
2023

ANNUAL REPORT



HAMPTON
Senior High School

 **6235 7100**

 **hampton.wa.edu.au**

 **60 Morley Drive East, Morley WA 6062**

SCHOOL SUCCESSES AND CELEBRATIONS

THE ARTS

- **School To Stage**
 - Year 7/8 Jazz 2nd place
 - Year 12 Own Solo Choreography 1st Place
 - Year 11 Own Solo Choreography 1st Place
 - Year 7/8 Tap Troupe 1st Place
 - Year 9/10 Pom 2nd Place
 - Year 9- 11 Hip Hop 3rd Place
 - Year 9/10 Jazz Troupe Choreography by 3rd Place
 - Year 8 Small group Choreography 3rd Place
- **Yoh Fest Drama**
 - Maiden Hell - Certificate of Merit for Strong Delivery of a Comic Character.
 - The Curse of My Gift - Certificate of Merit for Excellent Creation of Mood.
- Year 9/10 Gifted and Talented (GAT) dancers performed at Optus Stadium for Department of Education's International Women's Day.
- **CONNECT Dance Residency** with CO3 Contemporary Dance Project and Performance.
- HSHS GAT dancers have had a range of industry professional guest artists for guest workshops.
- HSHS GAT dancers performed two **dance concerts** for their parents and wider school community over the year.
- **Senior Dance Concert and ATAR Drama Monologue Performance Evening.**
- Establishment of **Hampton Broadcasting Club**: 12 students covering events in the school community.
- **Media Night**: A diverse collection of the most well-produced Media work from the school year.
- **Alice in Wonderland: A Modern Adaption** A collaborative arts production with over 100 students performing; inclusive of a Visual Arts Exhibition.
- **Primary School Dance Matinee** Eden Hill and Woodbridge PS. Inclusive of an Art exhibition featuring work from Eden Hill and Bassendean Primary Schools.
- **Primary School Arts Orientation Day Performance.**
- **Specialist Performing Arts Drama Showcase.**
- **AASCF State Cheer Championships**: Sovereigns- 2nd place, Dynasty - 2nd place.
- **SM Spring Showcase and Dance Concert** routines all excelled (Sovereigns, Reign and Dynasty).
- **All Things Cheer Showdown**: 1st for Sovereigns and Dynasty.
- **Young Originals Exhibition**: Year 10 and 11, selected for inclusion in exhibition at Spectrum Project Space ECU Mount Lawley.
- **Art Club** held weekly.
- 78% of students enrolled in Media Production and Analysis ATAR achieved their highest ATAR mark in this subject.



SENIOR SCHOOL DANCE SHOWCASE

ENGLISH

- **Write-a-book-in-a-day** was a huge success with five teams competing (Years 7-12) for a total of 50 students participating. Hampton alumni returned to assist and students' books were published in an online library.
- **My Exploding Plastic Poodle Short Story Competition** (internal) 22 entrants.
- **Craig Silvey Short Story Competition** (external) 7 entrants.
- 75% **English Language Competency** (50+) of ATAR students, up from 52% in 2022.
- **NAPLAN Spelling** Year 7 and Year 9 above National Mean; each NAPLAN measure significantly Above Like Schools .
- **Median ATAR in English** (71.58) the highest it has been for many years. Student participation in internally and externally conducted short story competitions.

HEALTH & PHYSICAL EDUCATION

- **School Sports WA**
 - North East Boys Volleyball A Division, 1st Place
 - North East Girls Volleyball A Division, 1st Place
- **WA Athletics Schools Cup**
 - Senior Boys team, 1st place
 - Intermediate Boys team 1, 1st place
 - Intermediate Boys team 1, 3rd place
 - Junior Boys team 1, 3rd place
- **Athletics West, WA Schools Cup**
 - Senior Boys team (u19), 1st place
 - Intermediate Boys team 1 (u17), 1st place
 - Intermediate Boys team 2 (u17), 3rd place
 - Junior Boys team 1 (u15), 1st place
 - Junior Boys team 2 (u15), 4th place
 - Junior Girls team (u15), 5th place
- **Athletics Australia National Schools Challenge**
 - Intermediate Boys team 1 (u17) finished 9th
 - Intermediate Boys team 2 (u17) finished 10th
 - Junior Boys team (u15) finished 8th

SCIENCE

- Successful 2024 **STEM Challenge event**: 7 Primary Schools involved with parents, teachers and school leaders attending this event. High interest and number of applications for Year 7 2024 Science ASP.
- Successful refreshment of the **Plant Production Area** with Busy Bee.
- **Ministers Innovation Challenge**: Year 8 ASP students created highly innovative solution to sun glare while driving - and a very polished presentation produced in collaboration with the Arts Learning Area.
- Four students were selected for a course during the September holidays practising high level biomedical techniques in a world class laboratory at the Harry Perkins Institute.
- One student was a successful applicant for the **National Youth Science Forum**, in Sydney. This program is designed to give students a broader understanding of the diverse study and career options available in Science, Technology, Engineering and Mathematics (STEM).

TECHNOLOGIES

- **Subs in Schools National Finals**: Year 11, 2nd place overall (Large ROV Professional Class), Year 11, Category winners: Sea Trial, Best Manufactured ROV, Best Engineered, Verbal Presentation and Innovation
- **Subs in Schools State Finals**: Year 10, Second Place Overall (Large ROV Professional Class)
- **F1 in Schools State Finals**: Year 12, Second Place Overall (Professional Class)
- **FIRST Lego League**: Year 8 team won the Breakaway Award for Innovation
- **Australian Informatics Olympiad**: One student competed in Senior Category (Year 11/12) and scored 370 points achieving Silver level.
- **Robocup Junior**: Soccer - Year 9 Robotics team.
- **Year 12 Children, Family and Community**: 30 Handbags (containing toiletries and personal sanitary products) for the homeless and 30 kid bag packs (with stationery and story books for young children) were organised and presented to the Salvation Army, Morley, for women and children.
- **Year 11 Food Science Technology**: The Big Bake Off with scones and sponge cake made judging difficult, testing the various characteristics of quality and taste. Presentation and service were also assessed.
- **Year 10 International foods**: MasterChef show-cased foods of the world. All food was presented beautifully and tasted even better.

VOCATIONAL EDUCATION AND TRAINING

- **Career Practitioner**: A variety of student career-based activities such as Try-a-Trade, Year 9 Career Taster and Ignite mentoring.
- 165 Year 10 students engaged with the community completing Work Experience as part of their Careers pathway learning experiences.
- 117 Year 12 students achieved qualifications, 97 students Certificate III or higher, 26 students Cert II and 4 students School-Based Traineeships over 18 various industry areas. This gives our students great employment opportunities along with eligibility to further training and university applications.
- Year 10 students in 2023: 35 students gained places in the highly competitive profile Cert II and III courses over 14 different industry areas which enables them to study one or two days at TAFE in 2024 in Year II whilst still at school completing WACE.

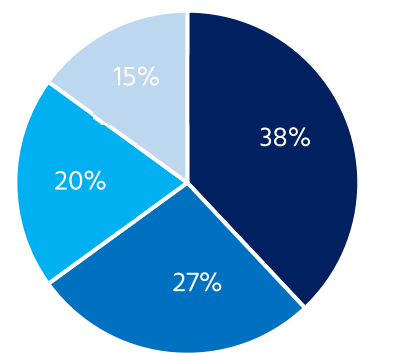


ATTENDANCE

ATTENDANCE ACROSS ALL CATEGORIES 2023

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	84.5%	85.6%	86.5%	63.6%	72.8%	62.6%	83.5%	84.7%	84.4%
2022	82.5%	82.2%	83%	60.9%	66.5%	55.2%	81.6%	81.1%	80.4%
2023	85.1%	84%	84.9%	70%	69.4%	59.2%	84.4%	82.8%	82.5%

Attendance Breakdown							
Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Y07	82.55%	84	56	30	20	55%	45%
Y08	82.1%	71	40	26	21	58%	42%
Y09	80.3%	60	43	31	23	52%	48%
Y10	74.7%	58	46	38	44	46%	54%
Y11	78.9%	59	29	27	21	54%	46%
Y12	76.1%	27	42	43	17	46%	54%



■ Regular ■ Indicated ■ Moderate ■ Severe

Strategies for improvement

- Attendance monitoring.
- Attendance phases and interventions for below regular attendance (including case conferencing, parent communication, home visits, referral to support teams, agencies, North Metro Engagement and Transition Program participation, individual attendance plans).
- Focus on Year 10, 11 and 12 with increased individual monitoring communication and pathway planning.

