



Hammond Park
Secondary College

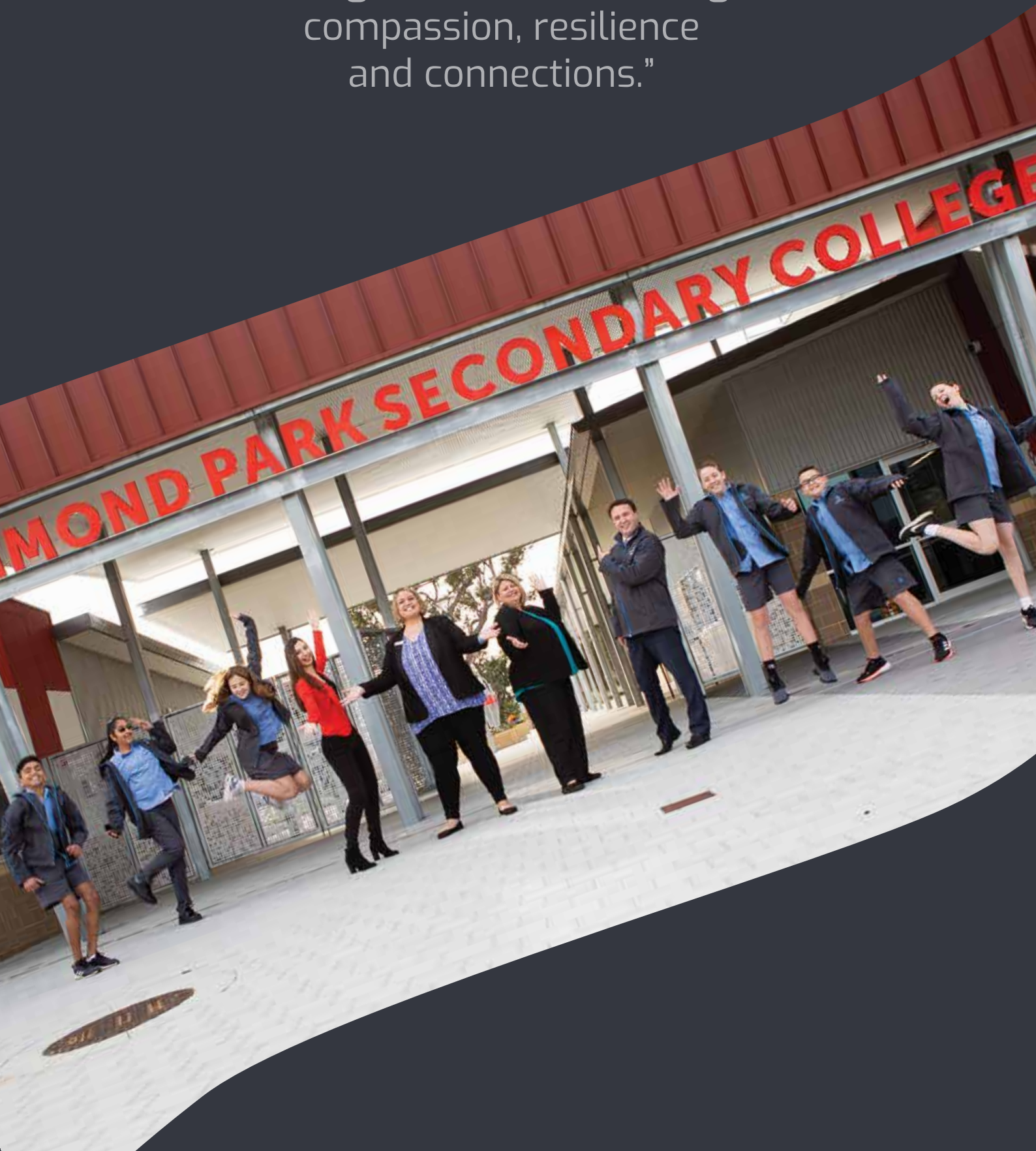
Annual Report
2020



Connect | Empower | Innovate



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





From the Principal

It is a great pleasure to present our foundation year's 2020 Annual Report. As an educational leader the opening of Hammond Park Secondary College was an honour, and a rare opportunity. It was wonderful to see the hard work of 2019 come to fruition when our foundation students walked proudly across the red carpet, and through the college gates for the first time. The college opening was a long awaited event for the local community and they have warmly embraced the college, and were extremely supportive of the challenges and triumphs of 2020.

Opening a school in the midst of a pandemic was less than ideal and posed some challenges, however we worked hard not to let this define our first year, and ensured we gave our students as many opportunities and experiences as possible within the ever changing confines of the pandemic. In many ways the challenges the community were facing enabled us to come together and connect more quickly, so we could support each other through the unprecedented times.

COVID19 impacted on some system level elements of the college, and as such some data that would normally be presented in the Annual Report cannot be presented for the 2020 school year. NAPLAN did not occur, official attendance data for Semester One was not verified by the Department, and we did not conduct our National School Opinion Survey. In addition, first semester grading of subjects did not occur due to interruptions to the teaching and learning program. However, the information and data presented in our Annual Report will illustrate the many highlights and successes of our foundation year.

Our college was officially opened on 25th of February 2020 by the Honourable Minister Sue Ellery, in the presence of the Honorable Roger Cook, Director General Ms Lisa Rodgers, special guests including many involved in the construction of our college, members of our Advisory Committee, community members, and of course our wonderful staff, students and families. An informal evening followed official events with a family picnic and entertainment, where we were fortunate to hear the wonderful music of Indigenous performer Gina Williams, and Guy Ghouse. Songs in Noongar and English, combined with the beauty of Gina's voice had us entertained, despite a thunder storm that saw our picnic being held in the gym instead of outside! This evening allowed families to connect with one another, and college staff, as we shared an important cultural experience together.

Our staff and students ensured 2020 was a wonderful foundation year and has set the tone for our college moving forward. We worked collaboratively to develop the vision and values, to establish the Business Plan and strategic directions, and cultivate the college culture together. Our College Board came together for the first time in fourth term and very quickly have formed a strong, collaborative team, working to support the college in any way they can.

2020 was a unique year, and one that has enabled us to move forward with strength, compassion, resilience and connections. I commend the 2020 Annual Report to our community.

