

2025

Annual Report

Aspire | Innovate | Achieve



HAMPTON
Senior High School

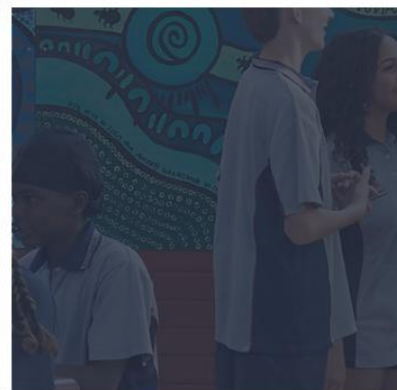
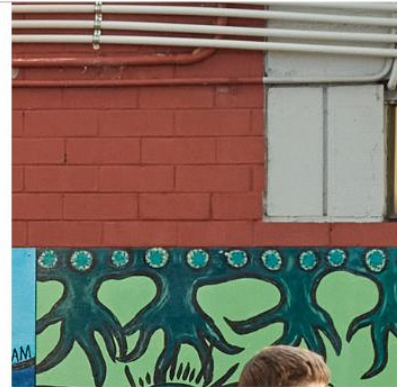




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Vision

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

Quality Teaching Strategy

"The single best influence that impacts student learning in the quality of teaching."

Values

C.O.R.R.E

Caring

We treat others with kindness, inclusion and respect for our community and environment.

Organised

We are prepared, punctual and meet expectations responsibly.

Respectful

We follow expectations and represent our school positively.

Resilient

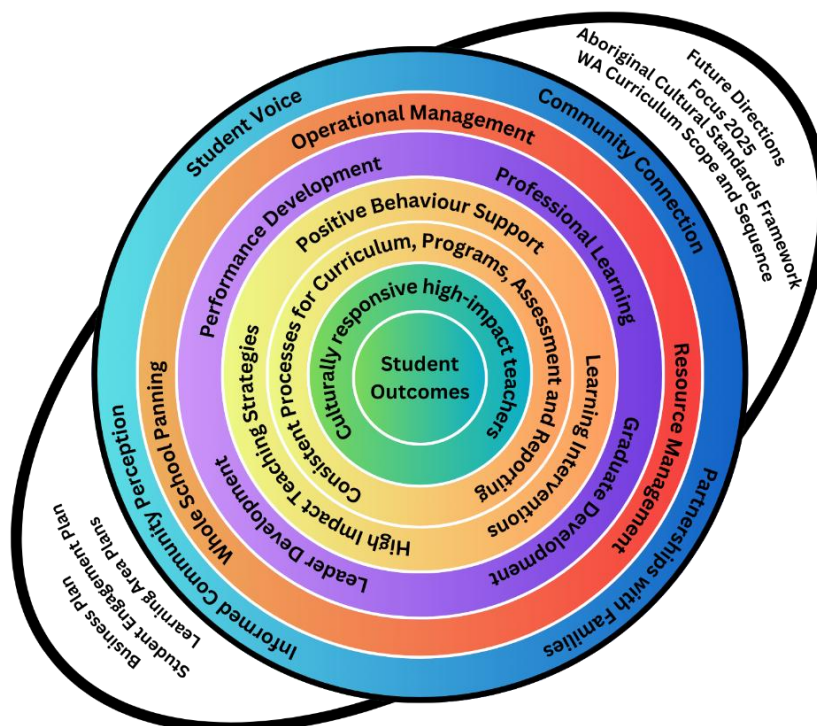
We persevere through challenges, seek support and manage our wellbeing.

Engaged

We participate actively, apply feedback and work towards personal growth.

The Hampton Blueprint

Leadership & Pedagogical Model



From the Principal



2025 was a significant year for Hampton Senior High School. The Quality Teaching Strategy – *Teach for Impact* – remained a central focus and is evident throughout this Annual Report. Our strong culture of collaboration and high expectations for staff and students continued, with evidence-based practices contributing to sustained progress and achievement.

Community confidence in Hampton continued to grow, reflected in increasing student enrolments. This growth was particularly evident within our learning support programs, where there was a substantial increase in students with diagnosed conditions. Our positive community reputation was further strengthened by successful recruitment practices, enabling the school to attract and retain high-quality early-career and experienced teachers, as well as skilled support staff.

A highlight of the year was our Public School Review, which strongly affirmed Hampton's ongoing journey of school improvement. Deputy Director General–Schools, Mr Steve Watson, acknowledged the conditions we have established to support student success, including our strategic investment in staff and leadership development. He noted that our sustained focus on a safe and orderly learning environment has contributed to an embedded, positive school culture that embraces the diversity of our community. This was further reflected in our culturally responsive approaches, including the implementation of our Strategic Plan for Aboriginal Cultural Awareness and Education.

Following reflection on feedback from the Review, the school refined its whole-school focus areas. To strengthen our emphasis on teaching quality and student achievement and progress, *Effective Classroom Practice* was separated into two distinct focus areas within the Business Plan 2024–2026. This supported sharper data analysis and program evaluation by Heads of Learning Areas and ensured effective preparation for 2026.

Hampton's Focus Areas

- **Effective Teaching Quality:** Consistent curriculum practices, alignment with the Western Australian Curriculum, data-informed teaching, effective assessment and reporting, and the use of High Impact Teaching Strategies (HITS).
- **Responsive Learning Environment:** Learning interventions, Positive Behaviour Support (PBS), enhanced attendance and engagement strategies, and improvements to the physical environment.
- **Supporting Professional Practice:** Performance development, graduate teacher support, leadership development, and targeted professional learning.
- **Strategic Leadership:** Resource management, whole-school planning, and operational effectiveness.
- **Community Engagement:** Strong partnerships with families, community connections, positive community perception, and student voice.

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

Tracy Griffiths
Principal

Brendon Nutt
School Board Chair

School Successes and Celebrations

The Arts

Visual Arts

Three Visual Arts students works selected for St Georges Terrace Art Exhibition.

Student work entitled 'Pressure' selected for Young Originals.

HSHS Art club running weekly.

Two student artworks were selected for an exhibition in Emerge Youth Art Awards at the Tresillian Arts Centre in Nedlands.

Perspective Pulse Art Excursion for Year 11 and 12 students.

Media Arts: Photography

Students planned and conducted a Food Photography photo shoot in collaboration with the Canteen.

Students led a dance photography shoot, capturing movement and form while working with GAT Dance students.

Year 10 Students Perth Zoo Excursion.

Cheer

AASCF Competition - Hampton Legacy 7th place out of 11.

Senior School peer mentee Luke Silvestro.

Established partnership with Cheer Gym Perth Magic.

Excursion workshop and performance at Magic Battle.

Drama

Year 11 ATAR YoH Fest heats winning award 'Most Impactful Performance'.

48 Drama students attended a production of Hoods by Barking Gecko.

Dance, Drama and Follow the Dream students viewed a performance of *Seven Stages of Grieving* by Yirra Yaakin, Theatre Company, a locally cherished and nationally important company that supports Aboriginal theatre and culture.

Dance

Annual Dance concert held at Swan Park Theatre featuring Specialist Cheer and Specialist Drama students.

Year 10 Gifted and Talented students performed at Embelton Primary School and led workshops for students as part of their Wellbeing.

Year 10 Gifted and Talented students performed and led workshops with Caversham Valley Primary School Specialist Performing Arts students.



Guest Dance Teachers from The Society Academy and WAAPA.

Year 8 Dancers Performed at the HSHS Year 12 Presentation Evening.

Gifted and Talented Dancers performed at Year 7 Orientation Day.

CO3 Residency for Year 7 and 8 students

School To Stage Results:

- Year 12 Lyrical/Contemporary 1st Place
- Year 11 Jazz 3rd Place
- Year 8 Group Choreography 1st Place
- Year 8 Group Choreography 3rd Place
- Year 9 Group Choreography 2nd Place
- Year 9 Group Choreography 3rd Place
- Year 10 Hip Hop 3rd Place
- Secondary Tap Year 9/10 - 3rd Place
- Large Group Choreography Year 11 2nd Place
- Large Group Choreography Year 10 3rd Place
- Year 10 Jazz 3rd Place

English

2025 The Children's Book Council of Australia- Book Week

Book an Adventure

A vibrant whole-school dress-up celebrating the theme 'Book an Adventure' was complemented by a range of engaging learning experiences. Students participated in creative writing workshops, book-themed challenges, dramatic readings and performance-based activities, alongside an English-themed treasure hunt and a Year 7 picture book display in the library.



VET & Careers

SCSA VET Awards - Certificate of Excellence for Year 12.

IVET Excellence Award.

Year 12 VET Qualifications achieved: 128 (93.43%).

20 Year 9 Career Taster events.

Our inaugural Hampton Career & Community Expo (June) representing TAFEs, industries including Food, Fibre & Timber, Defence Industry, Construction, Health, Sports & Hospitality.

Aboriginal Education

Goldfields Women in STEM Scholarship recipient.

Goldfields Pre-apprenticeship Scholarship recipient.

Boordakan Birdiya performers danced at over 6 primary school NAIDOC events.

Collaboration with Galleria and Jade Dolman for community mural.

One student attended the ECU School of Nursing and Midwifery residential camp for Aboriginal students.

Humanities & Social Sciences

Competitions

Australian Geography Competition:

- Year 7 Applied - 1 distinction
- Year 8 Applied - 2 credits and 2 distinctions

Australian History Competition:

- Year 9 Extension - 3 distinctions
- Year 10 Extension - 5 distinctions and 1 high distinction

HaSS Week

Reintroduction of HaSS Week with the theme *Explore Yesterday, Engage Today, Innovate Tomorrow*.

Students participated in classroom and lunch time activities including an archaeology dig, WWI rations tasting, chalk drawing, house voting, colouring competition, quizzes and the popular "Stump the Teachers" quiz.

All staff participated in a quiz as well as enjoyed a themed morning tea.

Student Skills and Engagement

Large numbers choosing new Year 11 Tourism Certificate course.

Large numbers choosing new Year 11 Careers and Employability course.

Improvement in Lower School students HaSS skills in comparison to the previous year.

Staff Development and Career Progression

Two staff successful in becoming Work Health Safety (WHS) representatives.

Two staff undertaking school wide targeted initiatives in community service and ICT staff capabilities.

One staff member applied and successful in becoming a Level 3 Classroom Teacher

Two staff members part of the History Teacher's Association of WA (HTAWA) committee including presenting at the 2025 National History Teachers' Conference.

One staff member became a guide dog trainer, guide dog (Blake) on site once a week in classrooms.

Languages & Culture

Languages Week: daily activities were planned to celebrate Languages.

Staff Morning Tea was organised during Languages Week.

Participation in the 2025 Education Perfect - Language Perfect competition in Semester 1 with several students receiving a bronze certificate.

Science

Curriculum and Assessment

Successful implementation of Progress Achievement Tests (PAT) AT pre and post-testing across Years 7–9, demonstrating strong growth, particularly in Years 7 and 8.

Alignment of the Year 7–10 Science program with the 2026 syllabus requirements.

Development and introduction of the Year 10 Psychology elective, with strong student interest reflected in 2025 subject selections.

Adoption of Education Perfect to support differentiated learning and targeted feedback.

Successful Year 7 Science Inquiry Skills focus, with a clear, shared and explicit approach to teaching Science Inquiry Skills, supported by data indicating improved student understanding.

Student Engagement and Enrichment

Year 7 Applied Science Program: Increased participation, including Subs in Schools, Garden Island excursion, STEM technologies, and Science IQ.

Year 8 Applied Science Program: Robotics, solar cars, wind turbines, and Yangebup environmental excursion.

Excursions, Incursions and Partnerships

Participation in the Year 9 'Girls in Physics' excursion and AVISTA careers incursion

highlighting diverse pathways into science-related fields.

Year 12 Psychology excursion to Perth Zoo, focusing on psychological techniques influencing animal behaviour, including operant conditioning.

Human Biology excursion exploring primate anatomy and evolutionary relationships.

Fogarty Foundation-funded placement for five Year 10 students at the Harry Perkins Institute, providing exposure to world-class biomedical research and medical science careers.

School and Community Engagement

Strong Applied Science Program participation, including high attendance at application workshops.

Delivery of a range of Science Week activities engaging students and staff through quizzes, classroom activities and prize-based challenges.

Increased enrolments in Senior School Science for 2026.

Successful STEM Challenge with expanded primary school and community involvement.

Active involvement of Science staff in Homework Club and Follow the Dream tutoring programs.

Science representation on key school committees, including the Workload Advisory Committee, Mental Health Working Party, NAIDOC Committee and Positive Behaviour Support team.

Staffing, Leadership and Professional Learning

Mentoring and supervision of four pre-service teachers during 2025.

Four staff completed Classroom Management Strategies CMS and engagement-focused professional learning.

Level 3 Classroom Teacher and Senior Teacher progressions reflect strong leadership and growth.

Technologies

Course Review

The updated Technologies curriculum was trialled in all the contexts and resulted in all Lower School programs being re-written or updated to meet SCSA requirements.

Use of Data

All teachers improved their understanding and use of a range of data sources, with Externally Set Task (EST) data.

Teacher development and support: Digital Technologies Coordinator for Morley Schools Network (MSN) organised and held professional learning workshops at Hampton through the year.

Community Engagement

A wide range of excursions and incursions were offered to students in Technologies including Northam Hospital visit, Salvation Army visit and FIRST LEGO league robotics competition. Students in Food classes simulated Food Truck experience with international cuisine. They also catered for staff at the Athletics Carnival. They collaborated with the Positive Behaviour Support (PBS) team and ran a Coffee Club for staff through their course.

Students ran a Childcare Group for babies which was much appreciated by the parents.

A Sewing Club was available once a week for interested students, after school.

Facilities upgrade

The new Metals and Engineering workshop was completed with current and evolving technologies for related industries.

Student achievement in Senior School

Once again, the Certificate qualifications in Years 11 & 12 had an excellent achievement rate. Students in Applied Information Technology (ATAR) achieved above the State average.

Mathematics

Senior School

Year 12 Applications improved in 2025, with the average scaled score rising 3.1% to 53.33%; 74% achieved their highest or second-highest mark in Applications Maths.

The Year 12 Applications average is over 3% above like schools.

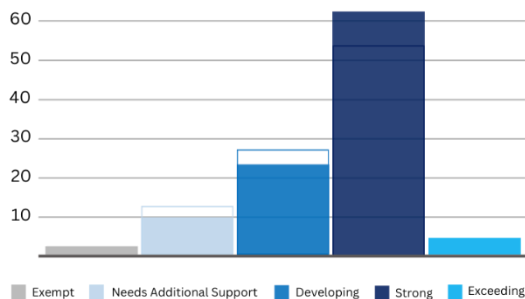
Year 12 Methods achieved an average of 62.83%, 3.22% above like schools.

