESH subjects in all year groups with Science having the lowest A grades across all year groups and compared to Like Schools. A line of inquiry and review of assessment practices will occur in 2024.
- The Year 10 cohort had the lowest Final Grade Percentage of students at satisfactory or above average in Maths, English, Science and HaSS compared to Like Schools and other year groups.
- In Year 10, more E grades were given at HPSC compared to DoE and Like Schools across Maths, English, Science and HaSS. Ensuring students engage in their course work in Year 10 once pathways have been selected will need to be a focus for 2024 and beyond.
- HaSS and Maths had the highest number of A grades in all year groups. HaSS also had the highest number of B grades across all year groups for the second year in a row.
- The percentage of students achieving a final grade percentage at satisfactory or above for Maths was less than Like Schools in all year groups.
- Maths and Science continue to have a higher percentage of students not achieving the standard (C grade) compared to English and HaSS.
- There is still work to be done to help our students move from C grades to B and A grades across all year cohorts and Learning Areas.
- Maths and Science give out the highest amount of D and E grades across Years 7-9. We see a significant increase in the amount of Es and Ds given across all MESH subjects in Year 10. The college will continue to support our Year 10 students with developing effective study routines, exam techniques and practice in an attempt to help them achieve the satisfactory standard at a minimum.
- As a college we have implemented assessment and moderation practices to ensure judgements are aligned to the WA Curriculum standards across all Learning Areas. Heads of Instruction continue to present data reviews twice a year (each semester) and set targets and strategies based on their analysis of data. These Operational Plans and data reviews are presented to the Executive Team for a college view of performance and alignment to the college's strategic directions and are shared with each other for consistency of practice. All teaching staff participate in moderation from Years 7-10 and our Heads of Learning Areas refer to the judging standards consistently in planning and assessing of students.

SEN ENRICHMENT 2023

26% of our students were included in the NCCD audit with teaching and learning adjustments being made at the following levels:

- QDTP – 11%
- Supplementary – 13%
- Substantial – 2%
- Extensive - <1%

We had 14 Education Assistants working across the college in different learning areas supporting our students with special educational needs (SEN). As a team, we supported the following:

- Year 6 Environmental Transition Program
- Literacy Intervention/s in Years 7, 8 & 9 English
- Thrive Program in Year 10
- Work Experience for Year 10 SEN students
- Kwinana Industries Council iDiversity for Year 10s with special learning needs

Members of the team engaged in Professional Learning:

- Youth Mental Health First Aid
- CMS Foundation Program
- Team Teach – Level 1
- Selective Mutism PL with Danielle Cottam
- Effective Utilisation of Education Assistants
- Autism Spectrum Disorder modules
- Specific Learning Disorder modules
- WATAA Conference
- OHS for EAs working in Technologies
- Fear Less Triple P Program

ACADEMIC PROGRAM

Futures Based Inquiry and Innovation (FBII):

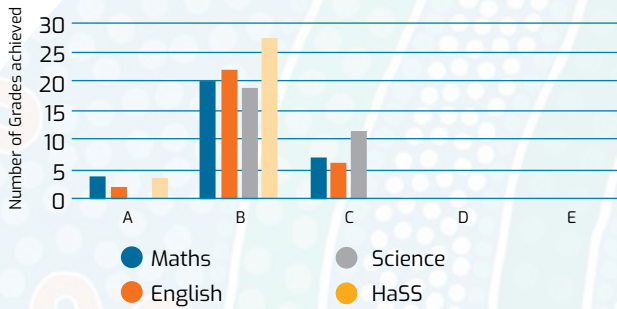
Students in FBII are academically selected into the Program which provides compacted academic learning of the WA curriculum across the four MESH (Maths, English, Science and HaSS) subjects, with the addition of engagement in Inquiry Based Projects to further enhance and develop their critical and creative thinking.

2023 marked a review of the program, inclusive of a range of data, alongside feedback from students and parents, to ensure the program fulfils its purpose of providing appropriate opportunities and future academic pathways to academic students across MESH.

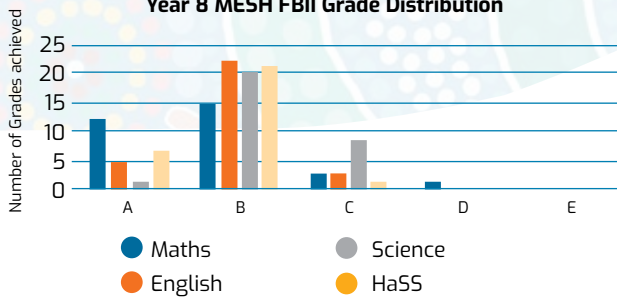


Priority Two

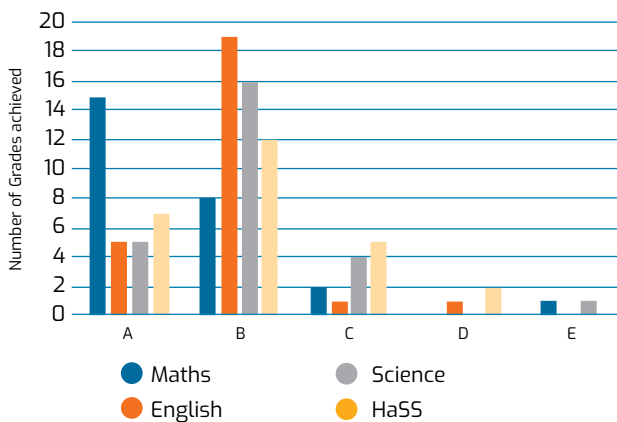
Year 7 MESH FBII Grade Distribution



Year 8 MESH FBII Grade Distribution



Year 9 MESH FBII Grade Distribution



A high number of students in Year 7-9 FBII achieved a B grade or higher across MESH subjects. 73% of Year 7 students demonstrated understanding at a B grade across MESH subjects with 20% of students achieving a C grade. In Year 8, 88% of students achieved a B grade or higher with a high number of students in Mathematics demonstrating an A grade standard. Mathematics continued to demonstrate the highest number of A grades in Year 9 with 58% of students achieving an A grade. Collectively, 31% of students in Year 9 achieved an A grade across MESH with 54% achieving B grades, resulting in students being placed in appropriate pathways for MESH subjects in Year 10 in readiness for their Senior School pathways.

FBII Highlights

During Term 1, all Futures Based Inquiry and Innovation (FBII) students completed communication and teamwork activities that set the foundations for their projects for the year. They learnt about the importance of active listening, discovered different types of leadership and developed their collaboration skills. These abilities enabled students to succeed in their teams regardless of the challenges that came their way in the project process.

In Term 4, the Year 8 and 9 FBII students worked on The Cockburn Chronicles: Sculpting Stories and Inspiring Minds, a residency project led by local artist Nic Compton to create a sculpture trail in Hammond Park. Students collaborated to design and craft four wooden and metal sculptures that depicted Cockburn's history. This project combined sculptural craftsmanship and visual storytelling, allowing students to explore three-dimensional art and bring history to life through artistry.

Year 7

The Year 7 FBII students completed projects aligned with the Cockburn Council Strategic Community Plan (2020-2030) objective: Environment Responsibility. Students had the opportunity to investigate water usage and waste management across school, home and the community, and devise an action plan to help the school and community become more water wise and environmentally friendly. They investigated the distribution and usage of water resources across different countries and examined the causes and impacts of changing water availability in regions facing water scarcity. Utilising their findings, students applied their problem-solving skills to devise solutions aimed at improving water access in areas most in need.