STUDENT ACHIEVEMENT DATA

ATTAINMENT

Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)						
	2023	2022	2021	2020	2019	2018
School (WACE eligible)	107 (87%)	95 (85%)	73 (84%)	92 (97%)	108 (97%)	108 (94%)
Like schools	76%	82%	75%	96%	95%	95%
Public schools	80%	80%	82%	96%	96%	96%
School (S2 census)	107 (87%)	96 (84%)	76 (84%)	92 (97%)	107 (96%)	108 (91%)
School (cohort)	108 (73%)	102 (73%)	78 (67%)	93 (84%)	110 (79%)	115 (73%)

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations						
	2023	2022	2021	2020	2019	2018
School count (% Cohort)	32 (22%)	27 (19%)	29 (25%)	24 (22%)	31 (22%)	38 (24%)
Difference From Expected		+4%	+8%	+3%	+2%	+1%
School (% WACE eligible)	26%	24%	33%	25%	26%	33%
School (% S2 census)	26%	24%	32%	25%	26%	32%

Median ATAR (no. of students) Source: SCSA data files and Department calculations						
	2023	2022	2021	2020	2019	2018
School	71.58	69.15	59.25	67.13	61.9	59.38
Expected performance	0.06	-0.14	-1.29	-0.18	-1.04	-1.16
Like Schools	72.17	75.08	71.35	69.25	69.65	71.25
Public schools	82.8	81.9	80.25	79.25	78.25	79.5

ATAR performance – count of students (% of ATAR students)						
	2023	2022	2021	2020	2019	2018
99+	1 (3%)					
90-98.95	5 (16%)	2 (7%)	2 (7%)	2 (8%)	1 (3%)	2 (5%)
80-89.95	2 (6%)	1 (4%)	4 (14%)	5 (21%)	4 (13%)	6 (16%)
70-79.95	9 (28%)	9 (33%)	5 (17%)	4 (17%)	3 (10%)	3 (8%)
55-69.95	11 (34%)	6 (22%)	4 (14%)	7 (29%)	11 (35%)	12 (32%)
<55	4 (13%)	8 (30%)	14 (48%)	6 (25%)	10 (32%)	15 (39%)
University English Language Competency (FSS 50+)	24 (75%)	14 (52%)	17 (59%)	15 (63%)	12 (39%)	20 (53%)

School Curriculum and Standards Authority Awards						
	2023	2022	2021	2020	2019	2018
Subject Exhibitions	1					
Subj Certs of Excellence	1		1			
Certs of Distinction	2		1	1	1	
Certs of Merit	9	6	7	6	5	5
Total # students awarded	11	6	8	7	6	5
# students with 2+ award	1		1			

Strategies for improvement

- Academic tracking of WACE, ATAR prediction/target setting.
- Ongoing course selection counselling.
- Study skills support (including targeted programs such as Elevate).
- Functional adjustments for students with special needs.

OLNA PROGRESS 2023

Year 10 Students – Qualified In			
	Year 9	Year 10	Not Qualified
2023	37	47	102
	19.9%	25.3%	54.8%
Like Schools	16%	34.9%	49.1%

Year 11 Students – Qualified In				
	Year 9	Year 10	Year 11	Not Qualified
2023	22	44	31	38
	16.3%	32.6%	23%	28.1%
Like Schools	19.9%	34.3%	14.3%	31.5%

Year 12 Students – Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2023	74	26	10	11	10
	56.5%	19.8%	7.6%	8.4%	7.6%
Like Schools	43.5%	22.1%	9.9%	7.2%	17.2%

Strategies for improvement

- Strong communication to students and families about OLNA, starting from Year 9 (importance for achieving WACE, schedules, access to support).
- Establish a sustainable model for ongoing OLNA support.
- Staff engage with individual diagnostic reports for students yet to achieve OLNA and implement targeted strategies to fill knowledge and skill gaps.
- Individual test sessions for Year 12 students yet to achieve OLNA Numeracy where the supervisor reads each question to the student.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2023	2022	2021	2020	2019	2018
School VET enrolments	119 (81%)	109 (78%)	88 (76%)	101 (91%)	118 (84%)	132 (84%)
Funded VET students	78%	78%	78%	81%	85%	82%

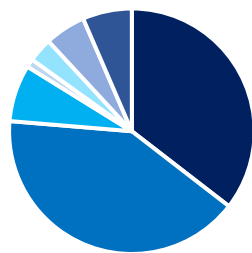
Level of highest qualification achieved (of VET enrolled students)						
	2023	2022	2021	2020	2019	2018
Diploma				1 (1%)		
Certificate IV	1 (1%)	1 (1%)		1 (1%)		
Certificate III	79 (66%)	80 (73%)	60 (68%)	73 (72%)	54 (46%)	63 (48%)
Certificate II	19 (16%)	14 (13%)	12 (14%)	14 (14%)	49 (42%)	45 (34%)
Certificate I		4 (4%)	1 (1%)	1 (1%)	4 (3%)	1 (1%)
No certificate completed	20 (17%)	10 (9%)	15 (17%)	11 (11%)	11 (9%)	23 (17%)

Students with more than one qualification (% of VET enrolments)						
	2023	2022	2021	2020	2019	2018
3+ qualifications	37 (31%)	34 (31%)	24 (27%)	43 (43%)	37 (31%)	52 (39%)
2 qualifications	45 (38%)	47 (43%)	40 (45%)	34 (34%)	38 (32%)	33 (25%)

Endorsed programs unit equivalents achieved						
	2023	2022	2021	2020	2019	2018
Number	13	51	22	28		

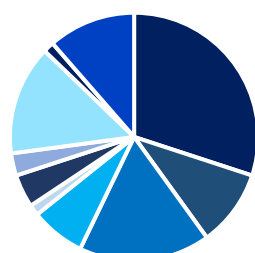
INTENTION/DESTINATION DATA 2022 (YEAR 12 COHORT)

INTENTION 2022

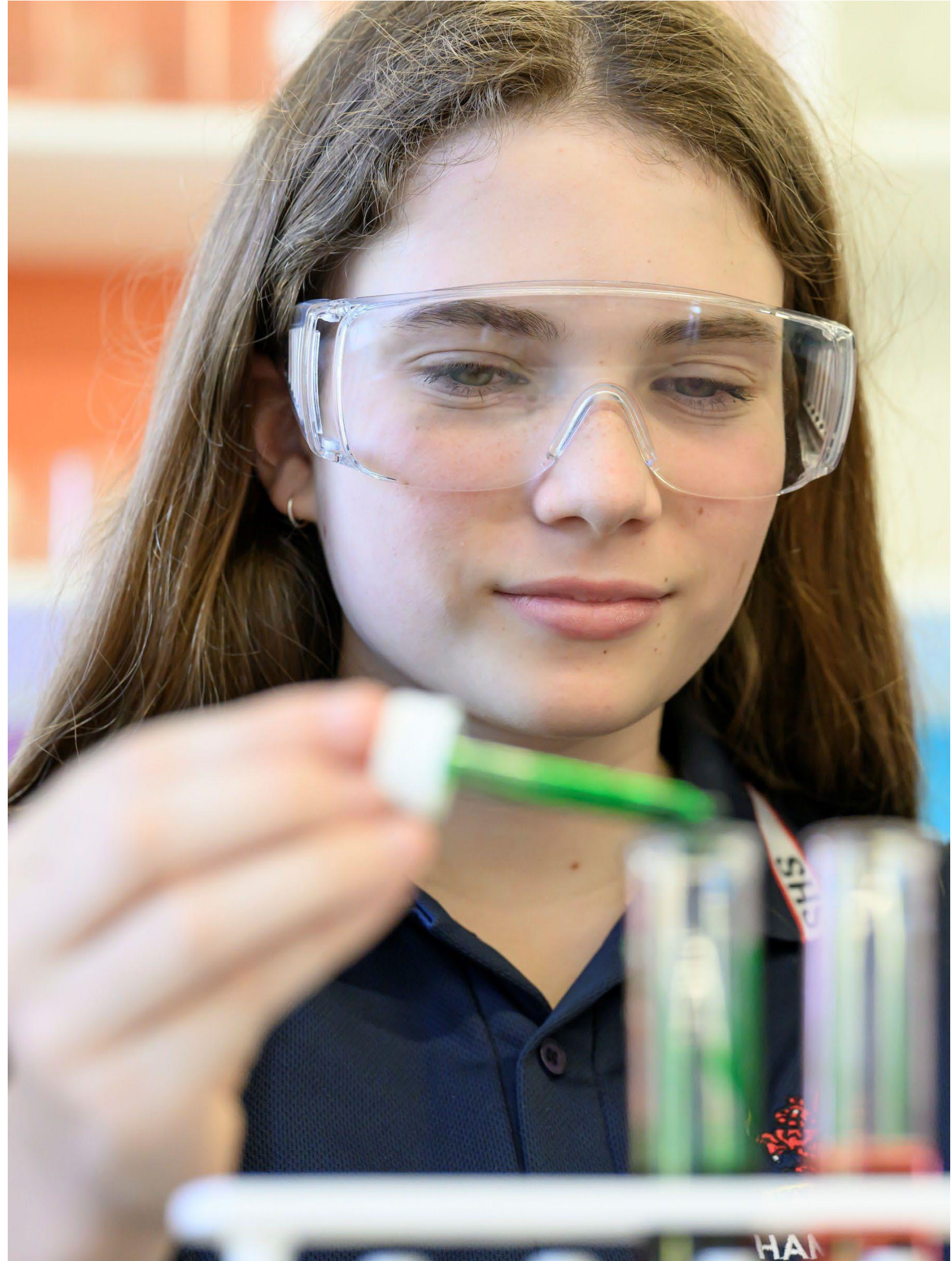


- University
- TAFE
- Apprenticeship
- Traineeship
- Other Training
- Employment - Full Time
- Other

DESTINATION 2023



- University
- TAFE
- Uni Offer - No Placement
- Apprenticeship
- Traineeship
- Other Training
- Employment - Full Time
- Employment - Part Time
- Employment Assistance
- Deferred Study



SCHOOL SURVEY

In 2023, the data collected from staff, students and parent/carers through the National Schools Opinion Survey was pivotal to our school improvement journey. Key to this feedback was to ensure as many people responded to our surveys as possible to allow a comprehensive understanding of what we were doing well and what we needed to improve on. See the table (opposite page) for the improved data of survey respondents and the summary of keys areas.