NAPLAN Numeracy

Year 9 results are pleasing, with achievement above like schools and clear growth from 'additional support' and 'developing' into the 'strong' band.

Data shows strong Year 9 gains, exceeding like schools and state averages.

**Year 9 Cohort
Numeracy - Proficiency**



Review of 'Teach for Impact'

The 2025 plan focused on collegial collaboration to build safe, inclusive classrooms, with NAPLAN, PAT and Semester 2 data indicating success.

OneNote supported collegial practice and lesson transparency, enabling Year 12

students to work independently and access resources.

Effective use of classroom management strategies and the Positive Behaviour Support (PBS) rewards system fostered safe, accountable learning environments.

A strong focus on formative assessment improved the delivery of targeted, constructive feedback through shared practice

Health & Physical Education

In 2025, the HPE program at Hampton SHS delivered a highly successful year, with strong student participation and achievement across athletics, volleyball and swimming.

At the School Sport WA Athletics Carnival (Division 2), the school achieved an impressive 6th place overall, reflecting consistent performance across year groups. Notable individual results included two students finishing as runners-up in their respective year groups and two students being crowned individual champions in their divisions.

Volleyball continued to be a standout area of excellence. The Year 7-9 Boys team secured the North Coast A Division title, progressing to the Champion of Champions Cup, where they achieved an outstanding overall victory.

Success extended to swimming, with Hampton SHS winning the School Sport WA Division 5 Swimming Championship, earning 1st place overall.

Attendance

Attendance across all categories in 2025

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2025	84%	83.8%	88.3%	55.1%	55.7%	66.1%	82.5%	82.3%	86.2%

	Attendance Category				Attendance Category Aboriginal			
	Regular	Indicated	At Risk Moderate	Severe	Regular	Indicated	At Risk Moderate	Severe
2023	39.5%	29.9%	18.2%	12.4%	14.6%	19.5%	24.4%	41.5%
2024	50.7%	26%	13.3%	10%	22.2%	17.5%	15.9%	44.4%
2025	49%	25%	18%	8%	16%	12%	25%	46%
Like Schools 2025	47%	24%	19%	10%	18%	12%	25%	46%
WA Public Schools 2025	57.7%	23.4%	11.3%	7.6%	24.7%	20.1%	21.4%	33.9%

Attendance Actions

- Development of a school-wide strategic attendance improvement strategy.
- Introduction of Attendance Officer role.
- Refinement and improvement of Attendance Process.
- Development of clear timelines and consistency for communication with at risk attendance.
- Implement Attendance Improvement plans with students and families.
- Utilise innovative data sources to monitor attendance trends to be proactive with interventions.
- Improved Case Management processes to target attendance concerns.
- Develop Tiers of Intervention and support staff to implement.

Student Engagement

Hampton SHS has developed strong teams to best support student engagement and maximise learning. We are developing a strong Student Engagement structure in 2026 where we hope to provide even further support for students. Leaders and staff across the following teams are invested in working together to achieve positive outcomes for students.

- Student Services
- Aboriginal Education
- Learning Support
- Specialised Learning Program - Autism
- Positive Behaviour Support

Strategies for Improvement

- Embed consistent use of Tiered Behaviour Management processes across the school.
- Use Compass Pulse data for planning interventions and measuring success.
- Program Coordinators collaborate and contribute to a shared vision.
- Improve documented planning processes and ensure consistency in practices.
- Lead Case Management of all students and support staff with interventions.
- Share knowledge and experience to improve professional knowledge.
- Embed CORRE values into Student Engagement processes and plans.
- Review and refine processes to improve consistency and staff understanding of roles and responsibilities.



Student Achievement Data

Secondary Metrics

	2020	2021	2022	2023	2024	2025
Completion rate	81.5%	70.8%	66.4%	76%	73.6%	72.2%
Apparent retention rate	73.1%	67.2%	75.3%	70.3%	74.5%	88.1%
Progress and achievement – Students per NAPLAN band (% meeting the achievement threshold)						
10					7(42.9)	16(12.5)
9					29(17.2)	28(7.1)
High band 8					15(33.3)	19(10.5)
8					24(70.8)	42(45.2)
7					39(61.5)	33(57.6)
6					7(71.4)	16(56.2)
Band 5 or exempt					1	1
Incomplete/No NAPLAN					18	21
Grand total					140 (48.8)	176 (34.4)

Student retention at Hampton SHS has improved significantly, reflecting the strong work of the Student Services team in supporting and re-engaging students and families who may otherwise disengage from Senior School

Western Australian Certificate of Education (WACE)

	2020	2021	2022	2023	2024	2025
WACE eligible students: count (%)						
School – cohort	95 (86)	87 (75)	112(80)	123(84)	110 (77)	145(83)
Like Schools	65	62	63	62	68	68
State - DOE	70	70	64	68	69	71
WACE achievement rate: count (%)						
School – cohort	88 (79)	80 (69)	95 (68)	114(78)	102 (71)	127(73)
School – WACE eligible	88 (93)	80 (92)	95 (85)	114(93)	102 (93)	127(88)
Like Schools (%)	84	85	88	87	88	89
State – DOE	89	89	89	90	90	90
WACE requirements met*: count (%)						
Breadth and depth	95(100)	87(100)	111(99)	123(100)	109(99)	144(99)
C grade	93 (98)	87(100)	106(95)	116 (94)	106(96)	139(96)
English completion	95(100)	87(100)	112(100)	123(100)	110(100)	144(99)
Literacy and numeracy	89 (94)	80 (92)	99 (88)	118 (96)	105(95)	133(92)

WACE data indicates a continued focus is required on strengthening literacy and numeracy outcomes and implementing early identification and intervention strategies for students at risk.

Literacy and numeracy achievement has fluctuated over the past six years, leading Hampton SHS to implement targeted intervention programs across both Lower School, including Literacy Support and EALD classes, and senior school through Foundation courses and OLNA intervention programs coordinated by the Academic Performance Coordinator.

Australian Tertiary Admissions Rank (ATAR)

	2020	2021	2022	2023	2024	2025
ATAR participation rate: count (% of cohort)						
School	24 (22)	29 (25)	27 (19)	32 (22)	22 (15)	25 (14)
WACE eligible	25	33	24	26	20	17
Year 12 ATAR enrolments: count (% of ATAR students)						
4-5 ATAR courses	24 (22)	29 (25)	27 (19)	32 (22)	22 (15)	25 (14)
ATAR performance: count (% of ATAR students)						
99+				1 (3)		
90-98.95	2 (8)	2 (7)	2 (7)	5 (16)	4 (18)	2 (8)
80-89.95	5 (21)	4 (14)	1 (4)	2 (6)	3 (14)	5 (20)
70-79.95	4 (17)	5 (17)	9 (33)	9 (28)	6 (27)	5 (20)
55-69.95	7 (29)	4 (14)	6 (22)	11 (34)	4 (18)	5 (20)
<55	6 (25)	14 (48)	8 (30)	4 (13)	5 (23)	8 (32)
English scaled score 50+	15 (63)	17 (59)	14 (52)	24 (75)	9 (41)	13 (52)
Median ATAR (no. of students)						
School	67.13	59.25	69.15	71.58	73.75	69.85

ATAR participation rates declined in 2025, likely reflecting the increasing accessibility and uptake of alternative university entrance pathways. This is reflected in our 2024 destination data, with only 22% of students at school undertaking an ATAR pathway in 2023, yet 49% of the cohort gaining university entry.

SCSA Exhibitions and Awards

Award	2020	2021	2022	2023	2024	2025
Subject Exhibition				1		
Subject Certificate of Excellence		1		1		
VET Certificate of Excellence						1
Certificates of Distinction	1	1		2	1	1
Certificates of Merit	6	7	6	9	9	9
Students with awards	7	8	6	11	10	11
Students with 2+ award		1		1		



Strategies for Improvement

Effective Classroom Practice

- Provide targeted study skills support to build student capacity for independent learning and academic success.
- Implement structured intervention through Flexitime (Thursday Period 5), targeting OLNA readiness, General course achievement, and academic skill development.
- Ensure functional adjustments and differentiated supports are in place for students with additional needs to enable equitable access to the curriculum.

Supporting Professional Practice

- Build staff capability in using student achievement data to inform teaching, intervention, and pathway decisions.
- Support consistent implementation of Individual Pathway Planning processes across Years 11 and 12.

Strategic Leadership

- Strengthen academic tracking processes through dedicated Year 11 and Year 12 WACE tracking teams, with a clear focus on WACE attainment.
- Continue rigorous course selection counselling processes to align student pathways with aspirations, achievement data, and post-school destinations.
- Implement targeted Individual Pathway Planning to support student retention, engagement, and successful transitions.

Community Engagement

- Provide ongoing career counselling and clear communication with students and families regarding pathway options, including alternative pathways.
- Continue embedding endorsed programs (Workplace Learning, Community Service, Bush Ranger Cadets) to strengthen real-world connections and community engagement.

NAPLAN

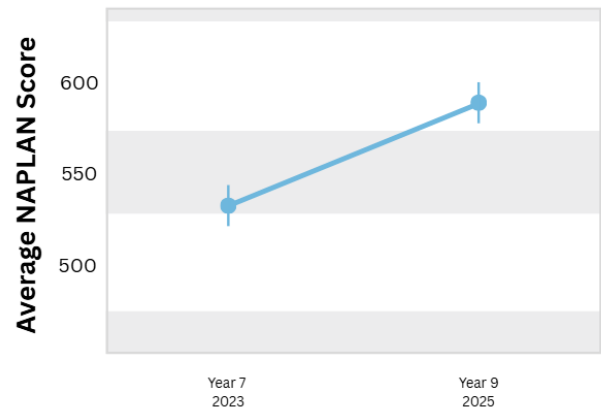
NAPLAN Writing (% of cohort)						
	Year 7			Year 9		
	2023	2024	2025	2023	2024	2025
Exceeding	14	6.5	10.1	17.1	17.2	24.7
Strong	45.2	47.6	48.3	38.6	50.7	38.9
Developing	24.7	27.6	26.6	32.9	28.4	26.5
Needs Additional Support	16.1	18.2	15	11.4	3.7	9.3

Writing (2025)

- **Year 7** - Increase in *Exceeding* (10.1%) compared to 2024, with a stable proportion achieving *Strong* (48.3%).
- **Year 9** - Significant improvement in *Exceeding* (24.7%), a strong upward trend over three years.

Writing data reflects growth among higher achieving students, with a continued focus required to lift attainment for students moving from *Developing* to *Strong* performance bands.

Year 7-9 Writing 2023-2025



NAPLAN Reading (% of cohort)

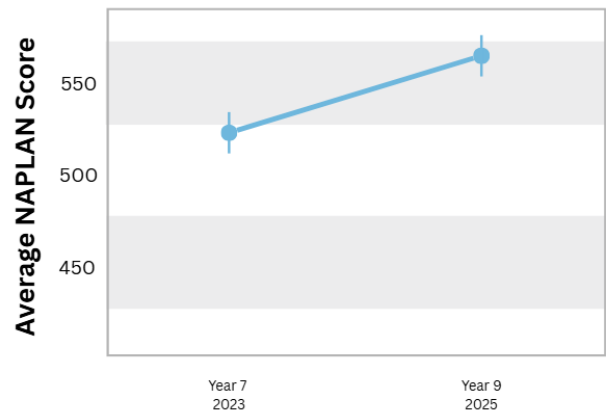
	Year 7			Year 9		
	2023	2024	2025	2023	2024	2025
Exceeding	18.1	10.1	15.1	6.3	7.7	14.5
Strong	46.3	43.5	43.4	54.3	56.2	48.5
Developing	22.5	28.6	25.9	31.5	26.9	25.9
Needs Additional Support	13.1	17.9	15.6	7.9	9.2	12.7

Reading (2025)

- **Year 7** - *Exceeding* achievement improved to 15.1% relative to 2024, although the *Needs Additional Support* cohort continues to be elevated at 15.6%.
- **Year 9** - Improvement in *Exceeding* (14.5%), but an increase in students requiring additional support (12.7%).

Reading comprehension remains an area for improvement, especially amongst our increasing number of students with diagnosed and imputed conditions, and EALD students. This will continue to require explicit, targeted and sustained instructional approaches.

Year 7-9 Reading 2023-2025



NAPLAN Numeracy (% of cohort)

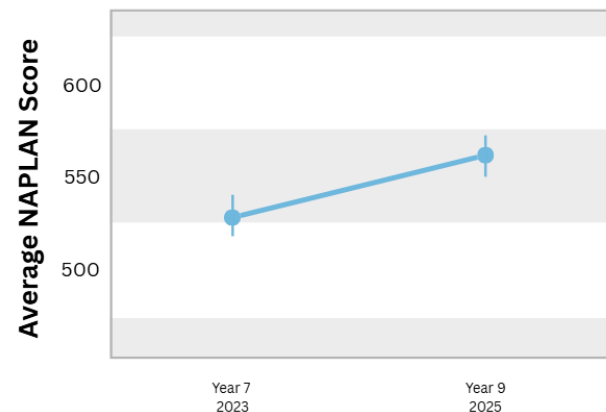
	Year 7			Year 9		
	2023	2024	2025	2023	2024	2025
Exceeding	11.3	5.4	9.5	6.6	5.3	4.8
Strong	53	49.1	52.1	55.7	54.2	61.4
Developing	21.9	32.9	23.2	26.2	35.1	23.5
Needs Additional Support	13.9	12.6	15.2	11.5	5.3	9.6

Numeracy (2025)

- **Year 7** - Reduction in *Developing* (23.2%) from 2024, with stable *Strong* results (52.1%).
- **Year 9** - Strong growth in *Strong* band (61.4%), however *Exceeding* remains low (4.8%).

While foundational numeracy skills are strengthening, there is a continued need to explicitly reteach and extend higher order problem-solving and reasoning skills.

Year 7-9 Numeracy 2023-2025



OLNA

Students Qualified in 2025 (% of cohort)

	Numeracy	Reading	Writing
Year 9	52.6	61.3	55.4
Year 10	61.3	77.3	72.4
Year 11	78	83	83.8
Year 12 WACE Eligible	83.5	86	85.4

The 2025 OLNA data shows steady improvement across Reading, Writing and Numeracy, with qualification increasing year on year and the majority of students meeting standards by Year 11 or 12. Early qualification in Year 9 and 10 reduced the need for repeated OLNA testing in Senior School. The highest rates of qualification occurred by Year 11, indicating that a significant proportion of students are meeting OLNA standards in Senior School.

