



HAMPTON
Senior High School

Hampton Senior High School
BUSINESS
PLAN

2024 - 2026

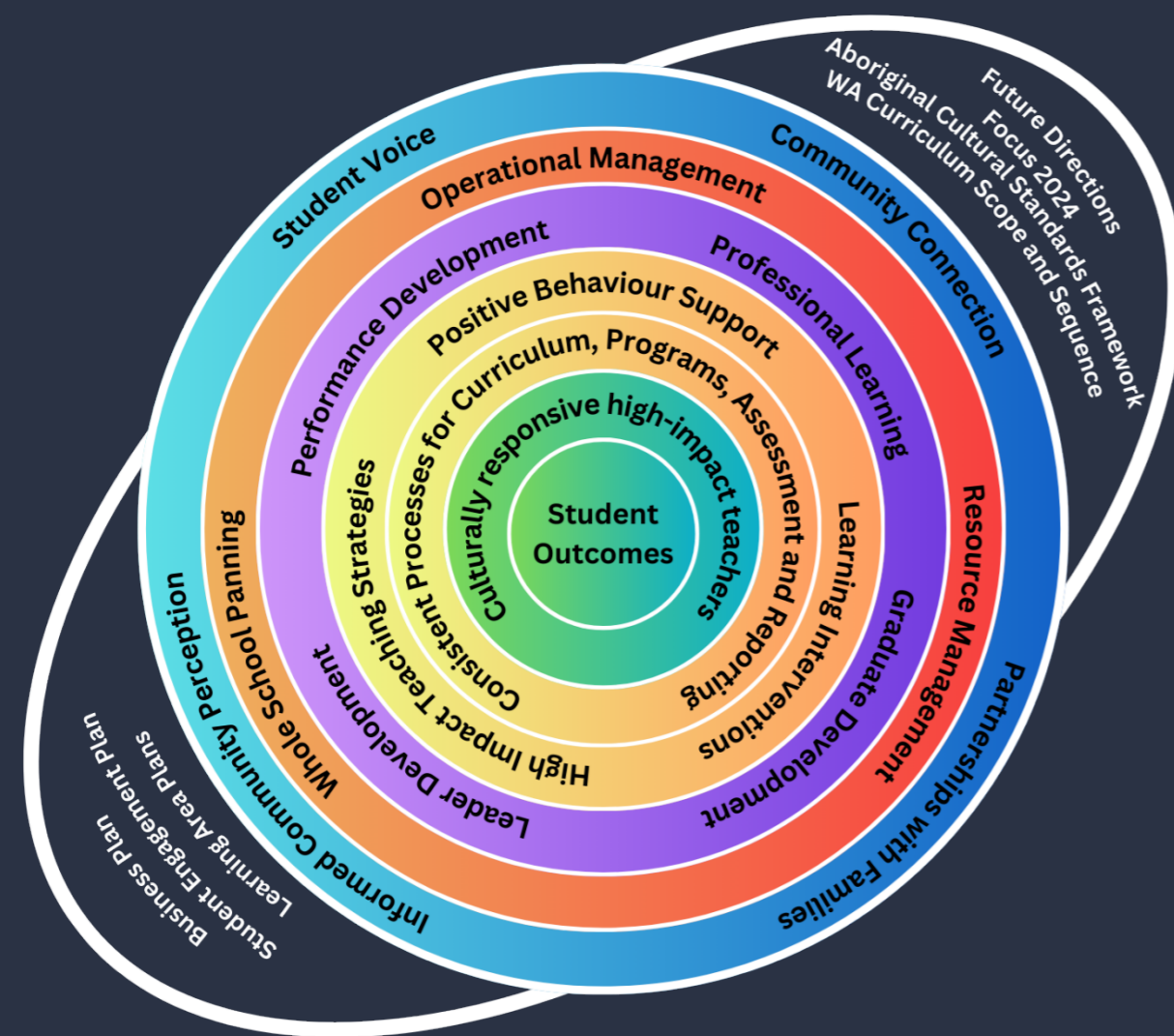


SCHOOL VISION

The Hampton Senior High School Vision is to develop culturally responsive, high impact educators who foster student aspiration, innovation and achievement.

THE HAMPTON BLUEPRINT

Leadership & Pedagogical Model 2024 - 2026



“The single biggest influence that impacts student learning is the quality of teaching.”

