

2024

Annual Report

Aspire | Innovate | Achieve



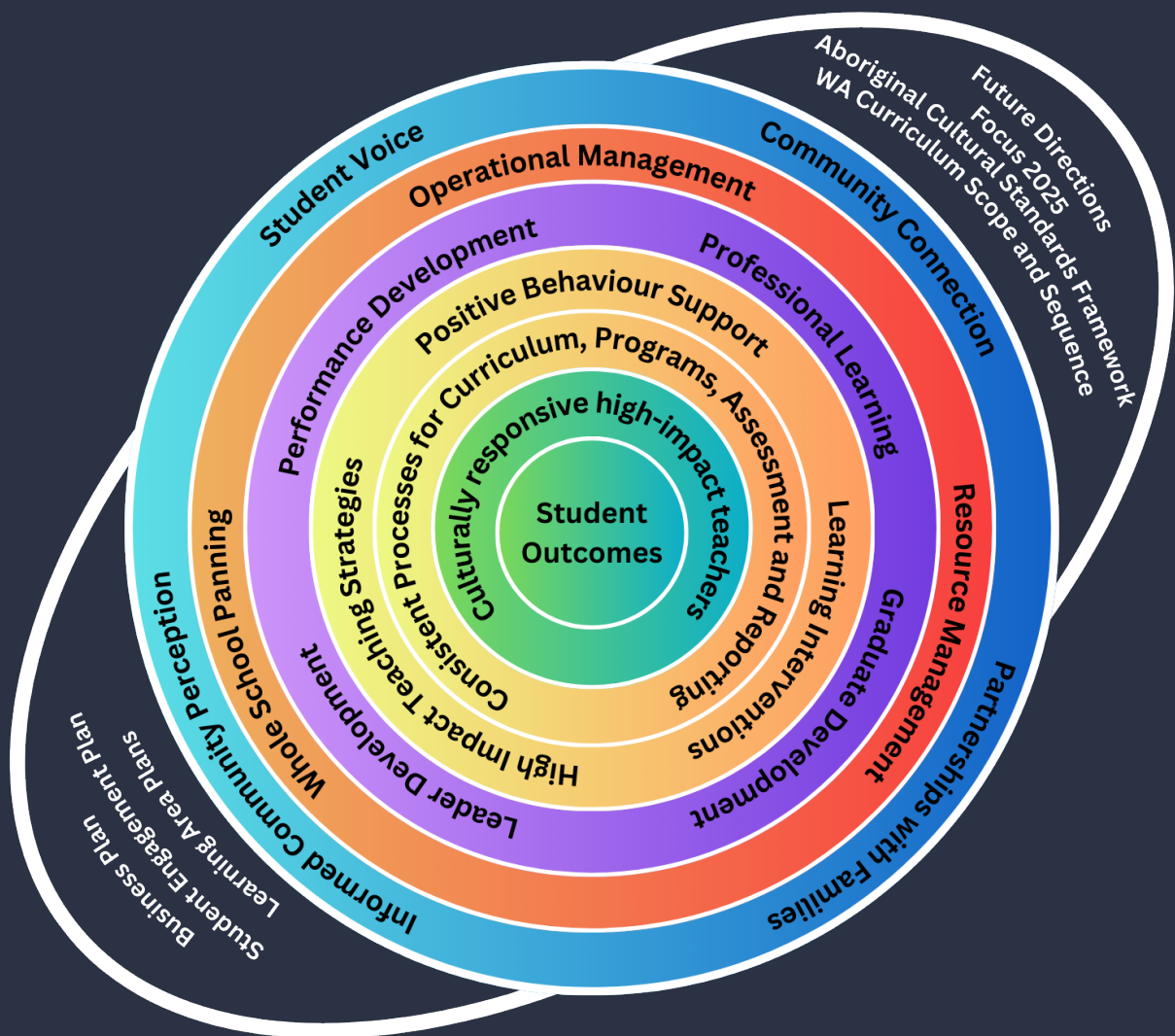
HAMPTON
Senior High School

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

FROM THE PRINCIPAL

The 2024 Annual Report not only reflects on the strategic focus of the Hampton school improvement framework, and our strong culture of collaboration and consistently high expectation of standards for staff and students but also resonates with our community as Hampton being a school of choice for an increasing number of students and staff each year. Embracing the Department’s Quality Teaching Strategy, our Senior Leadership Team have demonstrated the continued development of teaching excellence through evidence-based practice in quality teaching and improvements in teaching practice.

The 2024 Annual Report continues to plan forward through the lens of our collaborative, evidence-based school improvement and review model – The Hampton Blueprint. The Blueprint was developed via many feedback and data sources from staff, students and families, including the School Culture Survey, National School Opinion Surveys, whole school professional learning days, feedback from the Board, P&C and various school-based forums. The Learning Area and Program Plans detailed in this report are centred on the Teach for Impact model, providing us with a shared position and understanding about what effective schools Believe, Know and Do. This, in turn, leads our quality teaching and learning plans for 2025, using data to determine what we plan, teach and assess to maximise outcomes for our diverse student population.

The continued 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. Hampton’s external PBS coach conducted a School-wide Evaluation Tool (SET) and praised Hampton for the 77.5% overall implementation average which is an outstanding result for our first review. We are very proud that this tremendous change has enabled our classrooms to showcase teaching and learning as our number one focus, further demonstrated by high staff retention and the attraction of quality teachers and support staff to Hampton.

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



School Board Chair
Amanda Ghouse

WHOLE SCHOOL PRODUCTION 'CHARLIE AND THE CHOCOLATE FACTORY'



SCHOOL SUCCESSES AND CELEBRATIONS

THE ARTS

COMPETITIONS

- **Youth On Health Festival (YOH fest)**
 - Drama: Overall Winners Statewide for '*Under the Carpet*'. Performed by: Year 9 & 10 Specialist Performing Arts Students.
 - Visual Arts: Overall State Runner Up for '*Multi-Faceted Self*'.
- **YOH Fest Heat Entrants**
 - Drama Monologue/Duologue: '*The Things We Do.*' Awarded for A Wonderful, Quirky, Clever and Off-Beat Narrative.
 - Dance Group Composition: '*Rings of Equality*'. Performed by Year 9 & 10 Gifted and Talented Dance. Awarded for Excellence in Narrative.
- **School to Stage**
 - Year 7 & 8 Group Choreography 1st and 2nd place
 - Year 9 Group Choreography 2nd and 3rd place
 - Year 11 & 12 ATAR Solo 2nd place
 - Year 7-10 Hip Hop 3rd place
 - Year 11 Group Choreography 3rd place
 - Year 10 Group Choreography 3rd place
 - Year 12 Jazz 3rd place
- **Australian All Star Cheerleading Federation State Championship**
 - Legacy 6th out of 11 schools
 - Dynasty 5th out of 7 schools
- **Australian All Star Cheerleading Federation Spring Battle**
 - Legacy - "Judges Choice" + Platinum
 - Dynasty – Outstanding

PRODUCTION AND PERFORMANCE OPPORTUNITIES

- Whole School Production '**Charlie and the Chocolate Factory**' showcasing the talent of 150 students. Three nights of sold out shows at the Eric Strauss Theatre.
- Year 10 Photography students created an intermission screening for the show of photographic animation themed around the production.
- '**Iconic**' Annual Dance concert featuring Eden Hill Primary School at Swan Park Theatre.
- **Media and Visual Arts Open Night** and Film Screening Showcasing student work.
- Specialist Performing Arts Drama students 'Parent Evening' performance.
- Two Year 6 Orientation Day performances, inclusive of Media, Photography and Visual Arts exhibition. Two shows featuring Boordikan Birdiya performers.

GUEST ARTISTS

- Yirra Yaakin Theatre Company Presented *Sista Girl* at Eric Strauss Theatre for our first Nations students, Specialist Cheer, Specialist Drama and GAT dancers.
- Black Swan Theatre Guest workshops Year 7/8 Improvisation workshop, 11/12 Drama students Production Design Workshop and *The Bridge* Program Photography 8-week incursion.
- CO3 Contemporary Dance Project and Performance Year 7 and 8 GAT dancers.

SCHOOL COMMUNITY

- Photography and Media students took photos and filmed a range of school events including assembly, carnivals and lunchtime celebrations.
- Broadcasting Club created our Positive Behaviour in Schools (PBS) videos for classroom lesson delivery.
- Visual Arts Gallery of Western Australia excursion Year 11/12 Visual Arts students.
- NAIDOC Week Digital incursions.
 - Dance Composition workshop and artist meet.
 - Visual Arts Connection with the Arts Gallery of Western Australia Gallery Curator.
 - Drama Discussing Indigenous artists.
- Art Club run weekly at lunchtimes, students producing works for exhibitions and contributing to Arts productions.
- Performing Arts students lead Flashmob for the school community for the Body Kind Awareness Month Move Your Body activity.
- Media excursion to Channel 9 News.
- Visual Arts collaboration for Write a Book in a Day (WABIAD).

ENGLISH

- Write-a-book-in-a-day (WABIAD) - 7 teams, 7 books completed (Year 7 - Year 12).
- Rotary 4 Way Challenge (Public Speaking) – Year 10 student Finalist and Runner-up.

HEALTH & PHYSICAL EDUCATION

- School Sports WA: North East Boys Yr7-9 Division A- 1st place.
- Interschool Track and Field Carnival
 - Number of new records set by students
 - Year 8 Champion Boy
 - Year 8 Champion Girl
 - Year 9 Runner Up Champion Girl
 - Year 10 Runner Up Champion Boy
 - Year 11 Runner Up Champion Girl

HUMANITIES & SOCIAL SCIENCE

- Australian Geography Competition, Applied Year 8's, 6 credit certificates, 2 distinction certificates and 2 high distinction certificates.
- Australian History Competition, Extension Year 9's, 7 merit certificates, 3 credit certificates, 1 high distinction certificate.

MATHEMATICS

- Successful implementation of Numeracy support strategies in lower school classrooms resulting in significant decrease in E and D grades and Year 9 NAPLAN results above like schools.
- Successful implementation of a Focus Numeracy program that effectively supported students with additional needs. NAPLAN and PAT assessments show significant student growth.
- ATAR Applications and Methods results improved to above like schools in 2024.

SCIENCE

APPLIED STEM PROGRAM

Year 7:

- Growth in applications and workshop attendance for 2025 Year 7 Applied STEM course.
- Entry in "Subs in Schools" competition, excursion on Garden Island within the context of their marine Science learning.
- Familiarisation with laser cutters and 3D printers in the STEM rooms.

Year 8:

- Students constructed and coded robotic arms as part of Applied STEM projects – mining challenge programming an arm to extract a mineral.
- Solar car construction and car race.
- Wind turbine design and construction.