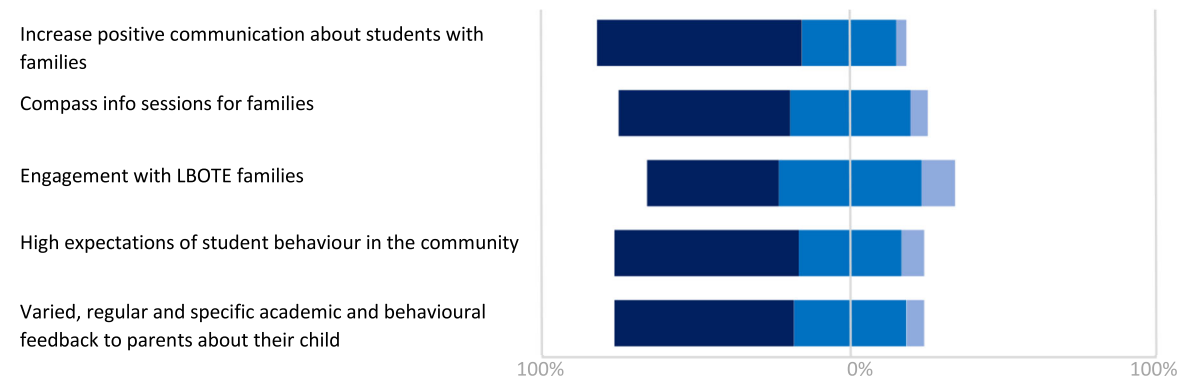
A number of considerations were added to our process to ensure maximum participation and meaningful feedback:

1. The Senior Leadership Team, School Board and P&C workshopped additional questions to add to the mandated part of the survey to provide finer-grained, context-specific feedback on our focus areas.
2. Time was provided for staff to complete the survey.
3. Each Learning Area was allocated a year group to be responsible for student survey completion.
4. To increase the uptake of completion in our school community, a competition was run with meaningful prizes for families to incentivise survey completion.
5. When the survey closed, the raw data was shared and analysed by our Senior Leadership Team using a common proforma. The points in the table on the following page outline these summary areas.
6. The Term 4 whole school professional learning day was dedicated to sharing the things we had done well and determining focus areas for the next Business Plan cycle. A live screen displaying an MS Forms survey was used for staff to individually vote on 16 areas identified as "we could do better". Staff were asked to rate *Focus on now (2024)*, *Focus on next (2024-25)* or *Focus on later (2025-26)*, (Example below).
7. The results for this were displayed in real time to staff and then formed the basis for our Business Plan 2024-2026.
8. Our Term 2 2024 PD structure has allowed staff to select which focus area of concern they would like to workshop strategies for across seven concurrent sessions facilitated by 14 members of our Senior Leadership Team. The strategies and plans from these sessions will be implemented throughout 2024.

This collaborative approach provided the Hampton Community with a voice for the next part of our school improvement journey.

PARTNERSHIPS WITH FAMILIES

■ Focus on now ■ Focus on next ■ Focus on later



2023 FEEDBACK – NATIONAL SCHOOLS OPINION SURVEY

	THINGS WE'VE DONE WELL	THINGS WE CAN DO TO BETTER	COMPLETION DATA
Family	1. Communication	1. Responding to bullying	125 completed
	2. Staff support	2. Communication	54 unfinished
	3. Uniform	3. Teaching and learning engagement	753 families in total
	4. Specialist Programs	4. Uniform	Previous highest # of
	5. Improving whole school standards	5. Behaviour management	responses: 77 (2021)
	6. ASM program	6. Responding to vaping	
	7. Learning Support Program	7. School facilities/upgrades	
	8. Providing feedback	8. Toilets	
Students	1. Teachers in most learning areas	1. Toilets processes	531 completed
	2. Range of programs on offer	2. Behaviour Management	66 unfinished
	3. Canteen	3. Sports facilities	940 students in total
	4. Supportive people/knowing who to go to for support	4. ICT resourcing	Previous highest # of
	5. School beautification (gardens, painting)	5. Bullying response	responses: 337 (2021)
	6. Events and excursions	6. Canteen prices	
	7. Procedures for uniforms, attendance, mobile phone and suspension	7. School condition	
	8. Catering for diversity and inclusiveness incl. cultural		
Staff	1. Supporting staff and students – general wellbeing	1. Consistent process – Student Services support and consequences	98 completed
	2. Whole school procedures in place	2. Students out of class	13 unfinished
	3. High quality teaching	3. ICT resourcing	118 staff in total
	4. Supporting students with complex issues and trauma	4. Teaching quality and accountability	Previous highest # of
	5. Whole school improvements and environment	5. Teacher workload	responses: 50 (2021)
	6. Student engagement and behaviour management	6. HoLA role clarity	
		7. High expectations of students	

THE ARTS

BELIEVE

This generation thrives when education aligns with diverse interests. Passion-based learning taps into intrinsic motivation, inspiring curiosity for active, self-directed learning.	Active participation in artistic endeavours enhances student wellbeing, contributes to a sense of inclusion, nurtures creativity, self-expression, and positive interpersonal relationships with peers and adults alike.	The Arts engages learners in a variety of exhibitions, performances, and external competitions. Students benefit from instruction from esteemed external artists while performing/creating in specialised, contemporary venues appropriate to context.	The Arts significantly contributes to community engagement and the promotional endeavours of the school.
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KNOW

High end C grade clustering in Year 12 General Arts Courses. <ul style="list-style-type: none"> Dance 71.4%* Drama 55.6%* Media 40% Visual Arts 61% *Less than 10 students. 	ATAR students across contexts demonstrate under-preparedness in practical and written examinations.	Component grade analysis indicates high levels of lower end grades across contexts in the responding strand 7-10.	Academic success of Aboriginal students is not consistent across cohorts and contexts.
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DO

TEACH

Dance <ul style="list-style-type: none"> Continual advancement of the HPE and Visual Arts components of the course. 7/8 GAT HPE and Visual Arts. 9/10 GAT HPE. Commercial dance focus to actively engage participants and enrich the program's educational offerings and post school pathways. Cheer Dance <ul style="list-style-type: none"> Competition focus. Performing at a range of school-based events and in state-wide competitions. 	Drama <ul style="list-style-type: none"> Development of assessment tasks 7-10. Build partnerships with education and training organisations. Spotlight on community links: Black Swan State Theatre Company, and Yira Yaakin Theatre Company. Commence transition to LED lighting in theatre. 	Media and Photography <ul style="list-style-type: none"> Build subject profile and retain students for Senior School pathways. Promote Design Photography for successful implementation 2025. Promotion of the Broadcasting Club in the school and wider community. Development of Media and Photography rooms. 	Music and Community Engagement <ul style="list-style-type: none"> Primary School visits to promote GAT & IMMS. Build on successes of annual PS Matinee through expansion of contexts to include Drama and Media. Enhancing interdisciplinary learning experiences through the collaboration between Visual Arts and Dance in the innovative River Project. 	Visual Arts <ul style="list-style-type: none"> Moderation across cohorts to ensure consistent and comparable judgements. Collaboration with AIEO to co-deliver curriculum with a focus on Aboriginal and Torres Strait Islander perspectives.
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DO

ASSESS

Engage <ul style="list-style-type: none"> Make content matter. Identify and integrate student strength and interests through carefully selected stimuli in Year 7 CSA and Performing Arts classes to promote intrinsic motivation and innovative exploration. Ensure student voice is heard in culturally responsive, safe and inclusive classrooms. 	Instruct <ul style="list-style-type: none"> Plan for differences in achievement levels by utilising differentiated teaching methods, well-structured and sequenced lessons to enhance the learning outcomes of students across varying proficiency levels. Provide a range of worked practical and written examples. Use of interview-style assessments. Frequent use of questioning to check for understanding and demonstration of specific terminology. 	Practise <ul style="list-style-type: none"> Promote and integrate metacognitive skills such as goal setting, self-assessment, and reflection. Employ Tier 2 targeted support to build on student knowledge or skill gaps. 	Apply <ul style="list-style-type: none"> Push up mentality across contexts. Foster a growth mindset with emphasis on the importance of effort, perseverance, and resilience in academic success. Support students to transfer links between theoretical and practical work to effectively communicate their knowledge and understanding.
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Analysis of student assessment data will show an overall improvement in the responding strand achievement across contexts and cohorts. All Marking Keys will reflect Judging Standards. Increased higher end resulting of Aboriginal students.	Moderated differentials will show progress closer to 0. Students in Arts ATAR subjects will have their chosen discipline(s) ranked as their 1st or 2nd highest mark. Detailed examination reports across contexts will show a higher correlation between school assessment and raw exam mark.	Classroom observations will demonstrate High Impact Teaching Strategies & students' engagement in metacognitive practices. Students will be able to identify areas where they need improvement. The impact of differentiated teaching will be evident in classrooms, with learning experiences tailored to individual student needs, resulting in inclusive and supportive classrooms environments. Use of high-end quality teaching and learning materials to increase student outcomes. All resources are appropriate to function.	Increased promotion and celebration of student successes, on schools' socials. Increased resulting in external competitions. Successful workshops, partnerships with local companies and guest artists. Performances in a redesigned purpose-built theatre venue will engage parents with their child's learning, supporting positive parent engagement.
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ENGLISH

BELIEVE

Effective teachers believe that their students bring to the classroom a range of lived and cultural experiences that inform their values and attitudes regarding their learning in English.	Effective teachers believe that many of our students require from English an exposure to broader cultural contexts and issues.	Effective teachers believe that all of our students are capable of making individual progress in the English classroom regardless of ability.	Effective teachers believe that differentiation allows for the majority of students to achieve to their optimum in the English classroom.	Effective teachers believe that creating an inclusive, welcoming and safe learning environment, as underpinned by PBS, provides the ideal conditions for progress in English.
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KNOW

Effective teachers know that all students are capable of making progress against the Judging Standards if they are taught how to apply the curriculum and are provided regular meaningful assessment feedback that is understood and can be acted upon by being taught how to do so. SEN planning for English Focus Groups, where group plans will aid in identifying incremental improvements.	Engaging all students in regards to NAPLAN and OLNA participation (reduce 10% NSA), and "Sometimes" ABEs (20%), through identifying and putting in place targeted interventions.	Need to alter some aspects of ATAR and Year 10 Extension course structures to accommodate and maintain solid Year 12 ATAR performance in coming years.	<ul style="list-style-type: none"> 19% of Year 7-11 students received a D or E grade. This is consistent across years. Approx. 65% OLNA attainment at each sitting from Sem. 2 Year 9 onward. NAPLAN is invariably above Like Schools but falls short of the Australian mean on each measure each year.
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DO