Quality Teaching Strategy

ASPIRE INNOVATE ACHIEVE

OUR JOURNEY

The thread running through our 2024 – 2026 Business Plan is our strong culture of collaboration and our consistently high expectation of standards for staff and students. Continuing the journey of school excellence using the Dempster’s School Improvement Framework, Hampton steps forward from the Fogarty EDvance Program and embraces the Department’s Quality Teaching Strategy. This strategy supports the development of teaching excellence through evidence-based practice in quality teaching and improvements in teaching practice.

The Business Plan is proudly centred on our collaborative and evidence-based leadership and pedagogical model – The Hampton Blueprint. The Blueprint was developed via many feedback sources from staff, students and families, including the School Culture Survey, National School Opinion Surveys, whole school professional learning days, feedback from the Board and P&C and various school-based forums. Our Plan is centred on the Teach for Impact model, providing us with a shared position and understanding about what effective schools Believe, Know and Do. It leads our quality teaching and learning, using data to determine what we plan, teach and assess to maximise outcomes for our diverse student population.

The 2023 implementation of the highly effective Positive Behaviour Support (PBS) program to our school improvement planning has resulted in a significant change in positive school culture and behaviour. Our whole school developed values of CORRE – **Caring, Organised, Resilient, Respectful, Engaged** – have provided staff and students with a common language, and behaviours that are explicitly taught. The goal of “5 positives to 1 negative” in teacher response achieved 3.85 positive:1 negative in 2023. We are very proud that this tremendous change has enabled our classrooms to showcase teaching and learning as our number one focus.

Hampton’s focus areas are:

Effective Classroom Practice	Consistent practices for curriculum, programs, assessment and reporting Learning interventions, Positive Behaviour Support, High Impact Teaching Strategies
Supporting Professional Practice	Performance development, Graduate development, Leader development, Professional learning
Strategic Leadership	Resource management, Whole school planning, Operational management
Community Engagement	Partnerships with families, Community connection, Informed community perception, Student voice

On behalf of Hampton Senior High School staff and School Board,



Principal
Tracy Griffiths



Board Chair
Amanda Ghouse

EFFECTIVE CLASSROOM PRACTICE

BELIEVE

We believe that we can unlock the learning potential of every student.

We believe that student wellbeing and engagement is essential to student achievement.

We believe it is our responsibility to evaluate the impact of our practice and processes and seek to improve.

We believe in inclusion and value student diversity.

We believe that the responsibility for student success is shared between schools, families and the broader community.

We believe in equity and reconciliation.

KNOW

Population Data

School population: 971
Aboriginal population: 5.8%
EAL/D population: 2.4%
Born overseas: 21.4%
First language other than English: 13%
Diagnosed Conditions: 14.6%
Funded Students with a diagnosed condition: 4.4%

Attendance Data

Overall attendance: 84.4%
Regular attendance: 47%

Literacy & Numeracy Data

NAPLAN : 97% participation.
Reading: 524 (Year 7), 557 (Year 9)
Writing: 530 (Year 7), 561 (Year 9)
Numeracy: 528 (Year 7), 556 (Year 9)

OLNA: 96% of WACE eligible students met all requirements

WACE Data

WACE Achievement: 93%
WACE Attainment: 87%
ATAR Median: 71.58
ATAR % Population: 26%
VET Qualifications: 80% of students achieved Cert II or higher.

Conditions of learning enhance the quality of the physical, social and emotional learning environment. Our PBS journey commenced in 2023 where structure, consistency and education of behaviour are embedded in the school.

Aboriginal Student Data

Aboriginal attendance: 70%
Regular attendance: 30%

DO

PLAN

Consistent Processes

- Develop whole school consistency in programs, assessment outlines, assessment delivery, and implementation of assessment policies.
- All curriculum delivered is aligned to WA curriculum scope and sequence, WACE manual, and SCSA syllabus documents.
- Lesson resources are available online via Compass or Microsoft 365 applications.
- Programs support post-school pathways.
- Analytical marking keys, rubrics and SCSA Judging Standards are evident in assessment and reporting practices.

Positive Behaviour Support

- Embed PBS culture, systems and processes to enhance conditions for learning.
- Develop a Multi-Tiered System of Support to manage student behaviour and acknowledge changes from unproductive behaviour.
- Develop a strong PBS team of staff with clear roles and responsibilities.
- Allocate resources, facilities, and staff capacity to ensure sustainability of PBS.
- Use of student behaviour data to inform decision making for planning and delivery of PBS lessons.

