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In 2014 I was originally appointed to Hampton Senior High School for the fixed period of Term one in a caretaker mode. The permanent position was advertised during Term one. I was delighted to win the position substantively. My first impressions of the school were that the general facilities had been neglected over many years, hence I set my sights and energies on commencing the process of alerting various sections within the Education Department and the wider community, of the dire nature of Hampton’s facilities and the critical need to upgrade them. My other observation was simply, the openness and friendly nature of the students.

I was really pleased and satisfied with the outcomes achieved in the ten months I was principal of Hampton Senior High School. A designated Year seven area consisting of five classrooms was completely renovated at a cost of almost four hundred thousand dollars; the area was also landscaped to provide an area for the Year sevens to call their own. This facility was not scheduled for an upgrade and the process of seeking the financial support of the Education Department for each of these projects was constant and time consuming.

Another significant facility upgrade was the undertaking, by the Education Department, to completely renovate the school’s entire toilet facilities which were in a completely unacceptable condition for both students and staff. The cost of these upgrades will be in the vicinity of one million dollars and stage one of these upgrades will begin early in 2015, the second stage is planned for 2016.

All of these upgrades were well overdue, perhaps one of the most important outcomes of the year was to have local politicians in Donna Faragher MLA, Alannah Mactiernan MP and the Minister for Education Mr Peter Collier visit to assess school facilities with the view of major upgrades in the, hopefully, very near future. I must acknowledge the support and efforts of the School Council and particularly Jacqui Otago for her support and efforts in this area. Perhaps the outcome of these meetings will not be felt immediately, but I believe in the near future, the infrastructure of Hampton Senior High School then in turn its students and staff, will greatly benefit from all of the work done in 2014.

During Term one I also set about re-establishing the school’s standing within the community by producing a new prospectus and promotional video showcasing the many and varied talents and programs of both students and staff, to the wider community. The video now sits on the school’s website and is used as a promotional tool whenever needed.

Perhaps one of the most significant achievements during 2014 was to apply for and achieve Independent School status after three previous attempts. This status was important for many reasons and none more important than now being able to choose our own staff and decide how and where we need to spend our own finances. Whilst the ATAR results for 2013 and 2014 were not strong, Hampton Senior High School has now instituted an “Academic Standards Policy” which now sets some minimum standards that all
students, particularly in Year 10, must achieve before they move into Year eleven, or are able to select an ATAR course. This policy will go a long way to ensure that the majority of students are performing to their full potential and have the incentive to achieve.

Once again Hampton Senior High School was acknowledged as being in the top fifty Vocational schools in the state in 2014, achieving a remarkable 96% attainment rate. This simply means that the vast majority of students left the school last year with a qualification which can be used to access further educational or career opportunities. Hampton was once again a finalist in the West Australian Vocational awards again in 2014, an award we won in 2013. Whilst we were not the eventual winner in 2014, to make the finals for two years running is a significant achievement, and much of the credit for this must go to The VET Department at Hampton, namely Carol Woodacre and Claire Donohoe. These two dedicated staff have established “LOV Beauty” a fully functional beauty certificate course that is the envy of many other high schools. Carol and Claire have worked tirelessly within the VET area and have established this facility with many hours of over-time.

In 2014, students at Hampton were exposed to a variety of educational experiences throughout their time here. The gifted and talented Dance and Cheer programs, specialist Drama and a school focus in ICT with annual involvement in programs such as Robocup. The wonderful productions during 2014 of Lenny 2 and Ruby Moon all showcased the many talents of our students and staff and obviously left the memories of involvement forever in the hearts of the school community.

The concept and practice of the “Bright Sparks” program run by the science department to provide local primary schools with the opportunity to be involved in exciting hands-on science activities on site, taught by our specialist science staff, is always a highlight of the year. The programs not only add a great deal of positive relations within the wider community but add real value to the education of all involved.

Whilst I am genuinely missing the staff and students of Hampton, I believe that we all achieved a great deal in 2014, and perhaps in many ways was a turning point for the school and could be summed up with the quote below of a line from a poem by Robert Frost.

“Two roads diverged in a wood, and I - I took the one less travelled, and that has made all the difference”.

Rod Buckenara
Principal 2014

Aspire Innovate Achieve
The Hampton Senior High School (HSHS) Parents and Citizens’ group is an incorporated association whose primary aim is to promote the interests of the school, through cooperation between parents, teachers, students and members of the general community. The Association assists in the provision of resources, facilities and amenities for the school and fosters community interest in educational matters.

2014 was another productive year for Hampton and a big year for public education in general - cuts to funding, the new Student Centre Funding Model, the impending transition of year 7s to high school in 2015.

Nevertheless the Hampton P & C was in a financially sound position at the commencement of 2014 and ready to put its resources to good use. Its main source of income being surplus canteen profits, which had been gradually declining. However, with the introduction of a few new additions to the menu and better quality ingredients a reasonably steady profit has resulted.

The P & C was in a position to fund:

- LOV Beauty – Washing Machine and clothes dryer $1,178
- Library iPad Trolley $2,000
- Library Furniture valued $6,870
- Contribution to Promotional video $2,000
- Graduation $1,500

The school also started the year with a new Principal, Rod Buckenara, who made some major achievements. During his time Rod secured $300,000 in funding from the Department of Education to upgrade H and J Block classrooms for the year 7s and the much needed Physical Education change room facilities. He succeeded in the annulment of the $393,800 invoice for the school contribution to the Performing Arts Centre and secured further funding for the upgrade of the schools ablation facilities. Thanks Rod for making such a big impact in a short space of time.

It is also important to note that this was not achieved in isolation there was a lot of work done in the background by the P & C lobbying politicians, newspapers and following up with letters to State and Federal Governments. I particularly want to mention and thank Alannah MacTiernan and Dave Kelly for their ongoing support and assistance.

So once again I was asked to be the community representative on the selection panel for the Principal’s position, congratulations and welcome Steve Beaton – long may you reign!

2014 saw the change of the P & C Student Incentive Awards to the new Vivo Rewards system and the P & C has committed a yearly contribution of $2,000. Thanks are extended to Cary Wong for his coordination in this program and we look forward to being a part of its growth and development.

Third time lucky, Hampton Senior High School was finally successful in becoming an Independent Public School (IPS) and after a recent Public Meeting has now made the transition from a School Council to a School Board. We are currently in the process of calling for membership and invite parents, who can contribute expertise to apply for a position.

Finally, a big thank you to those parents, who are actively involved at the school, on committees or assist in other areas. Know that you deeply make a difference to your child’s education and the enrichment of the school community.

Jacqui Otago
President
VISION
At Hampton Senior High School our aim is to establish a school culture characterised by high expectations for our students, staff and parents. A focus of the school has been to revitalise and re-energise our learning community through a collaboratively agreed vision that reflects the success culture we are striving to achieve – ASPIRE, INNOVATE, ACHIEVE. This vision statement is closely aligned with our school motto – Labor Omnia Vincit or “Hard work conquers all”. Raising aspirations of our school community is being achieved by accomplishing collaboratively set goals, strong communication processes and inclusion of our community and collaborative partners in the development of our vision. Clearly articulated school priorities provide direction for current and future planning as Hampton Senior High School continues to exemplify excellence as an Independent Public School.