PLAN	<p>English HoLA / teaching staff</p> <ul style="list-style-type: none"> Ensure meaningful and timely assessment feedback is provided as per the English Learning Area feedback plan to students, parents and caregivers. Ensure numerical rubrics are used and reviewed each semester, and that written comments are used to assess all tasks. Ensure that moderation takes place, with both formal and informal moderation occurring each at least once per term as per the English Moderation Calendar. 			
TEACH	<p>Creating the preconditions for positive learning</p> <ul style="list-style-type: none"> PBS is embedded within all English classrooms to create a safe, inclusive learning environment The English Learning Area feedback plan is followed, meaning contact home is consistent, meaningful and always focused on progress. Staff will engage in school-appropriate Professional Learning - PBS, Compass, CMS – and other as required. 	<p>Differentiating courses, where applicable, so that students understand content and expected learning</p> <ul style="list-style-type: none"> Clearly communicate learning intentions and success criteria in every English lesson. Scaffold, model and framework prior to application wherever possible and appropriate. English work is always delivered sequentially according to the curriculum, and hence always builds upon prior knowledge. 	<p>Provide opportunities for multiple methods of learning</p> <ul style="list-style-type: none"> Students are regularly provided with timely and meaningful feedback and are taught how to unpack this feedback to enhance their performance in English. Students are taught how to review their English performance and teacher feedback, to self-reflect and set goals for their future learning. 	<p>Encourage students to apply their knowledge and skills</p> <ul style="list-style-type: none"> Empower students to build self-efficacy and autonomy in their English studies. Increase student awareness of complex cultural and social issues that may move their understanding beyond their own lifeworld. Develop students' capacity to activate core content, knowledge and skills and through High Impact Teaching Strategies achieve automaticity. Encourage higher order thinking and transference skills through review, reflection and feedback.
ASSESS	<p>Ongoing Monitoring</p> <ul style="list-style-type: none"> Ensure OLNA teaching is informed by SIRS Individual Student Report diagnostics. Reducing NAPLAN / OLNA NSA by 50% (25 Reading > 12; 30 Writing >15) – targeting student apathy towards the testing. Development of Group Plans on SEN for intervention classes that provide necessary data and a feedback proforma; ongoing and updated as per course requirements. English staff distribute House points based upon CORRE school values. English staff have developed required skills for using Compass. 	<p>Lower School</p> <ul style="list-style-type: none"> Reducing 20% of cohort receiving "Sometimes" as an ABE by targeted interventions. NAPLAN: ongoing high achievement in 7 and 9 Spelling; all tests to maintain above Like Schools, to move above National Mean; all tests to be High Achievement / High Progress. Reduced discrepancy between Year 7 and Year 8 grade distribution; ensuring moderation occurs. 	<p>Senior School</p> <ul style="list-style-type: none"> ATAR: maintain average scaled score from 2023, reducing the gap behind the state mean; maintain 65%+ students having English as best / second-best ATAR subject. Reduced drop-off from D to E grade in General English. Ensure that EST moderation is embedded immediately into the English Moderation Calendar prior to formal required reporting entry date. 	

HEALTH & PHYSICAL EDUCATION

<p>BELIEVE</p>	<p>Health and Physical Education (HPE) teachers believe that community engagement and relationships are important for student success.</p>	<p>HPE teachers believe that the use of data to inform practice is important to improve student outcomes.</p>	<p>HPE teachers believe that student wellbeing and engagement is important for student success.</p>	<p>HPE teachers believe the use of ICT and innovative practices will increase student outcomes.</p>
	<p>KNOW</p>	<p>Using data to improve practice will improve student outcomes</p> <ul style="list-style-type: none"> Year 8-10 D grades in Health are higher than like schools by 12-26%. Year 7 Health A grades are higher than like schools by 19%. 	<p>HPE learning area provides successful pathways for Senior students' WACE attainment</p> <ul style="list-style-type: none"> HPE General courses account for 39% of Year 11 and 35% of Year 12 students at HSHS. Certificate courses account for 26% of Year 11 and 24% of Year 12 students at HSHS in 2023. In Year 12 Cert III Sport & Rec HPE achieved 95.24% attainment which is higher than HSHS attainment. 	<p>Effective & consistent classroom practices will increase student engagement and outcomes</p> <ul style="list-style-type: none"> Staff engagement in PL to upskill classroom practice will improve outcomes. Formal moderation process for lower school Health are new in HPE (implemented 2023).
<p>DO</p>		<p>PLAN</p>	<p>Curriculum & Assessment</p> <ul style="list-style-type: none"> Year 7-10 understanding movement tasks and LTM rubrics align with new HPE scope and sequence. Develop valid and reliable assessments for Year 7-10 Health by updating and implementing new HPE curriculum. Develop staff's ability to deliver and assess Year 7-10 Health assessments by creating a consistent structure for awarding 0 and NA grades and follow the HPE feedback plan. Complete two moderation cycles using data to identify assessment discrepancies. Develop a moderation partnership with like schools for ATAR Health, moderate each task. Develop a bank of practical performances in HPE for moderation practices. Consistent use of Compass to deliver HPE content and resources to students and parents. Consistency of delivering and assessing certificate courses in HPE. 	<p>Engagement and community learning opportunities</p> <ul style="list-style-type: none"> Provide new learning opportunities to HSHS students by attending the following excursions/events: <ul style="list-style-type: none"> RAC BSTREET smart. Think Again Beach Volleyball cup. Local primary school interschool sport carnivals (coaching and officiating opportunities). Offsite recreational activities as part of the Year 10 Recreation program (affordable and sustainable).
	<p>TEACH</p>	<p>Staff</p> <ul style="list-style-type: none"> Consistent use of Compass to deliver resources to students and parents. PBS is embedded within all HPE classrooms. Review HPE Learning Area Feedback Plan to ensure consistency in communication to families. Staff will engage in school-appropriate professional learning - PBS, Compass, CMS. PL on writing and assessing task reliability and validity, and mapping to Judging Standards. PL on moderation practices and analysis to identify discrepancies or areas for improvement. Provide PL for excursion processes including the transition to Compass. Develop scaffolded assessment tasks for certificate students to increase access of tasks. 	<p>Students</p> <ul style="list-style-type: none"> Students to understand and decipher marking guide and mark allocations to respond to various assessment types. How to respond to assessment questions using worked examples Teach students the HPE literacy chart and the glossary of terms in Year 11 & 12 Students know how to reflect and provide feedback on practical performances. Develop students' quality of responses in certificate courses to achieve competency. 	<p>Athletics</p> <ul style="list-style-type: none"> Athletics staff to promote Senior School Program and meet with Executive to establish implementation in 2025. Liaise with like school (Darling Range) to create Athletics scope and sequence and assessment outline for Athletics Program. PL to increase staff knowledge of Athletics Program and assessment methods. Meet with Senior School staff to backward map investigations tasks and collect data on Senior School athletic students' progress and outcomes.
	<p>ASSESS</p>	<p>Curriculum, programming and assessment – Lower School</p> <ul style="list-style-type: none"> Grade distribution for all Health courses are at or above like schools. Year 7 Health A grades are within 5% of like schools. Year 8, 9 & 10 Health D grades are within 5% of like schools. Standard deviation in Health RTP is within 0-3 marks on all health assessments. HPE will have a digital bank of practical performances showing A-D grades as per Judging Standards. Use Microsoft Forms to get student feedback about assessment feedback timelines, programs and excursions in HPE classes. Review attendance of new excursions at the end of 2024 . 	<p>Curriculum, programming and assessment – Senior School</p> <ul style="list-style-type: none"> 90% of Senior Health and Physical Education students attain a C grade or higher. 95% of certificate students attain the qualification. ATAR moderated Health score is within 3 marks of moderating partner by the end of 2024. Review at the end of 2024 attendance of new excursions. 	<p>Athletics</p> <ul style="list-style-type: none"> Incorporate a student feedback plan (Microsoft Forms) to assess Athletics Programs strengths and weaknesses. 95% of students attain C grade or higher in Athletics Academy. Over 50% of Year 10 students selecting Athletics Senior School certificate pathway. Coordinate a Specialist Athletics Carnival with like school (Darling Range and Kelmscott) in 2025. Review Senior Athletics grades and record outcomes for future analysis.

HUMANITIES & SOCIAL SCIENCES

BELIEVE	Every student at Hampton SHS has the potential to learn.	Positive relationships between students, staff and teachers are integral to student learning and success.	Students learn best with a variety of different teaching strategies from a HaSS specialist teacher.	A safe and positive classroom is an important tool for effective learning.
	All students are at different stages regarding their HaSS knowledge and skills (individual achievement data).	The shift in Year 7 and 9 grades is due to an increase in the validity of assessments and teachers who are HaSS curriculum experts: continue this.	Year 7 and 8 HaSS A grades are low in comparison to like schools, whilst D and E grades are higher.	Year 9 and 10 HaSS C grades are higher in comparison to like schools. Huge increase of C grades over the last 2 years.
KNOW	Reduce the non-passing grades (Ds and Es) in all year groups. Goal of having a higher percentage of students passing HaSS.	Review, adapt, refine and/or create new assessments for all strands. Differing assessments for Applied and Extension classes to be created.	Further extend our students in Applied and Extension courses to see an increase in A and B grades.	Implement and trial strategies to move our students up from C grades. Year 7 – 35% C grades, Year 8 – 39%, Year 9 – 44%, Year 10 – 48%
	<p>Further differentiation for students with low literacy and numeracy:</p> <ul style="list-style-type: none"> Teachers effectively use Education Assistants (EA) in class tasks. Use of SLP key ideas for students in the program and carefully following IEPs. Collaborate with engagement class teachers to further improve students' knowledge. Liaise with other Learning Areas: possible cross curricular tasks. Answer keys to ensure comparability in classes. Review and adapt assessments each term. Extension teachers to create new assessments with some common questions. 	<p>Implement additional activities to enrich our applied and extension groups:</p> <ul style="list-style-type: none"> Excursions Incursions History and Geography competitions HaSS weeks Schoolwide activities 	<p>Practices to improve students learning of core HaSS skills and content to increase grades:</p> <ul style="list-style-type: none"> Question reading and interpretation. Understanding of command words. First 15 minutes. 	
DO	Data analysis: change in grades that reflect an increase in passing grades and a decrease in D and E grades.	Moderation is comparable between all teachers. An A grade in one class is the same as another class.	Increase in A grades in Applied and Extension courses leading to a larger number of students choosing an ATAR HaSS course in Year 11 and 12.	Data Analysis: a steady number of C grades or a slight decrease in C grades combined with an increase in B grades.
PLAN				
TEACH				
ASSESS				