Learning Interventions

- Deliver learning interventions to meet student needs by implementing evidence-based intervention programs.
- Promote value of Education Assistants and enhance collaboration with teachers for improved student outcomes.
- Use of targeted professional learning to improve capacity to deliver interventions across classrooms.
- Establish committee to address needs of students with diagnosed or imputed learning disabilities.

High Impact Teaching Strategies

- Support Quality Teaching Practice in all classrooms for all students – leveraging in school expertise and external supports.
- Invest in infrastructure for learning to support teacher implementation of quality teaching practices.
- Support culturally and linguistically diverse students
- Whole school approaches to literacy and numeracy support for all students.

TEACH

- SCSA Principles of Assessment.
- Universal Task Design.
- General Capabilities.
- SCSA Commonly Accepted Practices.
- Systems skills: RTP, SAIS, Compass, etc.
- ICT in teaching and learning.

- Teach students behaviours identified within the PBS Matrix for all environments within the school community.
- Students are taught behaviour like they are taught academics in regular intervals.
- Students are taught school behaviour processes when expected behaviours are not demonstrated.

- Use a range of data to identify students in need of intervention and place them in appropriate programs or develop and implement new initiatives as required.
- Facilitate regular support, meetings and professional learning to improve staff capacity to deliver interventions in mainstream classrooms.
- Establish data collection processes in collaboration with Education Assistants to monitor student uptake and impact of intervention.

- Professional learning and coaching focus on structuring lessons, differentiation and providing feedback.
- Continue to support the Aboriginal Cultural Standards Framework (ACSF) across all areas.
- Support overseas students through targeted interventions and pastoral care.
- Develop resources and implement whole school approaches to supporting development of literacy and numeracy skills.
- Upgrade classrooms and increase access to technology for classes.

ASSESS

- Achievement data: NAPLAN, LA grade alignment, WACE data.
- Family engagement data: Compass, reporting, parent-teacher interviews.
- Stakeholder surveys.
- RTP data.

- Embedded student positive behaviour reward system.
- School goal is to achieve a 5:1 Positive to Corrective ratio when addressing student behaviour.
- Increase in student engagement and reduction in unproductive behaviour.

- Review data including IEP and group SEN goal achievement, NAPLAN, OLNA and PAT progress, attendance, house points and Chronicle entries.
- Feedback from students and families.
- Engagement by teachers and EAs with targeted support and professional learning.

- Engagement with professional learning and coaching to master high quality teaching practice.
- Review of system literacy and numeracy data.
- Reflection and feedback on ACSF continuum and engagement with families.
- Classroom access to technology.

SUPPORTING PROFESSIONAL PRACTICE

BELIEVE

We believe that high trust between staff in a school is the foundation for professional growth.

We believe all staff should set individualised, ambitious and achievable goals and work toward them as part of performance development.

We believe new teachers to the profession develop as practitioners and stay in the profession when they are provided with strong support.

We believe leaders develop with mentoring and coaching when given the opportunity to lead whole school initiatives.

KNOW

Coaching is the most effective way to transfer knowledge to practice.

Trust between teachers and coaches increases teachers' willingness to make changes to instructional habits.

For professional learning to be effective it must be data informed and relate to student characteristics of the school.

Professional learning is centred on a defined number of focus areas to drive effective change in classroom practices.

Regular observations of classroom practice and feedback make teaching and learning more visible and encourages safe and reflective collaboration.

Effective performance by staff requires role clarity, consistent performance review and reflection.

PLAN

Role clarity – Portfolios, commitment to consistent processes (classroom and administrative) and communication to staff.

Senior Leadership Team lead topics aligned to focus areas, Teach for Impact and Business Plan.

Professional Learning Calendar, Staff Development Days, General Staff Meeting, Learning Area meetings are aligned to focus area.

Structured development of leaders through Future Leaders Framework (mentors and mentees), the Targeted Initiative Leadership Development Program, Senior Teachers and Level 3 Classroom Teacher Process.

DO

TEACH

Engage

- Reading groups
- Graduate teacher support group
- Working groups for improvement areas
- Future Leaders Framework
- Targeted Initiatives Leadership Development
- Senior Teachers
- Level 3 Classroom Teacher aspirants

Instruct – PL focus areas

- Compass
- PBS – teaching behaviour
- Trauma informed practice
- Strategies for autistic students and other disabilities

Instruct – PL focus areas

- Differentiation
- Classroom Management Strategies - behaviour and instructional
- Use of technology
- Whole school literacy and numeracy strategies

Practice/Apply

- Coaching
- Conferencing
- Classroom observations
- Performance Development processes

ASSESS

Mandatory professional learning compliance.