FACILITIES
Hampton Senior High School is situated in Morley Drive East, Morley. It was built in the 1960s and has an appealing appearance with pleasant gardens and wide areas of well maintained lawn. Plentiful shade trees are supplemented by shade awnings which provide shelter for students. An attractive garrison fence has been erected around the perimeter of the school, and the science block has undergone a complete modern makeover as part of the Building the Education Revolution initiative. A bright modern ICT building is another recent addition to the school.

In 2013, the major upgrade and refurbishment of the specialist performing arts area of the Eric Strauss Centre was completed. This area now boasts seating for 180, a professional dance studio and stage reflecting the Gifted and Talented and Specialist Programs that use these facilities and provide the school with its distinctive focus.

The Eric Strauss Centre also includes the gymnasium and another smaller dance studio. The school has its own swimming pool, a large hockey oval, football and soccer fields, and tennis and basketball courts.

In 2014 further upgrades to facilities included the refurbishment of the Year 7 area to create a bright, modern and well equipped teaching and learning environment. In addition, the physical education change rooms were significantly upgraded. Further upgrades to all of the toilet facilities are scheduled to takes place in 2015 along with resurfacing of both the basketball area and the tennis courts.
STAFF AND STUDENTS

The student population totalled 750 in 2014 comprising a variety of different nationalities with approximately twenty percent having non-English speaking backgrounds. This vibrant ethnic diversity encourages harmony and tolerance which are noticeable characteristics of the school.

The staff at Hampton Senior High School are a blend of youth and experience. Many teachers choose to stay at Hampton for ten or more years because the students are very friendly and the parents are supportive. Hampton Senior High School is a caring school. It has a strong commitment to student well-being and has well established and continually developing programs in this area.

Words from our Students

“Hampton is a very warm, friendly and buzzing school.

The teachers are caring, helpful and enthusiastic.

Great friends have been made and a wonderful experience had at Hampton.

The improvements to the school have created an inviting and friendly environment.

Hampton is a great place to learn and grow.”

Student Achievement Awards

On Tuesday 24 June those students who were high achievers in Semester 1 were presented with their certificates at a function for parents and friends in the Performing Arts Centre. Awards are an important recognition of academic success in the school. The award ceremony was followed by afternoon tea and the Parent/Teacher evening when all parents had the opportunity to discuss their child’s report with the teachers.

Engineers Australia WA Award for Excellence in Teaching 2014

Hampton Senior High School teacher Paul Muir was the recipient of this prestigious award.

The award, sponsored by Murdoch University and the University of Western Australia recognises and celebrates an individual secondary school teacher who has demonstrated excellence in applying the principles of engineering in the class room, enhancing the learning experiences of their students and increasing community awareness of the value of engineering to society.

Paul Muir has been responsible for developing a cross curricula engineering program, that draws together Math, Specialist ICT and Applied Science programs to engage students in practical engineering activities and exploring partnerships with universities and industry.

His knowledge of local initiatives, competitions and activities, coupled with his tireless enthusiasm to involve students in them, enriches the STEM educational opportunities for the students of Hampton Senior High School.
Our school culture is focussed on learning, collaboration and results. This is characterised by strong leadership, high levels of expectation and teacher efficacy, an orderly learning environment where students are well known, and a focus on successful outcomes for students. Our 4 school priorities are: Curriculum Improvement, Student Engagement Building Relationships and a Distinctive School Focus.

**Curriculum Improvement**

Raising literacy and numeracy standards is an ongoing component of curriculum improvement. Spelling, reading and writing were targeted for whole school attention. A whole school approach to literacy is established by a cross curricula Literacy Committee who are working collaboratively to raise awareness with staff. NAPLAN and other system data are used for analysis and to provide feedback and future directions. Year 8 students are monitored each term against specific criteria so that progress can be gauged. An emphasis on spelling through the English Learning Area continues with awards being distributed at whole school assemblies. The Spelling Bee, which will be held annually proved very popular with the students from Year 8 and Year 9. Numeracy is reinforced across Learning Areas and each learning area has its own Math study dictionary. Math classes are streamed so that extension maths is available to those who are talented in this area while the smaller classes are devoted to those students who need extra assistance. All students have access to the software program Hotmaths which is also available for home use.

Australian Curriculum continues to be in the foreground. Backward mapping has been widely used to ensure continuity, promote academic rigour and promote core skills for senior school. The Academic Standards Policy, implemented in year 10 for 2014 has proved successful in raising the awareness of the importance of achievement as students move towards WACE in Year 12. This Policy will be refined and extended throughout the cohorts in 2015. There has been widespread professional development and emphasis on resource development and sharing of resources through Connect.

Professional Development in Classroom Management Strategies and Instructional Strategies is available to all teachers and the majority of staff have completed CMS and are rotating through IS. This gives all teachers a common language and students are aware of this. The common approach is strengthened by the philosophy underpinning our ongoing development into a professional learning community where we focus on learning, on developing a collaborative culture and results.

To inform our practice and priorities, staff have been actively engaged in Instructional Rounds which encouraged a productive professional culture of shared responsibility and practice. The whole school approach allowed us to develop snapshots that cumulatively provided a comprehensive picture of teaching and learning throughout the school. It has also provided us with opportunities for school improvement in teaching and learning. In 2015, our work in Instructional Rounds will be further developed through the use of McRel Power Walkthrough and we will have measurable data with which to work to improve teaching and learning and student outcomes.

Hampton continued to involve all members of the Senior Leadership Team to review timetable and course offerings to ensure best possible
educational outcomes for students. Attention has been paid to value adding through the inclusion of full certificates from the AQTF at Level II and Level III. Our Attainment Rate of 94% demonstrated the success of this strategy. Several teachers are involved in SCASA Advisory Committees, including Applied Information Technology and Geography. In addition, Hampton is a Teacher Development School for Technology and Enterprise with a focus on Information Communication Technology and for Science. The ICT Learning Area has provided professional learning opportunities for teachers in a range of areas such as expertise such as Robotics, using the Connect Community to publicise the opportunities. The Science Learning Area has also conducted learning opportunities for other schools. These have all been well attended and feedback has been positive.

**Student Engagement**

To support the continuation of orderly learning environments, whole school behaviour management has been identified as an element of this priority area. The classroom is the centre of the whole school approach and teachers have been involved in professional learning, including Classroom Management Strategies and Instructional Strategies. These professional learning opportunities are provided on an ongoing basis to ensure increased opportunities for engagement for our students.

Attendance is an important element of student engagement and is reported in a separate section of this report. To increase the incidences of proactive intervention, the school has employed a youth worker and engaged the expertise of another volunteer worker. Together, they implemented a program for boys called *Revved Up* and continued the *Mpower* program for girls. Both programs aim to facilitate positive behaviour and engagement. The student services team work to increase positive student behaviour through implementation of positive programs and rewards and in 2013 the VIVO Miles reward program was introduced. This program focuses on students earning reward points for positive behaviour and achievement. The points are then redeemed for prizes.

Reward excursions were conducted at the end of each semester for each year group. The Year Coordinators have worked closely with their student year groups to establish a strong working relationship based on trust and respect. The school created a new position of Middle School Coordinator in 2012, establishing a structure that will facilitate the smooth transition of Year 7s into Hampton. All Learning Areas have been involved in preparation of curriculum for Year 7 students and the Bright Sparks program has brought the Year 6/7 students from Eden Hill and Hampton Park Primary Schools up to Hampton to conduct their practical science sessions.