COURSE EXTENSION AND DEVELOPMENT

- The Fogarty Foundation funded an opportunity for three Year 10 students to attend the Harry Perkins Institute during the July school holidays, increasing their knowledge and skills within the field of medical Science in a world class biomedical facility.
- Development of Year 10 Psychology elective with strong response from students in choosing it for 2025.

COMMUNITY ENGAGEMENT

- Series of Science Week activities engaging students and staff including quizzes, classroom activities and prizes.
- Continual increase in the numbers of students choosing Senior School General and ATAR courses.
- Successful 2024 STEM Challenge event: increased involvement to 8 Primary Schools involved with parents, teachers and school leaders attending this event.

STAFF DEVELOPMENT AND CAREER PROGRESSION

- Mentoring of four preservice teachers within Science over 2024.
- Delivery of LEAP program at Hampton SHS for teachers transitioning into Science teaching.
- Staff – One Level 3 and Senior Teacher progressions gained within the Science Learning Area.
- Continued to lead the Science Branch of the Morley School Network – providing professional learning for primary and secondary teachers.

TECHNOLOGIES

- Year 12 VET - 100% achievement in Certificate III Business and Certificate II Creative Industries.

VOCATIONAL EDUCATION AND TRAINING

- 82% of Senior School selected VET pathways.
- 92% of Year 12 students completed one or more VET qualifications.
- 91% of Year 12s achieved Certificate III or higher.

STUDENT SERVICES

POSITIVE BEHAVIOUR SUPPORT (PBS)

Hampton Senior High School achieved 17:1 positive to negative Chronicle entries.

Of 20 students with more complex behavioural backgrounds in each cohort, they achieved the following positive acknowledgements:

- 95% tier 1 acknowledgement
- 74% tier 2 acknowledgement
- 37% tier 3 acknowledgement

We know that our classroom observation data showed that Hampton staff are using:

- Positives to correctives = 2.34:1
- Specific to non-specific positives = 1:1.27
- Specific to non-specific correctives = 2.25:1

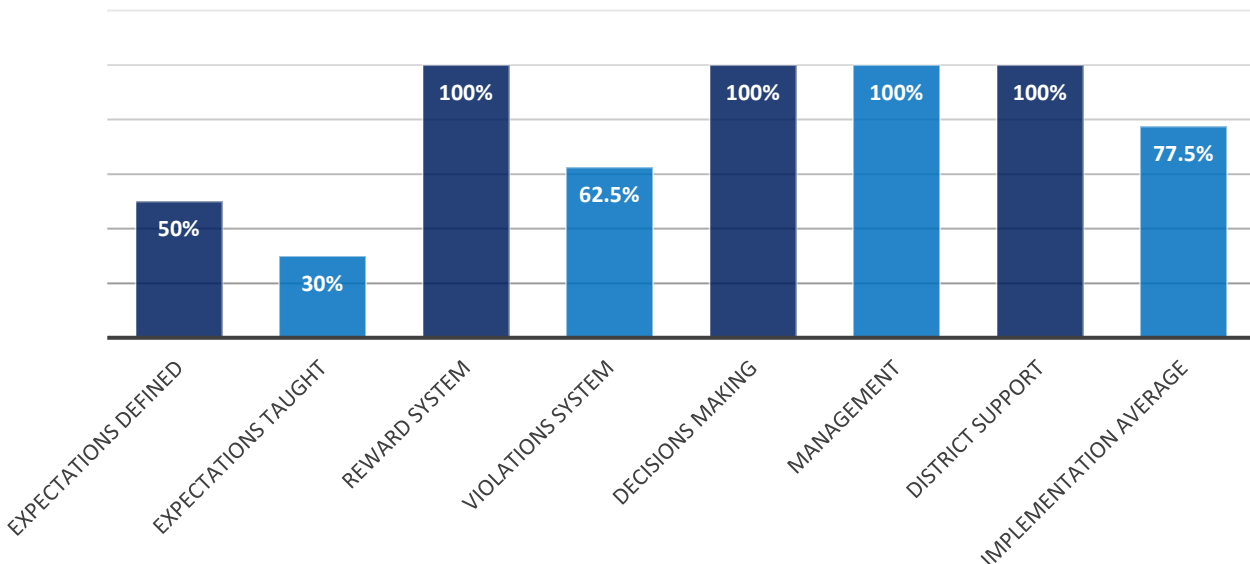
SUSPENSION BEHAVIOUR TRENDS

- 30% decline in total suspensions.
- 27% decline in physical assault/aggression of students.
- 15% of total suspensions in this category were from 2 students.
- 53% decline in verbal abuse of staff.
- 74% decline in illicit/substances use or possession.
- 38% increase in damage to or theft of property.

Strategies for improvement

- Use data to develop new behaviour processes to target specific student behaviour.
- Review behaviour plans to improve consistency in embedding whole school processes.
- Explore educational opportunities to implement a preventative approach to unproductive behaviour.
- Introduction of Attitude, Behaviour & Effort (ABE) assessment process.
- Review Good Standing metrics to implement Gold Good Standing for high performing students.
- Embed consistent processes for students returning to Silver Good Standing from Bronze or Loss.
- Deliver professional learning to enhance staff ability to provide positive acknowledgements.
- Increase frequency of PBS lesson delivery to explicitly teach positive behaviour.
- Engage students and families in alternative pathway planning for disengaged students.

PBS: School Wide Evaluation Tool 2024



GOOD STANDING

% of Students in each level of Good Standing			
Year	Silver	Bronze	Loss
7	81%	15%	4%
8	82%	8%	10%
9	80%	12%	8%
10	89%	9%	2%
11	82%	14%	4%
12	89%	9.5%	1.5%



House Point Tier Achievement

Tier 2 (30 pts)	Tier 3 (50 pts)	Tier 4 (100 pts)
62%	40%	7%



95.1%

of students finished the year
with Good Standing

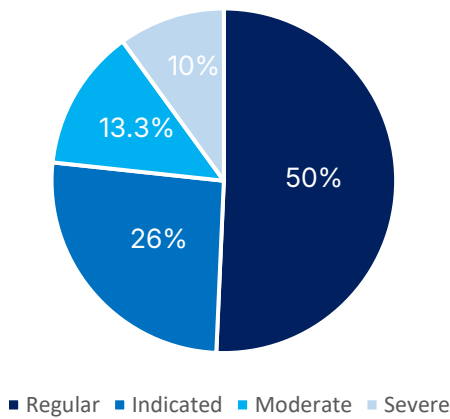


ATTENDANCE

ATTENDANCE ACROSS ALL CATEGORIES 2024

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2024	85.8%	83%	84.7%	59.1%	66.7%	57.6%	84.2%	81.8%	82.2%

	Attendance Category				Attendance Category: Aboriginal			
	Regular	At Risk			Regular	At Risk		
		Indicated	Moderate	Severe		Indicated	Moderate	Severe
2022	39.5%	29.9%	18.2%	12.4%	14.6%	19.5%	24.4%	41.5%
2023	47.9%	28.1%	16%	8.1%	29.6%	29.6%	14.8%	25.9%
2024	50.7%	26%	13.3%	10%	22.2%	17.5%	15.9%	44.4%
Like Schools 2024	44.9%	26%	16.5%	12.6%	23.1%	21.5%	22.1%	33.3%
WA Public Schools 2024	48%	25%	15%	12%	17%	17%	21%	45%



Strategies for improvement

- Attendance monitoring.
- Introduction of new attendance processes with phases of progressed intervention implemented on scheduled timeline.
- Increased attendance communications with the use of Compass.
- Introduction of Aboriginal Education Coordinator to implement a new attendance process for Aboriginal students.
- Focus on Year 10, 11 and 12 with increased individual monitoring communication and pathway planning.
- Academic Performance meetings have a focus on attendance.

STUDENT ACHIEVEMENT DATA

SECONDARY METRICS

Completion rate						
	2024	2023	2022	2021	2020	2019
Completion rate	73.6%	76%	66.4%	70.8%	81.5%	-

Apparent retention rate						
	2024	2023	2022	2021	2020	2019
Apparent retention rate	74.5%	70.3%	75.3%	67.2%	73.1%	-

Progress and achievement – Number of students per band 2024								
10	9	High band 8	8	7	6	Band 5 or exempt	Incomplete /No NAPLAN score	Grand total
7 (42.9%)	29 (17.2%)	15 (33.3%)	24 (70.8%)	39 (61.5%)	7 (71.4%)	1	18	140 (48.8%)

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

Number of students Eligible for WACE						
School	2024	2023	2022	2021	2020	2019
School	110 (77%)	123 (84%)	112 (80%)	87 (75%)	95 (86%)	111 (79%)
Like schools	68%	62%	63%	62%	65%	68%
State	69%	68%	64%	70%	70%	65%

WACE Achievement Rate						
School (WACE eligible)	2024	2023	2022	2021	2020	2019
School (WACE eligible)	102 (93%)	114 (93%)	95 (85%)	80 (92%)	88 (93%)	91 (82%)
Like Schools (%)	88%	87%	88%	85%	84%	86%
Public Schools (%)	90%	90%	89%	89%	89%	89%
School (Cohort)	102 (71%)	114 (78%)	95 (68%)	80 (69%)	88 (79%)	91 (65%)

WACE: Breadth and depth						
Requirement met WACE Eligible	2024	2023	2022	2021	2020	2019
Requirement met WACE Eligible	109 (99%)	123 (100%)	111 (99%)	87 (100%)	95 (100%)	111 (100%)

WACE: Achievement Standard – units include equivalents

	2024	2023	2022	2021	2020	2019
C Grade requirement met	106 (96%)	116 (94%)	106 (95%)	87 (100%)	93 (98%)	106 (95%)
English requirement met	110 (100%)	123 (100%)	112 (100%)	87 (100%)	95 (100%)	111 (100%)
ATAR or Cert II or General requirement met	109 (99%)	123 (100%)	96 (86%)	82 (92%)	89 (94%)	108 (97%)

WACE: Literacy and numeracy standard

Literacy and numeracy requirement met	105 (95%)	118 (96%)	99 (88%)	80 (92%)	89 (94%)	96 (86%)
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AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)**ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations**

School count (% Cohort)	22 (15%)	32 (22%)	27 (19%)	29 (25%)	24 (22%)	31 (22%)
Difference From Expected			+4%	+8%	+3%	+2%
School (% WACE eligible)	20%	26%	24%	33%	25%	26%

Median ATAR (no. of students) Source: SCSA data files and Department calculations

School	73.75	71.58	69.15	59.25	67.13	61.9
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ATAR performance – count of students (% of ATAR students)

99+		1 (3%)				
90-98.95	4 (18%)	5 (16%)	2 (7%)	2 (7%)	2 (8%)	1 (3%)
70-79.95	6 (27%)	9 (28%)	9 (33%)	5 (17%)	4 (17%)	3 (10%)
55-69.95	4 (18%)	11 (34%)	6 (22%)	4 (14%)	7 (29%)	11 (35%)
<55	5 (23%)	4 (13%)	8 (30%)	14 (48%)	6 (25%)	10 (32%)
University English Language Competency (FSS 50+)	9 (41%)	24 (75%)	14 (52%)	17 (59%)	15 (63%)	12 (39%)

School Curriculum and Standards Authority Awards

	2024	2023	2022	2021	2020	2019
Subject Exhibitions		1				
Subj Certs of Excellence		1		1		
Certs of Distinction	1	2		1	1	1
Certs of Merit	9	9	6	7	6	5
Total # students awarded	10	11	6	8	7	6
# students with 2+ award		1		1		

Strategies for improvement

- Academic tracking of WACE, ATAR prediction/target setting.
- Ongoing course selection counselling.
- Study skills support.
- Functional adjustments for students with special needs.
- Whole school focus to improve formative feedback provided to students.
- Ongoing review of VET pathways, development of new certificate pathways and continued support of VET in schools' opportunities for students.
- Embed endorsed courses into Year 11 and 12 programs including Workplace Learning, Community Service and Bush Ranger Cadets.