Staff surveys for Professional Learning feedback and end of year surveys.

Progress against Teach for Impact Targeted Initiative strategic plans.

Internal and external professional learning statistics.

Retention of graduate teachers, percentage of graduates engaged in coaching, survey on graduate support feedback.

Staff surveys for professional learning feedback and end of year surveys.

STRATEGIC LEADERSHIP

BELIEVE

Exemplary resource management requires processes for resources to be monitored for effectiveness, efficiency and economy.

An effective staffing profile must meet the needs of the school, is compliant with industrial and legislative requirements and attracts and retains the most appropriate staff.

Planning for school improvement must reflect student characteristics, data and school community feedback.

School planning is regularly audited, both internally and externally, across all areas with well-developed processes embedded to ensure high accountability.

Successful strategic leadership requires a shared vision, high expectations of staff and students, a comprehensive staff health & wellbeing plan and a culture of performance and development.

Effective whole school planning must have aligned business and operational plans, be evidence-based through data analysis/evidence-based practices, with a clear improvement agenda supported by change management processes.

KNOW

There is an accurate and clear link between school budgeting and school planning that reflects increased student numbers and diversity.

In 2022, a new Principal and MCS, accompanied by the March 2022 Treasury Finance audit, resulted in a review and strategic update of financial, operational and resource management processes. Sharing the audit and finance information provided a model for change.

Conservative and informed enrolment processes allow predicted numbers to inform staffing and budget forecasts, followed by appropriate census processes to secure an accurate one-line budget.

A financially knowledgeable Finance Committee and Senior Leadership Team, led by MCS and Principal, monitors budget processes to ensure effectiveness, efficiency and economy.

Recruitment, induction, staff wellbeing, performance development and professional learning processes for leadership, teaching and support positions must reflect school culture responsiveness and high expectations.

Strategic and data informed professional learning is paramount in order to maintain an effective, culturally responsive staff.

PLAN

Develop effective recruitment processes for fixed term, permanent, relief, graduate and experienced staff. Support retention of staff by developing a context-based staff wellbeing strategy.

Develop strategic and operational yearly and reserve budgeting skills in the Senior Leadership Team and Finance Committee, supported by clear and accountable monthly financial processes for credit card holders.

Work with our local community and schools to ensure timely (Terms 1 and 2) application for enrolment to facilitate accurate planning. This includes processes for specialist, Gifted & Talented, school-based intervention/enrichment and Autism programs.

Understand and apply demographic and student characteristic processes to maximise one-line budget.

Maintain faults management processes, budget allocation, grant application and community involvement to update areas of identified need in the physical school environment of a school built in 1966.

Develop a differentiated, strategic and consistent induction, retention and professional learning process that results in high outcomes for students and staff.

DO

TEACH

Approach all external audit procedures with a growth mindset and share results with Board, staff and P&C.

Disbursement of one-line budget in a planned and systematic manner as a result of data analysis.

Develop the Senior Leadership Team to work towards an explicit improvement agenda using the Quality Teaching Framework goals, including the Teach for Impact model, and Dempster's School Improvement Framework.

Using existing leadership development frameworks, facilitate the leadership growth of each aspirant level of administrator and teacher leaders.

Using mentoring and clear succession/workforce planning, ensure every key position has appropriate staff developing effective skills and understanding to work in other key roles.

ASSESS

Results and feedback from internal and external audit procedures.

Previous years' planning budgets and processes reflect actual student numbers, targeted initiatives, student/school characteristics and funding sources.

Recruitment processes result in a fully staffed school with qualified staff in all areas in a timely manner.

Retention of staff percentage and review of reasons for staff movement. Build this metric into the staff health & wellbeing plan.

School Culture, National School Opinion Survey and other feedback method results completed by staff, students and families.

Achievement of planned upgrades and maintenance of physical environment and progress on school beautification plan.

Regularly assess progress towards whole school and learning area/program focus areas.

COMMUNITY ENGAGEMENT



ASPIRE INNOVATE ACHIEVE

Gifted and Talented Dance
Specialist Performing Arts Drama
Specialist Performing Arts Cheer
Specialist Digital Technologies
STEM, English and Humanities Enrichment Programs
Athletics Academy
Specialised Learning Program – ASD
Aboriginal Learning Centre
Follow the Dream
Learning Support Program
Targeted Intervention Programs
Vocational Education and Training

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.