OLNA and NAPLAN

The 2026 Strategic Improvement Plan focuses on early, data informed literacy and numeracy intervention (Years 7–11), dedicated instructional time and equitable access to targeted support to improve NAPLAN and OLNA readiness, achievement and qualification rates, while supporting ongoing student engagement.

Focus Literacy and Numeracy (Years 7–10)

Focus English and Focus Maths courses support students in the *Developing* and *Needs Additional Support* bands through:

- Smaller class sizes.
- Explicit instruction aligned to NAPLAN and OLNA standards.
- Regular assessment using Education Perfect (EP) diagnostics and PAT Maths.
- Structured reteaching of core literacy and numeracy skills.

Improved Year 9 readiness will increase early OLNA qualification and reduce the need for senior secondary remediation.

Focus Literacy Support (Years 7–8)

Students below the standard receive targeted literacy intervention through:

- MacqLit / Corrective Reading.
- Small group instruction with Education Assistant support.
- Explicit teaching of decoding, fluency, vocabulary, comprehension and writing aligned to NAPLAN.

Impact: The *Needs Additional Support* band representation and improved OLNA Reading and Writing outcomes.

Numeracy Intervention and Diagnostics

PAT Maths testing (Years 7–10) is conducted twice yearly to track growth, inform Focus Maths placement and guide EP lesson assignment.

The inaugural 2026 Year 11 Foundations Mathematics addresses numeracy gaps through explicit functional numeracy aligned to OLNA standards.

Impact: Improved OLNA Numeracy qualification and increased WACE eligibility.

EALD Targeted Initiative (Years 7–11)

EALD students are supported through:

- EALD English classes (Years 7–10).
- EALD Literacy Support (Years 7–8).
- Year 11 General EALD course.
- Small Group Tuition- SGT (including Years 9–10 elective sessions).

Progress is monitored using testing at enrolment of individual student profiles and EALD Progress Maps, reported each semester.

Impact: Enhanced English language proficiency and stronger NAPLAN and OLNA Reading and Writing outcomes.

Education Perfect (EP) – Targeted Use (Years 7–11)

EP is embedded as an intervention tool through:

- Individualised lesson assignment and reteaching cycles
- NAPLAN and OLNA-aligned practice assessments

EP access is provided for all Year 11 Foundations Maths students.

Impact: Improved skill development and assessment readiness, with reduced access barriers for high needs cohorts.

Homework Club and Flexitime OLNA Support

Students performing below the standard, Year 10, 11 and 12 OLNA re sit students, EALD students, and those enrolled in Focus or Foundations programs are explicitly targeted and encouraged to attend Homework Club (Tuesdays and Thursdays)

and Flexitime OLNA support sessions (Thursdays, 1:15–2:15 pm).

These structured study support programs provide:

- Literacy and numeracy support.
- EP task completion.
- Cross-curricular academic assistance.
- OLNA skill building and test familiarity.

Flexitime also supports study skills, exam preparation and post-school pathways including TAFE and university information sessions.

Impact: Increased time to work on particular tasks, improved confidence, higher completion rates and stronger alignment with classroom interventions.

OLNA WA platform and OLNA Scheduling Adjustments

- Ongoing subscription to the OLNA W.A. online platform with student logins integrated into intervention programs.
- OLNA scheduling was adjusted in 2026 to allow sustained literacy and numeracy intervention, with no Year 9 Term 4 sit and both OLNA sits for Year 10 are to be completed in 2027.

Impact: Improved readiness, reduced test anxiety, earlier qualification and reduced pressure on Years 11–12 interventions.

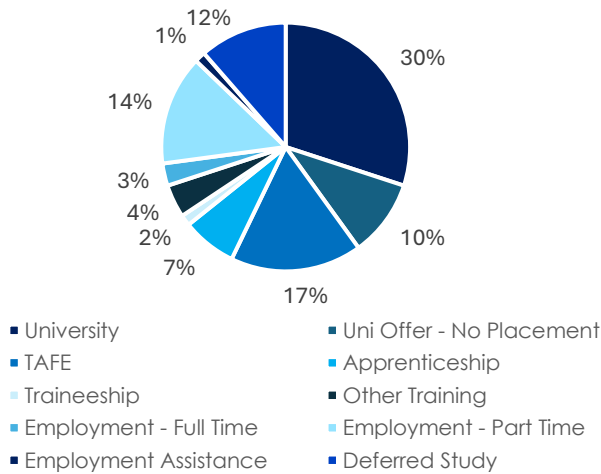
Through integrated curriculum, diagnostic, assessment and scheduling interventions, Hampton SHS is addressing literacy and numeracy needs earlier, improving consistency of support across Years 7–11, increasing early OLNA qualification rates and reducing long-term remediation.

Vocational Education & Training (VET)

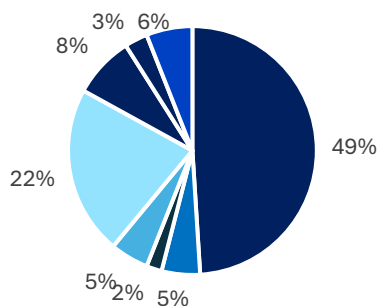
	2020	2021	2022	2023	2024	2025
VET participation rate: count (% of cohort)						
School VET enrolments	101 (91)	88 (76)	109 (78)	119 (81)	117 (82)	134 (77)
Funded VET students	81	78	78	78	78	77
Level of highest qualification achieved: count (% of VET enrolled students)						
Diploma	1 (1)					
Certificate IV	1 (1)		1 (1)	1 (1)	3 (3)	1 (1)
Certificate III	73 (72)	60 (68)	80 (73)	79 (66)	76 (65)	90 (67)
Certificate II	14 (14)	12 (14)	14 (13)	19 (16)	19 (16)	30 (22)
Certificate I	1 (1)	1 (1)	4 (4)			
No certificate completed	11 (11)	15 (17)	10 (9)	20 (17)	19 (16)	13 (10)
Students with more than one qualification: count (% of VET enrolments)						
3+ qualifications	43 (43)	24 (27)	34 (31)	37 (31)	28 (24)	27 (20)
2 qualifications	34 (34)	40 (45)	47 (43)	45 (38)	56 (48)	73 (54)
Endorsed programs Unit achievement: count (% of cohort)						
All endorsed programs	28	22	51	13	11	25

Destination Data

Year 12 2023 Cohort



Year 12 2024 Cohort



The Arts

Believe

The Arts team at HSHS believes that all students can achieve excellence when learning is engaging, explicit, and purposeful.

Highly skilled Arts teachers design learning experiences that inspire creativity, innovation and aspiration, providing clear learning intentions and success criteria so students understand what they are learning, why it matters, and how to succeed.

The Arts believe that wellbeing, engagement and achievement are strengthened through consistent routines, inclusive practices, and positive learning environments.

Arts classrooms intentionally reflect HSHS's CORRE values, creating safe and supportive spaces where students connect respectfully, collaborate, take creative risks and actively participate in their learning.

The Arts believe that learning is enhanced through strong school–community partnerships and authentic learning opportunities.

Performances, exhibitions, workshops and partnerships with feeder primary schools and industry professionals are embedded into Arts programs to strengthen transitions, broaden access to co-curricular pathways and promote meaningful community engagement.

The Arts believe in maintaining high expectations for all students, regardless of prior experience or pathway.

Through explicit instruction, scaffolded learning tasks, deliberate practice and targeted feedback, students build foundational skills, develop arts-specific vocabulary and apply higher-order thinking in practical and responding tasks, resulting in improved achievement and increased numbers of students attaining high-end grades.

Know

The Arts curriculum is in an active familiarisation phase in preparation for the 2027 curriculum implementation.

Arts staff are engaging in targeted professional learning to understand curriculum changes, including the reorganisation of strands into *Explore, Create, Perform and Explore, Design and Create*, and are deliberately planning for a smooth and consistent rollout in 2027.

Arts teachers embed High Impact Teaching Strategies to improve student learning and achievement.

Building on the 2025 focus on feedback, the 2026 priority is the explicit teaching of metacognitive strategies, enabling students to plan, monitor and evaluate their learning, strengthening independence and the impact of feedback.

Student engagement in the Arts is strong and increasing.

This is evidenced by high participation in performances, exhibitions, Art Club and specialist programs, improved attendance and pathway retention, and positive student voice data. Annual matinee performances for feeder primary schools have strengthened transition outcomes and generated positive feedback from students, families and community stakeholders.

Data-informed decision making is essential to prepare students for post school success.

Year 12 achievement data, task performance and attendance are analysed to refine curriculum offerings, target interventions and ensure students are enrolled in pathways aligned to their goals. Through explicit pathway guidance and audition coaching, students pursuing professional Arts pathways develop industry readiness and transition successfully into further study or training. The introduction of the Design Photography course in 2026 has expanded ATAR and General pathway options.

Do

Plan	Teach	Assess
<p>Cheer Dance Ongoing partnership with Perth Magic All Stars. Excursion Term 1 2026.</p>	<p>Engage: Promote positive behaviour and strengthen engagement in practical Arts classes by explicitly teaching and reinforcing foundational skills and routines to support students who are reluctant or non-participating. Use of consistent PBS/CMS practices, allowing students to take creative risks and participate positively in practical learning experiences. 88% of the Arts team has completed Classroom Management Strategies (CMS) foundation training.</p>	<p>Classroom observations will demonstrate consistent use of High Impact Teaching Strategies, alongside effective Classroom Management Strategies (CMS) low key strategies. Students will be actively engaged and able to articulate learning intentions, success criteria, and apply Arts specific vocabulary in both practical and written tasks. Increased participation from previously reluctant students will be evident, contributing to a positive, respectful, and supportive classroom climate. Pulse data will reflect improved student achievement and engagement through increased house points, academic positive entries, and positive student feedback related to classroom consistency and support.</p>
<p>GAT Dance Build GAT numbers by strengthening primary school engagement and enhancing our online presence.</p>		
<p>Drama Increased opportunities for collaboration and student exposure to performances, workshops, and professional productions.</p>	<p>Instruct: (ATAR / Senior School (SS) Focus): Teachers will use targeted, explicit, high rigour teaching practices to prepare students for WACE practical and written examinations. This includes modelling performance techniques, exam standard analytical writing, use of worked examples, exemplars, strategic questioning, regular timed writing practice and checks for understanding. Staff will develop context specific Arts exemplars for command words to support consistency in instruction and assessment.</p>	<p>Staff will provide timely, constructive feedback to students and families through regular assessment feedback, guided practice, and structured feedback cycles to support. Evidence will include documented assessment feedback, student reflections demonstrating skill refinement, and the distribution of task mark reports for all Senior School (SS) courses.</p>
<p>Music and Community Engagement Establishment of Choir - Instrumental Music School Services (IMSS)- for performance to enhance music engagement.</p>		
<p>2026 Production An integrated Whole-Arts production drawing inspiration from the Brothers Grimm fairy tales.</p>	<p>Practice: Teachers utilise multiple methods of learning to review, practise, and consolidate artistic skills and processes, while providing explicit, timely feedback to scaffold learning and support students to plan next steps. Through the intentional use of metacognitive strategies, students develop an understanding of themselves as learners, enabling them to reflect on their progress, make informed creative decisions, and apply learning with increasing independence.</p>	<p>Lower School: Evidence of impact will be demonstrated through improved task performance, clearer and more structured written responses, and purposeful practical work. Students will show increased confidence in explaining their creative choices through class discussions, written reflections, and annotated work samples.</p>
<p>Visual Arts Ongoing development of the highly successful Pop-up exhibitions. Art club running weekly during lunchtime.</p>		
<p>Media Arts Conduct a comprehensive audit of Media Arts resources and facilities to ensure readiness for implementation of the revised K-10 Media Arts curriculum in 2027. Review the 2026 delivery of the Year 11 Media Production and Analysis (MPA) General (new) and Design Photography courses to inform the development of Year 12 Media Production and Analysis (MPA) General and Design Photography for 2027.</p>	<p>Apply: Teachers continue to develop and implement rich learning tasks aligned to the 2027 curriculum strands. These tasks explicitly promote higherorder thinking and enable students to transfer skills, knowledge, and creative processes to new and original contexts. Gifted and Talented (GAT) dance and Media are trialling Compass Curriculum Management and Learning Tasks.</p>	<p>Senior School: Evidence of impact will be demonstrated through ATAR outcomes, increased confidence in meeting WACE assessment requirements, and stronger correlation between school-based assessment results and WACE outcomes.</p>

English

Believe

Programming

Evidence-based, sequenced programming enables all students to access and achieve success in the English curriculum.

Assessment & Moderation

Consistent assessment and collaborative moderation strengthen shared expectations of quality learning and improve student outcomes.

Data Analysis

Analysing student data independently and collaboratively drives precise instructional adjustments that enhance student progress.

Focus Literacy Intervention

Targeted literacy intervention, guided by reliable assessment data, is essential for developing foundational reading and writing skills.

English as an Additional Language or Dialect (EALD) Intervention

Culturally responsive, language rich instruction enables EALD learners to access the curriculum and make meaningful progress.

Know

Align programming with whole school approaches to ensure consistency and effectiveness.

Lower School:

- Consistent program structure for 7-10.
- Programs align with Western Australian Curriculum (WAC).
- Programs responsive to end of year SAIS and OLNA/NAPLAN data and adjusted based on recommendations.

Senior School:

- Consistent program structure for 11-12.
- Programs align with Senior School courses adjusted for course changes from SCSEA.
- Programs and assessments adjusted annually using Student Achievement Information System (SAIS) data and end of year report.

Moderation supports precise language of assessment, enabling alignment of criteria, expectations, and evidence across classes and year levels.

Lower School and Senior School:

- Alignment of assessment outlines increases opportunity for successful moderation practices.
- Consistent meeting times scheduled for moderation of Lower and Senior School courses.
- Comparative data (NAPLAN and previous year's task data) used to inform strengths and areas of development for cohort, task design and marking practices.
- Review of task sheets will reduce variability in mark allocation.
- Use of Judging Standards during moderation to assess student work against grade descriptors will reduce grade allocation variability between classes.
- Review of Reporting to Parents (RTP) data for selection of student samples to moderate.
- Use of cohort ranking for scores and Attitude, Behaviour and Effort (ABEs) in selection of students into appropriate classes.

Collect, prepare, and interpret multiple sources of data to understand learning progress and needs. Staff know this is an ongoing process that drives continuous improvement in teaching and learning.