OLNA PROGRESS 2024

Year 10 Students – Qualified In			
	Year 9	Year 10	Not Qualified
2024	26	55	81
	16%	34%	50%
Like Schools	15.3%	34%	50.8%

Year 11 Students – Qualified In				
	Year 9	Year 10	Year 11	Not Qualified
2024	38	44	36	44
	23.5%	27.2%	22.2%	27.2%
Like Schools	19.2%	36.5%	17.4%	26.9%

Year 12 Students – Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2024	20	40	26	21	9
	17.2%	34.5%	22.4%	18.1%	7.8%
Like Schools	24.1%	35.6%	14.9%	9.1%	16.2%

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.
- Development of Literacy and Numeracy Focus Year 7-10 classes and implementation of evidence based direct instruction programs to intervene earlier and support student progress toward literacy and numeracy competency.

NAPLAN

Percentages of Students – Proficiency Levels (School)				
Writing				
	2023		2024	
	Year 7	Year 8	Year 9	Year 10
Exceeding	12	9	6	18
Strong	50	52	47	47
Developing	27	31	29	30
Needs Additional Support	11	8	19	5

Average Test Score				
Writing				
	2023		2024	
	Year 7	Year 8	Year 9	Year 10
School Average Score	528	561	507	582
WA Public School Average Score	521	562	527	569

Percentages of Students – Proficiency Levels (School)				
Reading				
	2023		2024	
	Year 7	Year 8	Year 9	Year 10
Exceeding	17	6	9	8
Strong	48	55	43	56
Developing	23	32	27	25
Needs Additional Support	13	7	20	10

Average Test Score				
Reading				
	2023		2024	
	Year 7	Year 8	Year 9	Year 10
School Average Score	524	557	498	557
WA Public School Average Score	522	566	517	566

Percentages of Students – Proficiency Levels (School)				
Numeracy				
	2023		2024	
	Year 7	Year 8	Year 9	Year 10
Exceeding	11	6	6	5
Strong	54	57	46	54
Developing	23	26	35	36
Needs Additional Support	13	11	13	6

Average Test Score				
Writing				
	2023		2024	
	Year 7	Year 8	Year 9	Year 10
School Average Score	528	556	507	556
WA Public School Average Score	529	571	526	565

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2024	2023	2022	2021	2020	2019
School VET enrolments	117 (82%)	119 (81%)	109 (78%)	88 (76%)	101 (91%)	118 (84%)
Funded VET students	78%	78%	78%	78%	81%	85%

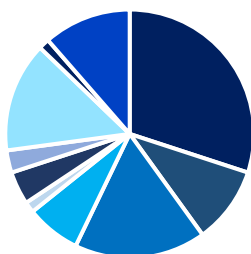
Level of highest qualification achieved (of VET enrolled students)						
Diploma					1 (1%)	
Certificate IV	3 (3%)	1 (1%)	1 (1%)		1 (1%)	
Certificate III	76 (65%)	79 (66%)	80 (73%)	60 (68%)	73 (72%)	54 (46%)
Certificate II	19 (16%)	19 (16%)	14 (13%)	12 (14%)	14 (14%)	49 (42%)
Certificate I			4 (4%)	1 (1%)	1 (1%)	4 (3%)
No certificate completed	19 (16%)	20 (17%)	10 (9%)	15 (17%)	11 (11%)	11 (9%)

Students with more than one qualification (% of VET enrolments)						
3+ qualifications	28 (24%)	37 (31%)	34 (31%)	24 (27%)	43 (43%)	37 (31%)
2 qualifications	56 (48%)	45 (38%)	47 (43%)	40 (45%)	34 (34%)	38 (32%)

Endorsed programs unit equivalents achieved						
Number	11	13	51	22	28	

DESTINATION DATA

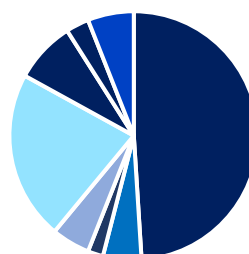
YEAR 12 2022 COHORT



- University
- Traineeship
- Employment Assistance

- Uni Offer - No Placement
- Other Training
- Deferred Study

YEAR 12 2023 COHORT



- TAFE
- Employment - Full Time

- Apprenticeship
- Employment - Part Time

THE ARTS

BELIEVE

At HSHS, students excel when education reflects their diverse interests. Passion-based learning harnesses intrinsic motivation, sparking curiosity and encouraging active, self-directed engagement.

Active engagement in the Arts at HSHS promotes student wellbeing, cultivates creativity and self-expression, and strengthens a sense of inclusion. Through collaborative artistic experiences, students build positive relationships with peers and mentors, enhancing their personal and social growth.

KNOW

Academic success of Aboriginal students is not consistent across cohorts and contexts. 42.5% of Aboriginal students achieving a passing grade in Year 7-10 Arts subjects.

Grade Distribution
Year 12 Data shows high, high-end grades comparable and above DoE and Like Dance 60%, Drama 62.5% Media 47%, Visual Arts 27.3%.

Low correlation between school and raw exam mark in some ATAR courses.

DO

PLAN

Gifted and Talented Dance

- Advancement of the Physical Education and Visual Arts components of the course.
- Commercial dance focus.

Specialist Cheer Dance

- Performing at a range of school-based events and in state-wide competitions.
- Senior School Mentoring to support skill development.

Specialist Performing Arts: Drama

- Build partnerships with education and training organisations.
- Transition to LED lighting in theatre.

Music: (IMMS and classroom)

- Enhanced performance opportunities through concerts, assemblies, and community events.

TEACH

Engage

- Identify and integrate student strength and interests through stimuli in Lower School classes.
- Ensure student voice is heard in culturally responsive, safe and inclusive classrooms.

Instruct

- Differentiate teaching to support all achievement levels.
- Use varied practical and written examples.
- Check understanding through frequent questioning and terminology use.
- Provide proactive, constructive feedforward for continuous improvement.

ASSESS

- The impact of differentiated teaching will be evident in classrooms, with learning experiences tailored to individual student needs.
- Assessments delivered with alternate arrangements in line with student individual plans.
- Terminology banks developed.
- Aboriginal and Torres Strait Islander histories and perspectives are embedded in all lower school courses.
- Increased attendance and 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.
- Student's Externally Set Tasks will continue to be consistent with their school-based marks, indicating that the teacher's assessment is accurate and aligns with external moderation.

The Arts engages learners through a variety of exhibitions, performances, and external competitions. Students benefit from instruction by esteemed external artists while showcasing their work in specialised, contemporary venues suited to the context.

The Arts significantly contributes to community engagement and the promotional endeavours of the school.

Component grade analysis indicates high levels of lower end grades across contexts in the responding strand 7-10.

Data Snapshot: Year 7 Performing Arts (Drama/Dance)
37.5% of students received a D or E grade.

Over 900 tickets were sold to Arts events in 2024. Over 300 parents attended external Cheer competitions, free open nights for Gifted and Talented Dance, Specialist Performing Arts: Drama and Visual Arts.

Media and Photography

- Promote Design: Photography course for successful implementation 2026.
- Promotion of the Media Club.

Visual Arts

- Growth and promotion of the Art Club.
- Promoting student voice through the Year 12 Mural Project.

Community Engagement

- Annual Dance Showcase expansion includes Drama, Media, and local intake Primary Schools.
- Whole Arts Productions and free Parent Night events, inclusive of the ongoing alliance with the school's P&C.
- Enhanced representation of HSHS Visual and Media Arts students at Exhibitions and competitions.

Practise

- Promote and integrate metacognitive skills such as goal setting, self-assessment, and reflection.
- Use of targeted Behaviour Support Strategies: Increased instruction & supervision, positive reinforcements, academic support, pre-corrections identifying the function of behaviour.

Apply

- Instil a growth mindset by emphasising effort, perseverance, and resilience.
- Theory-to-Practice Links: Support students in applying theoretical knowledge to practical work.
- Revised Attitude, Behaviour and Effort Implementation: Explicitly teach and reinforce expectations through modelling and feedback.

- Analysis of student assessment data will show an overall improvement in the responding strand achievement across all contexts and cohorts.
- Classroom observations will demonstrate High Impact Teaching Strategies & students' engagement in metacognitive practices. Students will be able to identify areas where they need improvement.
- All resources are appropriate to function.

- Increased promotion and celebration of student successes, on schools' social media.
- Increased resulting in external competitions.
- Successful workshops, partnerships with local companies and guest artists.
- Performances will engage parents with their child's learning, supporting positive parent engagement.

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.

KNOW

- SEN planning for English Focus Groups identifying incremental improvements.
- Literacy Support has increased the amount, quality and volume of writing produced in Year 7 and 8 due to refined SEN planning, scaffolding, modelling, and repeat exposures.

- We know that moderation of coursework and assessment comparability is essential.
- Year 7-10 Reporting to Parents (RTP) Task analysis by teachers identified issues: a) Longitudinal MESH (Maths, English, Science, HASS) comparability, and assessment comparability (PAT, NAPLAN, exam), b) specific tasks and their timing. Result: adjustment of assessment weightings, Year 7-10, to reflect on balance judgement and teaching of strategies at the later stages of the course.

PLAN

Consistent processes for Programs and Assessment

- Ensure numerical rubrics are used and reviewed each semester, and that written comments are used to assess all tasks.
- Ensure that assessments are valid and equitable from class-to-class.
- Ensure that a range of assessment types are embedded within our programs, with the aim of both backward-mapping and future-projecting, that allow students to have the greatest chance of success.
- Focus upon the Principles of Assessment, reviewing the current assessment conditions against policy, and development of common assessment practices across the learning area.
- Ongoing review of Focus, Focus-Lite and Applied and Extension courses in terms of both reduced curriculum demands and enrichment of curriculum.
- Re-development of Curriculum Leader roles within learning area.