Joanne Willisee - Principal





College Board: Chairperson's Report

It is with pleasure that I write my first report for our foundation edition of Hammond Park Secondary College's Annual Report and reflect on the activities of the college and the Board since its commencement.

Last year was no ordinary foundation year for the college. It was only a few weeks into the school year when the impact of COVID19 interrupted the college's teaching and learning program, and the establishment of the Board. Whilst the formation of the Board was delayed we have made up for lost time with two meetings being held in fourth term. Our inaugural meeting was held on the 28th of October 2020, where membership was confirmed, introductions made, Terms of Reference and tenure decided, and the appointment of myself as Chair, and Mrs Emma Lambert as Deputy Chair.

Board composition includes Principal Jo Willesee, Associate Principal Clint Wiltshire, Manager of Corporate Services Ms Sharon Morley, Mr Richard Gordon Beeliar Chamber of Commerce, teaching staff members Ms Sarah Rose, Mr Jason Hill, Ms Arnah Mallon and six parent members Mrs Danielle Dunn, Mrs Mel Heeds, Mrs Julia Roberts, Mr Andrew Dunn, Mrs Emma Lambert, and myself as Board Chair, Mrs Julie Cureton. Dr Peter Whipp from Murdoch University was another community member and attended our two meetings last year. Unfortunately, he had to resign from the Board for 2021 due to changes in his work arrangements and has been replaced by his colleague Dr Chad Morrison ensuring our partnership with Murdoch University remains.

The College Board is excited by the challenge of becoming an effective body contributing to good school governance, supporting the college's strategic directions to ensure students' needs are met. All board members nominated to engage in board training together, and I also enjoyed a day with Jo Willesee attending the Chair and Board training earlier this year. I found this to be a very valuable Professional Learning experience, enabling connections with other school boards to ensure Hammond Park Secondary College Board has a clear, defined understanding of our role within legislation, and ways

we can support the college moving forward. This learning enabled me to identify areas of focus for the following meeting agendas to ensure correct protocols are followed, and we can have a high functioning College Board.

Despite its short conception, the Board have already been proactive in supporting the college by investigating a crosswalk for the safety of the students, researching the college's eligibility for a GAT program, familiarising themselves on the impact of the next stage of the school college build in 2023, and the zoning of roads that border the college.

It must be acknowledged here the excellent guidance of the Principal, Associate Principal, and school staff in assisting Board members in understanding data presented, and the processes required to achieve a proactive College Board.

In conclusion, I would like to acknowledge the dedication and generous support of all Board members. Their resolute endeavors to successfully meet the 20/21 foundation year's goals will determine the Board's future directions to support Hammond Park Secondary College in the coming years.

Julie Cureton
Board Chair





Overview

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. Hammond Park Secondary College forms part of the Cockburn Central Education Network and is the third secondary school to join the network.

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.

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.

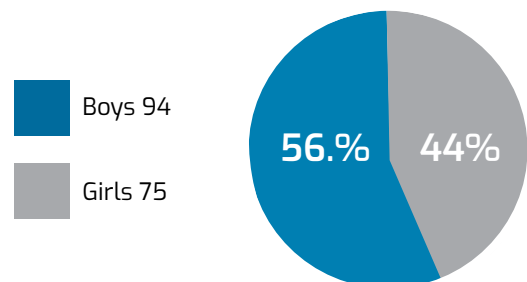
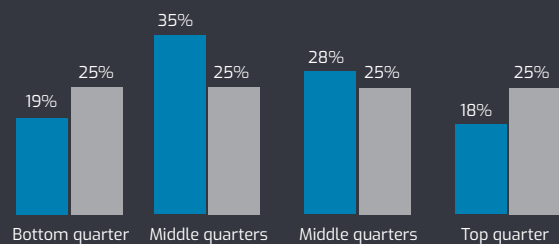


Student Background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1038
Average ICSEA value	1000
School ICSEA percentile	64

Distribution of Socio-Educational Advantage (SEA)



In 2020 we commenced the school year with 175 students. The data above from My Schools Website indicated we had some movement of students out of our area in Semester Two.





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.

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.

Wellbeing | Excellence | Relationships





Priority One - Wellbeing:

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, Social and Emotional Learning, 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, enable all to thrive and achieve the best outcomes for our students. Our focus on wellbeing was a major part of our foundation year, making many inroads in establishing a culture of wellbeing, with many highlights and celebrations.

PERMAH Principles

2020 was an opportunity to introduce the PERMAH principles to staff and students who are learning the language of PERMAH, developing an understanding of PERMAH, and how it forms the basis of the way we do things at Hammond Park Secondary College. This is a new approach for staff and students, and their growth and understanding of PERMAH has been one of the highlights of 2020.

PERMAH is an acronym for five areas of social and emotion learning.

PERMAH

Positive Emotions

Feeling positive emotions such as joy, gratitude, interest, and hope.

Engagement

Being fully absorbed in activities that use your skills but still challenge you; to others and experience safe and trusting.

Relationships

Having positive relationships. Students who feel connected, relationships; safe and secure are more likely to be active.

Meaning

Belonging to and serving participants in their learning and to achieve better physical, emotional, social and educational outcomes. Something you believe is bigger than yourself.

Accomplishment

Pursuing success, winning achievement and mastery.

Health

Eating well, moving regularly and sleeping deeply.





Homeroom at Hammond Park Secondary College

Homeroom is an integral part of Hammond Park Secondary College's wellbeing focus. A social and emotional curriculum based on the PERMAH principles of positive psychology is delivered. The Homeroom teacher follows their Homeroom class through to graduation and plays a pivotal role in the lives of all students in their Homeroom. Homeroom commences the college day so students have a teacher they connect with, and to support their wellbeing and learning.

The aim of the Homeroom program is to:

- Embed a sustainable social and emotional learning program across Hammond Park Secondary College.
- Improve teacher social and emotional awareness, competence, and commitment to embed social and emotional learning into their teaching practices.

- Increase the social and emotional learning capability of all students.
- Improve student connectedness and sense of belonging to school and increase positive relationships between students and teachers.
- Promote social and emotional wellbeing across our community.
- Students overall engagement in Homeroom and college life will be reported on twice a year using the PERMAH Principles.

