

# School Strategic Plan for Hampton Park Secondary College Southern Region 2010-2013

2006 – 2009 Hampton Park Secondary College School Review prepared by Geoff McPherson

<p>Endorsement by          School Principal</p>	<p>Signed.....</p> <p>Name: David Finnerty</p> <p>Date.....</p>
<p>Endorsement by          School Council</p>	<p>Signed.....</p> <p>Name: Shane Keen</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by          Regional Network          Leader</p>	<p>Signed.....</p> <p>Name: Simon Hamilton</p> <p>Date.....</p>



## School Profile

Purpose	Hampton Park SC is a college in which students are encouraged and supported to take increasing responsibility for their lifelong learning as contributing members of our local and global communities.		
Values	Respect Learning and Working Together	Open Mind and Positive Attitude Effort and Endeavour	Celebrating Diversity High Expectations
Environmental Context	<b>Social – Community and Demographics</b> <ul style="list-style-type: none"> <li>• Located in the City of Casey which is one of the fastest growing and most socially disadvantaged communities in Australia</li> <li>• 48 nationalities represented and 56 languages other than English spoken at home</li> <li>• Increasing percentage of students enrolling that have never been in education</li> <li>• Significant unemployment in families</li> <li>• Parent involvement is through the Parent network</li> </ul>		<b>Environmental</b> <ul style="list-style-type: none"> <li>• Modern facilities on spacious grounds</li> <li>• BER Language and Performing Arts complexes to be built</li> <li>• College oval to be developed into an Athletics facility and Soccer oval</li> <li>• Upgrade of Science Courtyard</li> <li>• Recycling, solar energy and rainwater conservation programs developed</li> <li>• Areas of concern are the lack of staff planning spaces and storage spaces</li> </ul>
	<b>Educational</b> <ul style="list-style-type: none"> <li>• Priority is on improving the literacy and numeracy standards of students</li> <li>• Implementation of e5 Instructional Model</li> <li>• Increase student participation in VETiS and Applied Learning Pathways programs</li> <li>• Consolidation of the Years 7 and 8 open learning environment program</li> </ul>	<b>Technological</b> <ul style="list-style-type: none"> <li>• Implementation and embedding of the Ultranet</li> <li>• 1:1 Netbook program</li> <li>• Investigation and application of new and emerging technologies to support student learning</li> <li>• Interactive whiteboards to be in every classroom</li> </ul>	

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student outcomes in: <ul style="list-style-type: none"> <li>▫ Literacy 7-10;</li> <li>▫ Numeracy 7-10; and</li> <li>▫ VCE Performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase by 5% the percentage of Y7 and Y9 students who achieve 6 months or better than their expected level in literacy and numeracy using teacher judgements and NAPLAN.</li> <li>• Increase by 5% the percentage of Y9 students who achieve at least one full VELS level of progress over two years in literacy and numeracy using NAPLAN.</li> <li>• Decrease by 5% the percentage of Y7 and Y9 students who achieve 6 months or lower than their expected level in literacy and numeracy using teacher judgements and NAPLAN.</li> <li>• VCE All Studies Median score to be at least 28 and increase the percentage of 40+ scores to be at least 4%.</li> <li>• Student achieved outcomes on VCE studies will mirror their predicted scores using GAT (Data report 10).</li> </ul>	<ol style="list-style-type: none"> <li>1. Create and sustain a shared, whole college vision that articulates what successful, evidence based pedagogy looks like at HPSC.</li> <li>2. Enable and expect all teachers to implement purposeful, explicit teaching that demonstrates high expectations for all students.</li> <li>3. Grow and sustain a supportive culture that fosters relationships and connectedness for students.</li> </ol>
Student Engagement and Wellbeing	To improve student connectedness and resilience.	<ul style="list-style-type: none"> <li>• Increase to at least 4.9 the score for Student Morale (Student Survey).</li> <li>• Increase to at least 3.7 the score for School Connectedness (Student Survey).</li> <li>• Increase to at least 4.3 the score for Student Safety (Student Survey).</li> </ul>	
Student Pathways and Transitions	To improve students' pathways and transitions through the school with a particular focus on the youth transitions state (16+).	<ul style="list-style-type: none"> <li>• Increase to at least 70%, 85% and 75% the real retention rate for Y7-10, Y10-11 and Y11-12, respectively.</li> <li>• Increase to at least 5.3 on 7 point scale, the score for 'transitions' (Parent Survey).</li> <li>• The proportion of students exiting to further education and training will increase to at least 70%.</li> </ul>	