NAPLAN data shows:

- Writing: Increased achievement in the 'Exceeding' category from Year 7 (2023) to Year 9 (2025), with fewer students in 'Needs additional support'.
- Reading: decrease in student achievement in the 'Exceeding' category from Year 7 (2023) to Year 9 (2025) and an increase in numbers in the 'Strong' and 'Developing' category.

Senior School: ATAR mean of 62.3 and raw score mean of 56.5, resulting in a moderated differential of -5.7 (compared to like schools at -1.57). General course grades show a higher proportion of A and B grades, and fewer C grades, than like schools and Department of Education (DoE). 99.3% of students completed English in 2025. 83% and 82% of students achieved Reading and Writing OLNA competency in 2025.

Targeted, data-driven instruction such as Explicit Direct Instruction (EDI) - supports improved literacy outcomes, with staff using multiple data sources to design interventions across key reading and writing skills.

Lower School Reading:

- Year 7 - Exceeding increased to 15.1% (vs 2024), with Needs Additional Support remaining high at 15.6%.
- Year 9 - Increase in Exceeding-14.5%, increase in students requiring additional support-12.7%.

Lower School Writing:

- Year 7 - Rise in Exceeding-10.1% compared to 2024, with almost half achieving Strong-48.3%.
- Year 9 - Significant improvement in Exceeding (24.7%), strong upward trend over three years.

Senior School: 83% and 82% of students attained Reading and Writing OLNA competency in 2025.

Special Educational Needs (SEN) Reporting used for 7-10 Focus classes.

- Support from Learning Support Coordinator in creating/planning for Special Educational Needs (SEN).

Analyse the specific language demands of curriculum content and adapt instructional strategies to meet the needs of culturally and linguistically diverse learners, ensuring clarity, accessibility, meaningful engagement, and equitable access to English language development.

Lower School: Progress Mapping-moderation practices and data collection.

Students in Stage 1 and 2 on enrolment are placed in EALD class when possible.

Students who score 4 or below on the Progress Map are placed in the EALD class where possible.

All newly enrolling students have sat placement tests that have informed class allocation.

All EALD students in 7-11 have sat placement test and been allocated Progress Map level.

Senior School: EALD enrolment process, review of data and testing- prior to placement in classes.

Do

Plan

Aligning with Version 9 2026 (implementation phase).
Review Version 9 in current programs. Backwards mapping, key skills to focus on, consistent language (TEEL, SAAO etc).
Network with Morley Schools Network (MSN) or Swan Secondary School Executive Association (SWANSEA) to do moderation of Senior School.

Group norms, organisation and selection for moderation meetings. Professional Learning (PL) Moderation with English Teachers Association of Western Australia (ETAWA) Marking methods

Review Student Achievement Information System (SAIS) with EALD and Focus teams by looking at NAPLAN and OLNA data, cohort trends over time to inform multi-year program trends and planning.

Focus programs and assessments. Literacy support classes rather than Italian in Year 7 and 8 (6 sessions of targeted literacy support and smaller class sizes).
Explicit Direct Instruction (EDI) planning and resource development
Lexia Power Up- 10-week trial during Term 3.

EALD enrolment process, review of data and testing- prior to placement in classes.
Implementation of EALD strategies and assessment scaled for formative tasks to show improvement.
Lexia Power Up- 10-week trial during Term 3.

Teach

Course leaders in the department for consistent checking and monitoring of courses.
Review data to inform course content and teaching focus.
Review OLNA, NAPLAN, WACE feedback for school to inform planning.

Meeting schedule developed before each term with clear expectations for what moderation will be occurring at those meetings.
Course leaders to provide assessment samples to team prior to meeting.
Course leaders to run moderation meetings.
Reflection on moderation meetings.
Use of whole cohort data for review of Extension, Focus and EALD courses.

Frequent review of Student Achievement Information System (SAIS) data (NAPLAN and OLNA) to inform EALD and Focus class planning.
Term 1 – Review previous year's SAIS data and ensure alignment across year groups.
Term 2 – Refine Semester 1 course outlines and assessment tasks for 2027.
Term 3 – Implement two assessments with diagnostic and summative components.
Term 4 – Review Semester 1 2027 plan and align assessments with Semester 2 2026.

Formative assessments aligning with summative tasks using similar marking keys to show progress and inform teaching.
Teach evidence-based programs using Explicit Direct Instruction (EDI) and Direct Instruction (DI) throughout to have most chance of impact on student achievement.
Themed-based units for engagement and link to CORRE values.
Reading focus for two lessons per week to address reading results in NAPLAN and OLNA.

Term 1 – Placement testing for new and existing students as a diagnostic tool.
Term 2 – Student profiles available; review Progress Map data for reporting.
Term 3 – Review Semester 1 data.
Term 4 – Review course adjustments; refine 2027 course outlines and tasks, and plan Year 12 General course.
Reading focus embedded in two lessons per week to address NAPLAN and OLNA outcomes.

Assess

Reporting to Parents (RTP) and course outlines align with Western Australian Curriculum (WAC) and SCSA requirements.
Reporting to Parents (RTP), Like Schools, OLNA/NAPLAN and WACE data used to inform areas of focus.

Meeting attendance.
Meeting minutes are recorded and distributed.
Meeting agenda is sent out prior to the meeting.
Moderation practices are part of the meeting schedule.
RTP and Like Schools data used for moderation.

Regular review meetings set at the start of term.
Student Achievement Information System (SAIS) reviewed by the team and discussed at the meetings.
Task data review for Semester 1 to Semester 2 for trends, indicators of success and indicators of adjustment.
Tasks and course adjusted based on information from 2026 for 2027 courses.

Alignment with achievement standards- marking keys for each task and review of assessment outline and timelines.
Clear theme in planning documents.
Lexia Power Up data is reviewed each week, and lesson plans are used to teach students areas of focus in lessons.

Placement test data used to inform class placement.
Review of EALD Progress Map data to ensure consistency in marking and placement.
Student profiles for all EALD students available on Compass.
Courses adjusted through the review cycle using NAPLAN and OLNA data.
NAPLAN and OLNA Reading data tracked from 2025–2026 and across 2026 Semester 1 and 2.

Health & Physical Education

Believe

Programming & Classroom Practice

Evidence-based, sequenced programming ensures all students can access, engage with, and achieve success in the Health and Physical Education (HPE) curriculum. This is supported by ongoing professional development that builds staff capacity to deliver high-quality, consistent learning environments at HSHS.

Assessment & Moderation

Consistent assessment practices and collaborative moderation strengthen shared expectations of quality learning across the HPE Learning Area. This alignment ensures fair, reliable judgements and supports improved student outcomes through clarity and consistency.

Data Analysis

Ongoing analysis of student data, both independently and collaboratively informs targeted instructional adjustments within HPE. This ensures teaching remains responsive to student needs and supports improved progress, engagement, and achievement.

Community Engagement

Strong partnerships with the local community provide authentic and enriched learning opportunities for HPE students at HSHS. Through access to external expertise, facilities, and real-world contexts, students are better supported to develop skills, apply their learning, and achieve meaningful success.

Extracurricular Sport & Athletics Academy

High-quality extracurricular sport and academy programs grounded in explicit instruction, high expectations and deliberate practice develop students' physical literacy, ownership, discipline and resilience - enhancing learning, wellbeing and performance.

Know

- Staff engagement in planned PL to upskill practice will improve outcomes.
- Health and Physical Education (HPE) staff to engage in Classroom Management Strategies (CMS) training to setup class routines and behaviour standards – 63% of HPE staff have completed CMS.
- Updated Lower School Physical Education programs to align with curriculum.
- Course Coordinators assigned to update and improve HPE programs.

Lower School

- Moderation supports assessment, enabling alignment of criteria, expectations, and evidence across classes and year levels.
- Detailed marking keys aligning with each type of sport assessments.
- Review and editing Health assessment after moderation and data is entered for each task.

Senior School

- Small Group Moderation for ATAR Health Education.
- Health Education collaboration with network schools to update assessments.
- Collaboration and moderation of Senior School assessments between General Physical Education classes.

Lower School

- 7-10 Health Education within 2% of like schools for C grade achievement or higher.
- 7-10 Physical Education within 5% of like schools for C grade achievement or higher.
- 9&10 Recreation General and Fitness classes increased from 5 to 7 classes.

Senior School

- HPE accounts for 8.9% Year 11 subject selections.
- HPE accounts for 9.6% Year 12 subject selections.
- ATAR Health provides pathways for students to undertake tertiary education.
- HPE certificate courses achieved 84% attainment.
- General Health Education (HE) at HSHS +5% C grade achievement or higher than like schools.
- General Physical Education (PE) at HSHS –21% C grade achievement or higher than like schools (27% E grade achievement in 2025).

- Engagement with the local community can promote a positive relationship with key stakeholders which will result in increased student opportunities.
- Partnering with the City of Bayswater leads to enhanced learning experiences for HPE students.
- Partnering with local Primary Schools provides VET students with real life experience working in the industry and gives Primary School students a positive experience with HSHS.

- Volleyball program.
- School Sport Western Australia (SSWA) Carnivals.
- Lightning Carnivals.
- Athletics Academy.
 - 7-10 classes
 - Certificate III Sport, Aquatics and Recreation

Do

Plan

- Year 7-10 Understanding Movement tasks developed to align with HPE curriculum.
- Professional Development opportunities with CMS and Instructional Strategies of Engagement (ISE) courses.
- Development of General PE EST resources.
- Common language and vocabulary established across lower to Senior School programs.

- Moderation of ATAR Health Studies with Swan Valley Anglican Community School.
- Align assessments with SCSA Achievement Standards.
- Design assessments using backward mapping, developing response skills through structured frameworks (IEA): Identify, Explain, Apply).
- Moderation schedules.
 - Once per semester for Lower School
 - Once per semester for Senior School
 - Once per practical for General PE

- Identify key data sets to track progress of HPE programs.
 - Lower School HPE grade distribution compared to like schools
 - Year-on-year HPE achievement data to track cohort trends and program impact over time
 - Lines of inquiry from assessment data to guide future teaching focus
- Targeting participation and engagement rates of Lower School PE
- Enhance Senior School subject selection and future course development through analysis of student achievement and pathway data to better align programs and assessment with student needs and post-school pathways.

- Opportunities to engage with local primary schools to assist with carnivals.
- Relationship with the City of Bayswater to provide recreation space.
- Offsite recreational activities for Year 9 & 10 Recreation programs.
- Working with NERPEA schools – for collaboration, consultation and development of HSHS HPE programs and offerings.

- Restructure of the Volleyball Program.
- Increased focus on SSWA sporting events.
- 7-10 Lightning Carnivals.
- Develop facilities for Athletics Academy (long jump pit, discus and shotput rings).
- Year 10 Sport Science Elective option for 2027- linking to Senior School pathways such as Physical Education General Studies.

Teach

- Consistent use of Compass to deliver resources to students and families.
- Staff engage with school wide initiatives including PBS, CMS House System and behaviour management policies.
- Course Coordinator roles to provide structure and support across Lower School courses.

- Provide regular feedback on skill execution, decision making, and effort during practical lessons.
- Structured summative feedback using agreed rubrics for both performance and theory tasks.
- Link practical activities to theory, enabling students to apply and reflect on concepts during and after performance.
- Clear expectations for participation, uniform and effort, with consistent routines to maximise engagement.

- Differentiated selection of sports to suit class needs, promoting engagement and successful learning.
- Use Compass – Pulse Dashboard to monitor participation trends.
- Use of ABE descriptors to understand how CORRE values are being displayed in HPE.
- Use data to drive program improvement, with findings shared in Learning Area meetings and informing targeted professional learning (SAIS, Sport specific PL - volleyball).

- Require CORRE values and good standing for HPE excursions to promote positive behaviour and accountability.
- HPE learning experiences through partnerships with local recreation centres and primary schools, enabling students to apply skills in real-world contexts.
- Athletics Academy to utilise external facilities to provide specialised training environments and improve performance outcomes.

- Introduce Year 7 & 8 Lower School PE to volleyball.
- Provide training opportunities for SSWA carnival teams.
- Use of CORRE values and good standing alongside extracurricular sport to support selection.

Assess

- Reflect on programs to edit and modify as the year progresses to ensure they are relevant and suitable.
- Review attendance of excursions for Recreation General and Fitness courses at the end of 2026.

- Detailed Lower School PE marking keys with explicit criteria for skill execution, decision making and tactical awareness, ensuring consistent grading across classes.
- Conduct moderation sessions within the department and with North East Region Physical Education Association (NERPEA) schools.
- Future planning from assessment data.
 - cohort comparisons through SAIS
 - Reflections (PMI) by teaching staff
- Clear, constructive feedback aligned to assessment criteria (practical and theory) to guide student improvement.

- Athletics Academy track student progress on individual events to monitor improvements and inform targeted coaching.
- Analyse HPE assessment data to identify gaps in skill execution, game sense or theory understanding and adjust task design to better assess these components.
- Use HPE specific data to evaluate the effectiveness of elective and general programs.
- Use Certificate attainment and unit completion data to evaluate VET course effectiveness and inform targeted improvements to course design, delivery and student support strategies.

- Compare pre and post-gym performance data to evaluate the impact of gym integration on student development.
- Collect structured feedback from community partners to evaluate program quality and identify areas for improvement.
- Expand use of community facilities through planned partnerships to provide specialised environments that enhance skill development and learning outcomes.

- Review participation rates of students in the Volleyball Program through Compass attendance.
- Review the number of events attended and the participation for SSWA events through Compass attendance.

Humanities & Social Sciences

Believe

Every student at HSHS 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.

Positive relationships between students, support staff, parents and teachers are integral to student learning, improvement and continued success.

Students learn best with a variety of different teaching strategies from a HaSS specialist teacher.

A safe, positive and engaging classroom is an important tool for effective learning.

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 achieve 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.

Years 7 – 10 HaSS: high number of C grades.
Year 7 – 36%, Year 8 – 33%, Year 9 – 33%, Year 10 – 50%.
Years 7 - 10 HaSS: A and B grades combined are low in comparison to the high proportion of C grades.
Year 7 – 29%, Year 8 – 22%, Year 9 – 28%, Year 10 – 15%.
Literacy issues are a factor of high D / E grades.

Students struggle with HaSS related skills, particularly source analysis and inquiry skills.

Year 7 and 8 students are having difficulty with Historical and Civics skills (Semester 1). Year 9 students are having difficulty with Civics skills and Year 10 students are having difficulty with Civics and Economics skills (Semester 2).

