

School Strategic Plan 2026-2030

Hampton Park Secondary College (8709)



Submitted for review by Wayne Haworth (School Principal) on 01 May, 2026 at 12:14 PM

Endorsed by Justine Smyth (Senior Education Improvement Leader) on 03 May, 2026 at 11:02 AM

Endorsed by Luke Delutis (School Council President) on 25 May, 2026 at 11:09 AM

School Strategic Plan - 2026-2030

Hampton Park Secondary College (8709)

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| School vision | At Hampton Park Secondary College, we are rich in diversity, and through empowering and engaging students, we remain wholehearted in our pursuit of excellence. |
| School values | <p>Hampton Park Secondary College's values are: Respect, Learning and Working Together</p> <p>We Respect ourselves, each other, and our school environment and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>Our key focus is on Learning, improving each day. We acknowledge and celebrate both learning growth and excellence.</p> <p>By Working Together, we can learn from each other and build skills to achieve our best.</p> <p>Statement on our College Philosophy:</p> <p>Hampton Park Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The programs and teaching at Hampton Park Secondary College support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none">Elected governmentThe rule of lawEqual rights for all before the lawFreedom of religionFreedom of speech and associationThe values of openness and tolerance. <p>To celebrate and embed our Statement of Values and Philosophy in our school community, we:</p> <p>Display posters and banners that promote your values in our school</p> |

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| | <p>Celebrate our values in our school newsletter Provide awards and recognition for students who actively demonstrate the values Discuss our values with students in the classroom, meetings and assemblies.</p> |
| <p>Context challenges</p> | <p>In Term 1, 2026, Hampton Park Secondary College, a large co-educational metropolitan multi-cultural secondary school, completed its 4-yearly School Review to guide the 2026–2030 School Strategic Plan (SSP). Enrolments increased from 1,138 in 2022 to 1,277 in 2026. The student body is diverse, including 62% equity-funded students and 38% students with disability identified in the Nationally Consistent Collection of Data (NCCD); an increase from 306 in 2022 to 565 in 2025 and 490 at the start of 2026. Students from likely refugee backgrounds were at 24%, with 22% English as an Additional Language (EAL) and 2% First Nation students. The school had a consistently high SFOE rating of 0.6332 in 2025. In 2025 the college achieve a medium Differentiated School Performance Method (DSPM) grouping overall, reflecting a medium maintained performance for learning and high improving grouping for wellbeing.</p> <p>Student learning outcomes in English demonstrate both strengths and areas for further improvement. While the school performs comparably or above similar schools in reading and writing proficiency, results remain below state averages, highlighting a continued need for targeted support and growth.</p> <p>Year 9 NAPLAN numeracy proficiency at Hampton Park Secondary College showed steady improvement, exceeding similar schools but remaining below state averages, with equity-funded and EAL students performing above comparable schools. While relative growth in numeracy was strong, teacher judgments for expected growth and proficiency highlighted ongoing opportunities for targeted support and development.</p> <p>Senior outcomes reflected sustained improvement. The 2025 Victorian Certificate of Education (VCE) results showed a mean Australian Tertiary Admission Rank (ATAR) of 62.44, with 27 students attaining an ATAR above 70. The VCE English (all) mean study score fluctuated from 27.32 in 2022 with 57 students to 29.81 in 2023 with 77 students, 28.73 in 2024 with 74 students and 29.69 in 2025 with 84 students. The VCE Mathematics (all) mean study score fluctuated from 26.85 in 2022 with 73 students to 29.18 in 2023 with 80 students, 29.30 in 2024 with 86 students and 29.00 in 2025 with 96 students. Between 2023 to 2025, 29 to 13 students undertook an unscored VCE. English (EAL) study scores demonstrated consistent growth, increasing from 26.94 in 2022 to 31.5 in 2025.</p> <p>Student attendance rates have declined over recent years, with average absences rising. Average absences increased from 22 days in 2023 to 26.2 in 2024 to 27.1 in 2025. Attendance rates measured 87.5% in 2022 to 88.9% in 2023, 86.8% in 2024 to 86.3% in 2025. 27% of students missed 30 or more days, with higher rates among equity-funded students and senior-year females.</p> |

