



Department of
Education

Shaping the future

Hammond Park Secondary College

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Hammond Park Secondary College is located approximately 28 kilometres south of the Perth central business district in the South Metropolitan Education Region.

The college currently enrolls 1080 students from Year 7 to Year 12.

Hammond Park Secondary College has a Community Socio-Education Advantage rating of 1023 (decile 4).

Opening in 2020 as an Independent Public School, Hammond Park Secondary College is supported by a School Board and Parents and Citizens' Association (P&C).

This first 2025 Public School Review of Hammond Park Secondary College provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive, rigorous and reflective school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- School leaders have a strong understanding of school self-assessment processes. A rigorous improvement agenda is being driven through engagement in self-assessment and consultation contributing to a sense of unity of purpose.
- The narrative of the school's improvement journey since opening in 2020 was comprehensively presented. Authentic reflections were a feature of the Electronic School Assessment Tool (ESAT) submission, demonstrating thoughtful inquiry.
- The ESAT submission provided a detailed account of the school context, performance and the planning of priorities in the Business Plan 2024 – 2027. The college executive team were invested in the development of the ESAT submission, writing to and collecting a broad range of interrelated and credible evidence across the domains of the Standard.
- There is strong alignment between performance evidence, judgements about priorities, and planning for future improvement
- Well-informed and enthusiastic staff, students and parents provided genuine reflections in support of the school's self-assessment, demonstrating pride and investment in the school improvement journey.

The following recommendation is made:

- Consider reducing the volume of evidence submitted and determine the most impactful and efficient placement of evidence.

Relationships and partnerships

A notable feature and strength of the college is the vibrant and flourishing relationships and partnerships that have been cultivated both within the college and throughout the broader community. The genuine and respectful approaches taken by the college in all interactions have helped to build a strong, interconnected community that works together to provide the best possible environment for learning and growth.

Commendations

The review team validate the following:

- Strengthened by open and transparent communication, high levels of trust and respect are evident. A range of key partnerships exist with service providers, community organisations, and business, including MercyCare Reconnect, EdConnect, Child and Adolescent Mental Health Service, and ProjectCo and Downer as a Public Private Partnership (PPP) school.
- Deeply rooted in mutual respect, trust and a shared commitment to the wellbeing and development of every student, staff have been involved and engaged in the development of the Hammond Park Secondary College community from the ground up, ensuring that everyone comes together in the best interest of students.
- Established committees, including the Kolbang Indigenous Working Party, maintain a focus and alignment to college priorities. This is further strengthened through the school's active engagement in the Cockburn Central Education Network.
- The views of parents, students and staff are sought through formal surveys, with college responsiveness to feedback evident. Respectful relationships also allow open and informal feedback processes to thrive.

Recommendation

The review team support the following:

- Proceed with the intention to develop a Reconciliation Action Plan in consultation with the community to complement and embed culturally responsive approaches.

Learning environment

Strong moral purpose is at the heart of all operations. An inspiring atmosphere has been built where students are confident to take risks, are provided with a voice and agency to flourish both collectively and individually through clearly articulated processes of support.

Commendations

The review team validate the following:

- Health and wellbeing programs and restorative practices contribute to a positive college climate in which students develop resilience, social responsibility and a strong sense of community. The introduction of whole-school 'entry and exit' routines and the 'cue to start' has been ardently embraced.
- The college embraces cultural responsiveness, recognising and celebrating the diverse backgrounds of its students through inclusive practices, respectful relationships, and culturally significant events.
- Parents and students herald the school's management of student behaviour as both supportive and restorative. There are noted examples of positive outcomes for students through the management of behaviour by the collaborative student wellbeing team.
- Student leadership is highly regarded and valued in promoting student voice. Leading leaders is evidenced through an active, visible, and effective student council, inclusive of a widened umbrella to support additional opportunities for peer leaders.

Recommendations

The review team support the following:

- Continue the planned implementation of a Positive Behaviour Support approach, complemented by Classroom Mastery and associated support for teachers.
- Further build the capacity of staff to meet the diverse needs of students with special educational needs.

Leadership

The Principal is strategically and skilfully leading a professional, contemporary and high performing team. Underpinning the strategic intent of the school's leadership planning is the belief that a collaborative professional growth culture of continuous improvement will cultivate key leadership attributes for all staff.

