Hammond Park
Secondary College

Business Plan
2020 - 2023

Connect Empower Innovate

Connect | Empower | Innovate

Hammond Park Secondary College opened as an Independent Public School in 2020 after considerable community consultation and planning in 2019. Hammond Park SC places staff and student wellbeing at the core of what we do. We know that relationships are integral to a successful school, and we will actively develop strong and lasting relationships with our students and their families, as well as our community, to ensure Hammond Park Secondary College is a school of choice for our community.

Hammond Park Secondary College commenced its inaugural year with 175 Year 7 students and will grow by approximately 200 students each year until 2025, when we will be a full 7-12 campus. The college was built with state of the art facilities enabling the college to offer a full spectrum of subject choices including ATAR, General and Certificate level courses in senior school. These pathways will be tailored to meet the diverse needs and interests of our students, and will be developed in consultation with the college community.

Hammond Park Secondary College values student voice and agency, and actively seeks a range of opportunities for students to share their voice and guide college directions. Our current Student Voice Agents are highly active and represent their Homerooms in organising social events, fundraising, and other leadership opportunities.

The college promotes a lifelong learner ethos for all staff and students. Teaching staff are encouraged to tailor their individual learning journeys to ensure they are at the forefront of teaching and learning and using evidence based practices to improve outcomes for all students. A Performance Growth and Coaching Framework provides all staff with the opportunity to seek feedback, reflect on their practice, and set goals appropriate to their career stage and focus areas. Teaching staff are empowered to innovate and lead, and a range of opportunities will be created within the college to enhance the leadership capacity of all. Lifelong learning is fostered in our non-teaching staff as well, and they are encouraged to grow and develop their skills and knowledge to perform at the highest level possible, ensuring their roles support and enhance the college directions to improve student outcomes.

consultation
community
relationships

College Context

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 had students come from over 17 different primary schools in our foundation year. HPSC forms part of the Cockburn Central Education Network and is the third secondary school to join the network.

families
foundations
partnerships

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 from our foundation year.
In 2022 the college will undergo the second stage to our building program which will see additional classroom hubs, additional outdoor multipurpose courts, and a full size soccer pitch complete our state of the art facilities.

Hammond Park Secondary College is one of eight schools built under the Public Private Partnership (PPP) agreement. This means the school 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.

Our Vision | Our Motto | Our Values

Our Vision

We want the college to be at the heart of our local community through the development of strong partnerships 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 and compassionate, and to strive for excellence.

connect
empower
innovate

Our Motto

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

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.

Creation of the Business Plan

The Hammond Park Secondary College, motto, vision and values, and priorities were co-created through a range of consultative processes. In the 2019 planning year community consultation sessions occurred with the facilitated support of the Creating Communities organisation. An Advisory Committee was formed as a result of these sessions, and information gathered from the consultation, and conversations with our primary school students informed the college directions.

A staff retreat was held in November 2019, and the information gathered, and the staff input, led to the creation of the vision and values, and later the college Business Plan.

Due to the COVID pandemic the College Board was delayed, however the first official board meeting occurred in Term four of our foundation year. Further impacts of COVID led to the decision to make the Business Plan a four year plan, rather than the traditional three year plan.

This enables the college to gather systemic data in our second year that we could not gather in our foundation year.

Each priority of the Business Plan is centred around creating a culture of excellence through high expectations, evidence informed practice, collaboration and innovation. Our staff are passionate, and have a shared understanding of creating an environment for students to excel based on their personal learning journeys.

The college prides itself on the cocreation of all aspects of the college and will continue to engage in co-creation processes as we move forward. Schools are dynamic organisation and the need to co-create will be ever present.

innovation
cocreation
excellence
culture

Priority One - Wellbeing

Priority One:

Student and staff wellbeing is at the centre of the work we do and is based on positive psychology and the notion of flourishing. The PERMAH principles offer a framework to inform college programs, SEL curriculum, policies and procedures. Ensuring students and staff feel safe and connected to the college, creating the conditions for all to work and engage from a strengths-based approach, will enable all to thrive and achieve the best outcomes for our students.

Targets:

- PERMAH survey data indicates 80% (or higher) of staff and students feel that the college culture supports wellbeing for all.
- PERMAH survey indicates 100% of staff and students have an understanding of wellbeing and how it fosters connections to the college community.
- 95% of students achieve and maintain Good Standing or Advanced Standing.
- Attendance rate will be At or Above 90%.
- Survey data indicates a positive trend in the percentage of students and staff who feel their voice and agency is acknowledged and valued at the college.

Strategies:

- PERMAH curriculum is developed, mapped across all years, and embedded into Homeroom, and whole school practices.
- All staff utilise Compass to celebrate student success and document student behaviour against PERMAH principles to provide a holistic view of student wellbeing.
- The Homeroom Program is prioritised and resourced to build teacher expertise in PERMAH, to enable strong relationships with students that enhance their engagement in college life, and thrive as connected citizens.
- Student and staff success is celebrated at every opportunity in a variety of ways.
- The college empowers staff to develop a deep understanding and practice of wellbeing, enabling staff to flourish in an environment of support and challenge.
- The Wellbeing Team leads the college in monitoring and promoting attendance, behaviour, engagement, Good Standing and wellbeing, positively impacting student success.
- The college consistently uses a range of methods to actively seek feedback from staff and students informing wellbeing initiatives.
- PERMAH principles are embedded into practices and procedures to support wellbeing for staff and students.
- All staff engage in NESLI Staff Wellbeing Professional Learning to support individual and collective wellbeing.

Priority Two - Excellence in Teaching and Learning

Priority Two:

The development and implementation of an evidenced informed Instructional Framework, rigorous data analysis deep curriculum knowledge, will enable our teachers to be experts at selecting the appropriate instructional strategies to meet student needs and stage of learning. The focus on lesson design and delivery, and low variability teaching will enable improved student outcomes for all students.