Year 8

Year 8 FBII students completed programs aligned with the Cockburn Council Strategic Community Plan (2020-2030) objective: City Growth and Moving Around. Students investigated the 'third place' and the impact that COVID-19 has had on community spaces in schools and suburbs. They identified what was missing in Cockburn for youth interests and services and analysed areas of need to fill in the community. They grappled with the complex issue of swiftly growing populations and the repercussions on urban environments. They participated in a comprehensive study of the effects of rapid urbanisation and migration patterns on the liveability of cities and the ecological footprint they leave behind. Armed with this knowledge, they were tasked with redesigning a city, aiming to make it more accommodating for the growing population.



Priority Two

Year 9

Year 9 FBII students completed projects aligned with the Cockburn Council Strategic Community Plan (2020-2030) objective: Community, Lifestyle and Security. Their project work was instrumental in shaping the FB High Five program, which involves mentoring Year 5 students from local primary schools. The Year 9 students were given a specific task to develop activities centred around the theme of 'belonging,' and they worked collaboratively in groups to create these engaging activities. Additionally, the Year 9 students actively participated in the FB High Five program day, where they either led the newly designed activities or provided crucial support to the FBII Coordinator in the "A Blank Page" recycling project. This project encouraged students to craft products from recycled paper they had created. Year 9 students were involved with assisting the set up and pack down of experiment equipment, helping Year 5 students design their creations and running teambuilding games.

FB High Five Program

This year, the FB High Five program ran across one day in Term 4. Year 5 students began the day learning about the importance of recycling and how big the impact on the environment can be if everyone recycled. This led the students to the conclusion that if we can recycle more paper, we can reduce our environmental impact. The next part of the project involved Year 9 students assisting the Year 5 students to create a solution to turn used paper into recycled paper that can be used again and again. Whilst the solutions were drying, the Year 9 students led some teambuilding games enabling students from different primary schools to make connections and forge friendships.

FBII Showcase

In 2023, the FBII Showcase took place in two locations. The more formal part of the evening was held in the Performing Arts Centre where awards were presented to the top achieving students in the program. This also gave the staff and students involved in the program the opportunity to farewell the Year 9 students from FBII as they move towards their senior school pathways.

The awards presented to students are listed below:

Year 7 Spirit Award	Charlie Moffat
Year 7 Inquiry and Innovation Award	Noah Woodhams
Year 7 Academic Excellence Runner Up Award	Ansa Sumod
Year 7 Academic Excellence Award	Ewan Takahashi
Year 8 Spirit Award	Charlotte Galati-Rando
Year 8 Inquiry and Innovation Award	Olivia Hodder
Year 8 Academic Excellence Runner Up Award	David Groza
Year 8 Academic Excellence Award	Charlotte Galati-Rando
Year 9 Spirit Award	Zara Macukat
Year 9 Inquiry and Innovation Award	Vini Patel
Year 9 Academic Excellence Runner Up Award	Sarah Nadeem
Year 9 Academic Excellence Award	Jia Li Rodriguez

After the awards ceremony concluded, families walked to our Resource Centre to view the project work from the year displayed. Student reports, survey findings, dioramas, city designs, and advertising campaigns were exhibited, as well as photos from the very first FBII Day Camp to Point Walter which occurred in Term 3. All students in the program participated in hands on, team building activities such as orienteering, making and operating catapults and archery. It was lovely to see the action shots from the day displayed for families to observe.





Priority Two

ALTERNATIVE PATHWAY

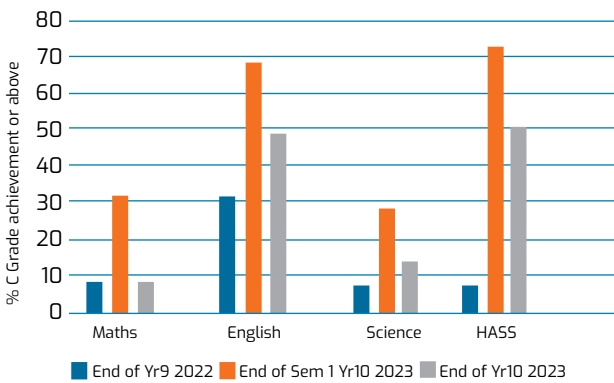
Year 10 THRIVE Program

2023 was the foundational year of the Thrive Program, an alternative pathways program for selected Year 10 students, empowering them to be resilient, compassionate and strive for excellence. Following their successful application, students selected accessed the WA curriculum in their MESH subjects through a focused level of content and skills, whilst also completing the Duke of Edinburgh International Award – WA, an endorsed program which through successful completion, provides students with 1 unit credit towards their WACE. With a focus on relationships and providing opportunities to develop curriculum understanding, workplace skills and exploring interest, the program incorporates a flexible timetable to support students in working toward their Duke of Edinburgh Award. Literacy and numeracy skill development is also embedded in MESH subjects to support students in achieving the Category 3 in OLNA testing for those students in the program who are working towards this category.

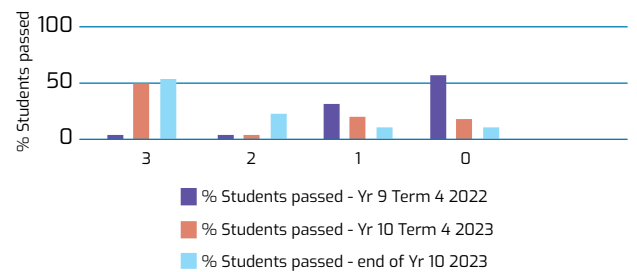
Students demonstrated a significant improvement in their academic achievement across MESH subjects from Year 9 into Year 10 Semester 1. This supported students within the program to be competitive in their applications to their chosen TAFE course as part of their Senior School Pathways in Year 11, allowing them to participate in the Vocational Education Training (VET) Connect program in 2024. Students made significant grade improvements in English and HaSS from the end of Year 9 to the end of Year 10 with around 50% of students improving their grade achieved.

Students in the program also experience great success in achieving their OLNA Category 3 across all three strands with only 5% of students having achieved all three strands at a Category 3 by the end of Year 9, with 56% having achieved all three by the end of Year 10, and 22% achieving two of three Category 3s. 58% of students hadn't achieved any Category 3s by the end of Year 9, which was reduced to 11% by the end of Year 10 with only 11% also only achieving 1 Cat 3 by the end of Year 10. Achievement of all OLNA by the end of Year 10 has ensured this component required for WACE by the end of Year 12 has now been met by the majority of students in the program in 2023.

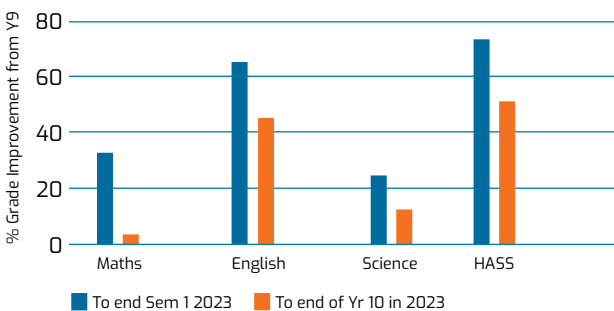
Year 10 Thrive Program % C Grade or above achievement in MESH



Number of OLNA tests passed by students from end of Yr 9 2022 to end of Yr 10 2023 in Thrive



Year 10 Thrive Program % Grade improvement from Year 9 in MESH





Priority Two

Attitude Behaviour Effort (ABE) DATA

How students engage with their lessons and classes is an important measure for the college alongside academic achievement. The college has five ABE domains which are reported on each semester with a target of 85% of students achieving 'consistently' and 'often' in each domain.