There are many programs at Hampton that actively promote student engagement and celebrate student success and these are reported in the value adding section of this report.

**Building Relationships**

Hampton is establishing broader links with groups within the community to ensure that our students have the best possible opportunities for success. An example of this is the strong partnership with the Morley Rotary Club and the support this club offers the school.

We have a very strong transition program linking to intake primary schools and this is evident in our continuing strong numbers in Year 8. Our strong link with two of our major partner primary schools – Eden Hill and Hampton Park (both IPS since 2011) is demonstrated by Eden Hill introducing a dance program and Hampton Park introducing a drama and cheer program to link to our distinctive focus priority that includes Gifted and Talented Dance Specialist Performing Arts, and Cheer program.

Hampton Senior High School is the lead school in a project funded through Curtin University by the Federal Government to increase the number of students with high NAPLAN results from relatively...
low SEI areas participating in tertiary education. The students are mentored and encouraged in their academic endeavours and career counselling helps these students to set their goals and work to achieve them.

We are also part of the Schools Defence Force Pathways Program to develop and encourage career pathways in science, engineering and technology in associated industries (STEM). Associated links with the Engineering and Manufacturing Industry Cooperative Limited (EMICoL) have enabled opportunities to be captured such as funding for the development of the school’s robotics program (which enhances our ICT distinctive focus) and the maths specialist stream was able to take part in the practical application of maths to maritime engineering.

2014 also saw the development of our Engineering Extravaganza program through our partnership with global engineering consultancy firm, Sinclair, Knight, Mertz. They provided the opportunities for students to explore many different forums in engineering as well as the mentors to allow students to enter many competitions to broaden their sphere of experience.

Hampton has also taken advantage of the try a trade in Year 10 and the LEAPS career program, which provide meaningful workplace learning experiences to students in Years 11 and 12 that lead to apprenticeships with member companies of EMIC.

The school has a proud and very successful tradition in VET. We have strong links with the business sector, which holds our students in high regard.

**Distinctive School Focus**

Our school vision – Aspire Innovate Achieve – sets the path for our school’s distinctive focus. An example of this has been through the rejuvenation of our gifted and talented dance program and our accredited specialist programs of Performing Arts and Information Communication Technology. Our application for specialist status in Cheerleading was successful and the teams of Sovereigns and Reign continue to be outstanding performers at both the State and National levels.

Similarly, the ICT focus has resulted in Hampton becoming a Teacher Development School for Technology & Enterprise with an emphasis on ICT. We are also the focus school for robotics within the Swan cluster for the Defence Force Pathways Program. Our students’ continuing success in a variety of competitions, both state wide and nationally, is testimony to the skills that are developed through the program.

Hampton has also been successful in achieving Teacher Development School status for Science and look forward to many exciting developments in this area in 2015.

The community support for the redevelopment of the Eric Strauss Centre into the concept of a specialist performing arts centre has been visible and significant, including in the negotiations to get the best possible outcomes – a real statement for the school about the importance of its distinctive focus.

The achievement of Independent School status in 2014 will allow greater flexibilities in the development and expansion of our distinctive school focus.
The Student Services team at Hampton provides support for all students in the first instance by monitoring their academic achievement, attendance, behaviour and mental health and well-being. Adopting the approach of looking after the whole child, we implement a range of interventions, programs, individual plans and strategies to ensure that every student is well placed to achieve to the best of his/her potential.

Our 2014 Operational Plan was constructed around four key areas for enhancement: attendance, behaviour, mental health and well-being and pastoral care. Informed by our school’s vision statement, the strategies implemented last year were built around raising aspirations, celebrating achievement and pursuing innovation.

**Attendance**

The analysis of data has provided some mixed results. At the end of Semester 2 2014, our attendance rate was at 87%, showing some improvement from the equivalent period in 2013 (86.2). The cohort with the lowest attendance rate was Year 10 which conforms to a pattern set by the same cohort in 2013. There was also an increase in number of absences marked as truant going from 441 to 590.

Several strategies were put in place to address the ongoing issue of truancy. One of which was to ensure that attendance codes entered into SIS reflected accurate true reasons for absence. It is highly likely that this greater accuracy of reporting has resulted in the increase in absences marked as truant.

Attendance data was provided weekly to Senior and Middle School Coordinators, as well as Year Coordinators. This data would be examined for patterns of increased absences and followed up with students and if required, their parents. Where students were considered to be at risk due to low attendance, appropriate procedures were applied (parent communication via phone, email, mail) as per the whole school attendance plan. If necessary, students were referred to Behaviour & Attendance Team or in the case of students 16 and over, the Participation team.

On the proactive side, we used our online rewards system Vivomiles strategically to promote regular attendance. One of the initiatives employed was the “100 for 100” campaign which ran during the end of each term. In the past we have noted that attendance tended to dip as the school term came towards the end. To counteract this trend we encouraged students to maintain 100% attendance. Those that did so were rewarded with 100 Vivo points. In addition, consistent and improved attendance was also rewarded through a range of reward activities (pool afternoons, Lazer Tag, school socials) held each term.

**Mental Health & Well Being**

One of the aims of this priority was to raise awareness among students of issues related to mental health and well being and the various means of accessing support if needed. The work of the Mental Health Working Party (MHWP), under the leadership of our school psychologist Jayde Walsh is to be commended for leading the way in addressing this priority.

Throughout the year the MHWP coordinated two whole school events in each semester: National Day of Action Against Bullying & Violence in conjunction with Harmony Day (Sem1) and RUOK Day (Sem2). Both events involved lunchtime activities that fostered a festive mood (volleyball, tug of war, music) in the Quad well as promoting awareness of the topics relevant for each day. Support and assistance with these activities were provided by external agencies such as the Bayswater Youth Advisory Council and the Salvation Army. Teachers were provided with...
resources and curriculum-specific ideas for activities so that they could also address the topics within their lessons throughout the day.

Other targeted programs were implemented throughout the year. In Semester 1, shortly before exam week, representatives from Headspace were invited to present information of stress and anxiety management to our senior students. Other programs such as MPower and PASH continued to be offered to specific groups in Year 9.

**Behaviour**

The data shows that the number of suspensions for 2014 was 212, an increase from the previous year’s 166. However, the data for number of times suspended shows that the number of students with 4 or more suspensions in the year increased from 5 to 22. While this does indicate a decline in student behaviour in 2014, it also shows that appropriate action has been implemented where necessary and our goal of increased and improved use of SIS behaviour reporting was achieved.

The issue of bullying continued to be addressed not only through the whole school event but also through the development of an updated bullying intervention plan. This was a collaborative effort coordinated through the Mental Health Working Party and incorporated feedback from the P&C and Student Council. It is expected that the plan will be published through the school website as well as hard copies at the Front Office in 2015. The use of Good Standing in Senior School continued to allow Year Coordinators to monitor student behaviour. Reward events such as the School Ball and paintballing were used as incentives for senior students to monitor their own status and arrange for their status to be returned if they had lost it. Similarly in Middle School, reward excursions were provided as incentives for students to maintain satisfactory behaviour records.

The Vivomiles system in its first full year of operation was well used, especially among Middle School. The category report for 2014 shows that most of the rewards went to students for application and effort. Further promotion of the program in 2015 will see increased use among staff and students.

