

School Strategic Plan 2021-2025

Hampton Park Secondary College (8709)



Submitted for review by Wayne Haworth (School Principal) on 24 October, 2022 at 10:14 AM

Endorsed by Victoria Golding (Senior Education Improvement Leader) on 06 December, 2022 at 12:27 PM

Awaiting endorsement by School Council President

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<p>School vision</p>	<p>“At Hampton Park Secondary College, we are rich in diversity, and through empowering and engaging students, we remain wholehearted in our pursuit of excellence.”</p>
<p>School values</p>	<p>Our values of Respect, Learning and Working Together guide our educational programs within the community in the following ways:</p> <ul style="list-style-type: none"> I respect myself and other people I actively listen to others with an open mind I respect other people’s different perspectives I am inclusive I respect school property and the property of others I wear my school uniform with pride I set personal goals and have high expectations of myself and others to continually improve I have a positive attitude and enthusiasm for learning I strive to achieve my personal best I take pride in the achievements of myself and others I am willing to share ideas, resources, and skills I am helpful and approachable I contribute positively to class, group activities, and the school community
<p>Context challenges</p>	<p>Hampton Park Secondary College is a large multicultural learning community situated in southeast Metropolitan Melbourne. We currently have almost 1200 students, from over 60 cultural backgrounds. The large aspect of these backgrounds is listed below:</p> <p>Cultural Background:</p> <ul style="list-style-type: none"> • Afghanistan- 27.59% • Australia- 15.27% • Samoa- 8% • New Zealand- 7.85% • Indigenous and Torres Strait Islander Background- 2.1% • Other cultural representations- 39.19%

Other key student background information that provides a demonstration of the context of our College:

- 2.45% have temporary residency
- 52.23% are male
- 47.77% are female
- 13.5% are non-English speakers
- 6.75% have a disability
- 13.76% are refugees

We have approximately 160 staff, comprising of 5.0 Principal Class, 98.3 Teaching and 49.3 Educational Support staff. Our current SFOE as of October 2022 is placed at 0.66.

At Hampton Park Secondary College, we are rich in diversity and, by empowering and engaging students, wholehearted in our pursuit of excellence. Our vision of learning is underpinned by our values of Respect, Learning and Working Together. Through our values, we hope that our students manifest the qualities of understanding the world with a global view, engaging in life-long learning, and always being critical and creative problem solvers.

As a College, we are deeply committed to improving student learning outcomes and supporting the well-being of our students. Following the interruptions due to COVID and remote learning, we know that it is perhaps even more important than ever before to ensure our students are connecting or reconnecting with the school and with their peers, and to provide intensive support for learning 'catch-up'. Building upon our already extensive and intensive interventions that sit within our RTI Framework, we have bolstered and extended these supports through refining our MYLNS programme, running an outstanding Tutor Learning Initiate Programme with the support of Monash University, and extending our Intervention ES team so as that they can now run intensive programmes with our most at-risk students. As always, the programmes for our at-risk students are mirrored by the opportunities offered to our High Ability students, including Extension Maths through TLI and an Extension and Enrichment Writing Programme.

The College is committed to providing education that is both student-centred and focused upon personalised learning experiences. We have re-designed our learning programme to enable students to excel through a research based, future-focused model, ensuring all our students benefit from deepened learning and improved educational outcomes.

Learning at Hampton Park Secondary College is categorised into three stages or programmes: Explore, Enhance, and Excel. These programmes recognise the unique needs of each student and allow students to 'move through' their secondary schooling experience in a way that better reflects their passions and abilities rather than their normal 'year level.'

During 2021, we planned structural changes to our then existing Sub Schools. Following extensive collaboration and consultation with students and staff, our new House System was launched at the start of the 2022 school year. Students and staff are now aligned with one of our four Houses: Hollows, Freeman, Mabo, and Walton. Each House comprises of students from Years 7-12 and includes staff from a range of positions and teaching areas. Our new House System has already created a stronger sense of

	<p>connection amongst both staff and students, and we have created such a strong foundation for this system as we see Houses as being a powerful way to enhance student engagement and sense of belonging.</p>
<p>Intent, rationale and focus</p>	<p>Hampton Park Secondary College is committed to providing an educational model that is both student-centered and focused upon personalised learning experiences and success. We understand that students become passionately engaged in their education when the pedagogical approach is placed, purposeful, passion-led, and pervasive. At Hampton Park Secondary College, we have re-designed our learning program to enable students to excel through this research-based future-focused model, ensuring all of our students benefit from deepened learning and improved educational outcomes. At Hampton Park Secondary College success for each individual student is measured in many ways. Including, but not limited too, academic/vocational pathways, personal successes, and future endeavours. In line with this approach is our recognition that all students are unique and that each student brings their own distinct and individual passions, interests, skills, and knowledge into our learning ecosystem. Thus, at Hampton Park Secondary College, we enable a tailor-made educational program that empowers students to take control of their learning.</p>