TEACH

- While autonomy can be maintained within classrooms, teacher approach and style, choice of texts where applicable, the approach to curriculum and assessment needs to be consistent in terms of timing and conditions.
- Students within Applied and Extension courses are being extended in terms of their learning and educational and extracurricular experiences. This will take place through backward mapping, employment of ATAR metalanguage and participation in WABIAD, Premier's Reading Challenge, Public Speaking competitions etc.
- Developing SEN plans and SEN Group Plans in Focus, and as needed within Focus-Lite, through scaffolding, modelling, reducing curriculum demands, and maintaining documented evidence of achievement.

ASSESS

Success will be assessed by:

- All assessments, assessment outlines and task-sheets demonstrate all the required Principles of Assessment.
- All assessments have been adequately reviewed in terms of data, student performance, validity and progressing a range of assessment styles.
- All students in Applied and Extension have participated in extracurricular activities.
- Students within Focus and Focus-Lite have made evidenced progress against the judging standards, and / or against the SEN goals.
- Students empowered by self-efficacy and autonomy in their English studies in regard to acting upon a range of feedback.

DO

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.

- Year 12 ATAR data – each year is a different demographic; however, the teachers need broader assistance with moderation and in particular ranking to prevent results dipping as per 2024.
- Year 11 General data shows that there is an increase in 'A' and a decrease in 'D' grades over the course of the year, while there is little shift on the other grades, indicating a lifting of intensity at the top end and an equal dropping away in effort at the other.

- Approximately 68% OLNA attainment at each sitting from Semester 2 Year 9 onward.
- 2024 NAPLAN data – Year 7: Mean – Developing for both Reading and Writing. This group will benefit from intensive focus upon Reading in particular.
- 2024 NAPLAN data – Year 9: Mean above Like Schools for Reading; Writing is substantially above National and Like School Means = 581.9 over 574 and 560 respectively. This indicates a strong cohort well-taught.

Data Analysis / Moderation

- PAT Testing to be conducted in Term 1 with all Year 7s.
- Internal Professional Learning has been scheduled prior to Term 2 Staff Development Day on accessing and analysing PAT data.
- Ongoing review of NAPLAN and OLNA data to help inform interventions, including the use of OLNA diagnostics, P-10 Analysis.
- Semester-based review of assessments, rubrics, means and standard deviations, including the use of RTP merge-function for cohorts to determine cut-offs.
- Moderation has occurred in Term 1 formally and informally, with a calendar to follow, allowing time for focusing upon ATAR predictions, rankings and assessment analyses, as well as EST-practice.

Year 7 Reading Program

- Review of structure of Reading Program to best meet classroom, student need for Year 7 cohort.
- Development of reading a logbook with a focus on comprehension and vocabulary for the Reading Program.
- Staff to be upskilled in how to utilise technology for measuring prosody, fluency, reading comprehension, inclusive of EA support where available.
- PAT Testing to be undertaken in Term 1 to assist in the evidential process of determining student reading progress.
- Parents to be informed via writing of the Reading Program's intentions.
- Internal Professional Learning undertaken on strategising "how to effectively teach reading".

- Based upon available data, with all staff being taught how to access a broad range of data, through PL delivered within English, interventions, as required, can be built into courses to improve student outcomes.
- Having adjusted – future-proofing present courses – assessments, rubrics, cut-offs, through data analysis, moderation and group discussions, teaching practice and delivery of curriculum will also be reviewed.
- Moderation and interventions will aid in the ongoing analysis of Focus and Focus-Lite groups in terms of student fluidity.

- Year 7 classes to be taught how to self-assess their reading fluency and comprehension through technology; maintaining a reading log.
- Reading Program embedded within Year 7 schedule, which will look like: individual choice of reading matter; half-lesson per week for focused reading; once per semester students to self-assess using TEAMS; once per semester students to be assessed by teacher or EA; as part of each reading session is a recorded word-count.
- Inclusive within Reading Program is the possibility for entering the Premier's Reading Challenge (compulsory for Year 7 Application).

Success will be assessed by:

- All staff being able to access and utilize a broad range of data to enable more focused judgements upon student progress.
- The moderation calendar being strictly adhered to, as a learning area, in small groups. Informing this process will be both the Principles of Assessment and the conditions for learning being commonly approached.
- Improved use of interventions for small groups and individuals, as required, as informed by a broad range of data. Improved student performance across the full range of English courses.

Success will be assessed by:

- Improved word-count between start of Term 2 and end of Term 4.
- Improved reading fluency, prosody and reading comprehension through TEAMS diagnostics and teacher or EA judgement and student record.
- Improvement in PAT data performance.
- Improvement in the grade distribution for Reading-based assessments undertaken as part of the English course.
- Student ability to read focused for sustained periods. Intention: improve sustained focus in learning areas beyond English.

HEALTH & PHYSICAL EDUCATION

BELIEVE

Health and Physical Education (HPE) teachers believe that community engagement and relationships are important for student success.

HPE teachers believe that the use of data to inform practice is important to improve student outcomes.

KNOW

Using data to improve practice will improve student outcomes

- Year 8-10 D grade distributions in Health are higher than like schools by 3-9%.
- Year 7 Health A grade distributions are higher than like schools by 17%.

HPE learning area provides successful pathways for Senior students' WACE attainment

- HPE General courses account for 42% of Year 11 and 49% of Year 12 students at HSHS.
- Certificate courses account for 13% of Year 11 and 19% of Year 12 students at HSHS in 2025.
- In Year 12 Cert III Sport & Rec HPE achieved 96.30% attainment in 2024 which is higher than HSHS attainment.

DO

PLAN

Curriculum & Assessment

- Year 7-10 Understanding Movement tasks and Interpersonal Skills rubrics align with new HPE scope and sequence.
- 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.
- Develop differentiation resources in HPE to develop consistent staff understanding.

TEACH

Staff

- Consistent use of Compass to deliver resources to students and parents.
- Review HPE Learning Area Feedback Plan to ensure consistency in communication to families.
- Staff will engage in professional learning for PBS, Compass, CMS.
- Professional learning on writing reliable and valid tasks mapped to Judging Standards.
- Professional learning on differentiation practices specific for HPE
- Develop informal mentorships between graduate and senior staff members.

ASSESS

Curriculum, programming and assessment – Lower School

- Grade distribution for all Health courses are at or above like schools and DoE.
- Year 7 Health A grades are within 5% of like schools.
- Year 8, 9 & 10 Health D grades are within 5% of like schools.
- HPE will have a digital bank of practical performances showing A-D grades as per Judging Standards.
- Review attendance of new excursions at the end of 2025.

HPE teachers believe that student wellbeing and engagement is important for student success.

HPE teachers believe the use of ICT and innovative practices will increase student outcomes.

Effective & consistent classroom practices will increase student engagement and outcomes

- Staff engagement in planned PL to upskill classroom practice will improve outcomes.
- Formal moderation processes for lower school Health is new in HPE (implemented 2023).

Engagement and relationships with the community will increase student engagement and outcomes

- Engagement with the local community can promote a positive relationship with key stakeholders which will result in increased student opportunities.
- HSHS students engage well when given an opportunity to learn in a meaningful and practical setting.

Engagement and community learning opportunities

- Provide new learning opportunities to students by attending the following excursions/events:
 - RAC BSTREET Smart.
 - Think Again Beach Volleyball cup.
 - Local primary school interschool sport carnivals, including coaching and officiating opportunities.
 - Offsite recreational activities as part of the Year 9 & 10 Recreation program.
 - Ensuring all staff obtain and maintain relevant qualifications for employment.

Athletics Academy

- Develop a data collection tool to assess Senior Athletics students' success and weaknesses in Senior School courses and use to improve content delivery in Lower School assessments.
- Implementation of Investigation Task for Year 9 & 10 students to align with assessment style of Senior School courses.
- Course outlines and assessment tasks developed to align with WA curriculum.
- Develop a Senior Athletics pathway incorporating the delivery of a Certificate III Sport and Recreation over 2 years.

Students

- Students to understand and decipher marking guides to respond to various assessment types.
- Teach students the HPE literacy chart and the SCSA glossary of terms in Year 11 & 12.
- Students know how to reflect and provide feedback on practical performances in Senior School pathways.
- Staff use worked examples and scaffolding to develop students' quality of responses in certificate courses to achieve competency.

Athletics

- Course outlines and assessment outlines reflect the SCSA scope and sequence for Athletics.
- Professional learning to increase staff knowledge of the 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.

Curriculum, programming and assessment – Senior School

- 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 2025.
- Review at the end of 2025 attendance of new excursions.

Athletics

- Course programs and assessment outlines are available to parents and students via Compass.
- 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.
- Review Senior Athletics grades and record outcomes for future analysis.

HUMANITIES & SOCIAL SCIENCES

BELIEVE

Every student at Hampton Senior High School has the potential to learn and be successful and should be given every opportunity.

Staff development boosts productivity and improves job satisfaction ultimately leading to better outcomes for teachers and students.

KNOW

All students are at different stages in their development of HaSS knowledge and skills as evident in individual achievement data. Differentiation is the key to ensuring all students reach their potential and attain the results that they are capable of.

Staff in HaSS are aspirational in becoming teacher leaders in a variety of areas, including within the HaSS department, at a schoolwide level and in the wider HaSS community.

DO

PLAN

Goal of having a higher percentage of students improving their individual outcomes each year resulting in more students increasing their percentage / passing HaSS.

Develop and support the capacity of staff to become leaders at Hampton SHS both within the HaSS department and at a schoolwide level.

TEACH

Differentiation

- Teachers effectively use Education Assistants (EAs) in class tasks and for differentiation ideas.
- Use of SLP key ideas for ASD students.
- Closely following IEPs to see improvement in learning support students.
- Liaise with staff in Boordakan Birdiya to improve aboriginal students' achievement.
- Adapt assessments where needed: verbal tasks, use of EA's and A9 in assessments.
- Achievable outcomes for SEN students with a differentiated program.
- Applied and Extension teachers to create new assessments with common questions for comparability.

Professional Learning

- Staff to engage in relevant PL to develop their skills.
- Staff to run PL within the HaSS learning area during meetings.
- Staff to run PL at a whole school level during staff meetings.
- Staff engaging in level 3 planning meetings and applying.
- Senior teachers undertaking roles within the school.
- Staff developing / leading courses within HaSS – Applied, Extension, Senior School programs.
- Curriculum Year group leaders – developing programs / assessments.

ASSESS

Data Analysis

Increase in individual achievement throughout years 7 – 10. In addition, an increase in passing grades with a decrease in D and E grades in HaSS.

Increased percentage of literacy support, IEP, aboriginal and SEN students passing HaSS and achieving their personal goals and outcomes.

Classroom observations show increased engagement and decreased behaviour issues.