**Pastoral Care Programs**

Using the pyramid model of intervention, the Student Services team catered for the needs of Tier 3 students through intensive case management and applying appropriate interventions. Documented plans for education, behaviour, attendance and risk management were developed with the cooperation of parents, student support workers and external support for students at educational risk, under DCP care and indigenous students. Tier 2 students received supplemental intervention where and when required, working from referrals from teachers as well as students who self-refer.

The vast majority of Tier 1 students who demonstrated consistent good behaviour and engagement with the curriculum were rewarded with activities such as pool parties, school socials, excursions as well as major events such as the School Ball and Presentation Evening.

In 2014, the model for assemblies changed to incorporate Year assemblies once per term. This allowed Year Coordinators the opportunity to convey information to their respective cohorts and made these events more relevant and engaging for students. Holding them in the PAC gave an improved sense of formality to the occasion and provided improved means of communication with the data projector and tiered seating. Student achievement continued to be celebrated through performances, screenings of their work as well as P&C awards.

![Student Council at work with Mr Wong](image)
**Future Directions for 2015**

The Student Services Team will undergo significant changes in 2015 with the appointment of two full-time Student Services Managers as well as the relocation of the Student Services Centre to new premises in K1. The intake of two new cohorts in Years 7 and 8 presents a once in a lifetime opportunity to nurture a positive school culture that promotes our vision to **Aspire, Innovate and Achieve** from the ground up. The strategic plan for 2015 has been developed to meet high expectations backed up by evidence-based goals. I look forward to an exciting new direction for Student Services in 2015.

Cary Wong  
Senior School Coordinator.

**Prize Winner**

Congratulations to Mrs Jayde Walsh (our School Psychologist and former student who won the award as the Early Career School Psychologist for 2014. Well done Mrs Walsh!

**Value Adding ACROSS THE CURRICULUM**

**Annual Production**

**LUCKY STIFF**

This musical comedy (based on The Man Who Broke the Bank at Monte Carlo), directed and produced by Mr Wilson was performed in the Specialist Performing Arts Theatre in late July 2014. Mr Wilson also provided the piano accompaniment for the musical numbers and Mrs Otago choreographed the dance routines.

Among the actors were Anthea Wilkie, Jimi Mooney (making a return to school after graduating last year), Annette Barlow, Mariam Wali Ali, Brianna Petrovski, Jessica Peyman and Dildeep Singh. It was also pleasing to see so many younger students joining the cast and we hope they will return for future musical productions.
Book in a Day
Place-Getters Excel from Hampton

For the second year in a row teams from Hampton SHS featured prominently amongst the place-getters in the state-wide Western Australian Book-in-a-Day competition!

The award requires a group of no more than ten students to plan, draft, write, illustrate and publish a 4000 word (Middle School) or 8000 word (Upper School) book in a 12 hour period. This is challenging, but superbly rewarding.

In 2014 we entered four teams comprised of 31 students: seven students entered the Upper School section, and three teams entered the Middle School section. Of these teams the Year 11s in the Upper School division came second across the state with a Highly Commended book titled “Stuck in a Jam”, one of the Middle School teams, “Wishing on Artemis” came third receiving a Commendation, and another team, “Key to the Key” received a special award for Best Illustrations.

This is an absolutely amazing effort, and one that the school is rightly very proud of. This achievement placed Hampton SHS alongside top public and private schools, highlighting the quality and talent of our students.

The students trained during lunch breaks and after school to ensure things operated smoothly on the day. To see the illustrators in action, printing off 40-plus linocuts in just over an hour was mind-blowing, and typified the work ethos required to compete successfully against other high achieving schools.

Our success has been recognised both by the competition’s organisers, the judges and other competing schools, who lavished praise upon the quality of the writing and illustrating coming out of Hampton SHS.

Presentation Evening
This evening (formerly known as Graduation Night) was held in Churchlands Senior High School Concert Hall on October 24. Entertainment was provided by Mr Wilson on the piano. The talent of our students was once again showcased by the Year 12 Dance students who performed “Violette”, Shae Wilkes who performed “Hold my Breath” and Anthea Wilkes who sang “Say Goodbye”.

A medley of songs from this year’s musical production Lucky Stiff was performed by members of the cast. All of these numbers were performed before the formal speeches and presentation of awards and certificates.

Some of the Special Awards were presented by Councillors, Members of Parliament, and other dignitaries. A Light supper was enjoyed by parents and students.
Year 12 Breakfast and Final Assembly

This year a fully catered breakfast was enjoyed by the students on the morning of Thursday October 23. This was followed by their final assembly in the gym. After the formal speeches and performance of “Partition” by the Year 12 dance students and a solo item by Shae Wilkes the Year 12s released their balloons and were formally farewelled as the graduating class of 2014.

Senior School Ball

The annual Senior School Ball was held at the Duxton Hotel on February 14 2014. The Year 11 and 12 students enjoyed an Evening under the Stars, having a stellar night, spending time together and living it up on the dance floor. The night saw stunning gowns and dapper suits, with everyone taking the chance to show off and shine.

LOV Beauty Program

Winning the WA VET in Schools Excellence Award in 2013 and prize money of $8,000 allowed for the expansion of the beauty salon and the purchase of required equipment to be able to deliver the course. This included beauty beds, lighting, waxing pots and towel warmers.

Visitors are always welcome to LOV Beauty and we have had many Year 5, 6 and 7 students through the doors. The Certificate II Retail, Makeup and Skincare students have started makeup application and have embraced the many fine details important to professional application and are developing skills at a rapid rate.

Certificate III Beauty students have fine-tuned eyebrow and eyelash tinting and eyebrow shaping. They have discovered that waxing is not as easy as it appears, but they are determined to master the

Annual Art Exhibition

The Hampton SHS Annual Art exhibition was held in the library the first week of Term 4. The exhibition was brimming with inspiration and creativity; showcasing the hard work and dedication displayed by students across lower and senior school. Artworks ranged from photographic pieces, digital media works, paintings, sculptures, drawings and prints exploring a large range of exciting and timely themes and issues. The artwork explored an array of themes and ideas, from Sustainability, to Documentaries, to Self-expression, to Social Commentaries and many more!
Students spoke of their values and beliefs throughout the design process and challenged viewers to consider alternative points of view.

Celebrating achievement is a primary focus of the exhibition and as such, classes, staff and parents were given the opportunity to place a vote for the ‘Students’ Choice Award’, ‘Teachers’ Choice Award’ and overall ‘People’s Choice Award’.

These awards went to students who created artworks that displayed exceptional skill and talent in the creation of meaningful art.

The exhibition was a great success, demonstrating the wealth of skilfully and conceptually talented students here at Hampton SHS. We very much look forward to seeing what the next generation has to offer as we look to next year.

Reward Excursions and Incursions

Many reward excursions and incursions were held throughout the year to acknowledge the efforts of our cooperative and hardworking students. As an example, at the end of Term 1 those students in Years 8 and 9 who had worn school uniform and were well behaved within the school community were invited to a reward afternoon which included a sausage sizzle by the pool and fun in the pool. Congratulations to those students who earned this afternoon treat and many others like them.

Engineering Extravaganza at Hampton!

