

Leadership and Teaching Positions



About Hammond Park Secondary College

Hammond Park Secondary College opened in 2020 with 176 Year 7 students and will bring a new group of Year 7s in each year until we are a 7-12 college with approximately 1500 students. HPSC is advertising a range of teaching positions for our second year of operation. Hammond Park SC is a new school in a growing region and the Local Intake Area includes three local schools Aubin Grove PS, Hammond Park PS, and Honeywood PS. In collaboration with all staff we created our motto, vision and values.

Motto

Connect ~ Empower ~ Innovate

Empowering our community to connect, innovate, and thrive in a dynamic world.

Our Vision

We want 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.

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, compassionate, and strive for excellence.

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.

Our Culture

A positive school culture starts at the front door and all members of staff are responsible for the development of our culture to ensure we have an environment where staff and students can thrive. We are seeking to establish a strong culture of collective efficacy in both staff and students. Working from an evidence base is an imperative, and research and data will influence our decision making.

Staff and student voice are essential in establishing a positive culture so collaboration and co-creation are our way of being. Staff need to be highly reflective, have growth mindsets and be willing to learn and develop from one another, sharing our learning and being open to new ideas and opportunities.



The school is seeking strong, responsive teachers who can communicate effectively with a diverse range of people and establish positive relationships and partnerships within our thriving and growing community. How we develop our relationships and the 'school brand' in the first few years is imperative and will impact significantly in the years to follow. It is essential we 'get it right' from the start. We are looking for teachers who are agile, adaptable and willing to learn.

Structure

Homeroom commences the college day, four days a week, no Homeroom on a Wednesday. We begin our week with a staff briefing on Monday as a communication and engagement process for all staff. This replaces where possible extensive electronic communications and reminders.

We have fortnightly Wednesday morning Professional Learning Communities which replace traditional staff meetings. Whilst our PLCs are not fully operational yet as we have utilised this time to establish school policy and procedures they will be for the commencement of the 2021 school year. Our PLCs will be focused on school priorities, including Explicit Instruction, Inquiry, Futures Based Education, and Wellbeing and led by staff providing an additional leadership layer for teachers. PLCs will enable teachers to develop their leadership capacities through a distributed leadership model and collaborative, informed decision making. Teacher and student agency and voice will be strongly fostered and encouraged.

Leadership Structure

- The school currently has a Principal (L6), Associate Principal (L5) and a Deputy Principal (L4)
- Three Heads of Instruction (English, Maths, Science) and a Wellbeing and Enrichment Coordinator make up the middle layer of leadership (L3)
- The college will appoint a L3 Head of Student Wellbeing for Term 4 this year.
- Other positions will be developed as the College grows and funding allows. The next layer envisaged at this stage will be a Head of Instruction: HaSS, and then later other Heads of Instructions for The Arts, Phys Ed, Technologies.
- TiCs (in some LAs), PLCs leaders and year coordinators will give rise to teacher-leadership positions
- The long term plan is also to develop Instructional Coaches, however what this looks like is a longer term discussion.

Instructional Framework

The Instructional Framework is under development, however it covers the spectrum of explicit instruction through to an inquiry model and teachers will become experts at instructional decision making based on student need, curriculum, and assessment. Teachers at Hammond Park SC will work in a model of continuous reflection, observation and growth. Classrooms are open for staff to be observed, share and collaborate, all with the notion of improvement and building our individual and collective capacity. We understand that staff applying for positions won't necessarily have the exact skill set to match our Instructional Framework however ongoing professional learning, PLCs and coaching will ensure we develop all staff.



Wellbeing

Wellbeing is a school priority and will inform all processes, policies and procedures so that wellbeing is always at the centre of what we do. A school designed wellbeing curriculum based on the PERMAH principles is delivered in a Homeroom Class. ALL teachers and middle leaders have a Homeroom class. Getting to know our students and forming strong collaborative partnerships with our families is an absolute must for any staff member wishing to work at Hammond Park SC.

The Homeroom program will be reported on twice a year and the PERMA program will form the language and direction behind all school policies and procedures.

Staff wellbeing will be a school focus as well. We will spend significant time developing our understanding of self, our strengths and values, and how we can leverage these to form high performing teams to maximise our potential and wellbeing.

Performance Growth and Coaching Framework

A Performance Growth and Coaching Framework will inform individual teachers' growth pathways. Professional development will be reshaped and aligned to individual needs in addition to whole school priorities. The school will invest in time and resources to skill all staff in working from their strengths and understanding how each of us bring our strengths and values to our work and how we can best leverage these for effective teams.

Business Plan Summary

Our Business Plan is in development and is written in consultation with our staff, and soon to be formed College Board.

Our priorities are as follows:

- 1. Wellbeing**
- 2. Quality Instruction**
- 3. Performance Growth and Coaching**
- 4. Community Engagement**

Public Private Partnership

- Hammond Park Secondary is the last of 8 schools (4 high schools) to be part of the PPP process
- This is a unique way of operating and will take some time to transition into this model.
- Essential the DoE is tenants in the building, which is owned and facilities managed external to the department.
- The consortium involved DO NOT impact on any educational decisions or day to day running of the school. The hiring and management of staff is the Principal's responsibility
- Spotless is the company who maintains the physical aspects of the site. Cleaning, gardening and maintenance come under their responsibility. Modifications to building and aspects of the site need approval through Spotless
- Two care takers are on site during school operational hours. There is an impact on after hours use of the school but this is a negotiation of additional hours.
- There will be a Stage 2 build to open in 2023 which is general classrooms so we will have a building project to manage in the first few years