Year	Participates fully	Behaves appropriately	Is well organised	Meets deadlines	Works autonomously
Semester One					
Year 7	83.1%	88%	87.9%	86.9%	83.8%
Year 8	82%	89.1%	85.6%	81.6%	82.6%
Year 9	80.6%	87.4%	85%	81.6%	82.6%
Year 10	79.7%	87.6%	82.1%	81.5%	78.8%
Semester Two					
Year 7	82.5%	86%	85.7%	85.8%	80.4%
Year 8	86.6%	90.1%	88.4%	87.6%	80.4%
Year 9	79.8%	86.8%	88.4%	87.6%	85.4%
Year 10	76.5%	86.1%	80%	78.7%	73.9%

- More targets were met in Semester 2 than Semester 1, which shows consistency of practice and the work being carried out in the PBS and Professional Learning space on classroom management and strategies.
- Our Year 10 students performed the least well in meeting the target of 85% across all domains in both Semester 1 and 2. They did, however, meet the target for behaving appropriately.
- An increase in targets occurred in four domains except works autonomously in Year 8 between Semester 1 and Semester 2.
- The Year 10s need to be a focus in 2024 especially as they commence their journey into Senior School with specific focus on participating fully, meeting deadlines and working autonomously.
- The 'behaves appropriately' domain is our strongest domain across all year groups and in both Semester 1 and 2. This supports our focus on College Culture.





Priority Two

Strategies implemented by staff to encourage students achieve consistently and often across the five domains are:

- A continued focus remained on setting the Preconditions at the college to ensure that excellence in teaching and learning could occur. The College Culture is evident in all classrooms and staff continue to share good practice and learning with each other through conversations and in classroom observations and feedback.
- Professional Learning time was used to demonstrate and unpack a consistent approach regarding behaviour management and follow up at the college, ensuring behavior was owned by all. Staff were consistent in their practices, and sought support where required. Shared values, routines and expectations have been established and articulated and are actively taught across classrooms and staff seek support from the College Leadership Team when required to ensure the effectiveness of their teaching and student learning. This was based on 'Walk Thrus' and through the analysis of data to help us determine college focus areas throughout the term.
- Our Heads of Instruction and Heads of Student Wellbeing worked closely with each other to support and empower our teaching staff with behaviour management. A support roster was created to ensure positive learning environments and continued partnerships with our families to support all our students with engagement in the classroom and a holistic approach when working with students, as well as ensuring our families were kept informed and up to date with both celebrations and any behaviours of concern.
- A library of resources has been created to support staff with reflections and self development. This includes titles such as 'Walk Thrus', Tim McDonald Classroom Management Strategies, Ollie Lovell Tools for Teachers and Tom Bennet Running the Room.
- The creation of the Positive Behaviour Support (PBS) Committee occurred in 2023. This will formalise a whole school approach to behaviour. The PBS model aligns to the HPSC CMS, Instructional Framework and SEL program and be created in collaboration with all members of our college community. It will have a focus on defining expected behaviours, teaching expected behaviours, and encouraging expected behaviours. The committee was formed in Semester 2, and comprises of 10 staff from across the college and the focus in 2024 will be to finalise the matrix of behaviour for our college, further consultation with all college members and then the explicit teaching of behaviours relevant to our college.
- We now have two additional CAT accredited CMS trainers at the college ensuring support for staff who require it. We also had another group of staff (both teaching and educational assistants) complete CMS training with SSEN BE to build capacity of all staff. Our Head of Student Wellbeing and CAT accredited trainer Liam Mitchell also ran PL on CMS at the college to ensure we could offer training to more of our teaching and EA staff.
- Staff use a variety of data sets to learn about their students and build rapport to develop effective working relationships.
- Use of Compass Chronicle Templates to celebrate positive behaviour and to record behaviour of concerns that do not adhere to the College Culture.
- The Year 10s need to be a focus in 2024 especially as they commence their journey into Senior School with specific focus on participating fully, meeting deadlines and working autonomously.
- The 'behaves appropriately' domain is our strongest domain across all year groups and in both Semester 1 and 2. This supports our focus on College Culture.





Study Hacks

The aim of the whole college approach to study skills continues to be to assist students in becoming self-regulated lifelong learners. We continued with and delved deeper into the Student Hacks Program as part of our Homeroom Program.

Our students then commenced the Study Hacks program during Homeroom in Terms 2, 3 and 4 and it consisted of the following content:



Year 7 Students	Year 8 Students	Year 9 Students	Year 10 Students
<ul style="list-style-type: none"> • How to create your study empire • How to manage your inner slob • How to use your second brain • How to set goals and get stuff done • How to study actively and not passively • How to sleep like a baby and power nap like a pro • How to memorise information like a champion • How to take notes • How to know the difference between Homework and Study • How to snack study and not binge study • How to tackle challenging subjects 	<ul style="list-style-type: none"> • How to stop wasting time (procrastinating) • How to motivate yourself at any time • How to come to school with everything you need • How to stop multitasking madness • How to listen to music when you study • How to manage technology • How to be search savvy • How to organise your papers • How to Mind map • How to come to school with everything you need 	<ul style="list-style-type: none"> • How to come to school with everything you need • How to create your student empire • How to manage your inner slob • How to stop wasting time procrastinating • How to motivate yourself anytime • How to be a completionist and not a perfectionist • How to stop multitasking madness • How to eat for optimal brainpower • How to avoid a sugar crash • How to sleep like a baby and power nap like a pro • How to listen to music when you study 	<ul style="list-style-type: none"> • Refresher – How to know the difference between homework and study • How to snack study (not binge study) • How to avoid pseudo study • How to memorise information like a champion • How to start assignments (plus projects, extended responses, and essays) • How to make an assignment plan • How to write assignments and essays • How to Proofread your work • How to take good notes • How to manage your electronic documents • How to work in other locations (the mobile study space)

Our Year 10 top pathways for English/HaSS and Science/Maths also participated in two workshops run by Elevate Education in 2023. Session 1: Study Sensei: students were taught how to use the syllabus and effective note taking and how to use these notes in effective exam revision. Session 2: Student Elevation: students were taught about effective goal setting and how to break goals down into a series of achievable, short term benchmarks and obtain success.





NAPLAN Achievement Data

Year 7 NAPLAN Results

Year 7 Numeracy				
Proficiency Level	NAPLAN Score Range	School	Like Schools	WA Public Schools
Exceeding	632 & above	5%	10%	11%
Strong	500-631	57%	60%	50%
Developing	431-499	29%	22%	24%
Needs Additional Support	430 & below	9%	8%	14%

Year 7 Spelling				
Proficiency Level	Score Range	School	Like Schools	WA Public Schools
Exceeding	595 & above	21%	Unavailable	21%
Strong	499-594	52%	Unavailable	48%
Developing	430-498	18%	Unavailable	19%
Needs Additional Support	429 & below	9%	Unavailable	10%

Year 7 Reading				
Proficiency Level	Score Range	School	Like Schools	WA Public Schools
Exceeding	603 & above	11%	16%	15%
Strong	500-602	51%	54%	45%
Developing	430-499	28%	21%	27%
Needs Additional Support	429 & below	11%	8%	14%

Year 7 Grammar and Punctuation				
Proficiency Level	Score Range	School	Like Schools	WA Public Schools
Exceeding	620 & above	8%	Unavailable	12%
Strong	513-619	53%	Unavailable	45%
Developing	444-512	26%	Unavailable	25%
Needs Additional Support	443 & below	12%	Unavailable	16%

Year 7 Writing				
Proficiency Level	Score Range	School	Like Schools	WA Public Schools
Exceeding	614 & above	8%	11%	12%
Strong	511-613	56%	52%	44%
Developing	439-510	25%	28%	27%
Needs Additional Support	438 & below	11%	8%	16%



Year 9 NAPLAN Results

Year 9 Numeracy				
Proficiency Level	NAPLAN Score Range	School	Like Schools	WA Public Schools
Exceeding	673 & above	5%	9%	10%
Strong	536-672	64%	64%	53%
Developing	463-535	24%	21%	25%
Needs Additional Support	463 & below	7%	6%	11%
OLNA Cut Score	570			