School Leaders

Staff becoming visible as leaders within the HaSS team and the school:

- Targeted initiatives.
- Level 3 classroom teachers.
- Curriculum experts / course coordinators.
- Senior teachers.
- School committee members / leaders.

<p>Positive relationships between students, support staff and teachers are integral to student learning and success.</p>	<p>Students learn best with a variety of different teaching strategies from a HaSS specialist teacher.</p>	<p>A safe and positive classroom is an important tool for effective learning.</p>
<p>Year 7 – 10 HaSS: A and B grades are low in comparison to the high proportion of C grades. C grade percentages: Year 7 – 41%, Year 8 – 34%, Year 9 – 45%, Year 10 – 39%. Literacy issues are a factor of high D/E grades.</p>	<p>Students struggle with HaSS related skills, particularly source analysis and inquiry skills. Year 7 and 8 students particularly struggle with historical skills. Year 9 and 10 students particularly struggle with Civics and Economic skills.</p>	<p>Senior School classes are increasing in number in HaSS with the availability of different options. A swing away from ATAR towards general courses is noticeable. Consistent achievement is evident in both ATAR and general classes.</p>
<p>Further extend Applied and Extension students to increase A and B grades. Implement strategies to engage and improve C grade students.</p>	<p>Devise and implement strategies to improve students understanding of HaSS specific skills across all strands. E.g. research, posing questions, paragraph writing, source analysis, question interpretation.</p>	<p>Continued development of Year 10 students and senior school students HaSS skills with a focus on prolonged engagement.</p>
<p>Lower School (Years 7 -10) Implement additional activities to enrich our applied and extension groups.</p> <ul style="list-style-type: none"> • Excursions. • Incursions and guest speakers. • History and Geography competitions. • Differentiated assessments. <p>Implement a variety of HaSS activities to heighten general students' engagement and achievement.</p> <ul style="list-style-type: none"> • HaSS week. • Schoolwide activities. • Class competitions. • Interactive activities including ICT use. • Literacy and numeracy embedded in lessons. • Real life experiences e.g. mock trials. 	<p>Classroom Practices Practices to improve students learning of core HaSS skills and content to increase grades.</p> <ul style="list-style-type: none"> • Understanding of directional verbs. E.g. justify, explain, evaluate. • Structured reviews undertaken during the first 15 minutes of class. • Frequent repetition of source analysis and inquiry skills. • Guided practice. • Worked examples. • Question reading and interpretation. • Focus on basic skills in Years 7 and 8 in daily reviews, particularly source analysis. • Continued link to real world examples. 	<p>Senior School (Years 10, 11 and 12)</p> <ul style="list-style-type: none"> • Excursions in each upper school course to ensure engagement and link to real world HaSS skills application. • Excursions / competitions for Year 10 Extension class. • Additional opportunities for Year 10 general students such as the Sharemarket game. • Interactive class activities. • Consistent ICT use in classroom tasks and assessments. • Thorough reviews and subsequent adaptation and refinement of assessments. • Clear links to HaSS employment opportunities throughout courses.
<p>Data Analysis Increase in A grades in Applied and Extension classes coupled with an increase in students choosing an ATAR HaSS course in Year 11. Steady number of C grades or a slight decrease in C grades combined with an increase in B grades. High ABE's for all students demonstrating engagement and application in HaSS classes.</p>	<p>Analysis of Strands and Skills Year 7 and 8 students showing an improvement in History strand. Year 9 and 10 students showing an improvement in Civics and Economics strands. Maintenance of strong Geography grades in all years. Moderation is comparable between teachers.</p>	<p>Subject Selections Continued high numbers moving into general senior school HaSS courses with a variety running. Increase in students choosing ATAR Geography and Modern History. New general course in 2026 – HaSS in Action to attain adequate numbers to run a class. Students transitioning to employment in a HaSS area.</p>

LANGUAGES & CULTURE

BELIEVE

Students who have a talent and high motivation for learning Italian should be guided and supported in continuing their study of the language beyond Year 8.

Highly motivated teachers with strong curriculum knowledge, who build engaging programs and share expertise are essential for creating and maintaining a successful Languages program.

KNOW

There are significant numbers of students achieving at top end (A and B grades), showing there is scope for an academic pathway for students of Italian. In Year 7 in Semester 2 2024, 87 students achieved A or B grades in Italian, compared to 79 in English. In Year 8 in Semester 2 2024, 23% of students achieved A grade which is consistent with DoE schools.

On average, 60% of students in Year 7 consistently work to the best of their ability and are enthusiastic about learning, but the proportion drops to an average of 35% in Year 8.

DO

PLAN

Increase retention in Year 9 for 2026 and provide a Year 10 pathway for current Year 9 students.

Teachers of Italian regularly meet to discuss, share and plan for a variety of enrichment opportunities to create and maintain an engaging and inclusive Year 7-9 Italian program. For the 3 teachers of Italian new to the profession, self-reflection, mentorship and professional development will be a focus.

TEACH

Early intervention to extend high achieving students at all year levels. Regular communication with parents about their child's performance. Clear information given to parents and reliable guidance offered to students at course selection. Regular celebration of student achievement at top-end.

Review of the Year 7 and 8 programs to include more opportunities for engagement and learning or Italian culture. Plan for making effective use of the Language Assistant. A calendar is developed for extension and enrichment opportunities at each year level (including collaborations with MSN).

ASSESS

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.

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.

A school's languages program is enhanced when teachers and schools in the network have strong communicative and collaborative relationships.

Diverse languages and cultures, particularly Italian, should be valued and celebrated, with students having opportunities to develop and share their linguistic and intercultural skills in the school and wider community.

Many students enter Hampton SHS enthusiastic about language learning, and with diverse language learning experiences in primary school.

While a minority of students enter Hampton with knowledge and experiences of Italian language and culture, many students come to Hampton with other linguistic and cultural backgrounds and language education.

Hampton SHS to lead the Morley Schools Network (MSN) Languages group, with its teachers regularly sharing expertise with other teachers in the MSN. Create and maintain communicative and collaborative relationships with all Network and local schools.

To instil and maintain a greater value for language-learning at Hampton SHS, with various opportunities for students to use and share their Italian skills and other language skills in the school and in the wider community.

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.

Continue celebration of Languages Week and participation in Education Perfect Language Championships, establish an Italian Club, provide incursions/excursion opportunities for Year 9 class.

Students (and parents) have an increased and ongoing readiness and appreciation for studying Italian 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.

Extra-curricular programs and events are 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.

MATHEMATICS

BELIEVE

The Mathematics Learning Area at Hampton SHS 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.

Working collegially to provide explicit, structured lesson plans, differentiating to include all learning styles and abilities will fast track positive student outcomes.

KNOW

We need to work to engage students in numeracy and mathematics, to reduce current D and E grades.

We need to develop and implement meaningful intervention strategies across all year groups.

Progressive Achievement Testing (PAT) needs to be valued by students and teachers to ensure data reliability and validity.

There is little alignment between grades and NAPLAN results.

DO

PLAN

Positive relationships

- Shared responsibility for the creation and ongoing communication and development of positive relationships.
- Effective use of Classroom Management Strategies (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 Valued Colleague (VC) system to recognise and acknowledge colleagues by providing specific improvement targets.

Culturally responsive classrooms

- Work towards strengthening student outcomes recognising diversity in Aboriginal students, English as a Second Language (ESL) students and students requiring learning adjustments.
- Identify and provide support systems for ESL students.
- Plan, collaborate and investigate the most effective strategies to achieve this.

TEACH

Build positive relationships through modelling, teaching, and rewarding expected behaviours using the PBS system.

- CMS PL
- PBS PL

- Use the Lower School Focus programs to individualise teaching strategies.
- Implement rich in-task learning opportunities.
- Use the Task master lessons to provide participant-based learning opportunities.

ASSESS

Numeracy intervention 7-12

- 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.

Together we will work towards the implementation of effective ICT learning environments to support a differentiated learning environment.

Assessment is an integral part of teaching. It should be fair, educative, and designed to meet specific purposes:

- To provide timely and effective feedback.
- Lead to informative reporting.
- Lead to school-wide evaluation process.

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.

Timely and effective feedback plays a vital role in the development of student understanding.

Provision of Formative Feedback: ensures the receiver is on the right track.

Numeracy intervention 7-12

Use data to ensure all Hampton SHS students are achieving. Plan and adapt Maths intervention strategies/program to the individual needs of students. Plan for effective use of all resources available, these include:

- Education Assistant.
- SEN planning and implementation of individual learning.
- 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.

ICT

- Use PAT as a diagnostic and formative data tool.
- 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.

Assessment

- Staff to follow agreed upon assessment and feedback processes.
- Review all assessment against Judging Standards.
- Collegiate feedback prior to assessment. All course coordinators to assign a collegial partner to ensure proof reading processes.
- Post collegiate moderation after assessment.
- Working towards planning an increase in diagnostic and formative feedback processes and opportunities to positively affect student summative assessment.

- Use of calculators for investigations.
- Developing the ability and resources around Cambridge and OneNote.
- Consistency in the development of programs and resources on OneNote.

- Use feedback processes and resources to prepare students for success in assessment.
- Teachers apply consistent application of assessment policies and guidelines.
- Implement Learning Area feedback plan.

ICT

- Individual lesson by lesson OneNote packages will have been created for all learning programs.
- All teachers have had the chance to engage with EP 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.

Positive relationships

- Review positive versus negative Compass entries.
- Review use of VC system and collegial support.
- PBS classroom observations.
- Completion of CMS PL, in-class coaching through classroom observations.

SCIENCE

BELIEVE

Assessing and analysing student data informs targeted curriculum and goal setting for teachers and students.

The quality of teaching is the single biggest effector that drives academic success at school.

KNOW

PAT, Student Achievement Information Systems (SAIS), and NAPLAN informs teachers:

- 2024 Science Inquiry (SIS) scores are lower than like schools across Years 7-10.
- 2024 Year 7-9 PAT roughly equivalent to Australian average.
- All ATAR courses need improved exam and School mark correlation.

- Expertise in classroom observations within the LA.
- Classroom observation is normalised in Science.
- Teachers in Science LA will benefit from further experience and professional development.

DO

PLAN

LA Engagement with Data

- Review 2024 PAT data and effect size.
- Implement PAT For start of year 8-9.
- LA view WACE data.
- Year 12 ATAR teachers view maximised feedback to identify 2024 exam weaknesses.
- SAIS Learning Area Reports.
- Student migration to and from Science courses in Senior School.

Developing Staff Capacity

- Classroom observations by HoLA and CATs, focus determined by Performance Development.
- Science staff attendance to CMS IS PL.
- Science staff attendance to in school IS PL.
- LA time allocated to share effective strategies.
- Staff plan to observe effective teachers in school.
- Staff seek LEAP PL on Senior School courses.