The Homeroom themes covered in 2020 were:

- Character Strengths, Connectedness, and Gratitude
- Growth Mindset and Emotional Intelligence
- Mindfulness
- Empathy and Kindness





Wellbeing Highlights in 2020

- 2020 commenced with a highly successful three day Transition Program to support Year 7 students with their transition to secondary school. An important focus of the program was the building of positive relationships with students and staff, in particular their Homeroom teacher. It was also a time to introduce our students to the Homeroom program, familiarise themselves with college life, and our amazing facilities. The program also enabled students to meet and form connections with a range of students from different primary schools who came together as our foundation students.
- Creation of the Student Wellbeing Team consisting of Deputy Principal, Head of Student Wellbeing, Wellbeing and Enrichment Coordinator, School Psychologist, School Nurse, Chaplain, and Year Coordinator. The team met weekly to focus on student engagement, attendance, restorative practice, mental health awareness, and the development of college practices and processes to support wellbeing. Another important feature is the case management of students who need additional support. This team was highly successful in our foundation year.
- The implementation PERMAH awards which were given out each fortnight to nominated students who displayed aspects of the PERMAH principles.
- The PERMAH Cup was introduced for a range of competitions that were run throughout the Year with Homeroom 9 being the winner on many occasions. The cup was also awarded for staff versus student competitions and we quickly learned how competitive our college is! A high stakes tee-ball game with staff winning by one run. Tug of War saw students dominate with strength and numbers and prevailed with a 2-1 win! An action packed basketball game where despite students gallant efforts students were defeated 18 to 5.
- Celebration Days and Weeks were aplenty in 2020! Harmony Day/Bullying No Way celebrations including orange pancakes for breakfast, team games during recess, food of the world in the Cafeteria, Bollywood entertainment at lunch time and a fantastic library display by the wonderful Mrs Henderson.
- RU OK Day was a huge hit. Executive team had an early start cooking breakfast for the staff, followed by a mindfulness activity led by Mrs Lee, our school psychologist. Year 7 students had a zoom guest speaker, Julian from The Happiness Co who spoke of his personal journal, the importance of RU OK Day, and how it is essential to look for support from a range of people in our lives. His message of kindness and looking out for each other replicates our messages at the college. Students were treated to an amazing performance by the choir, delicious cake, and yummy jelly cups, all themed yellow to remind us of the RU OK Day message.
- Our amazing Year 7 students exceeded their fundraising benchmark of \$300 and raised \$502.80 for Jeans for Genes day. The celebration of this day allowed us to focus on the 'M' in PERMAH which is Meaning. The focus of this is about living a meaningful life, living for a larger purpose, and making connections. We were proud of their efforts as a year group, and of our Student Voice Agents who organised the event with Mrs Wright.
- The college partnered with Act-Belong-Commit, a health promotion campaign, encouraging individuals to take action to protect and promote their mental wellbeing by focusing on the three key elements of Act, Belong and Commit at school, and in their home life. Some events over the course of the year included; the Student Wellbeing Team cooking a delicious Pancake lunch for students to enjoy, warm fuzzy messages, staff versus student challenges, and Crazy Sock Day.
- A number of Good Standing Incentive Activities were held for students who had maintained their Good Standing including, an excursion to the movies, a Social including a photo booth and DJ, and an end of year excursion to Outback Splash.
- Our inaugural NAIDOC week celebrations included amazing cookies made by our Food Technology staff and students, an art project, a whole school interactive dance performance by the Bindjared Middars. The week culminated in an amazing performance including singing and storytelling by Gina Williams and Guy Ghouse.



A highlight of the performance was an incredibly moving song our Choir sang with Gina and Guy in Noongar language. It was something we will always remember and we are so glad we got to experience this performance.

- Student Voice Agents commemorated ANZAC day and a Remembrance Day service at the college via WebEx. In addition, 32 delightful Hammond Park students represented the college in our first official Remembrance Ceremony hosted by the RSL City of Cockburn. It was a proud moment watching our students march in the parade, lay a wreath, and hear Caleb Rayner present the Governor's Message on behalf of the Governor of WA.
- An important partnership established with the Everyday Leader Organisation commenced in our foundation year. This 'fit for purpose' organisation supports our Wellbeing priority. Every Day Leader build upon our Homeroom Program presenting a series of workshops focusing on areas such as identifying strengths, learning about mindsets, mindfulness, managing emotions and cognitive thoughts. Our partnership with the Everyday Leader Program enables our students to flourish as they transition through their schooling and into their future lives and post school pathways. In 2020, our Year 7 students participated in 12 workshops covering the following topics:

- Neuroplasticity
- Growth Mindset
- Emotions
- Healthy Friendships
- Character Strengths
- Empathy
- Active Listening
- Mindfulness
- Kindness

Student Voice and Agency

The Student Voice Agents (SVA) group consisted of eleven students in 2020 under the guidance of our Wellbeing and Enrichment Coordinator, Mrs Colleen Wright. The SVA group worked extremely well in its foundation year to develop an understanding of what student voice and agency could look like at Hammond Park Secondary College. The dedicated and reliable group of students should be very proud of their achievements, being leaders in the creation of our college culture with a focus on student voice, agency, and leadership. These students accepted the responsibility for many things including managing the school flags, attending weekly SVA meetings, being their Homeroom Ambassadors, pitching projects and ideas, and collaborating with a range of people to ensure special events and activities occurred.

Engaging with our community through leadership.





Staff Wellbeing Highlights

- A Staff Retreat was held in 2019 to get to know one another, commence work on our vision, values and strategic directions, and learn about our Character Strengths whilst coming together as a highly functioning team.
- A comprehensive induction process to build on the work of the retreat occurred, and involved informing and engaging new staff of our commitment to a healthy workplace.
- A range of opportunities were provided for staff to connect with each other and build positive and productive relationships through Professional Learning and social events.
- Staff initiated events to develop and contribute to a culture of wellbeing for all, such as the introduction of the Jar of Joy, shared morning teas, and fun social events.
- Allocation of resources to support a whole school approach to wellbeing, including Professional Learning to support growth and understanding, and to look for ways to reflect and measure our effectiveness.
- Pulse checks with staff to check on Wellbeing including debriefing for staff who experience high level of emotional demands such as dealing with difficult student behaviour.
- Weekly Monday briefings to come together as staff, share the events of the week, and to reduce demands of electronic communications throughout the week.
- Provide teacher relief and resourcing to allow Learning Area Planning time, and time allocations for teachers establishing curriculum areas.
- Staff planners mapped to PERMAH, and included vouchers for free coffee, lunch, and duty covered by Executive Team to support wellbeing.
- Staff active participation in school Wellbeing events to support staff and student wellbeing.
- Staff Shout Outs and celebration of success via Staff Briefing, Friday morning tea, Facebook, emails, and Minutes from meetings.
- Staff collaboration on two videos to support staff and students during lockdowns.