Year 9 Reading				
Proficiency Level	NAPLAN Score Range	School	Like Schools	WA Public Schools
Exceeding	639 & above	11%	17%	16%
Strong	539-638	52%	54%	46%
Developing	464-538	28%	23%	26%
Needs Additional Support	463 & below	9%	6%	11%
OLNA Cut Score	573			



Priority Two

Year 9 NAPLAN Results

Year 9 Writing				
Proficiency Level	NAPLAN Score Range	School	Like Schools	WA Public Schools
Exceeding	647 & above	21%	14%	15%
Strong	553-646	41%	48%	39%
Developing	469-552	31%	31%	31%
Needs Additional Support	468 & below	8%	7%	14%
OLNA Cut Score	594			

Year 9 Spelling				
Proficiency Level	NAPLAN Score Range	School	Like Schools	WA Public Schools
Exceeding	627 & above	13%	Unavailable	17%
Strong	532-626	54%	Unavailable	51%
Developing	470-531	28%	Unavailable	21%
Needs Additional Support	469 & below	5%	Unavailable	9%

Year 9 Grammar & Punctuation				
Proficiency Level	NAPLAN Score Range	School	Like Schools	WA Public Schools
Exceeding	649 & above	11%	Unavailable	13%
Strong	545-648	46%	Unavailable	40%
Developing	460-547	32%	Unavailable	31%
Needs Additional Support	459 & below	11%	Unavailable	14%



Insights

NOTE: In 2023, due to the change from achievement bands to proficiency levels, it was not possible to draw any comparisons with past performance therefore we have been unable to measure progress from Year 7 to 9.

Areas of Celebration

- Writing was a particular area strength at HPSC in 2023.
 - o Both Year 7 and Year 9 students achieved higher averages than the WA state average.
 - o Year 9 students achieved a significantly higher average achievement than the WA state average.
 - o The percentage of students achieving in the 'Exceeding' category for Writing was significantly higher than both Like Schools and WA Public Schools.
- Year 7 HPSC students achieved a higher average than the state average in spelling, grammar and punctuation.
- In all other tests, HPSC students in both Year 7 & Year 9 achieved an average score very close to the state average.
- In all tests, the percentage of HPSC students in the lowest proficiency level 'Needs Additional Support' was lower than that of all WA Public Schools.

Areas of Focus

- When compared to Like Schools, the spread of achievement across the Proficiency Levels was similar; however, in most test areas HPSC students were underrepresented in the highest levels of achievement and overrepresented in the lowest levels of achievement.





Priority Two

NAPLAN Student Distribution Year 7

WA Public Schools	Year 7 Numeracy					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	14%	17%	15%	25%	21%	19%
Middle 60%	68%	69%	69%	64%	66%	69%
Bottom 20%	18%	14%	15%	11%	13%	13%

WA Public Schools	Year 7 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	14%	14%	14%	23%	21%	20%
Middle 60%	66%	69%	71%	66%	66%	68%
Bottom 20%	20%	17%	15%	11%	13%	13%

WA Public Schools	Year 7 Writing					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	25%	22%	21%	27%	24%	26%
Middle 60%	65%	66%	64%	65%	65%	64%
Bottom 20%	10%	12%	16%	8%	12%	11%

WA Public Schools	Year 7 Spelling					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	15%	18%	20%	23%	20%	20%
Middle 60%	67%	63%	62%	65%	66%	66%
Bottom 20%	17%	19%	18%	12%	14%	15%

WA Public Schools	Year 7 Grammar & Punctuation					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	19%	19%	16%	24%	21%	19%
Middle 60%	62%	63%	69%	65%	65%	67%
Bottom 20%	19%	18%	15%	11%	14%	14%

NAPLAN Student Distribution Year 9

WA Public Schools	Year 9 Numeracy					
	School			Like Schools		
	2022	2023		2022	2023	
Top 20%		9%	14%		18%	19%
Middle 60%		71%	67%		67%	68%
Bottom 20%		20%	18%		15%	13%

WA Public Schools	Year 9 Reading					
	School			Like Schools		
	2022	2023		2022	2023	
Top 20%		16%	13%		19%	20%
Middle 60%		67%	68%		65%	66%
Bottom 20%		17%	19%		16%	15%

WA Public Schools	Year 9 Writing					
	School			Like Schools		
	2022	2023		2022	2023	
Top 20%		22%	26%		25%	19%
Middle 60%		62%	56%		62%	67%
Bottom 20%		16%	18%		14%	14%

WA Public Schools	Year 9 Spelling					
	School			Like Schools		
	2022	2023		2022	2023	
Top 20%		10%	14%		18%	20%
Middle 60%		77%	62%		69%	65%
Bottom 20%		13%	24%		14%	15%

WA Public Schools	Year 9 Grammar & Punctuation					
	School			Like Schools		
	2022	2023		2022	2023	
Top 20%		18%	18%		22%	20%
Middle 60%		67%	63%		62%	67%
Bottom 20%		15%	18%		16%	13%

Insights

We have more students in the bottom and middle and less in the top percentages than our Like Schools when they commence Year 7 which means we have more work to do to ensure students meet higher proficiency levels by Year 9 NAPLAN.



Insights

In Numeracy, significant improvement in top 20% from last year.

In Reading, similar number in the middle 60%, but fewer in the top 20% than Like Schools.

In Writing, significantly higher number in the top 20% compared to Like Schools and WA Public Schools.

In Spelling, Grammar & Punctuation, similar number in the middle 60%, but more in the bottom 20% than Like Schools.



Priority Two

OLNA Data Summary

Year 9 Average NAPLAN Scores 2023				
NAPLAN Test	WA Public School Average Score	HPSC Average Score	OLNA Cut Score	Prequalified after NAPLAN
Numeracy	571	568	570	46%
Reading	566	561	573	41%
Writing	562	577	594	40%

HPSC Year 9 Qualified in Each Test Area 2023		
Numeracy	Reading	Writing
59%	69%	59%

HPSC Year 10 Qualified in Each Test Area 2023		
Numeracy	Reading	Writing
74%	83%	78%

Total Number Year 10 Students Qualified (All Tests) in 2023			
	Year 9	Year 10	Not Qualified
Number of Students	39	67	65
Percentage	22.8%	39.2%	38%
Like Schools	25.2%	40.8%	34%



Insights

Areas of Celebration

- Similar percentage of students qualified across all test areas as Like Schools.
- Percentage of students qualified for Reading is the highest in both Yr 9 and Yr 10.
- Significant increase in percentage of Yr 9 students who qualified in each test area after first OLNA Sit.

Areas of Focus

- Fewer students qualified across all three tests than Like Schools.





Priority Three - Performance Growth and Coaching:

Recruitment

As the college continued to grow the recruitment of additional staff was essential to meet the needs of the college, whilst providing the college the unique opportunity to create new positions to best situate the college to enhance the vision and advance the strategic directions. Our rigorous recruitment approach remained a priority to ensure we selected highly proficient teaching and non teaching, staff aligned to our values of wellbeing, excellence and relationships.



2023 Staffing Profile

Staffing Areas	2020 (Foundation)	2021	2022	2023
Mathematics Classroom Teacher	2	3	5	6
Science Classroom Teacher	2	4	6	7
Humanities and Social Sciences Classroom Teacher	2	4	4	7
English Classroom Teacher	2	3	5	7
Health & Physical Education Classroom Teacher	1	2	4	6
Japanese Language Classroom Teacher	1	1	2	2
Arts/Music/Media Classroom Teacher	1	2	4	4
Technologies Classroom Teachers	1	2	3	6
Executive Team (Principal, Associate, Deputy, MCS)	4	4	4	5
ICT Network Technician	1	1	1	1
Home Ec/Lab/Library Assistants	3	3	4	4
Wellbeing (Psychologist, Chaplain, Nurse, Youth Worker)	2	3	4	4
Educations Assistants	2	4	10	14
Allied Professionals	3	6	7	8
Autism Special Program (SALP) - Program Coordinator/ Teachers/4 EAs				7
Heads of Instruction/Program Coordinators (Hol are also included in classroom teacher data)	4	6	9	10

In 2023, additional leadership roles were advertised and filled through merit selection.