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| | <p>Hampton Park Secondary College is performing with consistently positive results across key student attitude measures and improvement trends are evident. In 2025 emotional awareness and regulation was at 74%, remaining strong and above similar schools. Stimulated learning at 63% and student voice and agency at 60% were both high and showed growth. School connectedness measured at 55% with 22% not positive and teacher concern measuring the highest percentage of not positive at 26%, with 51% positive responses. Managing bullying achieved 53% positive endorsement and was improving but it remained comparatively lower than other measures, indicating this was an important focus area. Most measures were performing above similar schools. Emotional awareness and regulation remained a strength with 74% of students demonstrating proficiency in 2025, placing the college above comparable schools. The percentage of positive endorsement for stimulating learning was 63%. Student voice and agency was 60%, with both areas showing growth over time. School connectedness improved significantly, rising to 55% in 2025 which was an increase of 4.5%. This indicated that students were feeling more connected to the school community. While managing bullying improved from 50% to 53%, it remained the lowest among key wellbeing measures, highlighting an ongoing area for focus and improvement. Most wellbeing outcomes exceeded those of similar schools.</p> |
| <p>Intent, rationale and focus</p> | <p>Our intent as a College, aligned with FISO 2.0, is to improve the learning and wellbeing outcomes of all students.</p> <p>The rationale for our focus on improving learning outcomes is: After analysis of key data sources and completion of in-school review activities, the panel recommended a continued improvement focus to build teacher capabilities to implement a VTLM 2.0-aligned teaching model to improve teacher practice quality and consistency. A focus on curriculum planning and alignment of the curriculum with Department policy and minimum standards is essential for maintaining quality and equity. The use of implementation tools will help teachers deliver lessons that are accessible, relevant, and engaging for all learners. Evidence from student achievement data and feedback indicates that, while progress has been made, further action is required to ensure consistent, high-quality learning experiences for all students. The school's leadership team plays a vital role in driving this change, setting clear priorities, and fostering a culture of collaboration and professional growth.</p> <p>Our focuses in learning outcomes will link to our SSP goals, including: Further embed the Victorian Curriculum 2.0 and study designs to respond to and inform teaching and learning at student point of need. Embed the VTLM 2.0 through the college instructional model to ensure consistency of high-quality teaching and learning practice across all classrooms. Further develop the assessment and feedback approach to inform and monitor high-quality teacher practice and judgement. Build instructional and strategic leadership skills and structures to embed high quality teaching and learning aligned to school priorities.</p> |

The rationale for our focus on improving wellbeing outcomes is:
An analysis of Hampton Park Secondary College showed improved learning climate and student engagement during the SSP period. Focus groups revealed that staff, students, and families take pride in their school and value strong relationships. The panel recommends implementing a clear, multi-tiered system of support aligned with the VTLM 2.0 framework. It is essential to prioritise the attendance of equity-funded and female students, given recent declines in attendance rates. Strengthening family-school partnerships and building student social capabilities and targeted aches to address specific cohorts' needs will further enhance wellbeing, engagement, and attendance.

Our focuses in wellbeing outcomes will link to our SSP goals, including:
Further define, document and embed the schools multi-tiered system of support to establish clear Tier 1, Tier 2 and Tier 3 instructional and wellbeing supports that are aligned to student need as identified through multiple data sources.
Align and build the school use of the elements of learning of VTLM 2.0 to codify the school's approaches to trauma informed practices and Positive Classroom Management Strategies (PCMS).
Further develop careers education years 7-12 to optimise students' confidence and abilities to plan their educational and career pathways, make informed choices, and successfully transition to further education, training, or employment.