TEACH

- Senior School teachers target areas of weakness identified from above.
- Lower School Curriculum Leaders target assessment improvement, providing more scaffolding and 'C' grade opportunities for Years 7-10.
- LA meeting PL in accessing student data online.

- Two observations per year for each teacher, according to negotiated target areas.
- Positive behaviour explicitly taught and rewarded.
- Professional sharing in LA meetings - IS and other teaching strategies.
- Professional sharing of SIS teaching within LA meetings.

ASSESS

- Improved SIS scores for Year 7-9.
- Continued >0.65 effect score for Years 7-9.
- ATAR results at or above like schools with >0 course differentials.
- Improved correlation between course mark and WACE exam mark for all ATAR courses.
- >90% pass rate for regularly attending students in General courses.

- Classroom observations and feedback provided by CATs and HOLA.
- PL Record.
- LA meeting Agenda's show time for professional sharing.
- Use and discussion of IS in LA reflected in meeting minutes.
- Feedback survey of professional growth in 2025.

Operational planning is essential to provide focus and clarity for students and teachers.

Students from all abilities and backgrounds deserve to have high quality programs, resources and assessments.

- Science events (excursions and activities) are currently fluid and not on school calendar.
- Compass expectations, RTP and feedback deadlines need to be met.
- Moderation and professional sharing are important for teacher growth.
- Extra activities and programs enrich student learning.

- Year 7-10 results show high 'D' attainment in Science.
- Learning Area Reports indicate that assessment is not providing enough 'C' and 'A' opportunities.
- New targeted approach to teaching Science Inquiry skills in 2025.
- Modified Science syllabus from SCSA (7-10) in 2026.

Operational Organisation

- LA agree and document the role of Curriculum leaders.
- HOLA to provide accountability around reporting deadlines SEN planning and Compass.
- Plan LA time for Lower School Moderation and resource sharing.
- Register for year 7 and 8 Applied Science Program competitions.
- Plan Psychology/Human Biology zoo excursions, Fogarty Foundation excursion for Year 10, Science Week activities.
- HOLA provides expectations around COMPASS and RTP minimum requirements.

Program and Assessment Improvement

- Scaffold and narrow focus of year 7-10 SI Tasks.
- Providing more 'C' opportunities in assessments and "trimming" lengthy SI assessments.
- Change programs for 2026 to reflect changes in syllabus.
- ASP program improvement.

- Excursions organised for 2025.
- Complete suite of programs and resources on OneDrive.
- HOLA provides feedback for staff on Compass and RTP minimum requirements.
- Individual goals for 7-10 programs, resources and assessments achieved and placed on OneDrive.

- New Curriculum leaders (8-10) for "fresh eyes" on programs.
- Year 7 SIS fully resourced with EDI PowerPoints and reminders.
- Monitoring implementation of prescribed experiments to isolate SIS skills in year 7.
- Assessments reviewed regularly and 'C' opportunities increased by Curriculum Leaders.

- Competition success from ASP classes.
- Clear processes documented for RTP and Compass.
- Clear role outlined and agreed upon for Curriculum Leaders.
- Excursions conducted and on 2026 calendar.
- Compass and RTP minimum requirements met.
- LA minutes reflect moderation and resource sharing.
- OneDrive complete for 2026.

- Refinement of Year 10 Extension assessment outline.
- Fully stocked assessment folder on Shared Drive for all year groups.
- Year 7 shared drive and Compass resource bank complete for all classes.

TECHNOLOGIES

BELIEVE

Promoting collaboration will build cohesion across Technologies contexts.

Students and families value relevant industry-linked pathways, whether in specialist, tertiary-academic pathways, or industry-focused trades.

KNOW

Strategic Leadership - One Learning Area

There is a wide variation in course documentation within the learning area and within contexts.

Effective classroom practice

General pathway EST data and SAIS task mark reports triangulated with SCSA curriculum indicate a need for better understanding data and strategies to improve alignment between courses, assessments and marking in Senior School courses.

DO

PLAN

Course review

- Course documentation review – consistency within contexts, including pathway planning for current and future needs. Refer to SCSA curriculum changes for implementation in 2026.
- Teachers familiarise themselves with Technologies curriculum changes for 2026 implementation and modify courses as necessary for Years 7 and 8.
- Upgrade facilities to accommodate course improvements.

Use of data

- Improve staff understanding of RTP, SAIS reports and EST data through PL.
- Teachers work collaboratively to review achievement data vs assessment types/markings keys.
- Develop strategies to teach numeracy and literacy for trades (on going).
- Improve understanding of SCSA standards (Grades and Judging Standards) – for Senior Courses and Curriculum changes for K-10.

TEACH

Course review

- Review and update course pathways, including Engineering, in line with SCSA Syllabus and Judging Standards.
- Plan and promote new courses and pathways.
- Identify common elements of course outlines and assessments presentation in lower school.
- Reserve budget reflects facilities and equipment needs.

Use of data

- Learning area meetings and DoE/SCSA PL for PL regarding EST and SAIS/RTP data.
- Teacher's review of historical data and assessments.
- Teachers use EST standard exemplars (where available) and practice opportunities for students through tasks and focused activities.

ASSESS

Course review

- Reminder email sent to teachers to ensure deadlines are met.
- Updated Course Selection booklets reflect cohesion between contexts and reflect student voice and student needs.
- Programs updated to reflect SCSA Syllabus and Judging Standards for implementation in 2026.
- Obtain approval for a new course which develops skills in CAD and CAM.

Use of data

- Survey teachers on improved understanding of EST, SAIS and RTP data (particular focus on Senior School).
- Evidence of changes made to assessments and preparation for EST and other General courses to align, address issues (where present) to grade descriptors.

All three contexts add value to students' holistic learning through development of soft skills: collaboration in teamwork, project management and accountability, presentation and communication.

Quality courses with high expectations, using High Impact Teaching Strategies build on success and improve in areas of need.

Supporting Professional Practice

Increase in number of Technologies classes in lower and senior school between 2024 and 2025 due to selection and school growth.

Teachers delivering courses for the first time in lower and senior school.

Community engagement

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.

Teacher development and support

- New teachers participate in the Graduate program.
- Upskill staff in knowledge of industry skills and requirements for courses and VET delivery.
- Train staff in the use of equipment.

Community Engagement

- Implement community-based learning activities for VET courses.
- Widen range of community connections (internal and external).
- Provide project-based learning opportunities in competitions to improve engagement and achievement.
- Survey students' intentions for post-school pathways.

Teacher development and support

- Professional learning and sharing of practice opportunities in all contexts.
- Staff representation on internal and external committees to extend relationships.
- Leading Digital Technologies at Morley school Network.
- Use explicit trades literacy and numeracy strategies.
- Classroom observation and feedback cycles.

Community engagement

- Provide students with learning extension in excursions, competitions and STEM club and link this to SCSA standards in assessments.
- Ongoing collaboration with industry/community (external) and across curriculum (internal).
- Provide opportunities for participation in team-based competitions.

Teacher development and support

- Graduate Club and professional learning attendance.
- Sharing of information with relevant staff through informal/formal means.
- Staff trained to teach Metals courses for 2026.
- Ongoing representation on various committees.
- MSN meetings advertised to meet local area needs.
- Numeracy and literacy strategies embedded in courses.
- Classroom observation and feedback cycles completed.

Community engagement

- Excursions, community-based projects, competitions and STEM club offered to students.
- Collaboration through industry links and cross curricular relationships embedded in courses/tasks provide authentic learning experiences.
- Students prepare and compete in competitions.
- Students present work to others in the community.

POSITIVE BEHAVIOR SUPPORT

BELIEVE

We believe behaviours that are positively reinforced and acknowledged are more likely to be repeated, will increase motivation and engagement in learning, and reinforce desirable community behaviours.

KNOW

We know that we want to achieve 5:1 House Points/Chronicle Positive to Chronicle Negative ratio. For 2024 we achieved 3.29:1

We know that our classroom observation data showed that Hampton staff are using:

Positives to correctives = 2.34:1

Specific to non-specific positives = 1:1.27

Specific to non-specific correctives = 2.25:1

We know that we need to increase our number of and specificity of feedback.

We know that in 2024:

- 62% of students achieved the tier 2 acknowledgment.
- 40% of students achieved the tier 3 acknowledgment.
- 7% of students achieved the tier 4 acknowledgment.

DO

PLAN

Behaviours

Embed Values into ABEs to measure student behaviour in class.

Develop ABE Rubric for behaviours to support staff.

Development of ABE rubric for staff, parent, and student understanding of behaviour assessment.

Develop consistency in use of common PBS language with staff and students.

Consistent presentation of PBS direction at GSMs, Staff Development Days & SLT.

Frequent analysis of behaviour trends to inform decision making.

Promotion, Resourcing & Infrastructure

Build upon visuals / promotion / marketing in class and external.

Promotion of PBS on HSHS website.

Networking with local schools and organisations to enhance PBS practice.

Review PBS budget and resource allocation.

Beautification and refurbishment of CORRE Store.

Embedding CORRE into school documentation, plans and processes.

TEACH

Staff

Understanding of verbal acknowledgement processes.

Lessons delivery structure.

Appropriate use of awarding points.

Use of ABE to measure CORRE.

ASSESS

Behaviour

- Attitude and behaviour data.
- Analyse ABE data each semester.
- Comparative data comparing 2024 and 2025.

Promotion, Resourcing & Infrastructure

- Number of classrooms displaying matrix.
- HSHS PBS website.
- Budget allocation.
- Network meetings and engagements.
- SET Data.

We believe acknowledging positive behaviour can strengthen relationships between students and teachers.

We believe acknowledging positive behaviour provides further opportunities to collaborate with local businesses, organisations, and community leaders, providing a positive community image.

Of 20 Tier 3 students in each cohort, they achieved the following positive acknowledgements:

- 95% achieved tier 1 acknowledgement
- 74% achieved tier 2 acknowledgement
- 37% achieved tier 3 acknowledgement
- 0% achieved tier 4 acknowledgement

We know that in 2024, 121 staff members (including relief and non-teaching staff members awarded at least 1 House Point.

We know that last year, the most acknowledged behaviours were:

- Complete set task to the best of our ability (14345)
- Arrived to class on time (9474)
- Followed staff instructions (7412)
- Actively listened and participated in school activities (6882)

2024 SET data reflected positively:

- 100% - Reward System
- 100% - Decision Making
- 100% - Management
- 100% - District Support

Data indicated areas of improvement:

- 50% - Expectations defined
- 30% - Expectations taught
- 62.5% Violations system
- 77.5% Implementation average

PBS Team

Establish smaller team groups for increased productivity of actions (marketing/data/resourcing/SLT).

Redefine and promote clear team roles and responsibilities.

Establish meeting structure for consistent attendance.

Existing PBS team members complete Phase 3 PL.

New PBS members complete intermediate PL (Phase 2).