LANGUAGES AND CULTURE

<p>BELIEVE</p>	<p>Learning a language should be valued and all students at Hampton SHS should be provided with, and know about, the opportunity for a Year 7-12 pathway in Italian.</p>	<p>Highly motivated teachers with strong curriculum knowledge, who build engaging programs and share expertise are essential for creating and maintaining a successful Languages program.</p>	<p>A school's languages program is enhanced when teachers and schools in the network have strong communicative and collaborative relationships.</p>	<p>Diverse languages and cultures at Hampton SHS should be valued and celebrated, with students having opportunities to develop and share their intercultural skills in the school and wider community.</p>	
	<p>KNOW</p>	<p>Data suggests the number of students at top end (A and B grades) is increasing therefore there is scope for an academic pathway for students in Languages.</p>	<p>In 2024 in Year 7 there are fewer negative behaviour reports/incidents and delivery of a program with closer alignment to WA Curriculum shows engagement among students (in Year 8) is increasing.</p>	<p>While Italian is taught widely in the MSN and spoken in the community, our students entering Year 7 have learned a range of languages. Primary school results in Languages show limited achievement, with very few reaching above C grade.</p>	<p>Hampton SHS is a multicultural and multilingual community with one in five students being born overseas and with over 40 cultural and/or linguistic backgrounds represented.</p>
	<p>DO</p>	<p>PLAN</p>	<p>By 2026, there is a greater value for language-learning at Hampton SHS. Italian is delivered in Year 7-11, with students enrolled in a pathway that best meets their ability, performance and aspirations.</p>	<p>By 2026, teachers at Hampton SHS have made plans for and actioned a variety of enrichment opportunities to support an engaging and inclusive Year 7-12 Italian program.</p>	<p>By 2026, Hampton SHS is leading the MSN Languages group with its teachers regularly sharing expertise with other teachers in the MSN, and have created communicative and collaborative relationships with all Network and local schools.</p>
<p>TEACH</p>		<p>Clear information provided to students and parents at each transition level, early intervention to extend top-end, reliable guidance offered to students at course selection.</p>	<p>In 2024, Year 7-9 programs are reviewed and evaluated and a Year 10 program developed. In 2025 and 2026, Year 11 and 12 programs are developed. A calendar is developed for extension and enrichment opportunities at each year level (including collaborations with MSN).</p>	<p>Establish and build relationships with MSN schools and other local schools. Support primary teachers to adapt curriculum to school context and differentiate. Provide engaging and informative orientation for Year 6 students.</p>	<p>Grow Languages Week, introduce Language Assistant programs and cultural exchange program/s, develop incursions/excursions for each year group and other school-wide events. Engage with external organisations, agencies and other learning areas to support international students.</p>
<p>ASSESS</p>		<p>Proportion of A and B grades in Italian match or are higher than those in English. Retention rates align with student performance. Effective course selection process in place.</p>	<p>Effective programs developed with abundant resources and differentiation opportunities to support all students. Regular surveys conducted for students and parents so teachers can re-evaluate programs and practice.</p>	<p>Students (and parents) have an increased and ongoing readiness and appreciation for studying Languages when they begin at Year 7. Greater consistency in assessment and grading processes between primary school and high school and increased proportion of students achieving C grade or above in Year 5, 6, 7 and 8.</p>	<p>Extra-curricular programs and events are various and numbered, occurring habitually each year. Engagement, involvement and support of such programs and events continue to grow among students, parents, staff at Hampton SHS and sections of the MSN.</p>

MATHEMATICS

BELIEVE	The Mathematics Learning Area at Hampton Senior High School strives to create culturally safe and inclusive learning environments where everyone can experience success. We are all responsible for the creation and ongoing development of positive relationships with all stake holders.	We work together to provide explicit, structured lesson plans, differentiating to include all learning styles and abilities. The inclusion of participant-based inquiry tasks can facilitate numeracy intervention.	Together we will work towards the implementation of effective ICT learning environments to support a differentiated learning environment.	Implement valid, fair assessment, through agreed procedures. Formative feedback impacts student performance.
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KNOW	We need to work to engage students in numeracy and Mathematics, to reduce current D and E grades.	PAT needs to be valued by students to ensure data reliability and validity. There is little alignment between grades and NAPLAN results.	Probability and Statistics is taught predominately through student investigation and inquiry. Data in all lower school years has shown a significant difference in the grading of Statistics and Probability compared to overall grades.	We need to develop meaningful intervention strategies across all year groups.
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DO	PLAN	<p>Positive relationships</p> <ul style="list-style-type: none"> Shared responsibility for the creation and ongoing communication and development of positive relationships. Effective use of CMS will assist students to feel valued and respected, resulting in greater wellbeing and academic achievement. Use of the PBS rewards system to recognise and reward expected behaviour. Regular use of the VC system to recognise and acknowledge colleagues by providing specific improvement targets. 	<p>Assessment</p> <ul style="list-style-type: none"> Staff to follow agreed upon assessment processes. Review all assessment against Judging Standards. Collegiate feedback prior to assessment. Post collegiate moderation after assessment. Working towards an increase in formative feedback. 	<p>ICT</p> <ul style="list-style-type: none"> Facilitate and differentiate student learning through ICT. Pursue learning and professional development opportunities to construct an ICT toolbox of Quality Teaching Strategies. Formation and sharing of individual lesson plans through OneNote. Know and begin to plan for all students through accessing ICT through Education Perfect and Cambridge. 	<p>Culturally responsive classrooms</p> <ul style="list-style-type: none"> Work towards strengthening student outcomes recognising diversity in Aboriginal students, English as a Second Language (ESL) students and students requiring learning adjustments. Plan, collaborate and investigate the most effective strategies to achieve this. 	<p>Numeracy intervention 7-12</p> <p>Plan and adapt Maths intervention strategies/program to the individual needs of students. Plan for effective use of all resources available, these include:</p> <ul style="list-style-type: none"> ICT Education Assistants Use of real-life contexts and manipulatives
	TEACH	Build positive relationships through modelling, teaching, and rewarding expected behaviours using the PBS system.	<ul style="list-style-type: none"> Preparing students for success in assessment. Teachers apply consistent application of assessment policies and guidelines. Implement Learning Area feedback plan. 	<ul style="list-style-type: none"> Use of calculators for investigations. Developing the ability and resources around Cambridge and OneNote. Consistency in the development of programs and resources on OneNote. 	<ul style="list-style-type: none"> Use the lower school Focus programs to individualise teaching strategies. Implement Year 7 Kennedy Numeracy program. Use the Task master lessons to provide participant-based learning opportunities. 	
	ASSESS	<p>Use data to ensure all Hampton SHS students are achieving</p> <ul style="list-style-type: none"> End of Semester 1: Collegially review and analyse all student data, focus to align strategy usage to individual, small groups, whole class (CMS, HITS, QTP and ISE). Individual teachers to review classroom profile. Specifically focusing on students who are not performing to expected level. 	<p>End of Year</p> <ul style="list-style-type: none"> Assess available data and evidence to identify targeted support for students is successful. Specifically, Year 7 numeracy intervention and Focus programs. End of semester 1 and 2 use PAT to assess and measure the success of numeracy intervention. 	<p>ICT</p> <ul style="list-style-type: none"> Individual lesson by lesson OneNote packages will have been created for all learning programs. All teachers have had the chance to engage with EP and Cambridge online learning, enabling them and their students to provide feedback on the future of ICT for the Maths Learning Area. Review all 2025 learning programs. 	<p>Wellbeing</p> <ul style="list-style-type: none"> Review positive verses negative Compass entries. Review use of VC system and collegial support. 	