Geography skills are satisfactory across all year levels.

Semester 2 – Year 10 students engagement decreases after subject selections, particularly if not choosing a HaSS course. Grade changes from Semester 1 to Semester 2: B grades decreased from 36 – 15, C grades increased from 65 – 78 and D grades increased from 25 to 32.

A swing away from ATAR towards General courses is noticeable in Year 11 and 12. Consistent achievement is evident in both pathways.

Do

Plan

Goal of having all students improving their individual outcomes each year resulting in increasing their overall percentage in HaSS.

Increased numbers of students achieving C grades or above.

Further extend our students in Applied and Extension courses to see an increase in A and B grades across Years 7 -9

Develop and support the capacity of staff to become leaders within the HaSS department as curriculum leaders, at a schoolwide level with targeted initiatives, presence on committees, in Student Services and the future leaders program. Staff participation in the wider HaSS community with achievement of Level 3 Classroom Teacher (L3CT) and staff representation on various state HaSS committees.

Implement strategies to increase student engagement and improve HaSS skills to progress all students.

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.

Continued development of Year 10 students HaSS skills with a focus on prolonged engagement.

Variety of HaSS options available for students to select in Years 11 and 12 across ATAR/ General courses and Certificate qualifications.

Teach

Differentiation

- Teachers effectively use Education Assistants (EAs) in class.
- Teachers closely following Individual Education Plans (IEPs) to assist learning support students.
- Liaise with staff in Boordakan Bardiya and Follow the Dream (FTD) to assist Aboriginal students.
- Adapt assessment implementation where needed: use of verbal tasks.
- Achievable outcomes for Special Education Needs (SEN) students: differentiated program.
- Implement additional activities to enrich applied and extension classes including excursions, incursions, guest speakers and national competitions.

Professional Learning

- Staff to engage in and run relevant Professional Learning (PL) to further develop their skills.
- Staff engaging in Level 3 Classroom Teacher (L3CT) and Future Leaders programs.
- Senior teachers undertaking additional roles within the school.
- Staff developing curriculum and leading courses: applied, extension, Certificate qualifications and ATAR/ General courses.

Lower School (Years 7 – 9)

- Implement a variety of HaSS activities to heighten all students' engagement and achievement including HaSS week, guest speakers, ICT.
- Increase parent communication: use of house points and consistent email communication.

Classroom Practices

- Directional verb posters in classes, laminated handouts for assessments.
- Structured daily reviews, gradual release of source analysis and inquiry-based skills, how to read a marking rubric, links to real world events: news in 90 seconds, guided practice and worked examples, question reading and interpretation.

Senior School (Years 10 – 12)

- Engaging activities for Year 10 students including share market game, varied assessment types, group activities and active learning.
- Consistent ICT use and interactive activities / tools to engage students.
- Excursions in each Year 11/12 course.

Assess

Data Analysis

- Increase in individual achievement through Years 7-10. In addition, an increase in passing grades with a decrease in D and E grades across all year levels.
- Increased numbers of literacy support, Individual Education Plans (IEP), Aboriginal and Special Education Needs (SEN) students passing HaSS and achieving their personal goals and outcomes.
- Increase in A and B grades in applied and extension classes, coupled with an increase in students moving into ATAR HaSS pathways.

School Leaders

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

- Targeted initiatives.
- Level 3 Classroom Teachers.
- Course coordinators.
- Year Coordinators.
- School committee members, e.g. Bushrangers, Positive Behaviour Support (PBS), Occupational Health and Safety (OHS).

Data Analysis

- Steady number of C grades combined with an increase in B grades and decrease in D and E grades in General classes.
- *Consistent and Often ABE's* for majority of students indicating engagement in HaSS classes.
- Classroom observations by HoLA show increased engagement and decreased behaviour issues.

Analysis of Skills and Strands

- Year 7 and 8 students showing an improvement in History and Civics strands and source analysis skills.
- Year 9 students showing an improvement in Civics strand.
- Year 10 students maintaining grades from Semester 1 to Semester 2.
- Moderation comparable between all HaSS teachers.

Subject Selections

- Year 10 Economics elective to gain enough numbers to run in 2027. Build upon this to a senior course in 2028.
- Continued high numbers in General courses and certificate qualifications.
- Increase in students choosing ATAR Modern History and Geography.

Languages & Culture - Italian

Believe

We believe in setting high expectations for achievement, engagement, and behaviour in language lessons to support our school's CORRE values.

We believe in supporting a culturally responsive school by celebrating diversity and promoting cultural and linguistic awareness in language lessons.

We believe that learning another language can support literacy by reinforcing grammatical and linguistic concepts whilst also assisting public speaking and social skills.

We believe that learning another language should be an enjoyable and engaging experience supported by teachers with strong curriculum knowledge and by use of innovative teaching strategies.

We believe in the importance of establishing key community networks to be at the forefront of language teaching and curriculum developments.

We believe that students who have a talent and high motivation for language learning should be guided and supported in continuing their study of the target language beyond Year 8.

Know

Staff with a strong skill set in Classroom Management Strategies (CMS) and Positive Behaviour Support (PBS) promote inclusive, productive, and safe classroom environments in which active participation is at an optimal level. Three out of the four language teachers have completed the CMS Foundation Modules (Classroom Management Strategies). In addition, one language staff member is a Conference Accredited Trainer in CMS (CAT) and Teach for Australia Coach.

Our school is culturally and linguistically diverse and as such the Language Department at HSHS celebrates and embeds an appreciation of languages and diverse cultures in language lessons and by the celebration of our Annual Languages Week.

A minority of students enter HSHS with knowledge and experience in the Italian language. Many students come to HSHS with a diverse linguistic, cultural and language education. Approximately 8% of our student population is EALD and a considerable number of our students come from a LBOTE background (Language Background Other Than English).

In Semester 2 of 2025, 78% of Year 7 students studying Italian appropriately engaged in learning experiences either consistently or often. In Year 8, 63.5% of students appropriately engaged in learning experiences in Italian either consistently or often (in Semester 2 2025). Where students selected Italian as a subject In Year 9 in Semester 2 of 2025 (voluntarily), 83.5% of students appropriately engaged in learning experiences either consistently or often.

We know that it is important to be active members of associations such as The Modern Language Teachers' Association of Western Australia, The Language Assistant Program and the Western Australian Association of Teachers of Italian to network and collaborate with others to support language learning. Online PL and feedback to SCSA has been completed by Languages staff in 2025 to assist with the familiarisation phase of the new curriculum.

Speaking a language in addition to English can assist in future career prospects and is a way to educate students about the world around them, instilling a love for culture and travel. It is also a highly marketable skill set to have. We know that 50.5% of Year 7 students achieved either an A or B grade in the Semester 2 reports in 2025. In Year 8, 21% of students received an A grade in Languages. There were no D or E grades in the Year 9 Semester 2 reports and 58.3% of students received either an A or B grade in this year group.

Do

Plan

We will continue to engage in Professional Learning opportunities, peer and formal coaching in Positive Behaviour Support (PBS) and Classroom Management Strategies (CMS), supporting our school's CORRE values.

Reinforce language learning and celebration of culture by use of various incursions, excursions, and Languages Week. There will be a focus on Year 9 engagement via the latter to promote course selection for this year group in order to potentially retain students in Year 10.

Continue to embed grammar in Languages programs to support students' understanding of the target language and general literacy to support English studies by use of structured grammar lessons and supporting resources like Education Perfect.

Explore innovative teaching strategies and resources such as Education Perfect to create engaging lessons and authentic learning experiences. There will be a clear focus on lesson design features to support a calm entry into classrooms, structured lessons with visible lesson objectives and success criteria.

Keep up to date with SCSA curriculum developments and news by being active members of Language Teachers' Associations such as the Western Australian Association of Teachers of Italian and the Modern Languages Association of Western Australia.

Continue to encourage language learning beyond Year 8 by running at least one Year 9 class and further supporting language learning beyond Year 9 by aiming to attract two Year 9 classes in 2027.

Teach

By use of school-based Classroom Management Strategies (CMS) and Instructional coaches, there will be ongoing mentoring, self-reflection, and close collaboration to support Italian teachers new to the profession. The Languages representative on the Positive Behaviour Support Action Group will provide ongoing mentoring in this area to the Languages Team where required.

Creative projects and realistic scenarios like the shopping and drama units will promote dialogue in the target language and encourage participation in a fun and engaging manner.

Teach grammatical concepts explicitly at the start of new units and regularly revisit to support language learning in the target language and English. Grammar to continue to be a key focus of language programs and explicitly taught with a focus on subject verb agreement, parts of speech, indefinite and definite articles.

Professional reflection on resources, the curriculum and pedagogy to create and maintain enriching programs for students. Reducing variability from classroom to classroom in languages is also a key area for further development.

Effective use of Language Assistant to support target language learning in the classroom as well as supporting the development of effective resources and exposure to the target language by use of this program.

Extend students in Year 9 by building on curriculum knowledge and providing enriching learning opportunities to support further language studies. Realistic scenarios using role-play will allow students to build confidence in spoken skills.

Assess

Achieve a 5:1 Positive Behaviour Support (PBS) positive to corrective model in lessons by focusing on acknowledging positive behaviours using PBS Language. Classroom observations at the end of each semester will identify achievement in this area.

Ongoing review and planning of language courses to offer opportunities to learn about Italian culture, not just a linguistic focus. Formative feedback such as Forms will be used for assessing the enjoyment of language courses and support planning giving students a voice for what they have enjoyed in language courses.

Use of NAPLAN data to assess areas of need with a focus on Language Conventions and reading. Close communication with EALD coordinator when literacy needs are identified for individual students and where interventions are required.

Instructional coaching will support Languages staff members with High Impact Teaching Strategies and clear lesson design features and routines. Success will be measured by staff members' own reflections and professional discussions in coaching sessions.

Language programs will be updated to reflect changes according to SCSA curriculum course developments and requirements. Consistent communication with parents by use of Compass weekly news feed.

Match Department of Education (DoE) achievement for A and B grades in Year 7 and Year 8.

*In Semester 2 of 2025, Year 9 students' A and B achievement for Italian was at or better than Department of Education (DoE) achievement. Continue to extend students by offering differentiation for capable students.

Mathematics

Believe

The Mathematics Learning Area at HSHS 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 stakeholders.

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

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.

Know

We need to continue to collegially develop and implement meaningful engagement, intervention and classroom management strategies across all year groups.

- 92% Classroom Management Strategies (CMS) trained.
- 34% Instructional Strategies for Engagement (ISE) trained.
- 42% trained in Tierny Kennedy intervention.

Consistent collegial analysis of relevant student data will identify students with specific needs. This process enables teachers to align and share specific teaching strategies, informing classroom practice, resulting in differentiated teaching methods.

2026 syllabus Version 9 utilisation of effective modelling and digital tools will contextualise teaching methods within HSHS Mathematics classrooms.

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.

Do

Plan

Positive relationships

- Sharing of professional practice through OneNote and structured collegial classroom observations.
- Shared responsibility for the creation and ongoing communication and development of positive relationships through excel spreadsheet to correlate to assist in planning future class lists.
- Effective use of CMS will assist students to feel valued and respected, resulting in greater wellbeing and academic achievement.
- Use of the PBS rewards system to recognise and reward expected behaviour.
- Regular use of the VC system to recognise and acknowledge colleagues by providing specific improvement targets.

Culturally responsive classrooms

- Work towards strengthening student outcomes recognising diversity in Aboriginal students, EALD students and students requiring learning adjustments.
- Identify and provide support systems for EALD students.
- Plan, collaborate and investigate the most effective strategies to achieve this.

HSHS ASPIRE 2026: Plan through use of the ASPIRE model to structure and scaffold lesson design.

- Use data (PAT, NAPLAN, OLNA, attendance) to monitor achievement and inform planning, with analysis tracked in Excel and shared to support future teaching.
- Plan and adapt Maths intervention strategies/program to the individual needs of students. Model and share effective use of all resources available.
- Utilise and communicate effectively with Education Assistants.
- SEN planning and differentiation of student 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, and ISE).
- Individual teachers to review classroom profile. Specifically focusing on students who are not performing to expected level.

Teach

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

- Classroom Management Strategies (CMS)/Positive Behaviour Support (PBS) Professional Learning.

- Use rich in-task modelling opportunities that provide in context learning.
- Use Instructional Strategies for Engagement (ISE) and High Impact teaching Strategies (HITS) to provide participant-based learning opportunities.
- Directly teach and classify 2026 Version 9 syllabus command language.

- Use of digital tools for modelling and investigations.
- Use of Cambridge and OneNote to structure and communicate classroom syllabus delivery and expectations.

- 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.

Assess

Structured learning

- Review learning programs for implementation of Instructional Strategies for Engagement (ISE) and High Impact teaching Strategies (HITS), and modelling tasks.
- Use of classroom observation to assess implementation of ASPIRE teaching model.

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 Data analysis to assess and measure the success of numeracy intervention.

ICT

- Monitor and measure student access to individual lesson by lesson OneNote packages and Education Perfect (EP) usage.
- Assess implementation of 2026 Version 9 syllabus across Lower School programs.
- Review all 2026 learning programs.
- Utilise and share Semester 1 Excel data process and outcomes.

Positive relationships

- Review positive versus negative Compass entries.
- Review use of Valued Colleague system and collegial support.
- 100% completion of Classroom Management Strategies (CMS), Instructional Strategies for Engagement (ISE) Professional Learning.
- Review success of in-class coaching through classroom observations.

Science

Believe

Student data analysis drives learning area goals and targeted curriculum

Teacher quality is the strongest in-school factor influencing student achievement.

Effective operational planning ensures clear focus for teachers, parents, and students.

Every student deserves high-quality programs, resources, and assessments.

Know

- Progress Achievement Test (PAT)
- data shows Science Inquiry Skills (SIS) improvement in Year 7 in 2025.
- Also, high progress in Year 7 and 8, stable progress in Year 9.
- There are currently untapped data sources in Student Achievement Information System (SAIS) Dashboard.
- ATAR courses for Psychology, Human Biology and Physics require higher exam-school mark correlation.

- Broad range of experience and skills held by HSHS Science teachers.
- Expertise in classroom observations within the Science Learning Area.
- Classroom observations are normalised in science.
- Teachers benefit from targeted feedback and professional learning.
- Teachers benefit from moderation and professional sharing opportunities.
- Classroom Management Strategies (CMS) trained teachers in Science.

- HSHS requires consistent processes across all Learning Areas to provide timely and useful feedback to parents and students.
- Excursions, incursions, extension, and STEM programs enrich student learning.
- HSHS is a "school of choice" and is rapidly expanding its population.