Future planning Tier 1 & 2 behaviour management PL for staff to become part of PBS TI.

Acknowledgements & Observation

Increase +/- ratio to at least 5:1 using specific language.

Expand upon acknowledgement systems and events through more targeted rewards and events.

Utilise PBS Team members to conduct classroom observations.

Professional learning with staff of how to acknowledge behaviour.

Lessons

Development of a schedule and consistent lesson delivery based on data to share with staff.

Development of quality lesson resources for all matrix behaviours using the Tell, Show, Practice, Reinforce model.

Introduction of Lesson Coordinator to Targeted Initiative plan. Planning needs-based lessons for gaps in resourcing.

Introduce feedback structure for lesson delivery for both staff and students.

Students

Behaviours identified within the matrix. Processes for CORRE store and events. Use of ABE in reporting..

Parents

Understanding of CORRE expectations of students. ABE definitions for reporting.

PBS Team

- PL audit & completion of team members.
- Meeting attendance and structure.
- Clearly defined roles and responsibilities.

Acknowledgements & Observation

- House Point Allocation.
- Attendance at CORRE events.
- Observational data (positive to corrective & specific vs non-specific).
- Staff allocation of House Points.
- Analysis of tier achievement.
- SET Data.

Lessons

- Feedback from staff and students.
- Completion of lesson resourcing.

STUDENT SERVICES

BELIEVE

Attendance, behaviour, and wellbeing are key contributors to academic achievement. By implementing effective strategies, we can positively influence student outcomes.

Student Services believes that positive student behaviour is essential for effective teaching and learning. When clear expectations, consistent processes and supportive relationships are in place, classrooms become safe, focused environments where both students and staff can thrive.

Student Services believes that every member of our school community deserves respectful and inclusive communication. By fostering a culture of mutual understanding and support, and maintaining consistent, meaningful communication with families, we strengthen student engagement, wellbeing and achievement.

KNOW

Attendance

Attendance is a key driver of achievement and is shaped by a range of factors. Hampton SHS has grown from 795 students in 2019 to 1107 in 2025, with a diverse cohort that includes 139 LBOTE students. In 2024, overall attendance was 84.2%, with only 50.7% of students attending regularly. Aboriginal attendance fell to 59.1%—the lowest in recent years—with 44.4% of Aboriginal students and 10% of the total student population in the severe at-risk category. (SAR)

Behaviour

Hampton SHS is committed to strengthening Student Services by embedding consistent processes into daily practice, ensuring staff feel supported through clear, efficient and cohesive approaches to student engagement and behaviour; this commitment is reflected in the school's ongoing investment in targeted initiatives, including the use of Functional Behaviour Assessment (FBA) to better understand behaviour and support meaningful student engagement. (2025 Staff Survey)

Pathways & Achievement

Student Services knows that students succeed through different pathways, and we are committed to supporting each individual through tailored guidance and targeted programs. In 2024, 84% of VET students completed a Certificate I-IV, and Hampton SHS achieved a WACE attainment of 93%, outperforming Like Schools and WA Public Schools—highlighting the impact of our multi-pathway approach. (SAIS)

DO

PLAN

Policies & Processes

- Develop a 3-Year Strategic Map to establish clear direction and long-term goals that drive school improvement and enhance student outcomes.
- Review and refine the whole-school, multi-tiered approach to classroom behaviour management to enhance its effectiveness and consistency.
- Implementation of a new strategic attendance process to ensure consistency, improve effectiveness, and strengthen shared responsibility across staff.
- Consistently monitor and review Compass Chronicle templates to provide staff with clear guidance, ensuring consistent and accurate documentation.
- Strengthen the use of Compass by providing targeted professional learning to streamline processes, enhance consistency, and reduce staff workload.

TEACH

Students

- Confidently use Compass to support their learning, wellbeing, and school engagement.
- Engage with and apply PBS lessons through daily interactions and reflection.
- Understand and take responsibility for their role within school processes and policies.

Teachers & Leaders

- Use Compass Chronicle purposefully to support positive behaviour and student engagement.
- Model and embed consistent practices aligned with school processes and policies.
- Continue professional learning in evidence-based behaviour strategies and restorative practices, with a focus on application and impact.

ASSESS

Attendance

- Conduct a termly data review cycle to identify attendance patterns, trends, and at-risk cohorts (via Compass and SAR).
- Track and monitor individual student attendance fortnightly to inform targeted interventions.
- Evaluate progress towards increasing regular attendance (90%+), with a specific focus on Indigenous students.
- Use comparative year-on-year data to measure long-term attendance improvement.

Behaviour

- Analyse Compass Chronicle and suspension data each term to identify key behaviour categories and system gaps.
- Use Pulse survey data and behaviour tracking to monitor shifts in student wellbeing and engagement.
- Review implementation and impact of complex behaviour support plans through case management and staff feedback.

Student Services believes that data should drive strategic direction, enabling us to make informed decisions, identify trends, and implement targeted actions that improve student outcomes and ensure support is delivered where it's needed most.

Every student deserves a pathway that leads to meaningful opportunities for success in all aspects of life. We are committed to guiding and supporting them in discovering and pursuing these pathways.

Student Services plays a vital role in supporting the whole child by addressing their pastoral care and wellbeing needs, in collaboration with staff across the school.

Community Engagement

Student Services knows that strong community engagement has a positive impact on student attendance, behaviour and academic achievement. When schools actively partner with families and the wider community, students are more likely to feel connected and supported. (SAR)

Mental Wellbeing

Student Services recognises that data is vital for tracking student engagement, attendance, and mental health concerns. Through the use of Multi-Tiered System of Supports (MTSS), we can implement specific and targeted early intervention strategies that provide the right level of support at the right time for students at risk. (Student Services Planning Day)

Student Councillor / Voice

Student Services knows that when student voice is actively heard, valued, and embedded in decision-making, it strengthens engagement, fosters a sense of belonging, and empowers students to take ownership of their learning and wellbeing.

Roles & Responsibilities

- Clarify and establish defined roles and responsibilities for all Student Services staff to enhance transparency, accountability, and efficiency.
- Strengthen the impact of Targeted Initiative Programs through data-informed practice, including upskilling staff in FBA, and increasing collaboration between Year Coordinators and teaching staff.
- Improve the effectiveness of targeted referrals to internal and external support agencies.
- Provide staff with training in Compass, SARS, and RTP to enhance their ability to analyse student data effectively.
- Use attendance data to inform early intervention plans aimed at increasing student attendance, while establishing clear and transparent roles in attendance monitoring.

Community & Engagement

- Strengthen and enhance relationships with external agencies and support networks such as Yorgum, Youth Focus and Ed Connect to improve student learning and wellbeing.
- Strengthen relationships with agencies that provide alternative pathways, including the Participation Coordinator, Engagement and Transition, Cyril Jackson Senior Campus and CARE schools such as Indie School and Youth Futures, to support student re-engagement and long-term success.
- Develop an operational plan for external educational programs that target the specific needs of student cohorts, incorporating guest speakers, expos, community service and partnerships with relevant agencies.
- Collaborating with the Aboriginal Education Coordinator to develop culturally responsive approaches to increase student attendance.

Student Services Staff

- Leverage Compass Chronicle and Pulse data to inform proactive and responsive student support.
- Lead consistency in implementing school processes and policies across teams.
- Champion and build staff capability in Trauma-Informed Practice through coaching and collaboration.

Parents/Families

- Actively use Compass to support attendance, communication, and student progress.
- Understand the support roles within Student Services and how they relate to their child's needs.
- Are informed about school processes, policies, and the steps involved.
- Know how to access relevant agencies and resources to support their child's wellbeing.

WACE Attainment

- Track Year 11 and 12 engagement, attendance, and achievement data to identify and address barriers to WACE completion.
- Monitor student retention rates between Year 11 and 12, with follow-up on pathways for early school leavers.
- Use OLNA, SCSA reports, and internal tracking tools to identify students requiring early academic intervention.

Feedback & Voice

- Conduct annual staff survey to evaluate confidence, clarity, and consistency in applying school processes.
- Use student surveys (Pulse, internal surveys) to assess understanding of policies and sense of belonging.
- Gather targeted feedback from families involved in intervention processes to improve communication and support strategies.

SPECIALISED LEARNING PROGRAM – AUTI

KNOW	<p>Every student is unique with individual strengths, challenges, and learning style.</p>	<p>Support is significantly enhanced when teachers actively collaborate with support staff.</p>	<p>Students have the right to a relevant and meaningful curriculum, with tailored adjustments to the environment, curriculum, and assessment to meet their diverse needs and ensure equitable access to learning opportunities.</p>											
	<p>Growing Complexity of Student Needs Diagnosed student numbers have risen from 91 in 2023 to 171 in 2025, with 33% diagnosed with ASD and 12% with an imputed diagnosis. Diverse needs require varied interventions across academic and social domains.</p>	<p>Growing and Evolving Workforce Staffing has increased from 2024 to 2025, boosting support capacity:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>Teachers</th> <th>SSOs</th> <th>EAs</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>2.8</td> <td>0.6</td> <td>15.2</td> </tr> <tr> <td>2025</td> <td>3.6</td> <td>2.0</td> <td>17.4</td> </tr> </tbody> </table> <p>New staff include four with no school experience, one transitioning from primary, and one without special needs or autism training—all requiring targeted professional development.</p>	Year	Teachers	SSOs	EAs	2024	2.8	0.6	15.2	2025	3.6	2.0	17.4
Year	Teachers	SSOs	EAs											
2024	2.8	0.6	15.2											
2025	3.6	2.0	17.4											
DO	PLAN	<p>Staff Expertise Strengthen staff expertise through SSEND training, case management reviews and structured professional learning. Expand the case management model to include Tier 2 and Tier 3 learning support students, ensuring a structured and proactive approach to their academic and social development. This model will provide comprehensive, wraparound support, integrating individualised planning, regular progress monitoring.</p>	<p>Consistency of Data Refine the behaviour database marking rubric to accurately reflect student need and identify areas for interventions. Establish a consistent data entry process across Student Services, Learning Support, SLP and mainstream staff to allow for progress monitoring.</p>											
	TEACH	<ul style="list-style-type: none"> Assess the training needs of our staff to pinpoint areas for development and improvement. Create a comprehensive training plan aligned to needs of the students and incorporate case management strategies. Enrol new teaching staff in SSEND training modules with a focus on supports for Autistic students. Implement case management reviews to discuss student progress, refine strategies for support and training. Whole staff planning to deliver Autism PL embedded in induction process for new staff. 	<ul style="list-style-type: none"> Creation, Implementation and Review of a marking rubric developed with staff to create consistency with judgements. Establish regular meeting times to review case management processes with Student Services Team. Monitoring student progress and data collection via case management structure. Regular formal reviews of data and interventions through case management structure. 											
	ASSESS	<p>Monitor and evaluate effectiveness of targeted training through staff, parent and student feedback surveys, improvement in student outcomes.</p>	<p>Increased consistency in data and trends of student behaviour in line with COMPASS entries. Improved student outcomes and attainment reflected in ABLEWA assessments.</p>											

SM & LEARNING SUPPORT

Effective collaboration among teachers, support staff, and families is essential in supporting the development and implementation of IEPs, ensuring student's individual needs are met.