SCIENCE

<div style="background-color: red; color: white; padding: 10px; text-align: center; font-weight: bold; font-size: 1.2em;">BELIEVE</div>	<p>Accessing and analysing student data informs targeted curriculum and goal setting for teachers and students.</p>	<p>The quality of teaching is the single biggest effector that drives academic success at school.</p>	<p>Exposure to high level/ extension Science and STEM enables students to achieve success in Science pathways in school and beyond.</p>	<p>Students from all abilities and backgrounds deserve to have high quality programs, resources and assessments.</p>	
	<div style="background-color: #c49a3d; color: white; padding: 10px; text-align: center; font-weight: bold; font-size: 1.2em;">KNOW</div>	<p>PAT, SAIS, and NAPLAN informs teachers:</p> <ul style="list-style-type: none"> 2024 Science Investigation Skills (SIS) scores are lower than like schools across Years 7-10. 2023 Year 9 PAT <0.4. All ATAR courses need improved exam / School mark correlation. 	<ul style="list-style-type: none"> Expertise in classroom observations within the Department. Classroom observation is normalised in Science. Science Learning Area has high uptake of House point delivery and use of Compass. 	<ul style="list-style-type: none"> Teacher movement two per year (experienced teachers) over the last three years. High number of students: 99 General, 89 ATAR across 8 different courses altogether. Applied STEM Program (ASP) numbers improving over last three years (full class selected this year). SCSA is changing Senior School courses (Human Biology, Psychology, Physics). 	<ul style="list-style-type: none"> Year 10 General program needs to align with syllabus. Science Investigation Skills teaching across classrooms is not always explicit and resource bank is scarce. Assessment is unbalanced according to Year group Learning Area Reports.
	<div style="background-color: #1a3d54; color: white; padding: 10px; text-align: center; font-weight: bold; font-size: 1.2em;">DO</div>	<p>Learning Area Engagement with:</p> <ul style="list-style-type: none"> PAT For Lower School. SAIS, WACE data and maximised feedback for Year 12 teachers. SAIS Learning Area Reports. 	<ul style="list-style-type: none"> Classroom observations by HoLA and CATs with CMS focus. Teaching strategies shared during Learning Area meetings. Science teacher engagement with positive Chronicle entries. 	<ul style="list-style-type: none"> Develop staff capacity in teaching a breadth of subjects (esp. ATAR) through Professional Learning and mentorship. Leadership delegation for each subject (Curriculum Leaders). ASP program improvement. Exposure to competitions (Subs in Schools, MIC). 	<ul style="list-style-type: none"> Year 10 Alignment of General and Extension Programs and Assessments. Balance Year 7 Assessment (More rigor for Biology component). Scaffold SIS Tasks, Chemistry assessment. Continued incorporation of Aboriginal Contexts into teaching and assessment as per ACSF 2023.
<div style="background-color: #1a3d54; color: white; padding: 10px; text-align: center; font-weight: bold; font-size: 1.2em;">TEACH</div>	<ul style="list-style-type: none"> Senior School teachers target areas of weakness identified from WACE and Targeted Feedback reports. Curriculum Leaders target assessment improvement for subjects which have significant imbalance with like schools and other subjects. 	<ul style="list-style-type: none"> Aim for two observations per year for each teacher. Performance Development incorporates targeted observations for Learning Area members. Positive behaviours explicitly taught and rewarded. 	<ul style="list-style-type: none"> Teacher exposure to Senior School courses - Chemistry, Physics, Psychology, Human Biology, new course with assistance from experienced teachers. Teachers "roll through" with classes for Year 11 to 12. Professional learning access. 	<ul style="list-style-type: none"> New Year 10 General Course led by HOLA with feedback from curriculum leaders. Year 7 Curriculum improvement led by curriculum leaders – EDI resources for SIS. Aboriginal Contexts assessments incorporated in each year group. 	
<div style="background-color: #1a3d54; color: white; padding: 10px; text-align: center; font-weight: bold; font-size: 1.2em;">ASSESS</div>	<ul style="list-style-type: none"> Improved SIS scores for Year 7. Higher effect score for Year 9 cohort and Year 10 cohort. ATAR results at or above like schools with favourable course differentials. Improved correlation between course mark and WACE exam mark for Human Biology and Chemistry. 	<ul style="list-style-type: none"> Classroom observations and feedback provided by CATs and HOLA. End of year 2024/2025 data reflection cycle House points regularly issued by Science Learning Area teachers. 	<ul style="list-style-type: none"> ATAR subjects at or above like schools (maintain). >90% pass for Senior School General classes (regular attenders). PAT Effect Scores >0.4. Amount of PL undertaken. 	<ul style="list-style-type: none"> Shared assessment outline for Year 10 Extension and General classes. Additional Year 10 Extension assessment outline. Fully stocked assessment folder on Shared Drive. Year 7 shared drive common resources for Compass resource bank complete for all classes. Ready for "push" in 2025 Aboriginal Contexts assessments for SHE – two in each Lower School assessment suite. 	

TECHNOLOGIES

<div style="background-color: red; color: white; padding: 10px; text-align: center; font-weight: bold; font-size: 1.2em;">BELIEVE</div>	<p>Promoting collaboration will build cohesion across Technologies contexts.</p>	<p>Students and families value relevant industry-linked pathways, whether in specialist, tertiary-academic pathways, or industry-focused trades.</p>	<p>All three contexts value add to students' holistic learning through development of soft skills: collaboration in teamwork, project management and accountability, presentation and communication.</p>	<p>Quality courses with high expectations, using High Impact Teaching Strategies build on success and improve in areas of need.</p>	
	<div style="background-color: #c49a3b; color: white; padding: 10px; text-align: center; font-weight: bold; font-size: 1.2em;">KNOW</div>	<p>Three Technologies contexts have previously operated independently of each other since 2000 to 2023.</p>	<p>Destination data shows an increased number of students in STEM-related jobs. Top occupations in demand include: Nurses, carers, chefs, hospitality, construction, motor mechanics, fitters, machinists, electricians, software and application programmers, database and systems administrators, IT security specialists, ICT Business and systems analysts. Some students lack the numeracy and literacy skills required for trades.</p>	<p>There has been an increase in the number of students selecting electives in all three Technologies contexts. Digital Tech specialist course has the highest number of applicants of all enrichment courses.</p>	<p>100% completion of Year 12 VET certificate courses. Students in Digital Tech Specialist courses consistently win recognition at competitions. Students in other STEM courses reach high levels at state and national levels. Students' overall achievement and self-esteem is improved through project-based learning and community engagement.</p>
	<div style="background-color: #1a3d54; color: white; padding: 10px; text-align: center; font-weight: bold; font-size: 1.2em;">DO</div>	<div style="background-color: #1a3d54; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 0.8em;">PLAN</div>	<p>Develop a road map for transitioning to one Learning Area over three years. Collaboration will develop consistent approaches, reduce teacher workload and improve succession planning.</p>	<p>Align all Technologies courses to SCSA and Judging Standards.</p>	<p>Upskill staff in knowledge of industry skills and requirements. Widen range of community connections (internal and external).</p>
<div style="background-color: #1a3d54; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 0.8em;">TEACH</div>		<p>Develop role statements and develop a timeline to complete common and separate objectives. Review and update course pathways, including Engineering. Review and develop common templates for use in 2025.</p>	<p>Develop a timeline for review of courses, assessments and marking keys to align with SCSA. Develop strategies to teach numeracy and literacy for trades. Teach students soft skills (communication and teamwork), embedded in class work/tasks. Provide students with learning extension in competitions and STEM Club.</p>	<p>Provide professional learning opportunities in Food, Textiles and Child Studies. Develop collaborations with industry/community (external) and across curriculums (internal). Train staff in Metals skills and curriculum delivery. Staff representation on committees to extend relationships e.g. Finance and Mental Health committees and WA rep for HEIAWA, AIT and CFC Curriculum Advisory Council, Girls Programming Network.</p>	<p>Targeted Initiative - upgrade/build for new Prevo area. Targeted Initiative - update resources as per budget for Cooking, Textiles and Child studies. Investigate and purchase evolving technologies and digital technologies courses. Improved support for teachers with Education Assistant time increased in Metals, Wood and Cooking.</p>
<div style="background-color: #1a3d54; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 0.8em;">ASSESS</div>		<p>Present role statements and timeline to all Technologies staff and Executive. Updated Course selection booklets write ups presented as one learning area (2025- 2026). Technologies staff provide feedback on style guide and trial common templates in 2025.</p>	<p>Timeline developed with stakeholders. Samples of strategies for numeracy and literacy embedded in some courses. Students prepare and compete at competitions. Students present work to others in the community.</p>	<p>Record of attendance at professional learning attended and sharing with relevant staff members via email/in person. Relevant staff trained to teach Metals courses. Collaboration through industry links and cross curricular relationships embedded in courses/tasks provide authentic learning experiences.</p>	<p>Budgets and purchases reflect acquisitions and changes to improvements to the learning environment and conditions for learning.</p>

POSITIVE BEHAVIOUR SUPPORT

BELIEVE	We believe every student has the potential to be taught new behaviour.	We believe that having high expectations of behaviour is important for our community.	We believe function of behaviour is individual, contextual and often a reflection of need.	We believe that expected behaviour can be reinforced through consistency, positive relationships, and modelling.		
	KNOW	<p>Tier 3: Behaviours of 5% of students. Individualised to the specific needs and strengths of the students.</p> <p>Tier 2: Behaviours of 15% of students. Generally provided in a standardised manner in small student groupings.</p> <p>Tier 1: Behaviours of 80% of students. Practices and systems for all students and staff implemented across all school settings.</p>	<p>Staff Allocation of Points:</p> <ul style="list-style-type: none"> Term 4 2023 – 68 Term 1 2024 - 88 <p>Positive:Negative Allocation:</p> <ul style="list-style-type: none"> Term 4 2023 – 3:1 vs Term 1 2024 – 4:1 <p>Targeted Behaviour points allocations:</p> <ul style="list-style-type: none"> Uniform 959 (Positive) – 68 (negative) Arrive on time 481 (Positive) – 837 (negative) Littering 591 (Term 4 2023) 	<p>The science of behaviour focuses on changes in the environment to result in changed behaviour.</p> <p>Behaviour is functional, we look to what we can do as adults to support students to be successful in achieving behavioural outcomes.</p> <p>Adult behaviour inadvertently reinforces incorrect skills.</p>		
DO	PLAN	<p>Staff Responsibilities</p> <ul style="list-style-type: none"> Teachers will teach behaviour like they would an academic skill. Staff reward expected behaviour with the allocation of House points. Staff commit to recording behaviour on Compass with actions to manage behaviour. Staff consistently follow behaviour processes; addressing unproductive behaviours. PBS Team Roles are clearly defined for each member. Embed Targeted Initiative staff roles to PBS system. 		<p>Infrastructure</p> <ul style="list-style-type: none"> A budget is developed with a cost centre manager to manage the allocation of funds. A structured and engaging reward system is created and advertised for the whole school. All classrooms will have PBS advertising and areas of the school will promote core values. A bank of lessons will be created that target behaviours in the Behaviour Matrix. A PBS schedule will be created highlighting meetings, SLT discussions, rewards and targets. Team Professional Learning to begin Tier 2 planning. 		
	TEACH	<p>Caring</p> <ul style="list-style-type: none"> ✓ We interact with others in a positive and inclusive manner. ✓ We take care of the school environment and property. ✓ We celebrate others' successes and diversity. ✓ We use positive language and manners when communicating with others. 	<p>Organised</p> <ul style="list-style-type: none"> ✓ We arrive to class on time. ✓ I use Compass to remain informed with class schedule and communicate with my teachers. ✓ I meet deadlines. ✓ I wear my school uniform. ✓ I come prepared for classes with my school equipment. 	<p>Respectful</p> <ul style="list-style-type: none"> ✓ We follow staff instructions. ✓ We put rubbish in the bin. ✓ We use the bathrooms appropriately. ✓ We have positive online footprints. ✓ We are positive participants for the school in the community. 	<p>Resilient</p> <ul style="list-style-type: none"> ✓ I ask for help when I don't know. ✓ We approach all challenges with perseverance. ✓ I communicate with a trusted staff member when I am struggling. ✓ I am proactive in implementing strategies to keep my mind and body regulated. 	<p>Engaged</p> <ul style="list-style-type: none"> ✓ We complete set tasks to the best of our ability. ✓ I apply growth mindset strategies to achieve my personal goals. ✓ We actively listen and participate in all school activities. ✓ We seek, reflect on, and apply feedback.
	REWARD					
	ASSESS	<p>Ongoing Monitoring</p> <p>Reviewing behaviour 'type' data fortnightly.</p> <p>Analysing suspension data each term and compare year to year.</p>	<p>Reward System</p> <p>Weekly analysis and distribution of House points and prizes.</p> <p>Each term developing how frequently students are reaching milestones.</p>	<p>Staff Buy-In</p> <p>90% of Teaching, Education Assistants and Admin staff allocating House points.</p> <p>Staff attend 1 hour of PBS training as a minimum per year.</p> <p>80% of staff uptake in classroom observations and collate data.</p>	<p>Achievement Goals</p> <p>Achieve 5:1 House Points/Chronicle Positive to Chronicle Negative ratio.</p> <p>Microsoft Forms survey to analyse student understanding of values.</p> <p>Reduction of unproductive behaviours and increase focus behaviours.</p>	