- The Year 7-10 syllabus has changed significantly in 2026 and our programs and assessments need to respond.
- Special Educational Needs (SEN) Planning needs to effectively target teaching and assessment.
- Year 7-10 student results reflect the need for further assessment adjustment.
- Special Educational Needs (SEN) planning needs to be valid and provide a useful metric on progress for parents and students.
- Students often require assistance in understanding command words in assessment items.

Do

Plan	Teach	Assess
<p>Engagement with Data:</p> <ul style="list-style-type: none"> Engagement with the Student Achievement Information System (SAIS) Dashboard. Engagement with WACE Reports, Senior School Learning Area Reports, ATAR Maximising Feedback. Learning Area continue analysis of Learning Area reports and Progress Achievement Tests (PAT). 	<ul style="list-style-type: none"> LA meetings looking at PAT and Student Achievement Information System (SAIS) data Semester 1 and 2. Year 9 Progress Achievement Tests (PAT) data used to explicitly teach identified weak areas in Science Inquiry Skills (SIS). Senior School teachers explicitly teach exam style questions, including command words. 	<ul style="list-style-type: none"> Alignment with "Like schools evaluated", progress evaluated with Effect scores. Sharing of resources targeted to Year 9 Science Inquiry Skills (SIS, including on OneDrive and Learning Area (LA) meetings agendas. Improved exam – school mark correlation.
<p>Developing Staff Capacity:</p> <ul style="list-style-type: none"> Moderation. Resource sharing – physical and OneDrive. Classroom Observations. Classroom Management Strategies (CMS) engagement. 	<ul style="list-style-type: none"> Learning Area time dedicated to moderation. Learning Area time allocated to professional sharing for lower school classes including formative assessment strategies, running practicals. Observations targeted for each teacher as part of Performance Development Plan. 	<ul style="list-style-type: none"> Moderation of Science Inquiry Skills (SIS) assessments 7-10 documented in Learning Area meeting minutes. Professional sharing once per term in meeting agendas. Marking deadlines. Records and feedback for Teachers observed before and after Professional Learning (PL).
<p>Operational Organisation</p> <ul style="list-style-type: none"> Defined curriculum leader role. Consistent communication processes to parents. Alignment of program, assessment and feedback delivery between Learning Support (LS) teachers. Identify and purchase resources needed. 	<ul style="list-style-type: none"> Curriculum leader role negotiated and agreed on with key responsibilities documented. Scheduled resource updates on OneDrive for 7-10, Senior School. Feedback plan consistent with rest of school. Planning and acquisition of textbooks, lab equipment and digital resources. Head of Learning Area (HOLA) conduct meetings with teachers, lab techs to identify resources needed. Excursions maintained, Science week activities expanded. 	<ul style="list-style-type: none"> Documenting of Science Curriculum Leader role. Task mark reports issued after each assessment. Parent communication on missed assessments, progress and timing. Assessments and content delivery within a week of other teachers for same subject. Purchase of textbooks, laboratory hardware. Excursions packs for Year 7 and 8 Applied Science classes, Year 12 Psychology and Human Biology.
<p>Program and Assessment Improvement:</p> <ul style="list-style-type: none"> Consistency between classes in timing and delivery of content. Alignment of Program and Assessment with new Science 7-10 Curriculum. Applied and Extension Programs access for all stakeholders. Redesign a graduated approach to teaching Science Inquiry Skills in Year 8. 	<ul style="list-style-type: none"> Prescribed experiments Years 7-10 identified. Revision/preparation materials for Years 7-10 prior to each Common Assessment task (CAT). Common and Extension Assessments refined with new 2026 syllabus content inserted. Applied and Extension Programs and outlines refined and completed. Program and assessment adjustment and scaffolded SIS tasks focus for Year 8. 	<ul style="list-style-type: none"> Prescribed experiments/ activities in programs. Revision packages on OneDrive. Programs and assessments aligned with the 2026 curriculum, reviewed each term. Applied and Extension programs and outlines available on Compass. Science Inquiry Skills tasks have prior "prescribed practicals" to prepare students. Gradual decrease in scaffolding for Year 8 Science Inquiry Skills tasks.

Technologies

Believe

Promoting collaboration will enhance cohesion across Technologies contexts.

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

Technology impacts all aspects of daily life, and it is important to keep up to date.

- Technologies learning contexts lead to future pathways. Top Jobs in Demand in Australia in 2026 and Skills shortages update for 2026.

Know

- Collaborative leadership supports building one team - Technologies.

- Knowing the new curriculum and how to teach it is necessary to provide quality teaching.

- Digital literacy and technology skills are essential for students to be successful.
- Technologies enhance diversity and inclusivity through personal expression.

- Technology is going to through exponential growth.
- Providing students with opportunity to learn about new technologies improves engagement and is advantageous for their future.

Do

Plan	Teach	Assess
<p>Course review</p> <ul style="list-style-type: none"> Course modification and development for new Year 7 – 10 curriculum implementation in 2026. 	<ul style="list-style-type: none"> All Lower and Senior School courses are mapped into individual courses, depending on contexts. 	<ul style="list-style-type: none"> Audit of courses for consistent presentation, inclusion of analytical marking keys and rubrics.
<p>Curriculum development and Assessment principles</p> <ul style="list-style-type: none"> Course development focus for Wood, Metals and STEM. Improve understanding of SCSA standards (Grades and Judging standards) – for Senior Courses and Curriculum changes for K -10. 	<ul style="list-style-type: none"> Course and curriculum materials written for Wood, Metals and STEM. Staff development in understanding Principles of Assessment. Staff modify assessments of courses to meet the principles of assessment (in a consistent manner within contexts). Collaborative/consensus meeting with SCSA representative. 	<ul style="list-style-type: none"> Sharing of practice with professional colleagues in contexts. Improved understanding of curriculum and assessment principles, implemented in practice. Teachers review data at the end of an assessment/semester Course updates/development for Lower School in D&T is completed.
<p>Teacher development and support</p> <ul style="list-style-type: none"> D&T teacher operational time – to manage resources, replacement / upgrades. STEM club. 	<ul style="list-style-type: none"> 0.1 FTE operational time allocated to four D&T teachers to manage resources, budgets in D&T contexts (Metals, Wood, STEM and Food, Textiles and Child studies). 0.1 FTE STEM club (after school) supports the development of the Engineering pathway. 	<ul style="list-style-type: none"> Operational time role descriptions completed and approved by the Executive team. STEM club offers skills (CAD and CAM) to Year 9 or 10 students to develop interest and skills for future Engineering courses.
<p>Future jobs focus</p> <ul style="list-style-type: none"> Engagement with TAFE colleges. Upskill staff to meet requirements for Engineering Certificate course. Expand VET offerings within Technologies. 	<ul style="list-style-type: none"> Liaise with TAFE to meet requirements of facilities and staff training. Staff complete relevant VET qualifications: e.g. TAE. Introduce First Aid for Early Education and Care settings. Introduce RSA (Responsible Service of Alcohol) and Food Safety qualification within school setting. 	<ul style="list-style-type: none"> TAFE staff complete site audit. Staff completes TAE in preparation for VET course delivery. IVET as RTO (Registered Training Organisation) for First Aid course (in Year 10 Child Studies). Education is key (Quality Skills Service) as RTO (Registered Training Organisation) for RSA and Food safety qualification.

Positive Behaviour Support (PBS)

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.

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

We believe embedding student voice in acknowledgement systems empowers students to take ownership of their learning and behaviour.

We believe clear and predictable responses to behaviour create a safe and structured environment where students feel secure and supported to learn.

We believe data-informed decision making allows us to proactively implement PBS strategies.

We believe explicitly teaching expected behaviours builds clarity, consistency, and confidence, enabling all staff and students to understand what expected behaviour looks like across settings.

Know

On average, each student in the school was awarded approximately 60 House Points in 2025.

We know that there is an inverse relationship between House Point acknowledgments and negative attitude/behaviour Chronicles.

The overall House Point +/- ratio for 2025 was 3.16, which is below the recommended 5:1 ratio, indicating there is still an opportunity to further strengthen the consistent acknowledgement of positive behaviours across the school.

We know that we have representation from all Learning Areas in the PBS team.

We know that 100% of Learning Areas have been delivered targeted PL to upskill in PBS language (2026 new staff have not had this PL delivered).

We know that we have 50% of the matrix behaviours resourced for lessons.

We know that we need to make further improvements in marketing and promoting of PBS in the school environment.

Do

Plan

Promotion & Marketing

- Increase visibility of PBS through classroom and yard displays, events, and social media updates.
- Refreshing the school website to highlight PBS values, resources, and successes, improving visibility for parents and the community.
- Increase relevance of PBS and House Point acknowledgement to Senior cohorts (Years 10, 11 & 12).

Teach

Staff

- How to access PBS resources, displays, and events for students.

PBS Team

- Monitor and evaluate visibility of PBS in school spaces and online.
- How to plan school-wide promotional campaigns/events to increase engagement.

Families / Community

- Awareness of PBS values, House Points, and acknowledgement systems through various media.
- Awareness of school events and initiatives that showcase PBS.

Assess

- Participation rates in PBS events.
- Feedback survey data.
- Behaviour trends.
- Quality and visibility of displays.

Teaching & Resourcing

- Continuing to resource engaging PBS lessons through dedicated planning sessions.
- Embed PBS video making through Media curriculum.
- Develop a visual matrix of CORRE behaviours.
- Further updating of school documentation to embed PBS language.
- Enhance PBS engagement in the SLP area through differentiated, neurodivergent-affirming lesson design.

Students

- Increase understanding PBS values and expected behaviours and acknowledgement systems.

Staff

- Use of PBS language consistently in classrooms, yard, and events.
- Effective delivery of PBS lessons delivered at General Staff Meetings (GSM).

- Use of PBS language in classrooms.
- Consistency in awarding House Points.
- Delivery of inclusive PBS lessons.
- Uptake of PBS resources.
- Effectiveness of SLP lesson resources.
- Number of House Points awarded to students.
- Tier achievement for all students.
- Staff acknowledgement data.

PL & Evaluation

- Build upon professional learning using PBS/matrix language.
- Embed coaching or peer observation system and cycles for PBS language.
- Implement second Schoolwide Evaluation Tool (SET) to monitor PBS effectiveness, inform improvement strategies, and celebrate successes.

Staff

- Build upon 'Unpacking the Matrix' Professional Learning (PL).
- Availability of peer coaching and observation.
- Processes of Schoolwide Evaluation Tool (SET) and importance to school.

- Staff uptake of Professional Learning (PL).
- Number of Professional Learning (PL) delivered.
- New staff induction.
- Observation uptake and feedback data.
- Schoolwide Evaluation Tool (SET) data.

Student Leadership

- Establish a student PBS leadership group to help contribute to PBS team.
- Coach leaders to reinforce expectations to younger students.
- Collect student feedback data on lesson delivery.

Student Leaders

- How to acknowledge behaviour.
- Why we acknowledge behaviour.
- How to demonstrate behaviour.
- Research of a PBS model.

- Number of student-to-student acknowledgements.
- Student leadership feedback.

Student Services

Believe

Attendance, behaviour, and wellbeing are key contributors to academic achievement. By identifying barriers early, maintaining clear and ongoing communication, and implementing effective strategies, we can positively influence students' achievement and overall outcomes.

Student Services recognises that student behaviour has a direct impact on teaching and learning. When clear expectations, consistent processes, and supportive relationships are in place, classrooms become safe, predictable environments where both students and staff can thrive. Central to this is strong, ongoing communication between staff and Student Services, building trust, promoting shared responsibility, and strengthening staff confidence to support a consistent, whole-school approach.

We recognise that each student's pathway beyond school is unique and may evolve over time. Our role is to guide, support and challenge students to identify their strengths, clarify their goals, and engage in opportunities that promote success across learning, wellbeing and life beyond school.

Student Services believes that data should inform and drive our strategic direction, enabling timely, evidence-based decisions that identify trends, monitor impact, and guide targeted support. By using data consistently and purposefully, we can allocate resources where they are needed most, respond proactively to emerging concerns, and strengthen outcomes across attendance, behaviour, wellbeing and achievement.

Know

Attendance

Student attendance is shaped by a range of factors and is correlated with achievement.

- HSHS grew from 795 students in 2019 to 1186 in 2026.
- Continued growth in the numbers of diverse cohorts (e.g., ATSI, SLP, EALD).
- In 2025, overall attendance was lower at 82.3%.
- Regular attendance – 42%.
- Severe at risk – 13%.

Behaviour

- Consistent implementation of behaviour management strategies reduces disruptions to teaching & learning.
- In 2025, HSHS introduced a strengthened tiered behaviour system that led to more consistent, rigorous, and accurate behaviour follow up.
- In 2025, staff feedback highlighted key needs around behaviour plans and processes at HSHS. 28% of staff reported wanting further upskilling in documenting behaviour in Compass, 50% indicated a preference for Chronicle entries that align with our tiered behaviour plans, and 34% identified a need for support in implementing student behaviour contracts within Learning Areas.

Pathways & Achievement Academic

- Student Services knows that students succeed through different pathways, and we are committed to supporting each individual through tailored guidance and targeted programs.
- Data from our 2025 review shows an increase in Notices of Arrangement (NOA), rising from 18 in 2024 to 20 in 2025. This indicates that more students are successfully transitioning into meaningful pathways in Years 11 and 12.
- Student Services submitted 5 Participation RFAs in 2024 and 11 in 2025, showing a proactive approach in supporting students in meaningful pathways.

Student Wellbeing

- Student Services know that strong relationships between the school, student and family improves outcomes for students.
- We know that collaboration across Student Engagement Program Coordinators (PC) and with external agencies have positive outcomes for student wellbeing.
- Currently HSHS is linked with three external support agencies to support student wellbeing, mental health and family relationships and facilitates an annual parent expo which involves 12 community support services to provide families and students with information, guidance, and access to a wide range of wellbeing and engagement supports.

Do

Plan

Attendance

- Develop and implement a whole-school Attendance Improvement Plan.
- Define tiered attendance processes, including roles and interventions.
- Strengthen data tracking and monitoring systems to enable early response.
- Establish clear communication protocols between staff, Student Services and families to support early intervention.

Behaviour

- Developing consistency in staff responses to behaviour by introducing the new Tiered Behaviour Chronicle templates.
- Develop clear record keeping of student's behaviours aligned to our tiered processes.
- Development of consistent planning documents for clarity.
- Build staff capacity through planned professional learning and support structures.
- Implement evidence based restorative practices to support and repair relationships between staff and students.