Student Wellbeing Data:

Whilst attendance data was not officially verified due to COVID19 school data indicated student attendance met our targets which is evident in the Target Matrix.

Attendance and Behaviour



91.1%

Attendance Rate
for 2020



89%

Authorised
Absences



9

students in
'Moderate
At Risk'
attendance
category



1

student
'Severe'
attendance
category



All other students were case
managed to support
improvement and
engagement at
the college



18

students
suspended in
2020 total
of 24 days

10.1%

suspension rate
(average of 1.5
days per
student)



193

PERMAH awards
presented in
2020

Connect
Empower
Innovate



98%

of students
maintained
their Good
Standing

16%

of students
regained their
Good
Standing

Approx



6.5%

of students
achieved
Advanced
Standing



3%

of students
were in the
Warning
Zone for Good
Standing



Priority Two - Excellence in Teaching and Learning:

The development and implementation of an evidenced informed Instructional Framework, rigorous data analysis and deep curriculum knowledge, 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. We commenced our learning journey together in 2020 and have laid the groundwork for development as we grow.

Instructional Framework

Our focus in 2020 has been the introduction of Explicit Instruction (EI) across all subject areas, and developing an approach to inquiry learning for our Futures Based Inquiry and Innovation (FBII) academic program. Staff undertook Professional Learning, lesson observations and feedback, shared their learning with one another, and worked on collaborative planning to embed EI into practice.

Another crucial aspect of this priority is to ensure that all staff at our college continue to develop themselves as lifelong learners and demonstrate a commitment to growth. Developing collective efficacy of staff to enable us to reflect and refine our learning.

Explicit Instruction

- All teaching staff engaged in Explicit Instruction Professional Learning by Dr Lorraine Hammond and our expert teacher Ms Arnah Mallon.
- Explicit Instruction was implemented throughout all classrooms. Staff commenced with features of Lesson Design, and then moved into Lesson Delivery incorporating TAPPLE and ENGAGEMENT norms.
- 90% of teaching staff engaged with Explicit Instruction observations in 2020.
- Hammond Park Secondary College hosted 45 members from the Association of Independent Schools of Western Australia (AISWA) who observed our staff teaching using Explicit Instruction.
- Results of our Self-Efficacy Survey indicated the following data:
 - o 85% of staff felt confident in preparing EI lessons.
 - o 70% of staff rated 50% or higher, in relation to their knowledge of EI after Dr Lorraine Hammond's EI PL session.
 - o 71% of staff rated themselves 50% or higher, when identifying how confident they were in presenting a full EI lesson using the elements of design and delivery.

Supporting individual learning needs through quality instruction and feedback.





Inquiry

- Year 7 Futures Based Inquiry and Innovation (FBII) academic program was established, and consisted of 29 inaugural students who successfully tested into the program. This academic program focused on preparing students across all MESH curriculum areas with the skills and capabilities to thrive in a rapidly changing and interconnected world. The students within this class experienced both Explicit Instruction lessons when learning new concepts and then Inquiry guided learning when working on projects.
- This allowed students to connect and engaged their sense of curiosity via a range of Inquiry based projects that incorporated both Scitech and EduSTEM.
- The FBII students worked with SciTech on a Problem Based Learning Project called NXplorers. The program, developed for Shell by Shaping Learning, introduces the complex and creative thinking skills needed to become positive agents in the process of change. The FBII class worked with Scitech to identify a complex challenge faced by the population and identify a solution to this. Students then presented their research findings, and solutions at an expo, alongside seven different schools and their families and community members at Scitech.
- The students also engaged with an Introduction to Design thinking Inquiry Project run by EduSTEM which allowed them to gain an understanding of what Inquiry Learning is, and how to carry out Inquiry Learning.
- The engagement in both programs and the focus on Inquiry allowed our students to learn a number of Inquiry Learning approaches with an emphasis on Explore, Create, Change. Students worked in teams to further improve their collaboration and teamwork skills, and develop complex and creative thinking skills.
- FBII students also undertook a two day collaborative learning and team building program with external consultant Ben Calleja, to increase their knowledge and understanding on how to be an effective team member.

Teacher Judgment and ABE Data

Due to the impact of COVID19 students did not receive academic grades for their individual subjects in Semester One, however Attitude, Behaviour and Effort Data was issued in both semesters. The categories for ABE are: Participates Fully, Behaves Appropriately, Is Well Organised, Meets Deadlines, and Works Autonomously.

- Percentage of ABE in the Consistently and Often range, across all Learning Areas in Semester Two, was 91.6%
- Professional Learning was carried out regarding ABE data to ensure there was consistency in understanding with all teaching staff when deciding on ABE ratings.
- Official Data records a -2.04 for overall relative judgements for the allocation of A-E grades for 'Like Schools'. This included;
 - o -1.84 Standard Deviation for English
 - o -2.06 for Mathematics
 - o -2.50 for Science
 - o -1.72 for HaSS
- Increased moderation in 2021 is to occur to ensure this gap is closed and with an emphasis to improve the allocation of total A and C grades issued.





Inclusive Education and SEN Data

At Hammond Park Secondary College, we are committed to ensuring every child, including those with special educational needs, has access to a high-quality education. We want all staff to be champions for all students to achieve their potential and individual success in their learning journey.

We are doing this by building a culture where teachers and students work together, and where student voice, agency and leadership are understood as inter-related factors of empowerment and sense of school pride. In 2020, effective partnerships were built with our students with disabilities and their support teams, including parents, teachers, Student Wellbeing Team members, and external support agencies. In 2020, we had four students receiving Level 2 funding and three students receiving Level 3 funding for a range of diagnosis such as Autism Spectrum Disorder and Intellectual Disability. In addition, we have many students with additional learning needs who don't receive Disability Resourcing, however additional support across the college was provided.