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| Goal 1 | Improve learning outcomes for all students |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further embed the Victorian Curriculum 2.0 and study designs to respond to and inform teaching and learning at student point of need. |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed the VTLM 2.0 through the college instructional model to ensure consistency of high-quality teaching and learning practice across all classrooms. |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further develop the assessment and feedback approach to inform and monitor high-quality teacher practice and judgement. |
| Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on | |

| <p>student learning growth, attainment and wellbeing capabilities</p> | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------|-----------------|----------|------|--------|--------|---------|-----|------|-----|--------|---------|-----|------|-----|--------|----------|-----|------|-----|
| <p>Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Build instructional and strategic leadership skills and structures to embed high quality teaching and learning aligned to school priorities.</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Target 1.1</p> | <p>By 2030, increase the percentage of students achieving Strong or Exceeding NAPLAN proficiency levels for:</p> <table border="1" data-bbox="667 1121 2107 1334"> <thead> <tr> <th>Cohort</th> <th>Focus or factor</th> <th>Baseline</th> <th>Year</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 9</td> <td>Reading</td> <td>51%</td> <td>2025</td> <td>55%</td> </tr> <tr> <td>Year 9</td> <td>Writing</td> <td>54%</td> <td>2025</td> <td>58%</td> </tr> <tr> <td>Year 9</td> <td>Numeracy</td> <td>54%</td> <td>2025</td> <td>58%</td> </tr> </tbody> </table> | Cohort | Focus or factor | Baseline | Year | Target | Year 9 | Reading | 51% | 2025 | 55% | Year 9 | Writing | 54% | 2025 | 58% | Year 9 | Numeracy | 54% | 2025 | 58% |
| Cohort | Focus or factor | Baseline | Year | Target | | | | | | | | | | | | | | | | | |
| Year 9 | Reading | 51% | 2025 | 55% | | | | | | | | | | | | | | | | | |
| Year 9 | Writing | 54% | 2025 | 58% | | | | | | | | | | | | | | | | | |
| Year 9 | Numeracy | 54% | 2025 | 58% | | | | | | | | | | | | | | | | | |

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| Target 1.2 | *By 2030, increase the percentage of students achieving at or above benchmark growth in NAPLAN: *Placeholder target to be confirmed when data is available. | | | | |
| | Cohort | Focus or factor | Baseline | Year | Target |
| | Year 9 | Reading | 74% | 2025 | 78% |
| | Year 9 | Writing | 73% | 2025 | 77% |
| | Year 9 | Numeracy | 37% | 2025 | 41% |
| Target 1.3 | By 2030, increase the percentage of students achieving at or above age expected level according to teacher judgements against the Victorian Curriculum semester 2 for: | | | | |
| | Cohort | Focus or factor | Baseline | Year | Target |
| | Year 9 | Reading and viewing | 74% | 2025 | 78% |
| | Year 9 | Writing | 73% | 2025 | 77% |
| | Year 9 | Mathematics 2.0 | 37% | 2025 | 41% |
| Target 1.4 | By 2030, increase the percentage of students making at or above expected growth according to teacher judgements, against the Victorian Curriculum, semester 2 for: | | | | |
| | Cohort | Focus or factor | Baseline | Year | Target |
| | Year 7-10 | Reading and viewing | 65% | 2025 | 67% |
| | Year 7-10 | Writing | 67% | 2025 | 69% |
| | Year 7-10 | Numeracy | 54% | 2025 | 60% |
| Target 1.5 | By 2030, the senior school completion rates will be maintained or increased at: | | | | |
| | Cohort | Focus or factor | Baseline | Year | Target |

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| | Year 12 | VCE | 100% | 2025 | 100% |
| | Year 12 | VM | 98% | 2025 | 100% |
| Target 1.6 | By 2030, increase the VCE mean study score for: | | | | |
| | Cohort | Focus or factor | Baseline | Year | Target |
| | Year 12 | VCE English (all) | 29.69 | 2025 | 30 |
| | Year 12 | VCE Mathematics (all) | 29.00 | 2025 | 30 |
| Target 1.7 | By 2030, maintain the percentage positive endorsement to the Attitudes to School Survey factors: | | | | |
| | Cohort | Focus or factor | Baseline | Year | Target |
| | Year 7-12 | Stimulated learning | 63% | 2025 | 63% |
| | Year 7-12 | Differentiated learning challenge | 66% | 2025 | 66% |
| Target 1.8 | By 2030, improve or maintain the percentage positive endorsement to the School Staff Survey factors: | | | | |
| | Cohort | Focus or factor | Baseline | Year | Target |
| | Staff | Instructional Leadership | 64% | 2025 | 66% |
| | Staff | Academic emphasis | 45% | 2025 | 47% |
| | Staff | Collaborate to plan curriculum | 64% | 2025 | 72% |
| | Staff | Monitor effectiveness using data | 52% | 2025 | 63% |
| Goal 2 | Improve wellbeing and engagement outcomes for all students | | | | |