Targets:

- NAPLAN Data indicates progress from 7-9 in Reading, Writing, and Numeracy.
- NAPLAN Achievement data will be At or Above Like Schools for Year 7 & 9.
- 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.
- All teaching staff implement the College Instructional Framework as evidenced through observations and feedback cycles.
- Student reflection and feedback data indicates 80% of students feel supported in their learning journey.

Strategies:

- Interrogate data from a range of sources to improve student outcomes.
- Staff regularly engage in moderation practices to ensure consistent teacher judgements are made.
- Develop and implement an evidence based Instructional Framework to ensure consistent and quality practice exists in every classroom.
- Develop and implement a Response to Intervention model to ensure we cater for the learning needs of all students.
- Utilise Professional Learning, Classroom Observations, and staff and student feedback to reflect, refine and evaluate practice aligned to the Instructional Framework.
- Resource and develop the capacity of staff in innovative ICT practices to enhance student outcomes.
- Develop expertise in curriculum and assessment to map a viable 7-12 curriculum to ensure pathways of success for all students.
- Develop staff understanding to create culturally responsive curriculum practices that embrace diversity and inclusion.
- Utilise student surveys and reflections to provide feedback on their learning journeys.
- Provide training in CMS and CAT conferencing to promote engagement, learning and wellbeing ensuring an effective classroom environment.

Priority Three - Performance Growth and Coaching

Priority Three:

Creating an environment of self reflection, feedback, and life long learning is a focus of priority three for all staff. Staff will engage in reflective cycles and identify areas of strength and growth. Coaching and mentoring will provide support and direction for all staff to develop their expertise and confidence in identified areas and increase collaboration and collective efficacy. Growing great leaders is an important aspect of this priority.

Targets:

- 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 to plan for improved outcomes.
- Staff lead and implement PLCs based on identified learning needs and interest, as evidenced in review cycles.

Strategies:

- Develop and implement a Performance Growth and Coaching Framework, outlining feedback processes to enable self-reflection, goal setting and refining of practice.
- Resource professional growth opportunities for all staff in a variety of settings and contexts, which align to the college's strategic directions.
- Implement the Future Leaders Framework to identify, support, and develop leadership expertise in our staff.
- Develop and implement a shared understanding of Professional Learning Communities to create a culture of collaboration, curiosity and innovation, through an appreciative inquiry model for continuous learning and growth.
- All teaching staff use the PIVOT student survey to capture student perceptions of their learning experiences, and use this feedback to support positive growth and change in professional practice

collective efficacy
growth
collaboration

Priority Four - Commnity Engagement

Priority Four:

Connecting with our community is an essential element of creating an effective school and ensuring the college becomes a school of choice for our local community. Parents as partners is essential to ensure students are supported in their learning journeys. Developing partnerships across a spectrum of organisations is crucial in ensuring a varied range of opportunities and pathways are available to meet the needs of all students.

Targets:

- National School Opinion Survey data from all stakeholders indicates high levels of satisfaction with college performance and directions.
- College Board survey data indicates 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 positive student outcomes and wellbeing.
- Increase by 5% the number of students enrolling from partner primary schools.

cultivating strong partnerships

Strategies:

- Develop the 'Parents as Partners' handbook in consultation with parents to enable engagement in the college.
- Develop communication protocols within the College to ensure effective communication with all stakeholders.
- College welcomes family engagement at every opportunity.
- Develop strong governance practices with the College Board and P&C.
- Develop stakeholder relationships to create pathways for transitions, support and post-school options.
- Support families to access a range of community resources to support student needs.
- Develop strong partnerships with partner primary schools to enable collaboration and support.

Self Assessment and Review

School self assessment is a dynamic and interactive process and needs to occur at multiple stages throughout a school year, and the life cycle of the Business Plan. Self assessment ensures we respond to the changing needs of a school, therefore ensuring student success remains at the forefront of what we do.

Hammond Park Secondary College has review cycles each semester to assess academic performance, behaviour, attendance and wellbeing data. Built into our Business Plan strategies is a focus on building the collective capacity of staff to interrogate data and adapt accordingly to ensure we have a rigorous and responsive approach to school improvement.

Our Performance Growth and Coaching priority will support the development of staff in all self assessment and review process and ensure staff are fully equipped for our first Public School Review in Term 4, 2023. All Learning Area and Priority Areas have been written to include the Public School Review domains ensuring our 'Assess, Plan, Act' cycle is aligned to the review, and that we have the relevant data for the ESAT.

The Department of Education's 'Every Student, Every Classroom, Every Day strategic directions for public schools 2020-2024' document has guided the college's Business Plan and the yearly focus documents are reflected upon for Operational Plans.

In addition, documents such as The School Improvement and Accountability Framework, and the National School Improvement Tool will influence the self assessment and review processes.

Hammond Park Secondary College is committed to a rigorous improvement cycle to ensure our focus remains on every student, every classroom, every day.

Cycle of Review

Assess data and other evidence related to student achievement and school operations

Plan to improve the standards of student achievement

Act to implement planned strategies

Glossary

MESH: Maths, English, Science and Humanities and Social Science

NAPLAN: National Assessment Program in Literacy and Numeracy

NSOS: National School Opinion Survey

PERMAH: Positive Emotions, Engagement, Relationships, Meaning, Accomplishment, Health

SEL: Social and Emotional Learning

PPP: Public Private Partnership

NESLI: National Excellence in School Leadership Initiative

CMS: Classroom Management Strategies

CAT: Conference Accredited Training

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P. 08 9395 3800 A. 55 Irvine Parade, Hammond Park WA 6164

E. hammondpark.sc@education.wa.edu.au