STUDENT SERVICES

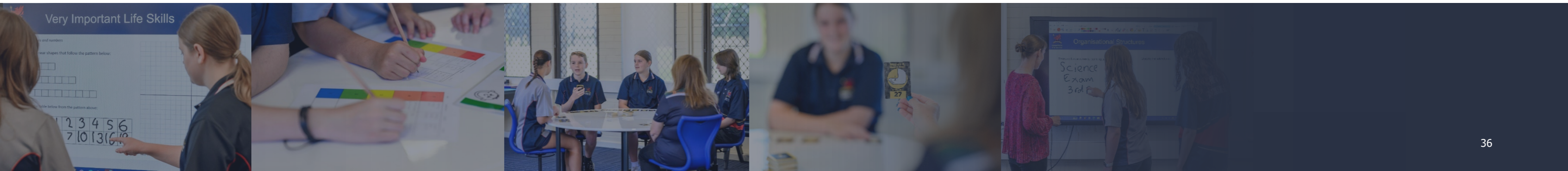
BELIEVE	Attendance, behaviour and wellbeing are major factors in academic achievement. Through implementing effective strategies we can improve academic outcomes.	We believe that every member of the school community deserves to be communicated with and treated with respect.	We believe consistent communication with families improves holistic student outcomes.	We believe every student deserves a pathway that leads to an opportunity to succeed in any aspect of life.	Student Services has a significant role to care for the whole child by catering to pastoral care and wellbeing needs.
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KNOW	There are multiple pathways available that students can choose from. Student WACE attainment at HSHS in 2023 was 93%.	Student Services team for 2024 is more resourced with staff than previous years aiming to increase engagement in learning and managing student behaviour.	HSHS staff feel supported by Student Services when consistent processes are embedded in our practice. (Staff Survey 2023).	Hampton SHS has a linear increase in student numbers including an extremely multicultural context for the school. (795 in 2019, 964 in 2024), (139 LBOTE)	Current data is utilised to monitor and determine early intervention strategies for students who are disengaged, not attending, or suffer from mental health concerns.	Overall student attendance for 2023 was 84.64%. Regular Attendance for 2023 was 47.0%. Low attendance leads to low achievement. Attendance is influenced by many factors.
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DO	PLAN	<p>Processes</p> <ul style="list-style-type: none"> Implementation of whole school multi-tiered behaviour processes. Development and implementation of whole school multi-tiered classroom behaviour process. Develop consistent processes for record keeping and management of student information via OneNote & Shared drive. Embed use of Compass to develop consistent and simplified processes reducing staff workload. Embed new structure of Case Management instead of SAER. Embed consistent approaches to attendance monitoring. 		<p>Roles & Responsibilities</p> <ul style="list-style-type: none"> Development of defined roles & responsibilities for all stakeholders in Student Services. Development of Targeted Initiative Programs led by Year Coordinators. Increase use of referral to Child Health Nurse & Student Support Officers. Staff are trained in the use of Compass Chronicle and Pulse to analyse student data. Utilise attendance data to develop early interventions plans to increase student attendance. Develop clear strategies and expectations for improving student attendance. Complex behaviour support for Tier 3 students. 		<p>Community & Engagement</p> <ul style="list-style-type: none"> Establish relationships and links with external agencies/supports learning settings. Maintain strong relationships with agencies that offer alternative pathways; Participation Coordinator, Engagement and Transition, Cyril Jackson Senior Campus, Care schools. Investigate and develop operational plan for external educational programs to target specific needs of cohorts. Can include; guest speakers, expos, excursions and agencies. Collaborating with leaders of ATSI initiatives to develop culturally responsive approaches to increase student attendance. Embedding Indigenous culture into school programs to build stronger connection to Hampton. 	
	TEACH	<p>Students</p> <ul style="list-style-type: none"> Are taught how to use Compass for a range of educational needs. Support teaching of PBS lessons within interactions. Understand the steps in school processes and policies. 	<p>Teachers & Leaders</p> <ul style="list-style-type: none"> Are taught the use of Compass Chronicle for managing behaviour. Role in maintaining consistency of school processes and policies. PL in behaviour strategies & restorative practice. 	<p>Student Services Staff</p> <ul style="list-style-type: none"> Use of Compass Chronicle & Pulse for managing students. Role in maintaining consistency of school processes and policies. Guiding and supporting implementation of Trauma Informed Practice. 	<p>Parents/Families</p> <ul style="list-style-type: none"> Use of Compass for managing attendance and communication. Roles of Student Services staff relevant to the needs of their child. Steps in school processes and policies. Available agencies and resources to support wide range of student needs. 		
	ASSESS	<p>Attendance</p> <ul style="list-style-type: none"> Data review cycle every term to monitor patterns and trends. Frequent monitoring of individual students to identify trends and determine strategies. Increase regular attendance Indigenous attendance increase to continue 	<p>Behaviour</p> <ul style="list-style-type: none"> Interrogate suspension categories through 2024 to determine future processes. Using Pulse to compare term by term behaviour data. Complex behaviour support implementation/feedback. 	<p>WACE Attainment</p> <ul style="list-style-type: none"> Reduce the percentage of students not achieving WACE due to lack of attendance/engagement. Retention of students from Year 11 going to Year 12. 	<p>Feedback Data</p> <ul style="list-style-type: none"> Conduct staff survey to reflect on updated processes. Conduct student survey to assess improvements and student knowledge of processes and policy. 		

SPECIALISED LEARNING PROGRAM – AUTISM & LEARNING SUPPORT

BELIEVE	Every student is unique with individual strengths, challenges, and learning style.	That all students have the right to a relevant and meaningful curriculum tailored to student needs.	Interventions should be based on research and evidence of effectiveness.	Effective collaboration among teachers, support staff and families is essential.
	Our number of students with diagnosed conditions has increased from 91 students in 2023 to 147 in 2024. DRS shows an increase in funded student enrolment with 84% of students having diagnosed or imputed ASD Diagnosis.	Baseline data will be gathered and collated from Compass and Student database to reflect student attendance, behaviour, engagement and achievement.	Examine OLN, NAPLAN and PAT data to determine students at greatest risk of not achieving future pathways. Plan to analyse this data to align EA assistance to support student need.	Multi-tiered Systems of Support (MTSS) help schools identify students who are experiencing challenges and helps schools apply the appropriate level of support to have the most positive impact on student achievement.
KNOW	Develop processes and procedures for Specialised Learning Program (SLP), Satellite Program, Focus Groups and learning interventions tailored to student needs as outlined in student profile, IEP and documented plans.	Staff PL, Calendar, Staff Development Days, Learning Area meetings aligned to MTSS, current student data and IEPs.	Promote the value of Education Assistants across the school by enhancing collaboration with teachers to optimise their utilisation and foster capacity-building within our EA team.	Create working party specifically aimed at addressing the needs of students with a diagnosed or imputed learning difficulty/diagnosis.
	Use PSC assessments ABLEWA/Student Profile to identify students in greatest need of social support.	Instruct – PL focus areas now (Learning Difficulties, UDL, Environmental Supports)	Facilitate regular meetings and workshops to develop practical strategies and common approaches for mainstream support.	Collect feedback from teachers and analyse student performance data to identify areas of need. Use distributed leadership to develop teacher capacity to differentiate and provide accommodations in each learning area.
	Review standardised test data/school reports to identify students with additional literacy and numeracy needs.	Percentage of staff engaged in professional learning, teacher feedback, and classroom observations aimed at improving or meeting student needs.	Teacher feedback, implementation of individualised support plans, improved student outcomes (attendance, engagement, House points, Chronicle entries), feedback from parents and families.	Feedback from teachers, increased student achievement evidenced by increased engagement, notable progress across academic areas and independent work. Successful pathways.
DO	Review ABE data, IEP goal achievement and Compass anecdotal evidence/Education Assistant database.	Review and compare NAPLAN, PAT, standardised test, group Individual Education Plan (IEP) goal achievement.		
PLAN				
TEACH				
ASSESS				



VOCATIONAL EDUCATION & TRAINING

BELIEVE

We believe Vocational Education and Training (VET) courses offer diversity for students catering for a range of interests, passion, talents and academic abilities.