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| <p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | <p>Further define, document and embed the schools multi-tiered system of support to establish clear Tier 1, Tier 2 and Tier 3 instructional and wellbeing supports that are aligned to student need as identified through multiple data sources.</p> |
| <p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | |
| <p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p> | |
| <p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Align and build the school use of the elements of learning of VTLM 2.0 to codify the school's approaches to trauma informed practices and Positive Classroom Management Strategies (PCMS).</p> |
| <p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | |

| <p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Further develop careers education years 7-12 to optimise students' confidence and abilities to plan their educational and career pathways, make informed choices, and successfully transition to further education, training, or employment.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Target 2.1</p> | <p>By 2030, to improve the attendance rates for:</p> <table border="1" data-bbox="651 715 2123 978"> <thead> <tr> <th>Cohort</th> <th>Focus or factor</th> <th>Baseline</th> <th>Year</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 7 to 12</td> <td>95% attendance or greater</td> <td>29%</td> <td>2025</td> <td>31%</td> </tr> <tr> <td>Year 7 to 12</td> <td>70% or below attendance</td> <td>22%</td> <td>2025</td> <td>20%</td> </tr> </tbody> </table> | | | | | Cohort | Focus or factor | Baseline | Year | Target | Year 7 to 12 | 95% attendance or greater | 29% | 2025 | 31% | Year 7 to 12 | 70% or below attendance | 22% | 2025 | 20% | | | | | | | | | | |
| Cohort | Focus or factor | Baseline | Year | Target | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 to 12 | 95% attendance or greater | 29% | 2025 | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 to 12 | 70% or below attendance | 22% | 2025 | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Target 2.2</p> | <p>By 2030, maintain the percentage positive endorsement to the Attitudes to School Survey factors:</p> <table border="1" data-bbox="651 1042 2123 1415"> <thead> <tr> <th>Cohort</th> <th>Focus or factor</th> <th>Baseline</th> <th>Year</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 7 to 12</td> <td>Teacher Concern</td> <td>51%</td> <td>2025</td> <td>51%</td> </tr> <tr> <td>Years 7 to 12</td> <td>Managing Bullying</td> <td>53%</td> <td>2025</td> <td>53%</td> </tr> <tr> <td>Years 7 to 12</td> <td>Sense of connectedness</td> <td>55%</td> <td>2025</td> <td>55%</td> </tr> <tr> <td>Years 7 to 12</td> <td>Student Voice and Agency</td> <td>60%</td> <td>2025</td> <td>60%</td> </tr> </tbody> </table> | | | | | Cohort | Focus or factor | Baseline | Year | Target | Year 7 to 12 | Teacher Concern | 51% | 2025 | 51% | Years 7 to 12 | Managing Bullying | 53% | 2025 | 53% | Years 7 to 12 | Sense of connectedness | 55% | 2025 | 55% | Years 7 to 12 | Student Voice and Agency | 60% | 2025 | 60% |
| Cohort | Focus or factor | Baseline | Year | Target | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 to 12 | Teacher Concern | 51% | 2025 | 51% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Years 7 to 12 | Managing Bullying | 53% | 2025 | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Years 7 to 12 | Sense of connectedness | 55% | 2025 | 55% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Years 7 to 12 | Student Voice and Agency | 60% | 2025 | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | Years 7 to 12 | Respect for diversity | 52% | 2025 | 52% |
| | Years to 10-12 | School Stage Transitions (10-12) | 67% | 2025 | 67% |