- Deputy Principal: commenced in Term 4
- Program Coordinator: Specialist Learning Program: Autism commenced in Term 3.
- Head of Instruction: Technologies was recruited to start in 2024.



Priority Three



Leadership

Hammond Park Secondary College's commitment to growing leaders from within was highlighted by staff who had identified leadership intentions, accessed professional learning, sought line manager support or nominate and were successful applicants for 'Coordinator' roles.

- 2023 saw the introduction of Assistant Heads of Instruction in the Arts, Health and Physical Education, and Technologies. This was a distributive leadership model aimed at empowering and growing aspirant leaders to work closely with the Leadership team. They had oversight of their Learning Area and demonstrated leadership in curriculum, assessment and positive behaviour support.
- Continued appointment of Year 7, Year 8, Year 9, and Year 10 Coordinators who support the Student Wellbeing team (0.2 FTE allocation).
- Future Based Innovation and Inquiry (FBI) Coordinator (0.2 FTE allocation). Our previous Coordinator had finished their tenure, so another member of staff was appointed to the role in 2023.
- The creation of the Year 10 Thrive Coordinator, to lead the inaugural Year 10 Engagement program (0.2 FTE allocation).
- The creation of the Student Council Coordinator for 2024, (0.1FTE).

Hayatti Miller, Deputy Principal received the Western Australian Secondary School Executives Association (WASSEA) Aspirant Leadership Award at the conference in August, in recognition of her leadership skills and achievements.

Two staff members also obtained their Senior Teacher Status with the Department of Education which is acknowledgement of their tenure and expertise.

Future Leaders Framework (FLF) Program continued with staff engaging with their mentors and stretch project initiatives continued with some staff resulting in the implementation of the Hammond Park Secondary College House system. The Student Sustainability Committee continued to impact the college to move towards sustainable practices at the college.

The College Leadership Team commenced a two year Leadership program titled Leadership Agility Program run by Dr Shane Glasson from Liminal Space. The program has a focus on understanding Leadership Agility by unpacking the following seven domains;

1. Interpersonal Acumen
2. Cognitive Perspective
3. Environmental Mindfulness
4. Drive to Excel
5. Self Insight
6. Change Alacrity
7. Feedback Responsiveness

Our Aspirant Leaders participated in Professional Learning with Jenny Cole titled Navigating Difficult Conversations. This focused on supporting our leaders to learn to convey clear messages and maintain a positive relationship by preparing for these in advance and setting expectations, understanding, and managing their own expectations and reactions, building relational trust and providing them with a framework for preparing for high stake conversations.

Our College Leadership Team continued with this focus and participated in a book study on Crucial Conversations – Tools for Talking when the Stakes are High by Joseph Grenny, Kerry Patterson, Ron McMillian, Al Switzler and Emily Gregory. This study included supporting our college leaders in ensuring every conversation, especially difficult ones leads to positive results.

Performance Development processes are aligned with the college Business Plan, incorporating college values and priority areas and linked to the AITSL Australian Professional Standards. These occur twice a year formally and have a strong focus on goal setting and professional development.

College staff development days, whole college PLCs and learning area meetings are aligned to college priorities, provide professional learning, and enable moderation, collaborative planning and sharing of resources to ensure low variable and consistency across our college.

Professional Learning

Professional Learning Communities (PLCs) continued to drive refinement or development of whole college initiatives such as the Homeroom Program, innovative homeroom report writing and models of assessment feedback, wellbeing for staff and students, behaviour reflection, classroom culture and routines, planning for senior school and implementation of new course offerings, SEN planning and teaching and learning adjustments and Positive Behaviour Support implementation.

Development and reviews of whole college policies and processes, which in comparison to many secondary schools are still in their infancy, has been prioritised as an essential part of whole college implementation and PLCs provide a valuable opportunity for us to come together and co-create them.



Priority Three

The college also continued to encourage staff to seek external professional learning opportunities to support individual learning and efficacy therefore influencing college growth. Much of the professional learning accessed aligned with our business needs and strategic directions, focused on:

- o Excellence in teaching and learning to embed our whole college instructional model.
- o Curriculum, assessment, and reporting- DOE's policies and process linking back to development and implementation at HPSC.
- o Cultural Responsiveness and Wellbeing initiatives (staff and student)
- o Strengthening college culture
- o Mandatory DOE professional learning and training programs



2023 HPSC PROFESSIONAL LEARNING OPPORTUNITIES ENGAGED WITH BY STAFF

Classroom Management Strategies	Step Lab Instructional Coaching	Gatekeeper Suicide Prevention Workshops	First Aid Training and Heart Defibrillator Training	NAPLAN Data, Coordinator and Dashboard Training
Shaping Minds	SSEN: -Successful Transition -Self-Regulation -Writing support	Crucial Conversations- Performance Growth Coaching	Positive Behaviour in Schools	Microsoft Access
Reporting to Parents	Youth Mental Health First Aid	Improving Student Performance in ATAR subjects	Explicit Instruction and Instructional Coaching Professional Learning	First Aid Training
Collegiate Network Meetings	Graduate Modules	ASDAN	Team Teach	LEAP – Specialist Maths and Maths Methods
WASSEA Leadership Conference	Keys for Life	Science- Senior School Course Development	Barista Basics Course	Hazardous Chemical Training - Lab Tech
Certificate IV in Training and Assessment	ACER PAT Testing	CCEN Level 3 Classroom Teacher App	Navigating difficult conversations	Level 1 De-escalation and Positive Handling Training
Teacher Farm Experience Program	Student Services Future Leaders Program (RAFT)	Aspirant Leaders Meetings	Geography Teachers Association Conference	Statewide Services Support
MAWA Conference (Maths Staff)	Mentally Healthy Schools	WAATA – Education Assistants Annual Conference	Homeroom Report and Report comment workshops	Timetabling workshops
PIVOT Professional Learning	WASSEA Elev8 for Principals	Grad Certificate of Educational Business Leadership	Introduction to Leadership Coaching	Duke of Edinburgh Training
Work Health and Safety Representative Training	Career Conversations for Schools	5 point Scales	History Teachers Association conference	RTP – VET and Work Placements Administration Workshops



Priority Three

At HPSC, our commitment to academic excellence and student success is unwavering. As we anticipate the arrival of our first Senior School Cohort in 2024, the year involved much planning to prepare course offerings and pathway options for our students, ensuring their diverse needs and interests were met.

Our dedicated staff undertook a comprehensive upskilling in collaboration with the School Curriculum and Standards Authority (SCSA) and through their networks, to ensure they were up to date and had a sound understanding of the Senior School subjects they would be teaching. The upskilling program encompassed a thorough understanding of the Western Australian Certificate of Education (WACE) requirements, empowering our staff to guide and support students effectively through their senior years.

Year 10 Homeroom teachers actively engaged in Course Advisory roles, contributing valuable insights to support students in choosing subjects which aligned with each student's unique aspirations and strengths. In a commitment to providing a diverse range of opportunities for our students, some of our staff also pursued and successfully completed their Certificate IV in Training and Assessment to ensure we were ready to offer a range of Certificate courses. As we embark on this exciting new chapter with our inaugural Senior School Cohort, we are confident that these proactive measures will contribute significantly to the success and fulfillment of our students as they navigate their educational journey in Senior School.