Thanks to our continued partnership with global engineering consultants Sinclair Knight Merz (SKM), we have raised the profile of engineering as a career path with our students this year. This has resulted in our Year 9, 10 and 11 students being able to take advantage of some exciting opportunities. The project began with a tour of SKM’s headquarters in Perth, where students were given the opportunity to meet experienced members of staff and ask a series of questions about the many different fields of engineering available.

A group of Year 9 students competed in the ‘Aurecon Bridge Building Competition’ and alongside our Year 10 students they also competed in the Science and Engineering Challenge at Curtin University. Our Year 10 students visited the Science Café at The University of Western Australia, where they were able to meet Engineers, Scientists and several potential employers to determine the various career pathways that are available in the engineering industry.

Our Year 10 students have demonstrated both motivation and enthusiasm whilst working through a wide range of engineering activities such as bridge and boat building and creating an object to test friction on a zip line. These challenges have developed both the students’ communication and
problem solving skills. These students organised professional development for the staff as well as an Engineering project for both Year 4 and 5 students from Eden Hill and Hampton Park Primary Schools.

Big Day Out

The annual athletics carnival was held on Thursday August 28. The weather was great and a large number of students participated in traditional track and field events while others enjoyed novelties such as the Tug of War, three legged races or joined in the volleyball games. It was also great to see so many students wearing their house colours and supporting their team mates.

HOUSE RESULTS
Neptune 2071
Terra 1485
Vulcan 989
Jupiter 900

Ruby Moon

On Wednesday 11 June the senior Drama students presented their performance of Ruby Moon to parents and friends. To quote the Director (Mr Mihaljevich) “theatre of the absurd, epic theatre, naturalism, surrealism and expressionism are just some of the styles that make up this powerful eclectic play written by Matt Cameron. It is also a very perplexing and thought-provoking piece of theatre that deals with some unsmiling themes and complex emotions.”

The play is somewhat like a fairytale in that a little girl sets off to visit grandma but never gets there and never returns home. Where has she gone to? Has someone taken her? Why doesn’t anyone know where she is or what has happened to her? Her parents are tormented by grief as they quiz some of the “strange” members of their neighbourhood.

The performances of all of the students in this play were excellent. They should be very proud of themselves for an outstanding production. Thank you also to all of the other students who worked behind the scenes to make this production a success.
Gifted and Talented Dance

A Gifted and Talented Parent Information Evening was held in term 4 2014 with both Mark Terry from GAT and Dan Rock presenting information to interested parents and students in the Performing Arts Centre.

Year 8, 9, 10, 11 and 12 GAT & Dare to Dance students viewed STEPS “Fights and Flights” at the Health Ledger Theatre in Term 1 2014.

Choreography Night
On Wednesday 2 June our very talented Dance and Cheer students highlighted their achievements to a packed audience in the Performing Arts Centre. The students from Years 8 to 12 performed 18 numbers that included a variety of dance genres. Most of the dances had been choreographed by the students as part of their course work. The comments from the audience at the end of the evening were glowing in their praise for the quality of the performances. The Arts Department and anyone involved are to be complimented on the success of the evening.

LIGHT SPEED, the end of year dance concert, was held at our own Eric Strauss Performing Arts Centre over three evenings and 1 primary school matinée in October, Term 4 Week 1. Performances by year 8 & 9 Specialist Cheer students, 8-10 GAT, 9 and 10 Dare to Dance and Year 11 and 12 stage 1, 2 and 3 dance students were outstanding, with the inclusion of some student choreographed works and solos. The concert culminated with an extension work featuring all GAT, Dare to Dance and Year 12 dance students performing sections of a large dance piece called ‘Kaleidoscope’ - sections of this extended work relate to the ideas, images and feelings associated with the different colours in the spectrum of a rainbow.

Year 10, 11 and 12 GAT Dance students viewed Buzz Dance Theatre’s ‘Look The Other Way’ at UWA in Term 1. Year 8-10 GAT Dance students viewed Buzz’s ‘Goodbye Jamie Boyd’ in Term 2. Year 8 -12 Dance students viewed STEPS Youth Dance Company’s season ‘Threefold’ in Term 3. Year 12 students were also treated to a behind the scenes view and the performance of Australian Dance theatre’s performance of ‘G’. ADT had not been to Perth for 13 years.

Kinetic Kaos is one of the main events on the Dance calendar each year. Gifted & Talented dance students performed their contemporary dance pieces at the Octagon Theatre, UWA.

Gifted and Talented Dance Academic scholarships were awarded to six Year 9 GAT Dance and four Year 8 GAT Dance students in 2013. To be eligible for an award the students needed to be receiving a B grade minimum in dance and a B grade average across their MESS subjects.

Cheer Dance

The first CUA Cheerleading Competition for 2014 was held in Term 2. Our students definitely made us all proud in their Pom and Contemporary routines. They looked very professional and of course AMAZING! The trophies have been placed
with the many other Cheer trophies in the front office for all of our visitors to admire. Congratulations to our Cheer teams and their coaches.

Results: Hampton Dynasty- 3rd Place
Year 9 GAT Contemporary Composition- 2nd Place

Specialist Performing Arts

In 2014 the Specialist Performing Arts (SPA) students were kept very busy with their preparation for the production of

Lenny 2 The Promise.
This production by SPA students was the third “Lenny” piece. Lenny Boy, a short 15 minute improvisation based around the theme of bullying and acceptance was written and performed in 2012. It was a humorous and entertaining piece that was presented to several primary school audiences.

In 2013, Lenny, his neurotic mother and a group of bullies returned in a two act scripted musical featuring all original songs, an extended narrative and new characters. The cast and crew of over 40 performed Lenny as part of the Arts Festival.

2014 saw the enthusiastic group of SPA students write, produce and perform a sequel that had fresh new songs, conflicts and subplots. The students worked hard for many months and in October performed Lenny2 the promise over three evenings and two primary school matinees.

This was a great achievement by these students who should all be proud of their fantastic efforts to display their great talent. Thanks also to Mr Mihaljevich and all of the supporters of the Specialist Performing Arts Program.
ICT - Information Communication Technology

The reputation of Hampton’s Specialist ICT program in the use robotics is growing. While other schools may use robots in their curriculum, the opportunities that Hampton provides through its involvement in competitions gives our students the additional life skills of dealing with deadlines, networking, team skills and personal growth. It is this innovative model that other schools have heard about and which is gaining so much attention.

Robocup

In 2014, for the first time, Hampton students participated in three categories. Robocup Dance, Rescue and Soccer. Forty students participated including 3 Dance teams, 1 soccer team and 6 rescue teams. Our students were a credit to our school, both in their respective events as well as in their conduct and interaction with teams from other schools.

One of our dance teams, one rescue team and our soccer team all made it to the finals.

First Lego League, Macquarie University, Sydney 5-6 December 2014

At the end of a frantic Term 4, the Year 9 team that participated in the State level of FIRST Lego League (For Interest in Research of Science and Technology) were invited to attend the National finals in Sydney even before the competition concluded in WA. The determination of the team to work on their competition entry and fundraise to get to Sydney was phenomenal. The magnificent seven; Jared P, Jackson B, Joanne W, Beatrice P, Zachary N and Meliq P were accompanied by Ms Duddy and Ms D’Cunha. Macquarie University hosted the event and winning teams from across Australia participated.