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Goal 1	Improve student learning outcomes across the College.
Target 1.1	Increase the VCE All Study Median score from 27.46 in 2021 to 29 by 2025.
Target 1.2	The Senior Certificate completion rate to be greater than 95 per cent completion by 2025. <i>NB: this target is not benchmarked, as the implementation of the Senior Certificate is scheduled for 2023.</i>
Target 1.3	Improve the per cent of Year 9 students achieving in the top two NAPLAN bands in: <ul style="list-style-type: none">• Reading from 6 per cent in 2021 to 8 per cent by 2025.• Writing from 6 per cent in 2021 to 7 per cent by 2025• Numeracy from 5 per cent in 2021 to 7 per cent by 2025
Target 1.4	Improve the per cent of Year 9 students retained in the top two NAPLAN bands in: <ul style="list-style-type: none">• Reading from 32 per cent in 2021 to 70 per cent by 2025• Writing from 13 per cent in 2021 to 70 per cent by 2025• Numeracy from 50 per cent in 2021 to 70 per cent by 2025

Target 1.5	<p>Improve the per cent of students meeting and above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 67 per cent in 2021 to 75 per cent by 2025 • Writing from 69 per cent in 2021 to 75 per cent by 2025 • Numeracy from 75 per cent in 2021 to 80 per cent by 2025
Target 1.6	<p>Improve the per cent of positive endorsement in the School Staff Survey in the measures:</p> <ul style="list-style-type: none"> • Collective efficacy from 60 per cent in 2021 to 70 per cent by 2025 • Academic emphasis from 54 per cent in 2021 to 60 per cent by 2025 • Assessment module item: Moderation of student assessment from 67 per cent in 2021 to 80 per cent by 2025
Target 1.7	<p>Improve the per cent of positive endorsement in the Attitudes of Students to School Survey in the measures:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 65 per cent in 2021 to 70 per cent by 2025 • High expectations for success from 77 per cent in 2021 to 90 per cent by 2025 • Student voice and agency from 60 per cent in 2021 to 75 per cent by 2025 • Stimulated learning from 62 per cent in 2021 to 75 per cent by 2025
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teacher capacity to use data and a range of assessment strategies to differentiate the curriculum.

<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen instructional, shared leadership capacity and professional collaboration.</p>
<p>Key Improvement Strategy 1.c 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>Build a culture of high expectations that is shared across staff, students, parents and the wider school community</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>Further develop student voice and agency.</p>
<p>Goal 2</p>	<p>Strengthen wellbeing and engagement outcomes across the college.</p>
<p>Target 2.1</p>	<p>Improve the per cent of students with an exit destination to continuing education:</p> <ul style="list-style-type: none"> • In Year 10 from 49.9 per cent of students in 2021 to 85 per cent by 2025 • In Year 11 from 49.8 per cent of students in 2021 to 85 per cent by 2025 • In Year 12 from XX per cent of students in 2021 to 95 per cent by 2025
<p>Target 2.2</p>	<p>Improve the proportion of students with less than 20 days absence from to 5 per cent in 2021 to 80 by 2025.</p>

<p>Target 2.3</p>	<p>Improve the per cent of positive endorsement in the Attitudes of Students to School Survey in the measures:</p> <ul style="list-style-type: none"> • Teacher concern from 45 per cent in 2021 to 65 per cent by 2025 • Sense of connectedness from 58 per cent in 2021 to 75 per cent by 2025 • Emotional awareness and regulation from 75 per cent in 2021 to 85 per cent by 2025 • Psychological distress from 2022 benchmark to TBC per cent by 2025 • Resilience from 2022 benchmark to TBC per cent by 2025 • Subjective physical health from 61 per cent in 2021 to TBC per cent by 2025 • Respect for diversity from 59 per cent in 2021 to 65 per cent by 2025 • Managing Bullying from 59 in 2021 to 65 per cent by 2025
<p>Target 2.4</p>	<p>Improve the per cent of positive endorsement in the School Staff Survey in the measure:</p> <ul style="list-style-type: none"> • Parent and Community Involvement from 45 per cent in 2021 to 60 per cent by 2025
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Partner with students and families or carers to improve attendance, through a tiered model of support.</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>Further develop and implement a comprehensive transitions, pathway and career education program.</p>
<p>Key Improvement Strategy 2.c</p>	<p>Develop and implement a tiered system to support all students wellbeing.</p>

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