Hampton Senior High School has a proud tradition in our local community, built over 50 years, as an Independent Public School whose graduates are recognised for the strength of their character alongside the quality of their academic performance. The lure of our Gifted and Talented Dance Program and our accreditation as a Specialist School for ICT, Drama and Cheer Dance, attracts students from a wide range of schools across the State, with each adding to the diverse cultural, linguistic and aspirational nature of our school population. What keeps the students here, helps them thrive and promotes pride in the oft-used phrase “We are Hampton” is the professional knowledge, practice and engagement of our staff who endeavour to ensure everyone has the chance to live our school vision, **Aspire, Innovate, Achieve**.

A key feature of our school, as demonstrated through feedback from parent, teacher and student surveys, is the positive relationships we build to provide the base from which our academic and pastoral care initiatives achieve results. Evidence of these results is found in the excellent Graduation and Attainment rates achieved by our Year 12 students along with the progressive performance of our cohorts in NAPLAN and OLNA.

This 2015-2017 Business Plan, after an extensive period of consultation, outlines the school performance priority areas, aspirational targets, and accountability processes used to ensure the continued success of Hampton Senior High School, as measured against our Delivery and Performance Agreement with the Western Australian Department of Education, along with our shared desire as to see all students reach their full potential as happy, successful, active and character driven members of our society living our motto Labor Omnia Vincit (hard work conquers all)

**Mr Steven Beaton**  
Principal

**Mrs Julie Williams**  
School Board Chair

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**ASPIRE, INNOVATE, ACHIEVE**
Our Priorities

- A Culture of Aspiration and Success
- Enhanced Student Performance
- Excellence in Teaching Practice
- A Distinctive School
The key outcomes of the explicit improvement agenda for Hampton Senior High School over the life of this Business Plan are:

- An increase in students' aspirations and the belief that they can be academically successful
- An increase in ATAR median achievement
- Improved academic performance through a clear focus on action as a result of data analysis
- Increased engagement in class and school activities to improve attendance
- Increased tracking of and intervention in student performance on an individual level
- Clear pathways to post school destinations
- Continuous, consistent review processes for accountable action with all staff
- Consistent use of the Teaching and Learning School Improvement Framework to plan, act and review teaching and learning practice to further develop our aspirational targets
- Increased involvement of our community in school activities
- Responsive use of human and financial resources
- Clear communication of expectations for professional standards and student performance
- Recognition and celebration of the diversity of Hampton’s student population
- Develop school pride through positive reinforcement
- Consistent recognition and celebration of staff and student achievement
- Communication of expected standards and achievement with our community
- A shared focus on all staff recognising they have important and valuable roles to play in the education of our students.
Our Business Plan has been compiled through a range of processes that provide the background professional information and data from the following sources:

- *Focus 2015*
- *Excellence and Equity; Strategic Plan for WA Schools*
- Hampton Senior High School Delivery and Performance Agreement
- Senior Leadership Review to determine the position against the *Teaching and Learning School Improvement Framework*
- Teaching Staff Review against the measures in the *Teaching and Learning School Improvement Framework*
- Staff, Student and Parent Surveys
- Learning Area Academic Review Meetings
- School Board consultation
- Use of School Development Days to choose and expand on school priorities highlighted from the previous Business Plan
- Weekly feedback meetings with our School Captains
- Classroom visits from Senior Leadership
- Data from Instructional Rounds Professional Learning
- *AITSL Australian Professional Standards for Teachers*
- *AITSL Australian Professional Standards for Principals*
1.1 Student Engagement

We have a commitment to ensure that our students have every opportunity to capitalise on their strengths to achieve success in their endeavours. Through building a culture of learning and sustained success we will move towards our vision of Aspire, Innovate Achieve for every student.

We will focus on:

- Attendance, behaviour management, health and well-being, homework programs and classes within a continuous improvement agenda
- Cultural engagement
- Parent education regarding student study/preparation for learning
- Academic achievement.

By 2018 we will have:

- Developed the personal best ethos through the school community
- Involved staff in instructional observation to enhance pedagogy and encourage personal reflection on teaching practices
- Maintained the excellence showcased through Teacher Development School status in at least 2 learning areas
- Networked with other professionals with at least 4 learning areas participating in network professional learning and collaboration
- Maintained classroom observations to inform professional learning and teacher self - reflection
- Increased student participation in whole school activities.