2020 support for students with additional needs:

- Transition planning and orientation to ensure student transition to the college was as seamless as possible.
- Allocation of two Education Assistants (based on Disability Resourcing), with a total 1.8FTE.
- Regular and timely communication between teachers, student and parents occurred.
- The implementation of curriculum planning and adjustments using the Curriculum Adjustment Toolkit.
- SEN Planning was implemented and embedded using Reporting to Parents.
- Allocation and creation of resources to support teaching and learning programs, and student learning needs.
- The creation of the ZEN ZONE in the Student Wellbeing Hub to enable students with additional sensory needs a quiet place to relax and regulate.
- The Implementation of the NCCD Moderation Team.

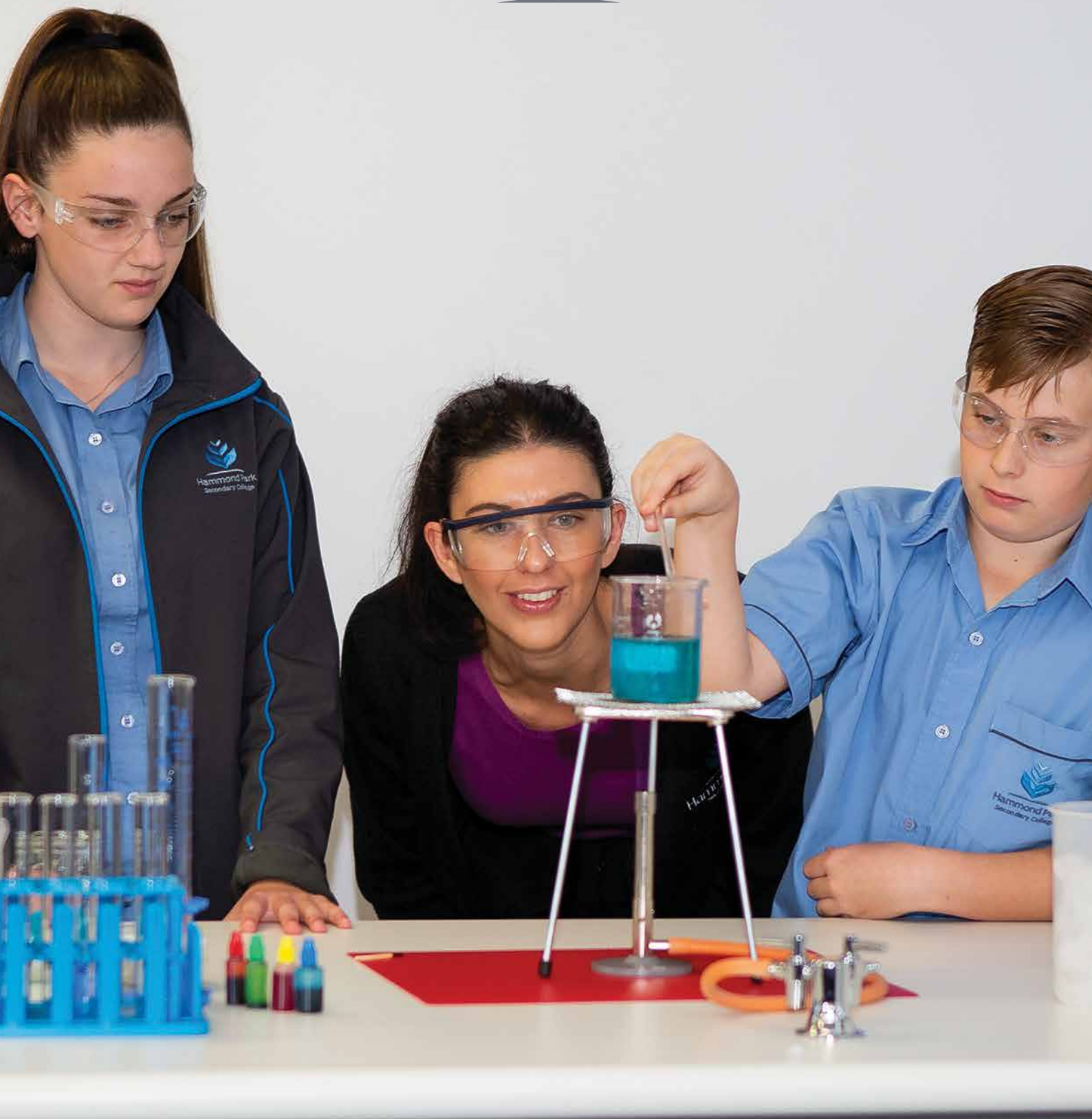
Learning Area Highlights

In addition to the creation of all curriculum and assessment materials, purchasing of resources to establish Learning Areas in our foundation year, staff went above and beyond across the college to give students authentic learning opportunities. Whilst COVID19 provided some constraints, the year was full of wonderful opportunities and experiences.

English

- Book Week: a range of activities including a Homeroom Quiz, library displays, reading competition, and an amazing costume parade in which staff and students dressed up and paraded costumes to the theme of 'Curious Creatures, Wild Minds'.
- Two Writers Workshops: students shared their writing with staff to receive feedback on how to improve their writing. The purpose of these workshops was to share students' writing with an authentic audience and seek constructive feedback using the PQP: Praise, Question, Polish format. Staff across the college were invited to join the café style workshops to give feedback to students.
- Arts Project: Students were invited to submit poetry and drawings and six students were selected to be involved in a collaborative Art project. This fabulous opportunity was made possible due to a collaboration with Richard Noble and Company, and artist Nic Compton, to create a sculpture in the public space near the college. Chosen students worked weekly with Nic to create their designs and learn the process of wood carving and large scale wood sculpture through Nic's design.





Empowering students to connect and engage
their sense of curiosity.