Our team won the People’s Choice Award for their Project based on designing a Time Management App that could be customised for different types of learning styles. Go Hampton Knights! This was celebrated with a special dinner at a restaurant. With much relief the team was able to relax and enjoy the next day around the Sydney city centre, ending a tiring day at the Starbucks café and a train ride back to the hotel.

TEXPO

Our annual Texpo showcase event and ICT Specialist awards program was once again successful. Students, staff, parents and special guests who attended all commented on the range of work displayed and the enthusiasm of our students. Kudos to the Year 8 and 9 specialist students who hosted the evening, along with ICT staff.

Among the range of work on show were competitive computer games developed with Scratch programming – from Year 8 and 9, podcasts, Flash animations and websites.

The 3D printer (sponsored by the Schools Pathways Program) came into its own with students designing their 3D maze games and printing them. Other 3D computer design work was impressively displayed on canvas.
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### Year 9 Spelling

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### Year 9 Grammar & Punctuation

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### Targets 2014

All Test areas will be maintained at expected performance (2) in 2014.

### Strategies 2014

- Skills will be embedded in subjects and taught explicitly.
- Every staff member will contribute to a Whole School Approach.
- Hampton will celebrate the success of students through the award structure.
- Individual tracking of students from Year 7 NAPLAN results will continue to demonstrate progress accomplished from Year 7 to Year 9.
Highlights

This year the Arts Learning Area’s main focus was to provide challenging, innovative, relevant and meaningful learning experiences for students in the Arts. As a result some very strong and engaging production and performance work was created, exhibited and presented to varied audiences throughout the school community.

The Arts team mentored four pre-service teachers in 2014. Support of the whole school Literacy strategies were utilised and further developed in the Arts with the introduction of ‘word of the week’.

Extra meeting time was allocated to embedding and developing Year 7-10 Australian curriculum. Time has also been allocated to developing year 7 curriculum. A focus on literacy strategies in these courses will take place in weeks 4 and 8 of each term.

The use of Connect and the classroom set of I pads as well as the E Board in the library have provided more innovative use of technology to be applied to teaching and learning in the Arts.

The Specialist programs continued to provide workshops in Term 2, 3 and 4 to primary school students after hours in order to develop student interest in the programs. The promotion of these programs continues, with advertising going to primary schools, dance schools, cheer and gymnastics clubs in a variety of different ways.

Gifted and Talented and General Dance

GAT and Dance Year 8, 9, 10, 11 and 12 GAT & Dare to Dance students viewed STEPS “Fights and Flights” at Health Ledger Theatre in Term 1.

Choreography Night is one of the main events on the Dance calendar each year. Gifted & Talented dance students performed their contemporary dance pieces in the newly refurbished Eris Strauss Performing Arts Centre. This midyear concert was held over one night and had great support from parents/Teachers/Students and the community.

Gifted and Talented Dance Academic scholarships were awarded to four year 9 GAT Dance and one year 8 GAT Dance student in 2014. To be eligible for an award the students needed to be receiving a B grade minimum in dance and a B grade average across their MESS subjects. These students received $50 credited to their school account for excursions in year 8 and their GAT dance fees (approx. $100) paid in year 9.

Year 11 & 12 Upper School Dance Solo Night was held in Term 3 in the Eric Strauss Performing Arts Centre Theatre. This was an opportunity for Year 11 Stage 2 and 12 Stage 3 Dance students to present their Original solo compositions and the set solo both for assessment and for family and friends. The works were of a high calibre, highlighting the strength and talent of the students that have come through the GAT Dance program.

Specialist Performing Arts (Drama) and Drama

In term one this year the year 8, 9 and 10 Specialist Performing Arts students and senior school drama students viewed a performance of Bully Busters. The song and dance piece of theatre was performed by Class Act theatre in the Specialist Performing Arts Theatre.

Senior School drama students also had the opportunity to view Perspectives at his Majesty’s theatre, a collection of the best year 12 dance, drama and music WACE practical pieces from 2013. This event allowed students to develop a greater discernment into high quality and distinguished OSP and monologue performances from other students in the state.

In term two, 2014 the Stage 1, 2 and 3 senior school drama students performed Ruby Moon, a dark eclectic Australian play written by Matt Cameron. The play is one of the texts studied on
Also in term 2 senior school drama students had the opportunity to view a performance of Nick Enright’s *Blackrock* at Murdoch University by Revellers Theatre Company.

**Performances:**
In term 3 senior school drama students presented their Original Solo performances to a live audience. This gave the students an opportunity to acquire some feedback and response from teacher and audience prior to their practical examination.

The Specialist Performing Arts students produced two horror film productions *Stitched* and *Zombie Outbreak*. These two films were entirely written, filmed and performed by students who took on many roles in the production team including Director, Lighting, Assistant Director, Cinematographer and Sound.

The year 8, 9 and 10 Specialist Performing Arts students produced and performed *Lenny 2: the promise*, a sequel to last year originally scripted musical *Lenny*. The students also produced a musical soundtrack CD of the show.

**Media and Photography**
Media and Photography student works were showcased in the school Art exhibition in the library Term 4. Senior School Media students entered a music video into the ‘Get Your Head Right’ competition. Media student video work was continued and uploaded onto the Hampton You Tube channel. Year 9 Environmental Photography works were entered in the Chevron Photography competition.

**Visual Arts**
Visual Arts Staff contributed to a range of projects relating to other Art contexts. Some examples of this include designing and creating CD covers for the Drama Lenny Soundtracks, poster design with students for school events (RUOK Day), Book-in-a-Day lino printing support and additional primary school workshops. They also contributed by filming and assisting in preparation for Dance and Drama performances. A Street Art inspired mural was planned and produced with senior school students, which is still under development and can be found along the D-block veranda. Student works were displayed in the Library Seminar room for parent/teacher interviews in term 2.

The annual Art Exhibition was held in the Library in Term 4 to much acclaim. See report under Value adding Special Events.

**Specialist Cheer Dance and Extra Curricular Cheerleading**
In 2014 extracurricular cheerleading and specialist cheer/dance had a range of workshops, competitions & performances.

Results in Cheer:
- Aus Cheer 2 & 5 Challenge Interschool Challenge Cheerleading Competition
  - Hampton Sovereigns 2nd place (Level 1)
  - Hampton Reign 1st place (Level 2)
  - Hampton Dynasty 1st place (Specialist Cheer Pom Squad)
- Cheer Unlimited Australia Stars n Stripes - November, HBF Stadium
  - Hampton Sovereigns 7th place (Level 1)
  - Hampton Dynasty 2nd place (Specialist Cheer Pom Squad)
  - Hampton Reign 4th place (Dance Item-Hip Hop)

Specialist Cheer/Dance students performed in the 2014 Hampton dance concert “Light Speed”.

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**23**
**HAMPTON SENIOR HIGH SCHOOL - 2014 ANNUAL REPORT**
Highlights

Implementation of Australian Curriculum; Course outlines and task sheets were collaboratively developed in preparation for the arrival of year 7. Early Start preparation was underway early with New WACE courses written and task sheets prepared. The Team approach to writing of programs has been most successful.

Middle School

Visible Learning as an innovative practice has been-implemented and is already showing results, particularly in middle school. Investigation of IT use in the classroom will continue to promote innovative strategies and use of EBoard to engage students.