Early identification of students at risk of not achieving WACE is crucial for providing timely and targeted interventions that support their academic success and future pathways.

Interventions should be based on research and evidence of effectiveness.

Documented Planning (IEP)

Currently, 103 students have SEN plans, with 51 focusing on targeted goals in the Personal and Social Capabilities domain and 78 working towards individualised subject-specific goals. 171 students have student profiles in place to highlight student learning needs

NAPLAN/OLNA Early Identification

Students with disabilities face a higher risk of not meeting OLNA/NAPLAN benchmarks due to learning barriers. Of the 166 students in Years 7–9 needing additional NAPLAN support, 33% have a diagnosed disability. Among 89 students in Years 10–12 with low OLNA results, 17% have a diagnosed disability.

Interventions Across Academic and Social Domain

In 2024, 80 students participated in nine literacy and numeracy intervention programs, receiving 142 individual interventions. Among them, 26 had a formal diagnosis and 11 had an imputed diagnosis. In 2025, the number of intervention programs increased to 16, supporting 126 students with 280 individual interventions. Of these, 45 had a formal diagnosis and 21 had an imputed diagnosis.

SEN planning/reporting

Establish clear processes and procedures for SEN planning/reporting, effectively communicated to all staff and led by the Senior Leadership Team within learning areas.

Case Management

Establish a coordinated, data-informed, and outcomes-driven case management framework to support Tier 2 and Tier 3 students across academic, behavioural, and social-emotional domains. Case managers will lead the development, implementation, and review of individualised plans, collaborating with teaching staff and families to ensure targeted adjustments and consistent progress monitoring. Entry and exit into intervention programs will be based on clear criteria aligned with assessment data, teacher observations, and achievement evidence, enabling timely, measurable support.

- Implement/refine SEN Planning/Reporting Handbook.
- Creation of Excel database to track student planning needs.
- Formal timelines and guides communicated to HOLAs through SLT.
- Scheduled professional learning time to support staff needs.
- Communication guidelines around student progress.
- Facilitate creation of differentiation toolkit for teachers.

- Create Teacher/SSO Handbook to guide case management.
- Implement scheduled case management reviews to monitor student progress and refine support strategies.
- Provide targeted professional learning aligned to Tier 2 and Tier 3 student needs.
- Embed case management and SEN planning into induction processes for all new staff.
- Allocate professional learning time for staff to update student plans, review data, and collaborate with case managers.
- Develop and distribute planning guides, differentiation toolkits, and SEN reporting protocols to support classroom implementation.

Feedback from teaching staff, tracking data on number of staff accessing teacher handbook, classroom observations.

Tracking SEN progress and achievement.

Regularly review student data (achievement, attendance, engagement, wellbeing) to assess case management effectiveness. Use feedback to refine interventions and adjust supports based on impact, involving parents and stakeholders for long-term alignment.

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.

KNOW

In 2024 82% of students in Senior School valued VET pathways as options to achieve WACE and increase future learning and employment opportunities. 55 students in Senior School applied for the Workplace Industry Pathway Training (WIPT) program.

In 2024 92% of Year 12 VET students successfully completed 1 or more VET qualifications in a wide range of industries. 91% of Year 12s achieved a Certificate III or higher. Very few Year 12s are completing ADWPL (Authority Developed Workplace Learning).

DO	PLAN	<p>Opportunity</p> <ul style="list-style-type: none"> Ensure that staff are knowledgeable and can communicate available opportunities and options for our students to participate in VET courses, School-based traineeships, Aboriginal school-based traineeships and Endorsed programs. Provide knowledge-based course selection information to the school community. Explore opportunities for trainers and interested staff to access professional learning opportunities relevant to VET. 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. Review Year 10 work experience program for possible ADWPL accreditation. Promote student nominations for VET SCSA Awards for recognition of student achievement in VET/WPL. 	
	TEACH	<p>Engage</p> <ul style="list-style-type: none"> Engage students by providing a positive learning environment, well-resourced and compliant with training package requirements and current industry and legislative conditions. Develop Training and Assessment strategy, selecting the best delivery methodology, including classroom-based, workplace-based, blended and online delivery. Develop a positive rapport with students, provide learning assistance that caters for individual needs. 	<p>Instruction</p> <ul style="list-style-type: none"> Clearly communicate learning intentions and requirements of each 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. Encourage questioning throughout practical assessment.
	ASSESS	<p>Student Assessment</p> <ul style="list-style-type: none"> Staff are compliant with the principles of assessment ensuring that assessments are valid, reliable, flexible and fair. Students are assessed in a compliant environment. Student data and progress are recorded on RTP. Students are informed of progress in a timely manner with feedback. Student assessment is moderated through RTO to ensure standards are validated. Students are provided with clear and explicit assessment outlines 	<p>Monitoring</p> <ul style="list-style-type: none"> Maintain ongoing data review and monitoring of VET programs. Monitor student achievement data for completion rates. Examine links between student attendance rates and completion rates. Interrogate destination data to determine if students are using VET qualifications to pursue further training/tertiary education/full time employment.

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

We believe VET courses and Workplace Learning (WPL) 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 world of work or future study.

In 2024 29% of students left school to TAFE, further training employment and traineeships. 34% of students entered university using VET and other means to access alternative entry pathways.

Viability

- Ensure that School VET courses are viable and cater for student choices and Industry needs.
- Review course selections to ensure that VET courses offered remain relevant and cater for student aspirations.
- Promote VET learning opportunities in early Year 10 prior to course selections.
- Timetabling School and Profile courses to allow for student flexibility for training.
- Resourcing – Provide well-resourced VET programs to deliver in compliance with requirements of Australian Skills Quality Authority (ASQA).
- Staff to maintain currency through professional learning.
- Explore alternative VET delivery modes to increase completion rates.
- Introduce 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.
- Encourage teaching staff to upskill qualifications to deliver and assess VET courses.
- VET team to access professional learning to maintain currency and build a shared understanding of policies and processes.
- Exploration of industry areas with skills shortages for possible future offerings.
- Review VET/WPL plans and processes to align with current SCSA/DoE policies.

Quality Training

- Staff to maintain currency and PL to ensure that training meets current industry trends and reflects current industry practice.
- Ensure that students are completing courses that would make them employable to current Industry standards.

Practice

- Provide students with multiple opportunities to practise skills and apply knowledge.
- Provide regular feedback to students during learning and assessment.
- Provide several opportunities for students to self-reflect on their learning.
- Monitor student progress in VET courses through academic and attendance tracking to allow timely intervention if issues arise.

Apply

- Where applicable, provide students with opportunities through WPL to demonstrate competency to industry standards.
- Continue to offer Work Experience in Year 10 so that students are exposed to real life experience in various work settings and industry practices.
- Plan and implement timeline adjustments to allow for work experience count towards WACE.

Audit

- Ongoing checks for staff compliance/currency/vocational competence.
- Desktop audits.
- Provide all information and documentation required for RTO/ASQA audits.
- Attend RTO / VET meetings to keep up with course changes and other VET updates.

Targets

- Above 85% of Senior School students enrolled in VET courses.
- Above 90% of VET students successfully completing courses.
- Increased number of students completing ADWPL.
- Above 70% rate of students continuing into further training/full time employment/ tertiary education (post-school destination data).

Compliance/Viability

- Staff complete all PL, PD and qualifications required.
- Maintain accurate register of qualifications.
- Maintain resource lists and budgeting required to deliver VET/WPL programs.
- Accurately follow DoE and School processes:
 - WACE requirements
 - WPL processes and documentation
 - Reporting To Parents

FINANCIAL SUMMARY

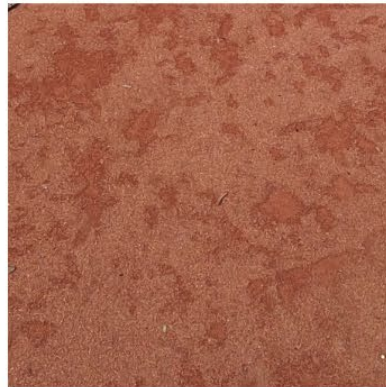
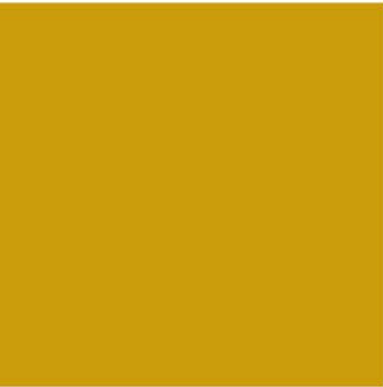
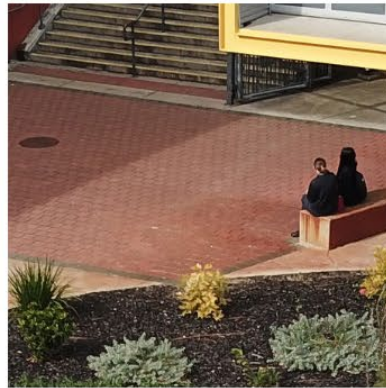
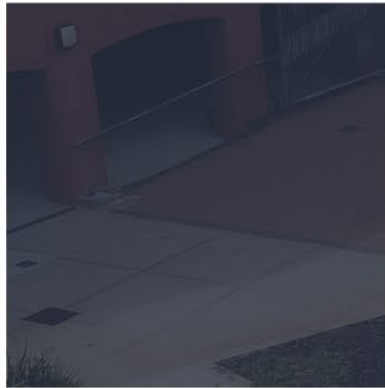
AS AT 31 DECEMBER 2024

ONE LINE BUDGET

	BUDGET	ACTUAL
Carry Forward (Cash)	\$ 487,683.00	\$ 487,683.00
Carry Forward (Salary)	\$ 415,599.00	\$ 415,599.00
INCOME		
Student-Centered Funding (including School Transfers & Department Adjustments)	\$ 14,039,695.00	\$ 14,039,695.00
Locally Raised Funds	\$ 713,761.00	\$ 715,292.00
EXPENDITURE		
Salaries	\$ 13,121,954.00	\$ 13,121,954.00
Goods and Services (Cash)	\$ 1,855,022.00	\$ 1,576,472.00
Total Funds	\$ 15,656,739.00	\$ 15,658,269.00
Total Expenditure	\$ 14,976,946.00	\$ 14,698,426.00
Variance	\$ 679,763.00	\$ 959,843.00



PERTH S...
Telephone: (08) 92...



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.