Commendations

The review team validate the following:

- Relational, empowering and responsive leadership supports the needs of students, staff and parents.
- Strategic intentions are operationalised with a strong sense of moral purpose. Expectations are embedded into staff practice with professionalism and passion. Effectively, this defines the culture of the school.
- A distributed, yet connected leadership model, provides professional growth for staff by creating opportunities to enhance their knowledge and skills, in addition to formalised opportunities provided through an adapted approach to the Western Australian Future Leaders Framework. Consequently, there is a deep understanding of, and buy-in to, the school's improvement agenda.
- Using a widely consultative and quietly permeating approach, the need for change is carefully managed and always determined by what is in the best interests of students.
- Leadership structures are established across the school, providing guidance and instructional support to staff through the college leadership team, heads of instruction, champions, and complemented by the Steplab platform.
- Purposeful alignment and coherence underpin all planning and decision making. This is evident in the articulation of the college's direction targeting continual and aspirational improvement.

Recommendation

The review team support the following:

- Maintain the commitment to building instructional leadership capacity.

Use of resources

As a PPP school, the management of resources, functions and operations are unique and require astute financial acumen. As a result of the PPP status of the school, the manager corporate services operates within some constraints. However sound governance structures are in place, minimising any negative impact on student outcomes.

Commendations

The review team validate the following:

- Workforce planning is comprehensive, providing a clear sense of the operating context of the school. With strategic decision making processes in place, staffing requirements and strategies are well-managed.
- Sound financial processes and procedures ensure key priorities are resourced and any changes are considered within established budgeting processes.
- Funding decisions are made in the best interests of students with opportunities and experiences that enhance their teaching and learning programs considered.
- The school's facilities are maintained in collaboration with the Department's Infrastructure Operations, ProjectCo and Downer. With a clear focus on ensuring the school's facilities complement the existing contemporary teaching and learning program, the college advocates for infrastructure upgrades.
- Resourcing is implicitly linked to the curriculum and there is an unwavering focus on ensuring the appropriate people are delivering learning experiences.

Recommendation

The review team support the following:

- Progress intentions to augment revenue sources to enrich the learning experiences for all students.

Teaching quality

Staff demonstrate professional enthusiasm for their core business of teaching and learning. This is underpinned by shared beliefs, common language and clear expectations about how staff collaborate to engage students and optimise academic, social and emotional growth and development.

Commendations

The review team validate the following:

- Driven by high expectations and continually assessing impact, instructional systems are focused on evidence-based high quality pedagogical practices and school-wide programs. This optimises student opportunities and promotes and sustains teaching excellence.
- A strong foundation is provided by a school-wide instructional framework. Quality approaches such as engagement norms, daily reviews, learning intentions and success criteria are delivered with fidelity by committed staff, who are compelling advocates for the school's teaching and learning approaches.
- A targeted focus on enrichment and engagement is apparent with the implementation of the FBII¹, Thrive and Ignite academic programs. Students acknowledge the adaptive and responsive practices of teachers to meet their needs.
- Collaborative practices between staff are highly valued with a range of formal and informal opportunities to engage. Learning area teams adopt an inquiry lens to drive improvement and focus on the analysis of data and consistent implementation of school-wide teaching and learning programs.
- As respected allied professionals, the education assistants work skilfully alongside teachers to support student learning in classes and deliver Specialised Autism Learning Program interventions.

Recommendations

The review team support the following:

- Embed the Instructional Framework, Classroom Mastery and Classroom Management Strategies to ensure low variability and consistent and connected practice across the college.
- Develop and implement whole-school literacy and numeracy plans.

Student achievement and progress

In meeting the high expectations for student success, there is an unwavering commitment to providing educational experiences that lead to meaningful future pathways for all students. Striving for excellence in all they do, the college has excelled in its foundation years of development.

Commendations

The review team validate the following:

- A culture of continuous improvement is evident. College performance is owned by all staff, who share responsibility for comprehensive data tracking and analysis to support targeted performance improvements.
- The college is committed to the continued development of staff capacity to use data informed practices and acknowledges the current performance of students in NAPLAN². The positive shift in student progress in writing assessments is promising.
- Targeted and collaborative intervention strategies have produced tangible outcomes in OLNA³ results.
- Commitment and dedication to tracking senior school students is palpable and so too an understanding and application of the secondary metrics data sets.
- Staff are involved in moderation opportunities and assessment creation is aligned to the School Curriculum and Standards Authority Judging Standards and grade descriptors.

Recommendations

The review team support the following:

- Review and refine the curriculum delivery, assessment and grade allocation processes and practices.
- Explore a whole-school moderation plan to support collective efficacy of teacher judgement.

Reviewers

Kate Wilson
Director, Public School Review

Grant Brown
Principal, Greenwood College
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Future Based Inquiry and Innovation program
- 2 National Assessment Program – Literacy and Numeracy
- 3 Online Literacy and Numeracy Assessment