The Arts and Language

- Our wonderful music students Cadence Francis, Jennifer Heyhoe, and Audrey Blennerhassett chose to enter the "Youth Noise Music Competition" run by Cockburn Youth Centre. Cadence and Jennifer performed on Voice, and Audrey performed on Flute.
- Arts and Language Day: students participated in an origami activity in Homeroom; Japanese and Music students participated in a Taiko Drumming workshop; Japanese students made Onigiri (rice balls), and during break time the whole school experienced a Taiko Drumming performance by TAIKO ON, Nagashi Somen (flowing noodles) and Chopstick Relays.
- The Choir performed at a number of events throughout the year including the Official Opening, Harmony Day, NAIDOC week, RU OK Day, and Year 6 Parent Evenings. They also provided Christmas carols to all staff.
- Ms Niblett, our Japanese teacher shared a Japanese celebration with the school known as Tanabata. This celebration, which came about when a god and goddess were separated and ordered to only see each other once a year, on the 7th day of the 7th month. The Japanese celebrate

it by writing a wish on a piece of coloured paper and hanging it on a bamboo tree. Our staff and students wrote wishes about health and wellbeing, achievement, and helping others.

- The establishment of the Drama Club which ran after school once a week culminating in a mini performance for staff.



Celebrating creativity, collaboration, and passion.





Humanities and Social Sciences (HaSS)

- HaSS Week activities included an understanding of each of the disciplines taught within the subject of HaSS and the relevance of learning HaSS in all aspects of life.
- 32 students participated in the Australian Geography Competition. A special mention to Blayke Galipo and Jonathan Sarader who achieved High Distinctions, and Caleb Rayner who achieved a credit.
- A visit with Mr Josh Wilson MP enabled students to ask a range of questions and were excited to receive the flag which had previously been flown in Parliament in Canberra and now stands proudly in our Library!

- Year 7 students have participated in a range of activities to acknowledge Reconciliation Week and the 2020 theme "We Are In This Together". Library displays, speeches, activities, and Visual Arts postcards were just some of the activities from the week.

Maths

- All students participated in a fun, interactive Math show.
- Eight of our amazing Hammond Park students were invited to participate in a Maths and Science Challenge Day hosted by Lakeland Senior High School. Teams who competed in four activities in a round robin style and were awarded points for completing each challenge. Team Red placed 1st, and Team Yellow placed 14th!

"Eight of our amazing Hammond Park students were invited to participate in a Maths and Science Challenge Day hosted by Lakeland Senior High School."





Science

- Science Week: included representatives from the Australian Defence Force Academy, Curtin University and Murdoch University, presenting to students about Naval life, the fun of Chemistry. They also experimented by designing Rube Goldberg machines. Every Homeroom participated in the Egg Drop Parachute challenge, with Homeroom 5 (Ms Mallon) taking out the best design.
- All students participated in their very first Science Conference. Working in groups students received valuable feedback about their investigations with a focus on graphing, discussion, and evaluation of their experiment. The aim of the conference was for students to reflect on their work for improvement in their assessment



Physical Education

- Inaugural Athletics carnival involving all Year 7 students and staff. Champion students on the day were William Blair, Bailey Pilton, Edward Giles, Emma Roberts, Christie Lee Griesl and Makayla Gordon.
- Our small but mighty interschool athletics team competed in our first ever Interschool Athletics Carnival. Despite only having a small team of Year 7 students we competed against schools who took four year groups of students. Our team managed to come 6th out of eight schools which is fantastic in our first year. In addition, William Blair was named Year 7 Champion Boy, and Christie-Lee Griesel was named Champion Girl!
- 30 elite Basketball students were invited to participate in a Perth Wildcats Skills clinic afterschool.
- Staff versus student competitions were a highlight. The Basketball match was won by staff and the Tee Ball match was won by the students.





Technology and Enterprise

- Formation of our first STEM Club, and then competing in the First Lego League competition where students won The Rising All-Star Award in their very first competition. Students were supported by Mr Chambers, Ms Lane, and Mrs Henderson.
- Year 7 Food Technologies classes showcased their cooking skills and culinary talent with yummy end of semester morning teas for staff. The students celebrated and shared

their highlights of the course, what they learned, and what they found challenging before digging in to a yummy feast of delights!

- Another highlight was receiving a \$10 000 STEM grant from the Minister of Education to develop a 'Girls in STEM' initiative.



Innovation through Technology and Enterprise.





Priority Three - Performance Growth and Coaching:

Creating an environment of self reflection, feedback, and life long learning is a focus for the college and this commenced in 2020 when we came together as foundation staff. Staff 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, and 2020 saw the beginnings of these processes being implements. Growing great leaders is an important aspect of the college.

Recruitment & Development Strategy

The college's approach in recruiting its foundation staff, in particular teachers, was focused on prior evidence that demonstrate skills at a 'highly proficient' level. Recruited staff demonstrated "learner" characteristics, underpinned by collaborative expertise, and an ability to build relationships. Staff were agile in their ability to cater for students need, planning and delivering learning programs outside of their preferred learning areas, with high level of support from learning leaders, executive staff, and external support agencies.

Hammond Park Secondary College - Foundation Workforce

Staffing Areas	Number of staff per for each department				
	1	2	3	4	5
Math Teachers					
Science Teachers					
HaSS Teachers					
Technology Teachers					
English Teachers					
Home Ec/Lab/Library Assistants (Part Time)					
Arts/Music Teachers					
Wellbeing (2 Full Time, 3 Part Time)					
Health & Physical Education Teachers					
Executive Team					
Network ICT Technician					
Education Assistants (1 Part Time, 1 Full Time)					
Total staff 26					

As a foundation year all teachers worked collaboratively to develop Teaching and Learning and Assessment Programs for their curriculum areas, aligned to a college wide approach which evolved over the course of the year. A range of resources and supports were sourced and partnerships developed with newly established schools, Teacher Development Schools, and Universities were formed to support student learning and outcomes.



Performance Growth and Coaching of our Foundation Staff

A simplified Performance Growth Framework was implemented, providing opportunities for all staff to set goals, aligning with the college's vision, and collaboratively work with their relevant Line Managers, in accessing appropriate professional learning opportunities. Careful planning supported staff to engage in a range of Professional Learning opportunities, that were evidence based and shown to positively impact on student performance. Supporting guides and documentation were created and integral to the planning and resourcing process.