Pathways & Achievement

- Establish clear processes for tracking early academic progress and engagement concerns.
- Develop a handbook/resource for alternative and external programs to meet student needs.
- Development of Compass Chronicles to track data for approved pathways.

Student Wellbeing

- Identify goals for students in case management ensuring interventions are targeted and meaningful.
- Strengthen partnerships with External Agencies and Student Engagement Program Coordinators (PC) to support student outcomes.
- Implement clear communication and support processes to ensure staff understand how to respond to and refer wellbeing concerns.

Teach

Attendance

- Explicitly teach students and families the importance of regular attendance and punctuality.
- Teach Student Services (SS) staff to use SAR and Compass data to identify concerns early and apply targeted interventions.
- Support families to understand attendance expectations and actively use Compass to communicate attendance.

Behaviour

- Teach and reinforce restorative practices, conflict resolution and empathy with students and staff.
- Strengthen staff confidence and consistency in applying Tier 1 and Tier 2 behaviour responses.
- Model and reinforce behaviours aligned with CORRE values in partnership with families to ensure consistent expectations.
- Learning Area leaders to analyse Learning Area data to identify trends and support Tier 1 intervention.

Pathways & Achievement

- Strengthen staff understanding and build capacity to refer students to alternative pathways, including NOAs and exemptions.
- Explicitly teach students and support families to make informed decisions about future pathways, WACE requirements and post-school opportunities.

Student Wellbeing

- Teach resilience and help-seeking behaviours to support students to engage positively with school.
- Use wellbeing data to inform early intervention and coordinated support.
- Strengthen staff knowledge and referral processes for external agencies.

Assess

Attendance

- Analyse attendance data and compare against like schools to identify trends and areas for improvement.
- Conduct audits of Compass attendance entries and processes to monitor consistency.
- Monitor parent engagement through Compass.
- Use staff feedback to evaluate clarity, consistency and effectiveness of attendance processes.

Behaviour

- Analyse the tiered behaviour data and monitor trends.
- Evaluate suspension data.
- Evaluate the consistent application of Tiered Chronicles and appropriate interventions.
- Track student engagement in restorative practices and reduction in repeat incidents.
- Use staff feedback each term to assess clarity of processes and effectiveness of Student Services support in response to behaviour.

Pathways & Achievement

- Track WACE attainment and OLNA progress, including completion rates and successful post-intervention outcomes.
- Monitor the number of 0% students and ensure alternative pathways are provided.
- Analyse student progress data to evaluate pathway suitability.

Student Wellbeing

- Monitor wellbeing data to identify trends and effectiveness of interventions.
- Track engagement in interventions and supports and student progress.
- Evaluate staff confidence and capability through feedback and uptake of wellbeing processes.
- Review case management data to assess overall student progress and support effectiveness.

Learning Support & SLP - Autism

Believe

Clear and consistent communication across Learning Support enables effective collaboration, targeted intervention, and improved student growth and achievement across academic, social, and engagement domains.

When students are dysregulated, they are communicating an unmet need, and that responsive support is essential to restoring regulation, engagement, and learning.

Every young person has the capacity to develop resilience when supported with consistent guidance, meaningful relationships, and opportunities to learn from challenges.

With appropriate adjustments and support, every student can grow as a reader, writer, and communicator, regardless of the complexity of their language needs.

We believe that collaborative practice where Learning Support staff work alongside teachers in classrooms and in partnership with families builds shared understanding and enables more effective and consistent support for students with ASD.

We believe that collaborative practice where Learning Support staff work alongside teachers in classrooms and in partnership with families builds shared understanding and enables more effective and consistent support for students with ASD.

Know

Clarity in Learning Support/SLP case management

Student growth is strengthened when Learning Support is underpinned by clear, consistent, and well communicated MTSS aligned case management processes that guide referral, intervention, progress monitoring, and pathway planning.

Using Behaviour and Wellbeing Data to Support Regulation

We know that student dysregulation communicates unmet needs, with Kiosk, A10, and Ready2Learn data consistently identifying barriers such as sensory overload, social demands, and difficulties with emotional regulation. Analysis of this data enables staff to provide responsive, targeted supports that restore regulation, increase engagement, and support learning in mainstream classrooms. Data out of class shows Year 7 - 170 classes, Year 8 - 26, Year 9 - 27, Year 10 - 84, Year 11 & Year 12 - 1.

Developing Resilience and Self Advocacy

Resilience is developed through consistent guidance, strong relationships, and structured opportunities for reflection, where students are supported to understand challenges, regulate emotions, learn from difficulties, and develop the skills to advocate for themselves over time.

Increasing Literacy Demands and Student Support Needs

We know that increasing complexity in English learning needs, particularly for students with ASD, contributes to ongoing challenges in reading, writing, and communication, as reflected in NAPLAN and OLNA data. Funded Student D/E Grades in English 2025 34% - Year 7, 48.7% - Year 8, 54.7% - Year 9, 38.7% - Year 10.

Early identification data shows that a significant proportion of students requiring additional literacy support have diagnosed disabilities, reinforcing the need for timely, targeted adjustments and explicit language support to enable growth for all students as readers, writers, and communicators.

Increasing Complexity of Student Needs in Mainstream Settings

The high number of students with diagnosed additional needs (90) supported in mainstream classrooms- including 107 students with IEPs and 236 with documented learning profiles - requires consistent, collaborative classroom practice to ensure adjustments and targeted supports are effectively implemented for students with ASD and complex learning needs.

Expanding Pathway Options to Meet Diverse Learner Needs

We know that intentional, data informed pathway planning within Learning Support (LS) and the SLP, supported by targeted programs supports 51 students' engagement, retention, and achievement by enabling access to pathways that align with individual strengths and learning needs.

Do

Plan

Staff Expertise

- Implement clear and consistent case management model that includes clarity in roles, processes & monitoring.
- Introduction of the Lead Education Assistant (EA) role to strengthen consistent Education Assistant (EA) practice and inclusive classroom implementation.

Data Use for Behaviour & Wellbeing

- Use behaviour and wellbeing data to identify patterns of unmet needs underlying student behaviour. Data out of class shows Year 7 - 170 classes, Year 8 - 26, Year 9 - 27, Year 10 - 84, Year 11 & Year 12 - 1.

Resilience & Self-Advocacy

- Provide structured opportunities for emotional regulation, reflection and learning from challenge.

Support for Diverse Learning Needs

- Strengthen early identification using NAPLAN, OLNA, and school-based data to inform timely intervention and support strategies.
- Very Important Life Skills (VILS) will be used to support literacy and written expression development for students requiring additional support.
- Development of Year 7 Very Important Life Skills (VILS) Scope & Sequence and mainstream differentiation toolkit.
- Collaboration with Primary Schools to ensure effective transition.

Supporting Complex Behaviour Needs

- Develop staff capacity with ongoing investment in Berry Street Trauma Informed Training, Classroom Management Strategies (CMS) training, Team Teach and professional learning.
- Whole school templates developed in collaboration with Student Services. Implementation through case management model.

Pathway Planning

- Implement pathway planning process for students at WACE risk in case management.
- Develop targeted pathway support with use of available data.

Teach

- Case Managers conduct case management reviews, refine strategies for support and training.
- Understanding of year group data in supporting Tier 2, 3 case management.
- Clear communication channels/processes between mainstream and Learning Support (LS) Team.

- Establish consistent use of Kiosk, A10 and Ready2Learn data.
- Process to decide on targeted supports for student intervention.

- Students to reflect on challenges, practise regulation strategies, and learn from challenges.
- Student self-advocacy through use of Ready 2 Learn Plans.

- Consistent processes for student planning, review, and communication.
- Special Educational Needs (SEN) planning timelines and expectations to Head of Learning Areas (HOLAs) through Senior Leadership team (SLT).
- Provide targeted professional learning to build staff capability in SEN planning, reporting, and differentiation.
- Teach stakeholders clear communication guidelines for sharing student progress and planning.

- Ensure all teachers and EAs complete Classroom Management Strategies (CMS) training.
- Enrol teaching Student Support Officer (SSO) staff in Berry Street training modules to support staff responding to behaviour with understanding and support.
- Lead staff to understand planning documents and record keeping processes.

- Targeted programs and structured learning opportunities supporting skill development, engagement, and pathway readiness.
- Pathway planning embedded in case management, with informed guidance, goal setting, and regular review.

Assess

- Formalised quarterly data review for progress monitoring.
- Staff, parent and student feedback surveys.
- Compass Pulse Review.
- Academic achievement data.

- Data and trends of student in line with Compass.
- ABLEWA assessment data.
- Kiosk, A10 and Ready2Learn.
- Effectiveness of supports (data trends).

- Ongoing data analysis and progress monitoring will guide adjustments and measure student growth over time.
- Compass Pulse data.

- Staff feedback data for effectiveness of processes, Special Educational Needs (SEN), adjustments and differentiation.
- Monitor staff access and use of Special Educational Needs (SEN) Planning and Reporting Handbook.
- Classroom observations.
- Review Special Educational Needs (SEN) progress using planning data, academic and engagement outcomes to inform ongoing refinement of supports.
- Completion of Year 7 Scope & Sequence.
- Completion of practical differentiation toolkit.
- Review of new Learning Support (LS)/SLP database.

- Staff completion of professional learning.

- Monitor student engagement, retention, and achievement through regular review of pathway outcomes.
- Review success of pathway plans.

Vocational Education & Training

Believe

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

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

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

We believe VET courses 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 of world of work or future study.

Know

In 2025, 77% of students in Year 12 valued VET pathways as options to achieve WACE and increase future learning and employment opportunities. 41 students in Years 11 and 12 applied for and succeeded in entering our Workplace Industry Pathway Training (WIPT) program.

In 2025, 93% of Year 12 VET students successfully completed 1 or more VET qualifications at Cert II or higher in a wide range of industries. The number of Year 12s completing ADWPL (Authority Developed Workplace Learning) increased by more than 50%.

In 2025, 34% of students left school to TAFE, further training employment and traineeships. 49% of students entered university using VET and other means to access alternative entry pathways.

Do

Plan

Opportunity

- Ensure that staff can communicate available opportunities 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.
- Support trainers and interested staff with accessing PL opportunities relevant to VET (e.g. TAE skill set).
- Maintain partnerships with community, RTOs and employers.
- Explore opportunities to partner with TAFE to offer Profile courses onsite at HSHS.
- Communicate VET course requirements to students including language, literacy and numeracy skills.
- Offer Year 10 Work Experience as an aspirational opt-in program for WACE credit.
- Promote student nominations for VET SCSA Awards for recognition of student achievement in VET/Workplace Learning (WPL).

Viability

- Review course selections to ensure that VET courses offered remain viable, relevant and cater for student aspirations.
- Promote VET learning opportunities in early Year 10 prior to course selections.
- Provide well-resourced VET programs to deliver in compliance with requirements of ASQA.
- Staff to maintain currency through professional learning.
- Introduce new VET courses based on student viability and Industry requirements.
- Attend RTO / VET meetings to keep up with course changes and other VET updates.

Succession Planning

- Encourage teaching staff to upskill qualifications to deliver and assess VET courses.
- Access professional learning to maintain currency and a shared understanding of policies and processes.
- Explore industry areas with skills shortages for possible future offerings.
- Ensure that VET/Workplace Learning (WPL) plans and processes align with current and updated SCSA/DoE policies.

Teach

Engage

- Provide a positive learning environment with engaging courses that meet current Industry and legislative conditions.
- Develop student's work readiness and capacity to undertake work placement and/or employment in Year 10.
- Increase awareness of VET pathways and opportunities through Careers and Pathway Planning (CAPP) classes, community communication and individual counselling.
- Provide learning assistance that caters for individual needs.

Instruction

- Clearly communicate learning intentions and requirements of each course
- Explicitly teach new skills and knowledge using the ASPIRE lesson structure
- Provide opportunities for collaborative learning.
- Encourage questioning throughout practical assessment.

Quality Training

- Maintain staff currency and Professional Learning (PL) to ensure that training reflects current industry trends and practice.
- Ensure that students complete 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 opportunities for students to self-reflect on their learning.
- Monitor student academic and attendance data to allow timely intervention if issues arise.

Apply

- Provide students with opportunities through Workplace Learning (WPL) to demonstrate competency to industry standards.
- Implement individualised Work Experience programs for Year 10 students seeking real life experience in various work settings and industry practices.

Assess

Student Assessment

- VET staff ensure that assessments are valid, reliable, flexible and fair.
- 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.

Monitoring

- Maintain ongoing data review and monitoring of VET programs.
- Monitor student attendance, achievement and completion data.
- Interrogate destination data to determine if students are using VET qualifications to pursue further training/tertiary education/full time employment.

Audit

- Ongoing checks for staff compliance/currency/vocational competence.
- Provide all information and documentation required for RTO/ASQA audits.

Targets

- 85%+ of Senior School students enrolled in VET qualifications.
- 90%+ of VET students successfully completing qualifications.
- Increased number of students completing ADWPL.
- 80%+ rate of students continuing into training/full time employment/ uni (post-school destination data).

Compliance/Viability

- Staff complete all required Professional Learning (PL) and qualifications.
- Maintain accurate register of qualifications.
- Maintain resource lists and budgeting required to deliver VET/WPL programs.
- Accurately follow Department of Education (DoE), SCSA and School processes for WACE, Reporting to parents (RTP) and Workplace Learning (WPL).

Academic Performance Coordinator

Believe

We believe that every student can achieve academic success when teaching, intervention, and support are informed by meaningful data and a deep understanding of individual learning needs.

We believe that strong literacy and numeracy foundations are essential for student confidence, engagement, and achievement across all learning areas.

We believe that a culture of high expectations, consistent practices, and shared accountability drives improved academic performance for individuals and cohorts.

We believe that collaboration between teachers, leaders, students, and families strengthens learning pathways and supports sustained academic growth.

We believe that continuous reflection, professional learning, and evidence-based decision-making are critical to improving teaching quality and student outcomes.

Know

We analyse NAPLAN, OLNA, assessment and SCSA data alongside attendance and engagement to track progress toward OLNA, WACE and ATAR/VET completion, identify literacy and numeracy needs early, and drive timely intervention and pathway adjustments.

Supports include Flexitime OLNA preparation, Homework Club and lunchtime support, Year 12 withdrawal and one-to-one testing, NAPLAN-informed placement, and shifting OLNA testing focus from Year 9 to Year 10.