1.2 Expectation of Achievement

We will use system tools and a range of achievement data to plan and track each student’s learning to ensure that all students have access to excellence in public education. This expectation will be evidenced through strategic partnerships with parent, teachers, students and the wider Hampton community.

By 2018 we will have:

- Expanded our Academic Standards Policy to include Years 7 – 12
- Developed teacher awareness of career goals and aspirations of students
- Emphasised career education as a whole, including partnership with parents, teachers, students and the wider school community initiative
- Established clear and accountable processes for counselling
- Backward mapping in all Learning Areas to establish key skills and processes
- The Hampton Alumni members in a “Return to Inspire” program
- Aspiration and Achievement through established academic bench marks commencing in Year 7.

1.3 Underpinning Philosophy of Professional Learning Communities

Our school vision, Aspire, Innovate, Achieve is underpinned by a Professional Learning Community foundation which has the following three elements - Learning, Collaboration and Results. We will continue to move outside our own comfort zone by challenging ourselves to keep learning.

By 2018 we will have:

- Shared Professional Development through learning within teams and across teams
- A focus on ICT across all Learning Areas
- All students and staff engaged and committed to their ongoing learning
- A commitment to the belief that helping all students and staff requires a collaborative and collective effort
- Focused on results and used the evidence to inform and improve professional practice.
2.1 Celebrate Success

We have a commitment to ensuring that our students have access to nationwide essential systems and are well equipped to take advantage of the possibilities of new initiatives.

**By 2018 we will have:**
- Investigated, planned and implemented a timeline for immersion
- Developed strong links with our network partners
- Improved the image and recognition of students and school in the community by celebrating community success as well as school based success
- Promoted the multicultural nature of the school
- Used the local newspapers to showcase our extra-curricular activities.
- Included all Learning Areas in the promotion of the school
- Increased parent input and support
- Established links with local businesses.

2.2 Improving Literacy and Numeracy

We will use system data and a range of other achievement data to plan and track each student’s learning to ensure that all students have access to excellence in public education. Our focus will be cross curricula and will be inclusive in curriculum.

**By 2018 we will have:**
- Implemented the NAPLAN preparation program
- Targets set for NAPLAN
- Established evidence based planning using system data (including NAPLAN)
- Established whole school approaches to Literacy and Numeracy
- Have strong literacy and numeracy links with our primary school partners
- Embedded OLNA and NAPLAN skills in middle school subjects
- Literacy and Numeracy Coordinators appointed and committees established
- Whole school Literacy and Numeracy plans (including benchmarks for achievement) developed and Learning Areas represented on committees
- Regular meetings with literacy and numeracy coordinators from network schools
- Common strategies for Literacy and Numeracy used in all Learning Areas.
2.3 Pathway Development

To enhance our students’ learning outcomes, we will evaluate current practice and deliver crafted pathways and programs in all of our Learning Areas. These pathways will be promoted to parents and students to develop common understandings.

By 2018 we will have:

- Developed a tailored pathway plan for every student and involved the student in the process
- Reviewed and expanded Year 10 - 12 general pathways and increased rigour of courses
- Assessed pathway relevance with WA Curriculum, changing technologies and industry requirements
- All Learning Areas with implemented curriculum pathways based on backward mapping
- Subject selection handbooks with career pathway choices.

2.4 STEM Education

To increase our students’ chances of success in industry, the school will promote a whole school interdisciplinary approach to STEM education (Science, Technology, Engineering and Mathematics).

By 2018 we will have:

- Conducted professional learning with Staff
- Established links with enrichment programs and enhanced our capacity to deliver high quality curriculum
- Promoted creativity, inquiry based learning, problem solving and project based learning
- ICT embedded in curriculum
- Connected students with real life industry relevancy
- Planned to incorporate The Arts into STEAM focus.

Priority 3: Excellence in Teaching Practice

3.1 An Effective Workforce

We believe that high quality teaching is vital to student engagement and learning outcomes. Systematic practices that support quality teaching will be provided. Professional Learning will develop shared understandings and set agreed standards together with an emphasis on improving classroom practice and embedding ICT in our classrooms.