Data Literacy/Feedback

- **Student Feedback** - Teachers engaged in an externally sourced 'PIVOT Student Feedback Cycle'. This tool is designed to capture student perceptions of their learning experiences in the classroom and feedback analysed can be used by teachers in creating goals to support improvement in professional practice. Student voice promoted the value of 'honestly' engaging in the surveys and all teachers engaged in one cycle of feedback for 2023.
- **Observations and feedback** - Is a priority at the college

and with a majority of teachers engaging in Explicit Instruction observations. Seven teachers were selected to complete the Shaping Minds Professional Learning which continued to have a focus on High Impact Teaching, and a number of our Heads of Instructions at the college participated in some Instructional Coaching Professional learning. All teachers were able to access observation and coaching discussions in relation to the delivery of Explicit Instruction lessons with feedback provided by Principal and Deputy Principal.

- **Moderation** - Learning Areas participated in moderation across the college to ensure teacher expertise and understanding of subject assessment criteria and applied as consistency across their subjects.
- **Data Reviews** - Heads of Instructions and Assistant Heads of Instructions carried out Learning Area Data reviews with their Learning Areas and presented these to the College Leadership team with a focus on comparison of HPSC to 'Like Schools' and 'DoE schools', celebrations, and lines of inquiry.





Priority Three

Survey Data

National School Improvement Survey completed by staff at the end of 2022 collected the following data:

5 POINT SCALE

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

AREAS OF CELEBRATION

ITEM	SCORE: 2022	SCORE: 2023
Teachers at this school provide students with useful feedback	4.2	4.1
Parents can talk to teachers about their concerns	4.4	4.3
This school looks for ways to improve	4.3	4.4
Teachers at this school care about their students	4.2	4.5
Teachers at this school are good teachers	4.1	4.3
Teachers at this school expect students to do their best	4.1	4.5

AREAS OF INQUIRY - All showing improvement in 2023

ITEM	SCORE: 2022	SCORE: 2023
Student behaviour is managed well	3.3	3.7
Staff are well supported at this school	3.5	4.0
This school takes staff opinion seriously	3.7	4.0
I receive useful feedback about my work at this school	3.7	3.9

In sharing this data with staff, the college will continue to collaborate with staff regarding recommendations and consistency with whole college processes so that we continue to strengthen staff satisfaction in these domains. Our strengths/celebrations reaffirm that the college's planning and implementation processes embed consultation, reflection and review, with a focus on continual improvement. It has been great to see these targets increase in many of the domains.





Priority Four - Community Engagement

At Hammond Park Secondary College, woven into our vision is our desire for the college to 'be at the heart of our local community' through the development of strong relationships with our families, local business, and organisations to ensure students have a diverse range of engaging opportunities and experiences. It has been incredible to see this come to fruition in 2023.

We have actively cultivated strong relationships with our families to work collaboratively in supporting students on their learning journeys. We have also sought extensive partnerships with local businesses, universities and TAFE, and organisations to ensure we have a range of career and pathway opportunities, work experience, mentorship and excursions and incursions to build on students' classroom experiences. These community connections not only offer a wide array of learning opportunities now, but also serve as a bridge to future pathway opportunities.

Community engagement has strengthened opportunities for our staff as well through partnerships with a range of organisations to support staffs professional learning and growth. These partnerships have enabled staff to engage in evidence based learn and industry trends to enhance classroom and leadership practice.

Our desire to create a culture of lifelong learning with staff, reinforcing the importance of staying curious, agile, and committed to personal and professional growth. The reciprocal flow of knowledge and experiences enhances the overall quality of education provided at Hammond Park Secondary College.

College Official Opening – Stage 2

Hammond Park Secondary College marked a significant milestone with the official opening of our Stage 2 building program. We were privileged to welcome the Hon. Dr Buti, Education Minister, and the Hon. Roger Cook MLA, to officially open the buildings and celebrated the expansion of our state-of-the-art facilities. Members of the Public Private Partnership consortium, College Board members, and staff from our leadership team also attended the event.

The Stage 2 building added 25 new classrooms, incidental learning spaces, two classroom observation rooms, a soccer pitch, and the completion of senior school construction rooms. These transformative additions not only enhanced the physical infrastructure of the college but positioned the college for a seamless transition into senior school.

The ceremony reflected the college's accomplishments since opening and attendees were treated to a visual display showcasing the achievement from the first three years. Students and staff delivered acknowledgments of country in English and Japanese, and two talented Year 7 students showcased their musical talents in a beautiful vocal performance.





Priority Four

Partnerships

Work Experience: We proudly introduced work experience opportunities for all Year 10 students, with 40 eager students seizing the chance to spend a week at various companies aligned with their interests and future aspirations. This initiative created a holistic educational experience, providing enriching opportunities in helping students identify future pathways. We extend sincere gratitude to the workplaces who supported our college, facilitating valuable experiences for our students.

UTEC Survey	ITC Plumbing Solutions
Zenith Search	Success Primary School
Primero Group	Jupiter Chiropractor and Jupiter Medical Centre
ABN Group	Buttercups Daycare
West Coast Suzuki Marine	G+L Plumbing
CR Motorcycles	Treeby Primary School
Hammond Park Primary School	Nido Early School
Aubin Grove Primary School	Kerr Engineering
Team Electrical	Atwell Primary School
Colour Bar Hair Studio	Propeller Brands
Good Sammy's	CBH Group
Imperial Luxury Barbers	Fremantle Engineering Co
Curtin University	Skill Builders Cockburn
Platinum Automotives	Classic Tyres and Batteries
Honeywood Primary School	Welshpool Auto Repairs

- Parkour** - Richard Noble and Company provided an amazing opportunity for Year 7 and 8 students to actively engage in a Parkour program. The students had an amazing time and their impressive enthusiasm, unwavering dedication, and boundary-pushing efforts truly encapsulated the essence of Parkour. We express our deep gratitude to Richard Noble and Company for not only facilitating the program but also for making substantial contributions to its success. Special recognition is extended to Perth Parkour for their invaluable support and guidance throughout this exhilarating journey and to Mr Hastie for all of his support of the students involved.
- Thrive Program** - In a testament to the incredible achievements of our Year 10 students in the Thrive Program, a collaborative initiative was undertaken to create a Little Library for the local community. In partnership with Richard Noble and Company and as part of the Duke of Edinburgh program, students embarked on a creative journey led by their teachers. The creation of this Little Library stands as a tangible display of our students' dedication to community impact and their commitment to giving back. Specifically designed to benefit young children and inspire a love of reading, the library has been warmly received by the local community. The enthusiasm and creativity poured into this project not only showcases the talent of our Year 10 students but also underscores their willingness to positively impact younger generations. As a college, we take immense pride in the accomplishments of these students and our staff, and we are confident that their efforts have made a positive impact on our community.
- CCEN and Primary Schools** - Partnerships with local primary schools and schools in the CCEN Network remain strong and productive and focused on collaboration. The college welcomed the chance to host primary school graduations, the CCEN Spelling Bee, sports carnivals and facilitate the delivery of PL for the network.
- Pathway Planning** - In supporting students in Years 7-10 to make the link between their timetabled subjects and their future pathways, a range of career exploration was offered, along with pathway planning, enabling students to develop the skills required to be self reflective and identify and grow key workplace skills that can be gained in and outside of school.





Priority Four

Individual Pathway Planning (IPP) was delivered across the college on three occasions to students in Years 7-10. Students in Years 7 and 8 had to focus on self reflection, career exploration, and identifying key skills and traits important to the workplace, whilst students in Year 9 were provided the opportunity to participate in a range of Career Taster Days such as, Construction, Art, Design and Tourism, ICT, Drones, Childcare and experience life as a student at Murdoch University.

Year 10 students focused on future pathways and attended a day visit to Murdoch University and the Perth Careers Expo, offering students the opportunity to explore a range of careers and courses available to support them in their course selections for Year 11.