- Spelling Bee
- Guest Speaker for Year 11 documentary study
- Book in a Day – Winner 2013
- 4 teams participated in the Book in a Day Competition - 3 shortlisted receiving Highly Commended and Commended Awards
- Visible Learning and effect size – work done around this proved valuable.
- Explicit Teaching – use of gradual release model.
- OLNA – 60% of students achieved Level 3 in writing and Reading
- Permanency for 2 valued staff members
- Continued positive relationships with the Learning Area - highly engaged Professional Learning Community

Highlights

- The Specialist Award Night was held on 5 December 2013, celebrating the whole program and individual excellence with awards for Outstanding Student, Most consistent and most Improved.
- Cindy Wang was delighted to have attended the Science summer school at Murdoch over the summer holidays 2014.
- ICT staff gained relevant VET certifications to deliver Certificate II and III in Business and IT. Work is in progress to offer a Certificate II in Tourism for 2014.
- As part of TDS program, a group of students journeyed to Calingiri Primary school to offer support and encouragement for their robots program to Year 6 and 7 students. The students were from the Year 9 Specialist Program.
- The Scitech Outreach program came out to Hampton in Term 1, 2014 and both general and specialist program students attended the three workshops in animation and robotics.

ICT LEARNING AREA

- All the Certificate II Business classes engaged in real activities where they demonstrated their team skills, leadership skills, project...
management skills and the competency performance criteria itself, while having some fun along the way. Two major assessments were the Lemonade stand and the Burger business.

- Students in a range of classes used the 3D printer and it was clear that while it was a novelty, it still impressed both students and parents. The implications for its use also offered a lively point of debate.
- Teacher Development School – Hampton was successful in applying for Hampton ICT to be a TDS school for 2014 and 2015. Several Professional Learning opportunities were offered at Hampton and Hampton’s presence on Connect and networking has grown over the year.

MATHEMATICS LEARNING AREA

Highlights
- The Mathematics ICAS Competition was again run in 2014, with a number of students receiving certificates.
- HotMaths, a web based package for students and staff continued to be used, and a school/ home licence was again purchased for all lower school students.
- Class sets of lower school texts written for the Australian Curriculum were supplemented.
- Professional learning was undertaken by the Maths Staff in 2014.
- Mathematics staff again contributed significantly to whole school roles, including the Engineering Program, the SEA program, the School Council, and the Finance Committee.
- Mathematics Staff contributed heavily in helping to run excursions, incursions and social events for students.
- A new set of ClassPads has been purchased for use in lower school classes, to prepare them for upper school courses.
- Only four students were below the national benchmark in the year 9 NAPLAN results.
- Use of technology in the classroom (iPads, HotMaths etc.) has continued to increase.
- Programs for year 7 and most new upper school courses have been completed during department planning time, ready for implementation later this year.
- We will continue to develop programs and assessment items to successfully implement the new Upper School courses for 2015
- Continue to develop Mathematics programs to successfully integrate the year 7 cohort into the school.
- Continuing staff development and planning for generational change involving building and developing expertise within the Mathematics department.
- Strengthening and continuing to develop a high level of Mathematics department cohesion and team spirit.
- Implementation of transition strategies from years 10 through to 12.
- Ongoing monitoring of student placement in classes and courses.
- Expansion of current feedback strategies for upper school students.
- Continuing with the effective use of CAS calculators.
- Effective use of iPads with students.
- Implementation of strategies and processes for year 7 NAPLAN.
Highlights

- **Bright Sparks**: Teaching 180 Year 6 and 7 primary students from Hampton Park and Eden Hill three times per term throughout the year. Engaging students in regular practical activities, building strong relationships with the Primary School teachers and delivering an excellent transition program for those students.

- **ASSP**: Strong numbers developed through marketing strategies in year 7 and 9 for 2015. Delivered the year 8 program for the first time and developed concepts for years 7 and 9 programs to be delivered for the first time in 2015. Some partnerships have begun to be developed to enhance these programs including with Edith Cowan University (ECU), Engineers Without Borders and the Petroleum Club of WA (NextGen project). After school workshops, primary school visits, and Bright Sparks were all utilised to engage primary school students in a pathway into the program.

- **TDS**: Designing and running the SWITCH short course for Science including 6 days of intensive professional learning designed for primary teachers with primary backgrounds looking to transition into High School science careers. Other professional learning opportunities provided included preparation for the new Senior School courses, transition strategies for year 7 students and assessment and reporting in science for years 7 to 10.

- **Excursions**: Year 10 ASSP to ECU biomedical science day, Year 9 ASSP to Aurecon bridge building competition, Year 8 ASSP to Naturaliste Marine Discovery Centre, Herdsman Lake Wetlands and Year 9 zoo excursion (all students)

- Partnering with Paul Muir (Engineering Coordinator) and Jarrod Carlson (Maths/Physics teacher) as part of the ongoing Engineering program. Highlights included, combining the year 9 ASSP and Engineering program. Year 9 students participated in the Aurecon Bridge building competition. They also developed engineering learning activities for year 6 and 7 students and delivered them as part of the Bright Sparks program. Paul Muir was successfully nominated for the Engineers Australia WA 2014 Award for Excellence in teaching. As a result year 8 and 9 ASSP students participated in a wind turbine challenge ($2500 worth of equipment was provided as part of the prize) where the aim was to design a wind turbine able to generate the greatest amount of electricity. We also visited a number of feeder primary schools as part of an engineering outreach program.

- **Staff highlights** included Lin Yeu being nominated for the Beginning Teacher of Year Award. John Nichols successfully coordinated ASSP, Lin Yeu lead the Bright Sparks program and Jaelee Parisotto was TDS coordinator.

- Psychology was introduced as a viable option in senior school in both the ATAR and General pathways. Integrated Science was successful indicating a sustainable offering.

- A Science Week activity was run for the first time in many years. Congratulations to the Science Week coordinator, Jaelee Parisotto. We are looking forward to that developing in to bigger and better things in the following years.

- Increased number of articles in Circuit Maker, highlighting the excursions and additional opportunities that value-add to students’ science education.
SOCIETY & ENVIRONMENT LEARNING AREA

Highlights
- Completed programming for Australian Curriculum 7-10
- Common assessments & Marking Keys
- Increased focus on Numeracy & literacy in Assessments
- Increased focus on technology in classrooms
- Purchase of new texts suited to Australian Curriculum
- Increased focus on lesson delivery suited to students ie fun activities example AC Japan studies introduction of food, origami, hands on activities
- Introduction of New York field study
- School musical directed by S&E staff member, Doug Wilson
- New York Case study
- Increased Staff PD
- Promotion of S&E subjects for upper school
- Further/ongoing development of teaching programs
- Technology Development for new syllabus in History and Geography.

STEP

Highlights
- The Senior Transition and Engagement Program at Hampton is in its seventh year of operation. Regular Student Services meetings which include SSEP staff ensure exchange of up to date information about the status of at risk students.
- Both year groups achieved a C grade or better for both English and Maths.
- All the Year Twelves achieved the full Certificate II Business.
- Both year groups were given the opportunity to attend Workplace Learning.
- Our small group dynamic allows us to deal with issues that arise and de-escalate them maintaining a calm, fair working environment.
- The inaugural STEP All Rounder Award at the Graduation Ceremony cemented the STEP program as a parallel alternative to the other upper school courses. It gave the program, the staff, the past and current students pride and ownership.
- Having students come into the program with lap tops has allowed us to make better use of the technology we have and all students now have one to one access to a computer.
- We purchased a flat screen television and two new digital cameras. The television has been wall mounted and has been in use for all types of work. The cameras have been used in many aspects of the work we do.
- The garden has been maintained and produced a good amount of saleable goods last year. The profits were reinvested in the garden. The items we grow and sell to staff also help us with a unit of competency from Certificate Two Business Deliver a Service to Customers.