We believe VET courses are inclusive, enabling all students to build on individual strengths and reach their full potential.

We believe that VET courses assist students in developing their career pathways, articulation to employment and lifelong learning.

We believe VET courses enable students to develop knowledge and skill sets specific to industry but also transferable to a diverse range of future employment and learning opportunities.

We believe that VET courses are engaging and encourage collaborative learning and develop current knowledge to be able to successfully transition to the of world of work or future study.

KNOW

In 2023 82% of students in Senior School valued VET pathways as options to achieve WACE and increase future learning and employment opportunities.

In 2023 73% of students were WACE eligible and able to gain attainment studying VET courses.

In 2023 47% of students left school to TAFE, further training employment and traineeships.

DO

PLAN

Opportunity

- Ensure that staff are knowledgeable and are able to communicate available opportunities and options for our students to participate in VET courses, School - based traineeships, Aboriginal school-based traineeships and Endorsed programs.
- Providing knowledge-based course selection information to the school community
- Professional learning staff.
- Maintain partnerships with community, RTOs and employers.
- Communicate requirements of VET courses to lower school students ensuring they have the required prerequisites to apply for program choices.

Viability

- Ensure that School VET courses are viable and cater for student choices and Industry needs.
- Review selection data.
- Timetabling School and Profile courses allowing student flexibility for training.
- Resourcing – Providing well-resourced VET programs to deliver in compliance with requirements of ASQA.
- Staff to maintain currency through professional learning.
- Introduction of new VET courses based on student viability and Industry requirements.

Succession Planning

- Successful courses to continue ensuring courses are staffed accordingly to continue successfully with contingency plans in place.
- Staffing
- Resourcing

TEACH

Engage

- We engage students by providing a positive learning environment, well-resourced and compliant with training package requirements and current industry and legislative conditions.
- Developing Training and Assessment strategy, selecting the best delivery methodology, including classroom-based, workplace-based, blended and online delivery.
- Developing a positive rapport with students, providing learning assistance which caters for individual needs.

Instruction

- Clearly communicate learning intentions and requirements of course
- Explicitly teach new skills and knowledge, review previous knowledge.
- Second assessment by clustering units and elements to make learning relevant.
- Provide opportunities for collaborative learning.
- Questioning throughout practical assessment.

Quality Training

- Staff to maintain currency and PL to ensure training meets current industry trends and reflects current industry practice ensuring students are employable to current Industry standards.

Practice

- Provide students with multiple opportunities to practise skill and apply knowledge.
- Provide regular feedback to students during learning and assessment.
- Students to self-reflect on learning.

Apply

- Through holistic training students can demonstrate competency to industry standards.
- Students can apply skills and knowledge in a range of Industry settings compliant with relevant legislation and Industry knowledge.

ASSESS

Student Assessment

- VET staff are compliant with the principles of assessment ensuring that assessments are valid, reliable, flexible and fair.
- Students are assessed in a compliant assessment environment.
- Student data and progress recorded on RTP.
- Students are informed of progress in a timely manner with feedback.
- Student assessment moderated through RTO to ensure standards are validated.
- Students provided with assessment outline.

Monitoring

- Ongoing data review and monitoring of VET programs.
- Student achievement.
- Destination data.

Audit

- Staff compliance.
- Desktop audits.
- RTO/ASQA audits.
- RTO / VET meetings.

Targets

- VET programs: individual targets of student achievement data and analysis.

Compliance/Viability

- Staff completing PL, PD and qualifications required.
- Register of qualifications.
- Resource lists and budgeting
- Accurately follow DoE and School processes:
 - PBS
 - HITS
 - Reporting

FINANCIAL SUMMARY

AS AT 31 DECEMBER 2023

ONE LINE BUDGET

	BUDGET	ACTUAL
Carry Forward (Cash)	\$ 448,614.00	\$ 448,614.00
Carry Forward (Salary)	\$ 425,885.00	\$ 425,885.00
INCOME		
Student-Centred Funding (including School Transfers & Department Adjustments)	\$ 12,588,456.00	\$ 12,588,456.00
Locally Raised Funds	\$ 650,053.00	\$ 649,869.00
EXPENDITURE		
Salaries	\$ 11,621,844.00	\$ 11,621,844.00
Goods and Services (Cash)	\$ 1,806,300.00	\$ 1,587,698.00
Total Funds	\$ 14,113,008.00	\$ 14,112,824.00
Total Expenditure	\$ 13,428,143.00	\$ 13,209,542.00
Variance	\$ 684,865.00	\$ 903,282.00

STUDENT-CENTRED FUNDING

Per Student	\$ 9,298,539
School and Student Characteristics	\$ 1,476,233.29
Disability Adjustments	\$ 92,538
Targeted Initiatives	\$ 1,732,600.90
Operational Response Allocation	\$ 7,769.62
Regional Allocation	\$ 3,500
Total	\$ 12,611,181.55
Transition Adjustment	\$ -
Total After Transition Adjustment	\$ 12,611,181.55

BANK ACCOUNT BALANCES (CASH)

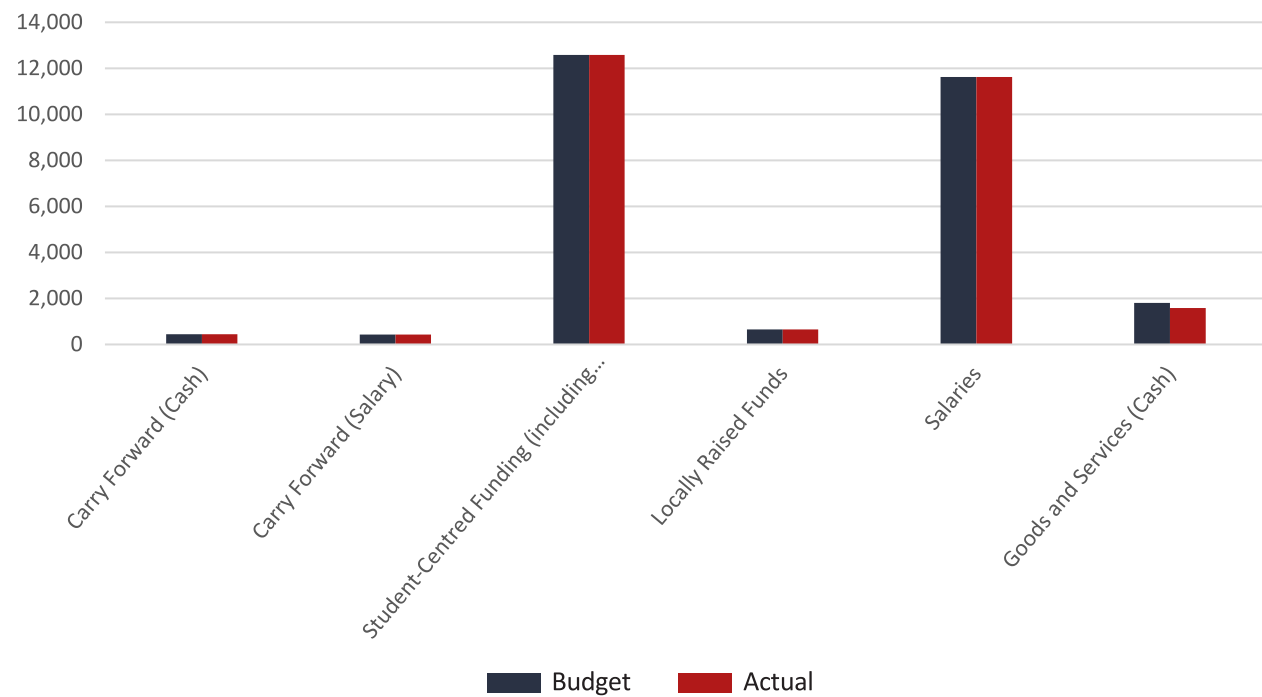
Bank Account	\$ 1,020,889.69
Investment Accounts(s)	\$ -
Building and Other Funds Account	\$ -
Total for all Bank Accounts	\$ 1,020,889.69

RESERVE ACCOUNT BALANCES

Vehicles Reserve	\$ 31,400.00
BFI Pool/Eric Strauss Reserve	\$ 45,000.00
ICT Reserve – Learning Areas	\$ 38,000.00
MESH/Language Reserve	\$ 33,000.00
Home Economics Reserve	\$ 13,845.00
Beauty Room Reserve	\$ 11,942.81
Science Reserve	\$ 15,738.00
D&T & STEM Reserve	\$ 20,000.00
Digital Technologies Reserve	\$ 1,000.00
Arts Reserve	\$ 13,910.00
Phys Ed Reserve	\$ 14,141.00
School ICT Reserve	\$ 52,080.00
Furn & Fittings Reserve	\$ 33,026.00
Major Equipment Reserve	\$ 17,691.03
School Upgrade Reserve	\$ 51,450.00
Total for all Reserve Accounts	\$ 402,223.84

MINIMUM EXPENDITURE REQUIREMENT SUMMARY

Current Budget – SCFM and Locally Raised Funds	\$13,122,002.00
Minimum Expenditure Requirement	
96% of current budget	\$ 12,597,122.00
10 of carry forward	\$ 139,305.00
Current Forecast Expenditure	
Salaries	\$ 11,621,844.00
Goods and Services (Cash Expenditure)	\$1,587,698.00
Total Minimum Expenditure	\$ 12,736,426.00
Total Forecast Expenditure (cash and salaries)	\$ 13,209,542.00



ASPIRE INNOVATE ACHIEVE

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge and respect the traditional custodians of the lands and waters on which our students live and are educated throughout Western Australia.

We acknowledge and understand that Elders, parents, families and communities are the first educators of their children and we recognise and value the cultures and strengths that Aboriginal children bring to the classroom. Aboriginal people have a long tradition of teaching and learning through sharing their connections with country, community, language and culture, and through their oral histories, stories and lived experiences that are passed from generation to generation.

We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