School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><b>Create and sustain a shared, whole college vision that articulates what successful, evidence based pedagogy looks like at HPSC.</b></p>	Year 1	<ul style="list-style-type: none"> <li>• Identify, develop and implement a strong and distributed leadership model.</li> <li>• Commence the process of building a professional practice based on the e<sup>5</sup> instructional model.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership model identified and implemented.</li> <li>• E<sup>5</sup> Pilot program implemented.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Leadership Teams are operational at all levels of the school with a focus on evidence based pedagogy.</li> <li>▪ Strengthen the professional practice based on the e<sup>5</sup> instructional model</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership Teams operational.</li> <li>▪ Majority of teachers use the e<sup>5</sup> effective teaching model in lesson preparation.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Leadership Team adopts an action research approach to evidence based pedagogy.</li> <li>▪ Embed the professional practice based on the e<sup>5</sup> instructional model</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pedagogy mapped against best practice.</li> <li>▪ All teachers use the e<sup>5</sup> effective teaching model in lesson preparation.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ The Leadership Team structure and practice analysed to assess its effectiveness in evidence based pedagogy as part of self-evaluation accountability process.</li> <li>▪ Review and identify future improvements to the professional practice based on the e<sup>5</sup> instructional model</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership Team collaborates with other schools in mapping best practice.</li> <li>▪ Staff will reflect on the effective e<sup>5</sup> effective teaching model and identify improvement areas.</li> </ul>
<p><b>Enable and expect all teachers to implement purposeful, explicit teaching that demonstrates high expectations for all students.</b></p>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop and implement an agreed writing model across the whole school and implement Literature Circles in the Junior School</li> <li>▪ Build understanding of the use of the learning management system (Portal → Ultranet) and ICT resources for purposeful learning and teaching.</li> <li>▪ Develop practical Domain model for evolving effective student numeracy and investigate whole of school numeracy programs</li> <li>▪ Commence the process to develop a shared understanding of the use of student data to improve student achievement and build teacher capacity in using the data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Targeted Domain and LC staff used the agreed writing model and all year 7 – 9 English teachers implement Literature Circles</li> <li>▪ Staff confident with the functionality of learning management system and other ICT resources</li> <li>▪ An accepted whole school model for numeracy development</li> <li>▪ Teacher beginning to use data to inform learning and teaching</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Continue to implement literary writing model and embed literature circles through Year 7 - 9</li> <li>▪ Embed the use of Ultranet and e-learning for learning and teaching programs</li> <li>▪ Implement an agreed Domain model for effective numeracy and develop whole school program</li> <li>▪ Planning and implementing learning and teaching programs informed by data.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All domains and Year 7 and 8 open learning environment staff use the agreed writing model and Year 7 – 9 English staff continue to implement literature circles</li> <li>▪ Staff use Ultranet to develop and document learning and teaching programs</li> <li>▪ Documented whole school approach to numeracy</li> </ul>

		<ul style="list-style-type: none"> <li>Use the expertise that teachers already have to skill others using data to inform effective instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Some domains using data “for” learning and teaching in curriculum design</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Consistent instructional practice in the Writing Model across the College and Year 7 – 9 students lead their own learning of reading through Literature Circles</li> <li>Embed the use of Ultranet and ICT resources</li> <li>Implement whole school approach to numeracy</li> <li>Full implementation of whole school plan for using data to improve student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers consistently and confidently use the 4 square template and writing process and all year 7 – 9 students actively and confidently participate in LC</li> <li>College community using Ultranet effectively</li> <li>Improvement in NAPLAN, ODT and VCE maths data</li> <li>All domains using data to inform the planning learning and teaching programs</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Evaluate the Literacy programs, and recommend strategies for improvement</li> <li>Review effectiveness of ICT in informing the College community</li> <li>Evaluate whole school numeracy program and recommend strategies for improvement</li> <li>Evaluate the use of data to inform improvements to learning and teaching and develop recommendations for future improvements</li> </ul>	<ul style="list-style-type: none"> <li>Policies and procedures evaluated and recommendation for further implementation</li> <li>Identified improvement strategies</li> <li>Data from SATS</li> <li>Staff will use data to reflect and identify areas of improvement</li> </ul>
<b>Grow and sustain a supportive culture that fosters relationships and connectedness for students.</b>	Year 1	<ul style="list-style-type: none"> <li>Develop an understanding of the SE guidelines across the college and ensure effective implementation</li> <li>Investigate models of pastoral care and develop a program to be implemented across the college</li> <li>Train all staff in Restorative Practices. Support student managers in conferencing students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have participated in professional learning. Students and parents have received a copy of the College policy</li> <li>College agreed , documented and resourced pastoral program</li> <li>All staff participate in professional learning on Restorative Practices</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Consistent approach to discipline and wellbeing across the College by the embedding of the Student Engagement Guidelines</li> <li>Implement pastoral care program in Yr 7 and 8</li> <li>Train student managers to support teachers in class conferences</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in college data in the variables aligned with orderly environments</li> <li>Year 7 and 8 pastoral care program implemented and a plan prepared for whole school implementation</li> <li>Student managers facilitating class conferences</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Further implementation of the guidelines</li> <li>Implement a College wide pastoral care program</li> <li>Embed restorative practices in the College</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in Student Attitude to Schools, Staff Opinion and Parent opinion survey data</li> <li>Improvement in connectedness and reduced absenteeism</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review and indentify areas for improvement in the College Student Engagement policy and practice</li> <li>Review pastoral care program and develop strategies for improvement</li> <li>Review College wide approach to restorative practices and develop strategies for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Review and indentify areas for improvement.</li> </ul>