A range of professional learning and growth opportunities are listed below:

Classroom based teaching

- Observations of practice. Classroom Management Strategies (CMS) and Explicit Instruction (EI)
- Coaching and mentoring. Heads of Instruction (HoI) played a significant role and Wellbeing Team facilitated coaching on engagement strategies and process

Face-to-face learning

- Conferences: Science and Maths
- School Development Days, internal meetings
- Training courses: First Aid, EDUSTEM Academic Inquiry

Research

- Professional readings: including a leadership team book study, 'Culturize' by author Jimmy Casas
- Inquiry research: NXPLORERS, EDUSTEM, Kath Murdoch

Online learning

- Modules and courses via PLIS and other external educational agencies
- Webinars
- Online forums

Communities of practice

- Professional associations, TDS Schools, SCSA, Partner Primary Schools
- CCEN, WASSEA, SMERO Principal and Deputy Networks

In 2020 our staff engaged with the following learning opportunities:

CMS Foundation Program

Reporting to Parents Online

Leading a Culture of Whole School Self-Assessment

Applied First Aid & CPR

Education Perfect

Teacher Training- Students with Neurodiversity

DISC in the Workplace

Technologies Risk Management

Teachers Can Code

Wellbeing- Everyday Leader

Graduate Modules

Guided and Independent Inquiry

Character Strengths

Explicit Instruction

Positive Partnerships

MAWA Curriculum Conference

NCCD- Moderation, Planning & Reflection

Webex Training

Future Science Conference

Leap Program

Lab Tech Training

RM Billing Training

Developing Leadership in Schools

Compass LMS Training

Education Business Leadership





Priority Four - Community Engagement

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. Our foundation year provided us with a remarkable opportunity to connect with our community and form foundation partnerships.

College Official Opening

Significantly and historically, opening day for us was 3rd February 2020, where we welcomed 175 students through the gates for the first time. A ceremonial ribbon cutting ceremony took place and we welcomed families to join us for the occasion. A formal assembly introduced staff to students and families for the first time, which was followed by a traditional Aboriginal 'Welcome to Country' and smoking ceremony. With many 'firsts' documented via a Facebook page and photos; data indicated that we were able to reach 2,421 people with 949 engagements with our post. A formal, official opening was scheduled on 25th February 2020, which was attended by our special guests Education Minister Sue Ellery, Minister Roger Cook, Director General of Department of Education, Lisa Rodgers, Members from Cockburn Council, families, staff and our student cohort.

College Board

Our foundation College Board was established with a vision of creating a vibrant and active board that is focused on cultivating a thriving community to meet the needs of our students. Underpinned by strong governance, the college board will support the college to ensure students have a diverse range of engaging opportunities and experiences, playing a vital role in supporting the directions of the college and evaluating college performance. The College Board has a strong understanding of, and adherence to, its roles and responsibilities as outlined in the Education Act, School Regulations and DoE School Board/Council Policy. Implementation of a board effectiveness survey will be undertaken annually and will inform planning and progress.

Compass Education

Compass Learning Management System, our chosen online platform supporting achievement of student learning outcomes, is innovative in its communication systems, modules, and improved efficiency in two-way communication, no matter the user. Staff have been trained in effectively using class news feeds to communicate learning, activities and tasks. A broader Community Newsfeed is used by administration in communicating key messages and improving family's ability to gain a greater understanding of their child's learning needs, achievement and celebration of successes. The college, as a priority, is currently working closely with Compass Education to develop analytics and insights via their inbuilt data interrogation system, 'Pulse'. This will further enhance our college's capacity to use a range of metrics that provide real time data on student and family engagement, identify gaps, highlight strengths and streamline communication processes that encourage deeper connections between the college and stakeholders. The College Leadership Team value, promote and respond to open lines of communication between the community and school on a regular basis. This includes timely responses to community members who raise concerns or have questions. Our parent night, information evenings and college celebrations are well attended by the community. Most of these events and activities are promoted via Compass and Facebook as both platforms have shown that they provide us with the best reach.

Social Media

Social media is a big part of our future focus. Our Facebook page provides information to our community in a timely manner, celebrating the success of our students as well as imparting important information where required. This compliments the use of Compass and the college is strategic in its communication approach. For example, Compass is for core school business, Facebook is marketing and promotion. This mode of communication will continue to grow and evolve as the college does.



Networks

Fostering deep connections and relationships with our partner primary schools and other networks is essential for the college. We have formed strong connections with Hammond Park Primary, Honeywood Primary and Aubin Grove Primary Schools in our foundation year. The establishment of these relationships highlight the power of networks and how they impact directly on enhancing student outcomes. Joint initiatives have consisted of:

- Comprehensive Transition Programs that are inclusive, data driven and support our significant wellbeing approach to learning and development.
- Futures Based Inquiry & Innovation (Academic Program) Information sessions.
- Welcoming primary schools onsite for facility hire and use for a range of learning experiences, professional learning opportunities, network meetings.
- Venue for end of year celebrations such as Aubin Grove & Hammond Park Primary School Graduation Ceremonies.

Hammond Park Secondary College is actively engaged in the Cockburn Central Education Network (CCEN) and South Metro Principal and Deputy Principals' Network, where key staff meet twice per term to discuss priorities, share ideas and access department staff that inform best practice when it comes to strategic directions. This has now expanded to Network Group Leaders (NGLs) in specific learning areas such as Science, where our college is leading the planning and development of a joint initiative around Science Week and access for primary students to our state-of the art Science Labs for learning activities and Science Inquiry sessions. These meetings have also provided a shared understanding of resourcing, curriculum development and assessment at primary school level, creating opportunities for us to learn from others, moderate, and value add.

External Partnerships

Exciting opportunities have been purposefully created and investment in these partnerships have led to success in a range of contexts. Commitment to a sustained positive culture here at Hammond Park Secondary College is driven by staff attitudes towards truly being a champion for all students. Intentional in our approach, academics, curriculum development, learning experiences, and wellbeing have collaboratively been prioritised at different stages of a school year, responsive to needs and evaluated accordingly. Highlights have included:

- Study Hacks Program
- Prospective Teacher & Relief Cover Forums
- Compass Parent Sessions and Compass Huddles (Host school in 'Leading Learning' for 30 Compass Schools)
- Armed for Life
- Everyday Leader
- Happiness Co for R U OK Day
- Curtin University - STEM Project
- NAIDOC - Binjared Middars Dance, Gina Williams, Guy Ghouse
- Remembrance Day - City of Cockburn RSL
- Richard Noble Property - Arts Sculpture Project and Cultural Tour
- Ben Calleja from Growth Coaching - Staff and FBII Students
- Act Belong Commit
- WA Police - Cybersafety
- SCITECH - NXplorers Program FBII

Woven into our vision is our very real desire and goal 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'. Capturing the essence of a culture, from the very start, has been an extensive consultative process. Sustainability of this positive culture, shared community understanding and fostering strong community partnerships will ensure our vision of empowering our community to connect, innovate and thrive in a dynamic world is realised. This clearly reflects community expectations, and our values of what is important and provide the foundation for us to continue developing our relationships in a manner where we live and breathe our culture.