Students in both Year 9 and 10 with an interest in Painting and Plumbing, and Civil Construction were also provided the opportunity to do a three day Try-A-Trade with Registered Training Organisations providing a hands on experience of what the particular trade is like.

- **Kwinana Industry Council** - 2023 also commenced our partnership with the Kwinana Industry Council (KIC) which offered fully endorsed iProject opportunities for a range of pathways available within the Kwinana Industry area. Students who were selected participated in a range of programs such as iScience (ATAR bound pathway), iMEN, iWOMEN, iCombined (General/VET Pathways) and iDiversity. Following the successful completion of the seven day program and attendance to the iConference, students were fully endorsed for their participation, earning 1 credit towards their WACE, whilst also developing vital skills for transition into the workplace and experiencing a range of industries available in the local area. In readiness for Year 11, three students from the college were also successful in securing one of the KIC offered Pre-apprenticeships (Engineering, Heavy Diesel and Electrotechnology), a fantastic opportunity to prepare students for work in their chosen field.

Primary School Enrolments

- Partnerships with our local primary schools continued to be strengthened. In 2023, 156/206 (76%) of our Year 7 students came directly from Aubin Grove Primary School, Hammond Park Primary School and Honeywood Primary School.
- We were fortunate to host Jilbup Primary School as they commenced their planning year as the newest primary school to join our Hammond Cell. Jilbup Primary School will be our local partner primary and they also have a Specialist Autism Learning Program so we look forward to building a strong relationship with this new school .

College Board

- The College Board is made up of parents/caregivers, community members and staff representatives. 2023 saw the renomination for some of our foundation members which led to the inclusion of new parents/caregivers, community and staff representatives. Matthew Lambert became the new Board Chair, taking over from Julie Cureton who was a wonderful foundation Board Chair.
- The College Board is trained, active, informed, and effective in governance and support of the college. The fundamental purpose of the College Board is to enable, promote and support the activities of the college.
- The Board meetings are dynamic and school data, finances and progress are shared at each meeting and the Board continued to advocate for the collage across diverse areas such as:
 - o Advocate for GATE and Specialist Programs at the college,
 - o Support community surveys for crossing attendants near the college for student safety.
 - o Investigating ways of financing a college bus.
 - o Supported a range of college events and
 - o Endorsed the college Senior School shirt.



Priority Four

P&C

2023 saw the formation of the Hammond Park Secondary College's inaugural Parents and Citizens Association (P&C). It was wonderful to see the committee form after a few attempts and the college is grateful for the those who have volunteered. The new executive members consists of Todd Cooper: President, Diane Vesperman: Vice President, Nina Cortes: Treasurer, and Kathryn Holland: Secretary. The team have nine ordinary members and we look forward to seeing the committee grow in 2024.

The Parents and Citizens' Association (P&C) plays a pivotal role in supporting our college through active participation in events, fundraising endeavours, and the promotion of our college values and vision to help us foster a sense of community and shared responsibility in providing opportunities for our students.

Parent/Caregiver and Community Engagement

At our college, a commitment to collaborative learning extends beyond the classrooms, fostering strong connections with our community through dedicated efforts in Parent/Caregiver and Community Engagement. Throughout the academic year, we organise various events such as Parent Evenings, including the Year 10 Course Advisory sessions, and Parent Information Nights. In addition, Reporting to Parents evenings are conducted twice annually, with a specific focus on delivering comprehensive feedback to our families about their child's learning journey. These sessions facilitated by our Homeroom teachers aim to provide a holistic view of the students' progress.

Additionally, our college actively engages parents in various specialised events such as:

- Senior School information nights covering essential topics like Keys for Life, OLN, Senior School Pathways and WACE,
- ASD parent evenings launching our Specialist Autism Specialist Program as well as welcoming our families into the ASD program.
- Our college Psychologist presented Triple P sessions to our families.
- We also facilitate parent tours, offering a firsthand experience of our college environment.
- Beyond academics, we encourage parental involvement in a range of events such as the inaugural NAIDOC football match, Triple P parenting nights, YSAFE, Vaping and Headspace parent presentations all focused on connecting with our families and sharing how our parents/caregiver community can actively contribute and support their children's endeavours, fostering a sense of community and shared achievement.

We are proud of our growing community partnerships and the strengthening of parent relationships to deliver the best for our students.





Business Plan Target Matrix 2023

Target	Developing	Implementing	Achieve/Embedded
Wellbeing			
95% of students achieve and maintain Good Standing or Advance Good Standing.			
Positive trend in the percentage of students and staff who feel their voice and agency is acknowledged and valued at the college.			
Attendance rate will be at or above 90%.			
PERMAH Survey data indicates 80% of staff and students feel that the college culture supports wellbeing for all.			
PERMAH survey data indicates that 100% of staff and students have an understanding of wellbeing and how it fosters connect to the college.			
Excellence in Teaching and Learning			
Staff develop expertise to implement and embed the College Instructional Framework as evidenced with self-efficacy surveys, observations and student feedback.			
All teaching staff implement the College Instructional Framework as evidenced through observations and feedback cycles.			
NAPLAN Data indicates progress from 7-9 in Reading, Writing, and Numeracy.	Unable to measure due to change in NAPLAN bands		
NAPLAN Achievement data will be At or Above Like Schools for Year 7 & 9.		Above in Year 9 Writing	
Teacher judgement data and distribution of A-E grades to be At or Above Like Schools.			
Attribute data indicates 85% of students achieve Consistently and Often across the five domains in all Learning Areas.			
Student reflection and feedback data indicates 80% of students feel supported in their learning journey.			
Performance Growth and Coaching			
All staff engage in Performance Growth and Coaching to empower staff in their learning Journey.			
All teaching staff develop data literacy skills to analyse and reflect on their own performance and to plan for improved outcomes.			
Staff lead and implement PLCs based on identified learning needs and interest, as evidence in review cycles.	PLCs have been utilised as whole school sessions due to ongoing needs of cocreation of new school processes and policies		
Community Engagement			
National School Opinion Survey from all stakeholders indicates high levels of satisfaction with college performance and directions.			
College Board survey data indicated a high level of effectiveness ensuring governance enhances the conditions for excellence.			
Establish a network of partners to connect, empower and innovate with the college, providing opportunities and pathways to support student outcomes and wellbeing.			
Increase by 5% the number of students enrolling from partner primary schools.			





Financial Summary

The Census figures for 2023 attracted 731 enrolled students with a charge collection attainment of 99% including the Education Program Allowance. Voluntary Contributions reached 71% which was a big improvement from the 2022 collection. Debt collection for outstanding 2020 to 2022 charges has influenced the final collection results.

The Department of Education provides multiple funding components via the Student Centred Funding, one of which is Targeted Initiatives. Hammond Park Secondary College was funded \$76,298.86 for the following programs:

- Receiving a Commonwealth Grant – Wellbeing Boost of \$33,330 to fund Wellbeing programs and resources for students and staff.
- \$123,692 to deliver VET to secondary students in readiness for the Year 11 cohort.
- Level 3 classroom teachers – additional teacher time providing additional time to dedicate improvement in classroom learning by sharing their knowledge about teaching practice.
- Schools with Low Proportion of Level 3 classroom teachers – provides 0.2FTE allocation (along with Level 3 classroom teacher initiatives) to enable mentoring and sharing of knowledge.
- Graduate Teacher Induction Program and Graduate Curriculum materials \$48,610 to provide extra training and resources to assist new teachers provide quality teaching.
- Secondary Assistance Scheme – comprises of Education Program Allowance at \$235 plus Clothing Allowance of \$115 to assist low income families with a current Centrelink and Veterans' Affairs card towards their child's schooling costs. In 2023 a total of \$21,935 was received in Education Program Allowance, Clothing Allowance and Abstudy Supplement.
- Career Taster \$3,000.00 towards pathways and careers for Year 9 students to attend a range of Career programs.
- School Chaplaincy Program via Youth Care to assist funding our Chaplain.