STEP students at work in their vegetable garden
us to be more flexible and student centred in our approach to student learning.

- We have had excellent support and feedback from parents/guardians of the students in our program. We have maintained very effective communication with parents and this has been invaluable to both STEP staff and the parents.
- We achieved our primary goal of engagement and/or transition for our group of students.

### Highlights

- **Lightning Carnivals** – We attended all three carnivals this year, although numbers were lower than we would have liked.
- **Year 8 swimming carnival** – this was a very successful event with great participation and enthusiastic support from selected year 9/10 students who nominated to swim in events on the day with a view to going on to represent the school at the Inters later in the term.
- **Whole School Athletics Carnival** – this operated well again, along similar lines to past events. Student behaviour was very good and participation in the key athletics events was adequate.
- **Interschool (SSWA) participation** – Athletics and Swimming as usual. The swimming group were excellent, showing an improvement in terms of filling events and general approach to the day. They couldn’t be faulted.
- **Champion Schools participation** – Netball (3 teams), Senior Football, 2 Boys teams for the Super 8s Cricket (Girls offered a chance to participate) Senior Boys Basketball, Junior Boys and Girls Basketball one day carnival. This increase in participation was in response to a decision taken at the end of 2013 to focus on providing opportunities for more students to represent the school in a sporting context. We will continue to offer these opportunities and to ensure that our teams are good ambassadors for the school and are suitably attired in high quality sporting uniforms. Renewing our stock of team wear will be an ongoing goal.
- **Overall our Interschool sporting results have shown an improvement over recent years.**
- **Keys for Life in Year 10 Health Education** – We were recently awarded with a special award for continuous delivery of this course since its inception. Staff who were untrained were given the appropriate PD and it is envisaged that a good proportion of students will receive pass certificates.
- **Health Studies** – embarked on the annual visit to Royal Perth Hospital to engage in the P.A.R.T.Y program. This was well received by students, giving them an insight into the aftermath of accidents caused by misuse of drugs, road trauma and other accidents.
- **Facilities including ovals** – work around new works and ensure that all facilities are maintained.
- **Senior First Aid qualifications** – A considerable number of students have been put through First Aid and CPR courses.
- **Reward lunches/activities** – these have continued to be held to reward students training after school, school representation and helping out voluntarily at various events.
Highlights

Students are making reasonable progress through the year groups to achieve a satisfactory standard. The ability to be more flexible in assessment and grading using the DOE Scope and Sequence documents has supported student improvement in middle school.

- All staff are working to assist students improve grades from numeracy and literacy, as a school priority.
- Backward mapping of senior school to middle school in Home Economics courses have been developed to enable students to transition smoothly from middle school to senior school. Backward mapping 2014 needs to include the investigation of possible Certificate II and III courses.
- The provocation centre has undergone a steady improvement over the year. There is now a better organisation of resources and facilities. A number of safety improvements have been implemented.
- Hampton was selected as a Teacher Development School for Technology and Enterprise.

- Two Australian Curriculum Network days were held in Term 4 to revise AC changes.
- Food Science and Technology Students ran 2 successful functions.
- Thinking locally acting globally - Use of Instagram has generated interest in our Home Economics programs from schools in the Eastern States, USA, Canada and UK
- 2015 sees an increase in student numbers, in addition to FTE in both Home Economics and Design and Technology.

VET

Highlights

- Finalist WA Training Award 2014
- Successful Audit with Central TAFE
- Try A Trade 3 groups went through PTW year 10 students
- Western Australian Photo promotion of Beauty students
- Progress Implementation of Cert II/ Beauty
- Increase in Number of Year 12 School Based Trainees

Enrolments 2014

Certificate II in Building and Construction (Pathway - Trades) 2
Certificate I in Leadership Development 8
Certificate II in Animal Studies 1
Certificate II in Automotive Servicing Technology 3
Certificate II in Automotive Mechanical 1
Certificate II in Business 86
Certificate III in Business 35
Certificate II in Community Services 1
Certificate II in Construction 2
Certificate II in Surveying and Spatial Information Services 1
Certificate II in Emergency Medical Service First Response 88
Certificate II in Information, Digital Media and Technology 20
Certificate III in Information, Digital Media and Technology 1
Certificate II in Printing and Graphic Arts (Desktop Publishing) 1
Certificate II in Retail Make-Up and Skin Care 34
Certificate II in Nail Technology 7
Certificate III in Beauty Services 7
Certificate II in Retail Services 4
Certificate II in Sport and Recreation 82
Certificate II in Sport Coaching 19
Certificate III in Sport and Recreation 1
Certificate II in Tourism 23
Certificate III in Hospitality 1
Certificate II in Electrotechnology (Career Start) 1

Total Enrolments 429
## Annual Income

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<td>5 State Government Grants</td>
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<td>$83,000</td>
</tr>
<tr>
<td>6 Commonwealth Gov Grants</td>
<td>$13,500</td>
<td>$13,500</td>
</tr>
<tr>
<td>7 Miscellaneous</td>
<td>$61,932</td>
<td>$61,932</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$1,328,000</td>
<td>$1,375,741</td>
</tr>
</tbody>
</table>

## Annual Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$136,654</td>
<td>$130,654</td>
</tr>
<tr>
<td>2 Utilities</td>
<td>$134,632</td>
<td>$178,132</td>
</tr>
<tr>
<td>3 Repairs and Maintenance</td>
<td>$195,660</td>
<td>$195,660</td>
</tr>
<tr>
<td>4 Building Fencing and Information</td>
<td>$5,435</td>
<td>$5,435</td>
</tr>
<tr>
<td>5 Asbestos and Renovation</td>
<td>$88,760</td>
<td>$88,760</td>
</tr>
<tr>
<td>6 Legislature</td>
<td>$73,665</td>
<td>$73,665</td>
</tr>
<tr>
<td>7 Audiovisual Development</td>
<td>$56,129</td>
<td>$56,129</td>
</tr>
<tr>
<td>8 Education Programs</td>
<td>$64,304</td>
<td>$64,304</td>
</tr>
<tr>
<td>9 Student Services</td>
<td>$59,107</td>
<td>$59,107</td>
</tr>
<tr>
<td>10 Miscellaneous</td>
<td>$654,653</td>
<td>$654,653</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$816,977,261</td>
<td>$816,977,261</td>
</tr>
</tbody>
</table>

## Cash Position

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Balance</td>
<td>$5702,001</td>
<td>$5702,001</td>
</tr>
</tbody>
</table>

- Made up of:
  - Carry-over Grants (committed) $5129,255
  - Deductible Gift Funds $503,861
  - Trust Funds $510,378
  - Reserve Accounts $549,742
  - Uncommitted Funds $549,742
  - Total Bank Balance $5702,001

## Annual Income

![Pie chart showing annual income distribution]