We identify students for intervention or extension by triangulating NAPLAN, assessment and formative data, and monitor pathways through credit accumulation, OLNA, VET and USI completion to activate targeted support. NAPLAN growth and proficiency data informs cohort literacy and numeracy priorities.

Supports include Focus and EALD classes, Homework Club, targeted NAPLAN resources, refined EALD processes, and attendance monitoring informed by NAPLAN and OLNA data.

We monitor assessment quality and moderation through exam QA and moderation processes, supporting improved student outcomes. Longitudinal analysis of NAPLAN, OLNA, RTP, Years 9–10 exams and senior data informs course selection, pathway identification, early intervention and subject adjustments.

Supports include WACE tracking, English Competency for University, endorsed programs and Authority- Developed Workplace Learning (ADWPL), underpinned by consistent assessment, accountability, staff training and structured Head of Learning Area (HOLA) feedback to strengthen counselling, transitions and testing completion.

We review attendance, behaviour, engagement and academic data to identify risk early and trigger targeted interventions. Assessment quality is monitored through exam quality assurance (QA), grade analysis, SCSA alignment and like-school comparisons to ensure consistency.

Priorities include standardising Year 10 exams, strengthening pathways and retention through course change analysis, refining OLNA participation, aligning whole-school exam processes with SCSA guidance, and ensuring data directly informs academic support and course counselling.

We use Year 6 transition and placement data to inform class placement, targeted literacy and numeracy groupings, and early teaching adjustments. Participation and impact data from Homework Club, Flexitime and study-skills programs refine supports, strengthen student agency, and increase cross-learning-area involvement.

Priorities include consistent use of transition data for early intervention, aligning academic supports to identified need, strengthening cross-learning-area collaboration, and using transition and engagement data to inform professional learning and classroom practice.

Do

Plan

Lead data-informed placement reviews for Years 7–10 (2027) across Applied, Focus and EALD pathways in collaboration with Mathematics, English, Science and HaSS (MESH) Head of Learning Areas (HOLA) to ensure equitable, transparent decisions. Oversee Years 11–12 WACE tracking to monitor literacy, numeracy and completion requirements, identifying students needing intervention or pathway adjustment. Align planning with whole-school priorities to ensure curriculum pathways reflect student needs and post-school outcomes.

Plan and coordinate OLNAs using student progress data to ensure equitable access, appropriate timing and readiness, particularly for students requiring additional support. Use Year 9 NAPLAN data diagnostically to identify literacy and numeracy strengths and gaps and inform intervention planning and assessment scheduling for OLNAs and senior pathways. Ensure assessment planning aligns with SCSA and Department policy, with a clear focus on improving student outcomes rather than compliance.

Engage Senior Leadership Team (SLT) in planning and oversight of assessment and intervention processes to ensure consistency of expectations, timelines, and pathways across learning areas.

Plan for teaching and learning through a collaborative approach, reflecting the belief that strong partnerships between teachers, leaders, students, and families enable consistent, high-impact practice and sustained academic growth.

Teach

Provide assessment oversight across Years 7–10 within Mathematics, English, Science and HaSS (MESH) to ensure purposeful, curriculum-aligned assessment that supports wellbeing and engagement. Coordinate Semester 2 Year 12 OLNAs using evidence-based strategies. Support teaching teams to deliver structured, sequenced and differentiated learning with tiered supports across Applied, Focus, EALD and Foundations pathways.

Use Year 9 NAPLAN reports to support teaching teams in identifying cohort and individual literacy and numeracy trends and targeting intervention. Implement revised OLNAs, including Year 12 students testing individually and adjusted testing windows to allow additional pre-test intervention. Strengthen exam preparation through explicit Flexi sessions, consistent guidance aligned to the Exam Supervisor Manual, and adjusted exam timings and exit processes to support regulation, wellbeing and fatigue management.

Work with Senior Leadership Team (SLT) and Head of Learning Areas (HOLA) to support consistent delivery of intervention and exam preparation practices, ensuring all learning areas implement agreed whole-school approaches.

Teach through collaborative practice by engaging teachers, leaders, students, and families in shared approaches to learning, including participation in the Morley Schools Network (MSN) Network mentoring program, to model reflective practice, strengthen professional capability, and ensure consistent, high-quality teaching that supports sustained academic growth.

Assess

Support Applied and Extension placement and movement through systematic, data-informed review with Head of Learning Areas (HOLA) and Deputy Principals to ensure transparent decisions. Provide oversight of Focus and EALD classes to ensure assessment reflects progress, informs targeted teaching and supports inclusive, culturally responsive practice. Monitor assessment effectiveness in EALD English and Foundations Mathematics to inform intervention, pathway refinement, and continuous improvement, and to evaluate teaching impact and adjust supports.

Implement refined assessment procedures to reduce issues during testing, ensuring assessments are conducted consistently, fairly, and calmly. Use post-assessment review to evaluate:

- effectiveness of revised exam conditions
- impact of extended intervention time
- student engagement and confidence during assessments.
- Ensure all assessment practices align with assessment policy, providing clear guidelines for staff and students and supporting continuous improvement in assessment delivery.

Involve the Senior Leadership Team (SLT) in data review and evaluation of assessment processes to monitor impact, address inconsistencies, and drive continuous improvement across the school.

Assess the impact of collaborative practices through evidence from Middle School Leaders professional learning, NAPLAN data, and Morley Schools Network (MSN) mentoring, using reflection and data analysis to evaluate consistency of practice, professional growth, and improvements in student learning outcomes.

Aboriginal Education

Believe

Effective teachers believe in equity, cultural safety, and reconciliation.

Effective teachers believe Aboriginal student wellbeing is essential to student achievement.

Effective teachers believe Aboriginal student engagement is essential to student achievement.

Effective teachers believe in inclusion and value student diversity.

Know

Culturally responsive teachers know the impact of positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

HSHS teachers know the importance of focusing on improving education outcomes for Aboriginal students and have high expectations for Aboriginal students.

There is a significant attendance gap between Aboriginal and Torres Strait Islander (ATSI) students and the broader school population, with ATSI students experiencing a 25% discrepancy in regular attendance rates, indicating a growing challenge in maintaining consistent engagement and participation.

There are currently 62 Aboriginal and Torres Strait Islander peoples (ATSI) students enrolled at HSHS. This number is almost identical to last year; however, the rate of transiency at 29% is having a significant impact on attendance patterns, academic progress, relationship building, and cultural continuity of support programs.

Do

Plan	Teach	Assess
<p>Relationships</p> <p>Community engagement through whole-school cultural events (e.g. NAIDOC Week, National Reconciliation Week, Harmony Day). Planning for culturally responsive pedagogy that authentically embeds Aboriginal perspectives across learning areas, informed by Student Profiles and the Aboriginal Cultural Awareness Plan.</p>	<p>Explicit, culturally responsive teaching practices that embed Aboriginal perspectives across the curriculum, supported by differentiated instruction informed by attendance, behaviour and achievement data. Co-design of learning adjustments with Aboriginal Education staff and teachers to ensure inclusive, culturally safe learning environments.</p>	<p>Ongoing analysis of attendance, behaviour and achievement data to inform targeted support, alongside case management for Tier 2 and 3 students, including intervention tracking and regular review cycles. Collection of student voice and engagement data to evaluate cultural safety and sense of belonging, informing future planning.</p>
<p>Leadership</p> <p>Commence development of the HSHS Reconciliation Action Plan (RAP), alongside planning and delivery of professional learning to build staff cultural competency and confidence in embedding Aboriginal histories, cultures and perspectives. Secure grants and funding to support cultural initiatives and development.</p>	<p>Lead the development and implementation of the Reconciliation Action Plan (RAP) through consultation with staff, students, families and community. Model culturally responsive leadership and support teachers to embed these practices within planning and pedagogy.</p>	<p>Monitor staff participation and feedback from professional learning to evaluate growth in cultural competency. Track Reconciliation Action Plan (RAP) milestones through ongoing consultation and progress reporting and review the impact of funded cultural projects against intended outcomes to inform future planning.</p>
<p>Teaching</p> <p>Plan academic interventions using culturally responsive pedagogy, including targeted small-group and case-managed support for students at academic risk. Promote culturally responsive practices that strengthen engagement, identity and achievement.</p>	<p>Implement targeted interventions and work alongside teachers to embed Aboriginal perspectives and differentiated support within curriculum planning and classroom practice. Facilitate whole-school learning experiences that build staff and student understanding and respect for Aboriginal peoples, cultures and languages.</p>	<p>Monitor progress against individual student goals within Individualised Education Plans (IEP) , including achievement, engagement and attendance data. Evaluate the effectiveness of interventions using pre- and post-data to inform ongoing support and future planning.</p>
<p>Learning Environment</p> <p>Plan for a culturally responsive learning environment where physical spaces reflect the cultural and linguistic heritage of Aboriginal students, alongside coordinated academic, wellbeing and pathway supports including tutoring, mentoring, post-school planning and counselling referrals.</p>	<p>Lead the enhancement of school environments to ensure authentic representation of Aboriginal cultures and languages. Support staff to embed cultural visibility respectfully within classroom spaces, while facilitating coordinated supports for student engagement, wellbeing and pathways.</p>	<p>Monitor post-school pathways, transition outcomes and individual goal attainment in collaboration with the VET team. Gather student and family feedback on cultural safety, belonging and wellbeing, and conduct environmental reviews to evaluate cultural visibility and authenticity, informing future improvements.</p>

Financial Summary

As at 31 December 2025

One Line Budget

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	558,236	558,236
Carry Forward (Salary):	401,607	401,607
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	16,674,473	16,674,473
Locally Raised Funds:	784,192	794,894
Total Funds:	18,418,509	18,429,211
EXPENDITURE		
Salaries:	15,550,667	15,550,667
Goods and Services (Cash):	2,262,059	1,646,736
Total Expenditure:	17,812,726	17,197,403
VARIANCE:	605,783	1,231,808



Income

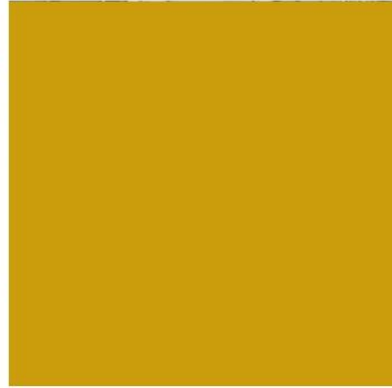
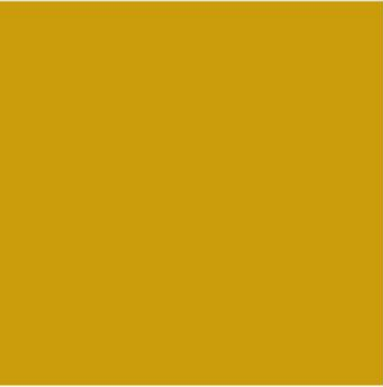
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	558,236	558,236
Carry Forward (Salary)	401,607	401,607
STUDENT-CENTRED FUNDING		
Per Student	12,012,615	12,012,615
School and Student Characteristics	2,925,487	2,925,487
Disability Adjustments	118,762	118,762
Targeted Initiatives	1,686,044	1,686,044
Operational Response Allocation	6,483	6,483
Total Funds:	16,749,391	16,749,391
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(787,080)	(787,080)
School Transfers - Cash	750,000	750,000
Department Adjustments	(37,838)	(37,838)
Total Funds:	(74,918)	(74,918)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	83,273	83,273
Charges and Fees	323,159	324,233
Fees from Facilities Hire	39,532	40,064
Fundraising/Donations/Sponsorships	71,050	71,210
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	24,070	33,227
Revenue from CO, Regional Office and Other schools	2,592	2,591
Other Revenues	112,578	112,359
Transfer from Reserve or DGR	127,938	127,938
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	784,192	794,895
TOTAL	18,418,508	18,429,211

Expenditure

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	14,539,726	14,539,726
New Appointments	0	0
Casual Payments	918,310	918,310
Other Salary Expenditure	92,631	92,631
Total Funds:	15,550,667	15,550,667
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	128,461	114,908
Lease Payments	162,109	162,108
Utilities, Facilities and Maintenance	444,182	435,195
Buildings, Property and Equipment	501,376	252,801
Curriculum and Student Services	777,433	581,292
Professional Development	27,199	22,777
Transfer to Reserve	150,000	0
Other Expenditure	71,298	77,654
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	2,262,058	1,646,735
TOTAL	17,812,725	17,197,402

Glossary of Acronyms and Abbreviations

HITS	High Impact Teaching Strategies	ETAWA	English Teachers Association of Western Australia
PBS	Positive Behaviour Support	DI	Direct Instruction
GAT	Gifted and Talented	HPE	Health and Physical Education
HTAWA	History Teacher's Association of WA	SSWA	School Sport Western Australia
EP	Education Perfect	NERPEA	North East Region Physical Education Association
PAT	Progress Achievement Tests	FTD	Follow the Dream
SIS	Science Inquiry Skills	IEPs	Individual Education Plans
CMS	Classroom Management Strategies	EAs	Education Assistants
ISE	Instructional Strategies of Engagement	OHS	Occupational Health and Safety
EST	Externally Set Task	L3CT	Level 3 Classroom Teacher
MSN	Morley Schools Network	VC	Valued Colleague
LA	Learning Area	HoLA	Head of Learning Area
LS	Learning Support	PC	Program Coordinator
ATAR	Australian Tertiary Admissions Rank	CAT	Common Assessment task
WACE	Western Australian Certificate of Education	RTO	Registered Training Organisation
SGT	Small Group Tuition	D&T	Design & Technology
EALD	English as an Additional Language or Dialect	RSA	Responsible Service of Alcohol
VET	Vocational Education & Training	GSM	General Staff Meetings
IMSS	Instrumental Music School Services	SET	Schoolwide Evaluation Tool
MPA	Media Production and Analysis	SLT	Senior Leadership team
WAC	Western Australian Curriculum	VILS	Very Important Life Skills
ABEs	Attitude, Behaviour and Effort	SSO	Student Support Officer
RTP	Reporting to Parents	CAPP	Careers and Pathway Planning
SAIS	Student Achievement Information System	WPL	Workplace Learning
DoE	Department of Education	ADWPL	Authority-Developed Workplace Learning
EDI	Explicit Direct Instruction	QA	Quality assurance
SEN	Special Educational Needs	MESH	Mathematics, English, Science and HaSS
SWANSEA	Swan Secondary School Executive Association	ATSI	Aboriginal and Torres Strait Islander
PL	Professional Learning	RAP	Reconciliation Action Plan
		CAT	Conference Accredited Training



ACKNOWLEDGEMENT OF COUNTRY

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

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

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