The college developed and implemented a budget which considered Human Resources, Curriculum Resources, Assets and Resources, Utilities and Minor Works.

In 2023 some key funding focus was targeted towards:

- Recruitment of a Program Coordinator, two teachers and up to four education assistants for the SLP-Autism Program. Funding received to deliver establish the program in 2023 was \$456,728.
- \$95,051 towards the key priority areas of Wellbeing, Excellence in Teaching, Community Engagement and Performance Growth and Development to ensure staff have the best resources, and quality coaching and development to meet the needs of students
- \$9,437 Library Shelving to expand our book selection to encourage student literacy.
- \$51,500 provision and installation of projectors in Stage 2 English and Mathematics building.





Hammond Park Secondary College 2023 One Line Budget Revenue and Expenditure

One Line Budget

	Budget	Actual
Carry Forward (Cash)	\$965,437	\$965,437
Carry Forward (Salary)	\$322,087	\$322,087

Income

School-Centred Funding (Including Transfers & Adjustments)	\$10,044,482	\$10,044,482
Locally Raised Funds	\$396,110	\$396,101
Total Funds:	\$11,728,116	\$11,729,107

Expenditure

Salaries	\$8,520,331	\$8,520,331
Goods and Services (Cash)	\$2,188,193	\$1,841,476
Total Expenditure	\$10,708,524	\$10,361,807

Variance

\$1,019,592 \$1,366,301

INCOME

Carry Forward (Cash)	\$965,437	\$965,437
Carry Forward (Salary)	\$322,087	\$322,087

Student-Centred Funding

Per Student		
School and Student Characteristics	\$7,335,585	\$7,335,585
Disability Adjustments	\$1,728,982	\$1,728,982
Targeted Initiatives	\$804,158	\$804,158
Operational Response Allocation	\$30,188	\$30,188
Total Funds	\$10,039,509	\$10,039,509

Transfers and Adjustments

Student-Centred Funding

School Transfer - Salary	(\$773,747)	(\$773,747)
School Transfer - Cash	\$778,719	\$778,719
Total Funds:	\$4,972	\$4,972

Locally Raised Funds (Revenue)

Voluntary Contributions	\$90,609	\$90,609
Charges and Fees	\$125,155	\$125,155
Fees from Facilities Hire	\$102	\$93
Fundraising/Donations/Sponsorships	\$53,756	\$53,755
Commonwealth Govt Revenue	-	-
Other State/Local Govt Revenues	\$23,261	\$23,261
Revenue from Co, Regional Office and Other Schools	384	\$384
Other Revenues	\$57,636	\$57,636
Transfer from Reserve or DGR	\$45,208	\$45,208
Total Funds	396,110	\$396,101

TOTAL 11,728,115 11,728,106



Hammond Park Secondary College 2023 One Line Budget Revenue and Expenditure

Expenditure

Salaries

	Budget	Actual
Appointed Staff	\$7,719,142	\$7,719,142
New Appointments	\$0	\$0
Casual Payments	\$772,267	\$772,267
Other Salary Expenditure	\$28,922	\$28,922
Total Funds	\$8,520,331	\$8,520,331

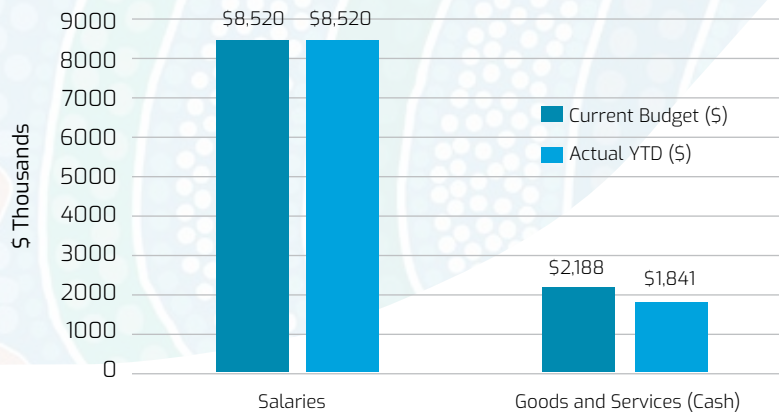
Goods and Services (Cash Expenditure)

Administration	\$118,153	\$115,166
Lease Payments	\$164,785	\$155,366
Utilities, Facilities & Maintenance	\$172,072	\$144,925
Building Property & Equipment	\$230,159	\$148,280
Curriculum & Student Services	\$603,240	\$422,197
Professional Development	\$33,836	\$22,950
Transfer to Reserve	\$176,963	\$176,903
Other Expenditure	\$45,643	\$30,052
Payment to CO, Reg. Off. & Oth Sch.	\$643,342	\$625,637
Total Funds	\$2,188,193	\$1,841,476
TOTAL	\$10,708,524	\$10,361,807

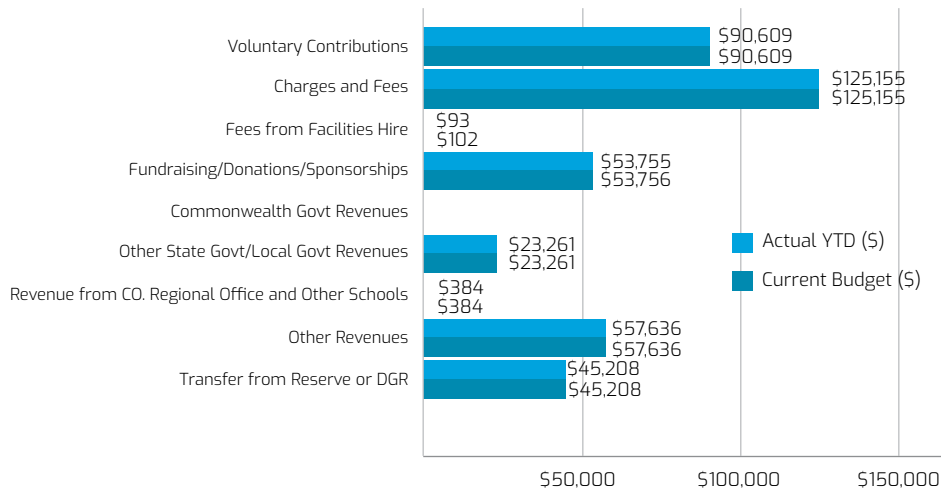




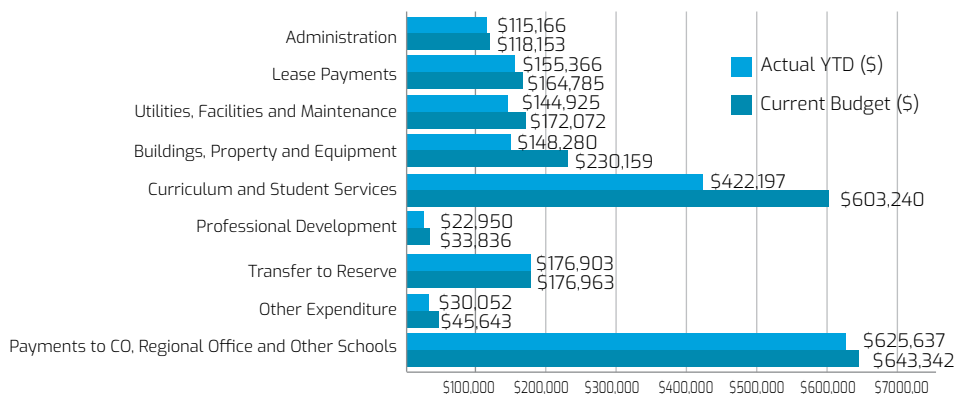
Goods and Services vs Salary Expenditure



Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual





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