Business Plan Target Matrix

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%.	Not officially verified due to COVID		
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.		No 2020 NAPLAN due to COVID cancellation	
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.			
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 in our foundation year have been whole school and used to develop whole school processes		
Community Engagement			
National School Opinion Survey from all stakeholders indicates high levels of satisfaction with college performance and directions.	Not administered in 2020		
College Board survey data indicated a high level of effectiveness ensuring governance enhances the conditions for excellence.	Not administered in 2020		
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

Financial planning for Hammond Park Secondary College commenced with \$930,500 provided by the Department of Education to be allocated for resource purchases over a three year period. Salary funding allocation was determined at \$498,357. A three year plan was established allocating all Learning Areas with establishment budgets and provision for photocopier and computer leases. In 2020 \$888,577 of the remaining establishment funding was carried forward prompting transfer of \$184,799 to a fixed term deposit for 2021/2022.

Student Centred funding comprised of 74% of funds received however it is encouraging to note the college received 77% contribution collection rate for our opening year. Priorities were identified via school planning and processes reviewed for inclusion in readiness for our Business Plan. A 2020 Finance Committee was formed and the first meeting was tabled for 4 March. The Finance Committee regularly monitors income and expenditure and recommends subject costs to the College Board. The College Board is provisioned with financial reports outlining the financial position of the school integrating salary and contingency budgets.

Revenue Report

	Revenue - Cash	Budget	Actual
1.	Voluntary Contributions	\$25,160.00	\$25,159.90
2.	Charges and Fees	\$18,322.94	\$18,321.71
3.	Fees from Facilities Hire	\$93.00	\$92.73
4.	Fundraising/Donations/Sponsorships	\$15,175.00	\$15,175.23
5.	Commonwealth Govt Revenue	-	-
6.	Other State/Local Govt Revenues	-	-
7.	Revenue from Co. Regional Office and Other Schools	\$78.00	\$78.00
8.	Other Revenues	\$9,496.00	\$9,496.47
9.	Transfer from Reserve or DGR	-	-
Total Locally Raised Funds		\$68,324.94	\$68,324.04
Opening Balance		\$888,577.00	\$888,576.51
Student Centred Funding		\$191,280.00	\$191,280.00
Total Cash Funds Available		\$1,148,181.94	\$1,148,180.55
Total Salary Allocation		-	-
Total Funds Available		\$1,148,181.94	\$1,148,180.55

Expenditure - Budget vs Actual

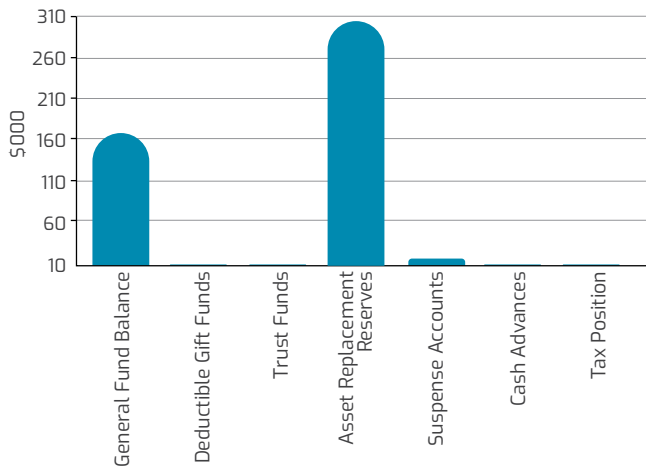
	Expenditure	Budget	Actual
1.	Administration	\$74,761.00	\$59,668.00
2.	Lease Payments	\$51,250.00	\$34,151.31
3.	Utilities, Facilities & Maintenance	\$144,308.00	\$105,078.83
4.	Building Property & Equipment	\$257,842.00	\$238,926.13
5.	Curriculum & Student Services	\$95,228.64	\$68,558.23
6.	Professional Development	\$13,340.00	\$10,476.37
7.	Transfer to Reserve	\$307,289.35	\$307,289.00
8.	Other Expenditure	\$9,721.55	\$9,092.83
9.	Payment to CO, Reg. Off. & Oth Sch.	\$142,926.00	\$139,025.59
10.	Unallocated	-	-
Total Goods and Services Expenditure		\$1,096,666.54	\$972,266.29
Total Forecast Salary Expenditure		-	-
Total Expenditure		\$1,096,666.54	\$972,266.29
Cash Budget Variance		\$51,515.40	

Hammond Park Secondary College Executive Team striving for excellence.

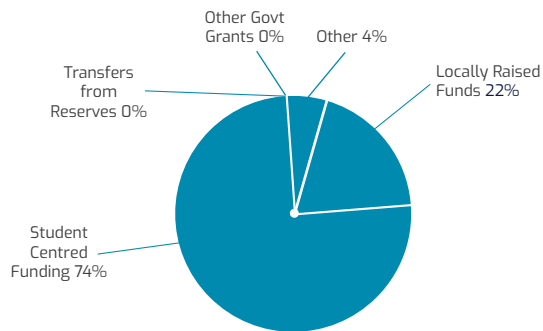


Cash Position made up of:

1.	General Fund Balance	\$175,914.26
2.	Deductible Gift Funds	-
3.	Trust Funds	-
4.	Asset Replacement Reserves	\$307,289.00
5.	Suspense Accounts	\$20,186.00
6.	Cash Advances	-
7.	Tax Position	\$(4,317.00)
Total Bank Balance		\$499,072.54



Current Year Actual Cash Sources





Hammond Park
Secondary College



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