By 2018 we will have:

- Continued recruitment, development and retention of quality staff who have both the passion and expertise for teaching
- Fostered a culture of effective performance and development through professional learning, collaboration and coaching
- Maintained staff well-being

3.2 Developing Classroom Practice

Our classroom practice will be underpinned by the use of the AITSL Standards to facilitate teachers selecting goals for improvement.

By 2018 we will have:

- Staff engaged in a process of collegial classroom observations, professional reflection and targeted feedback
- Created an environment that supports the development of teachers as leaders in instructional excellence
- A shared professional understanding of quality teaching and explicit standards
- Teacher progress mapped to phases of the AITSL standards through Performance Management and coaching sessions.
3.3 Curriculum Development

To maintain the breadth and depth of curriculum we will develop innovative and thorough approaches to our professional learning, counselling processes, planning and delivery of curriculum.

**By 2018 we will have:**

- Cross curricular activities
- Maintained our Teacher Development School status in Science and ICT
- Differentiated the curriculum, making use of such tools as Ability based learning ABLEWA
- Australian Curriculum fully implemented
- Staff, students and parents using Connect
- Consistency of course outlines, programs, task outlines and marking keys
- Delivered and implemented new WACE courses for Year 11 and Year 12.

3.4 ICT in the Classroom

Students will learn to use ICT (Information Communication Technology) effectively to investigate, communicate, create, problem solve and work collaboratively across the curriculum. We will utilise expertise of staff to provide professional learning to foster use of digital technologies in classrooms.

**By 2018 we will have:**

- Provided targeted professional learning for Staff
- A BYOD (Bring Your Own Device) program implemented to foster a culture of responsibility and self-sufficiency in use of ICT
- Developed a responsible use practice with students, particularly in the use of social media
- ICT embedded in Learning Area Plans
- Classroom observations of use of ICT.

Priority 4: A Distinctive School

4.1 Distinctive Programs

Hampton enjoys a tradition of being a true “local” school with a loyal parent following. To further differentiate Hampton Senior High School from surrounding schools is that we will promote the profile of the excellence achieved in our distinctive programs. Our school’s distinctiveness will be used to maximise student participation.

**Our programs include DOE accredited:**

- Gifted and Talented Dance
- Specialist Information Communication Technology
- Specialist Performing Arts
- Specialist Cheer Dance

**Other school based programs of excellence include:**

- LOV Beauty
- Bright Spars, Applied Science Program
- Project Edge
- Just Start IT
- Engineering Program
- Follow the Dream

**By 2018 we will have**

- Continued development and promotion of specialist and school based programs of excellence
- Further developed pathways of study, taking into consideration industry training/standards in Certificates (AQTF), ATAR Courses, and Specialist courses
- Bring Your Own Device program established
- Greater community awareness of programs
- Increased interest and enrolment in programs.

4.2 Programs that cater for Differences

Hampton is committed to providing excellence in teaching practices to develop individual strengths and abilities. Students will have access to a range of programs to maximize their potential.

Programs will be delivered in a caring and supportive environment to meet the needs of the students.
By 2018 we will have:

- Provided all students with pathways to success through a range of alternative pathways including school based traineeships and apprenticeships
- Included a range of programs to complement and value add to the choices currently available
- Maintained WIPT (VET) pathways that enable student access to some universities, TAFE and employment
- Maintained STEP (Senior School Engagement Program) which provides a successful alternative to WACE
- Programs that reflect the diverse needs of our students and are culturally appropriate such as “Follow the Dream”.

4.3 Extra Curricular Activities

At Hampton SHS we work to develop the whole child, not just the academic child. We will provide all students with opportunities to value add to their academic education through the continued programme of extracurricular activities.

By 2018 we will have:

- Encouraged involvement in elite sport activities and competitions
- Maintained academic competitions such as Write a Book in a Day
- Encouraged interest in STEM education through opportunities to participate in competitions such as Aurecon Bridge Building, RoboCup and First Lego League
- Fostered our unique Arts culture through the biennial Arts Festival, Dance concerts, Drama Productions and the Cheer Dance competitions
- Showcased the diverse talents of our students through the continuation of the annual whole school musical production
- Provided students with the experience of real world work placements from Year 10 – Year 12 to complement and build on Career Education.
STUDENT IMPROVEMENT ACHIEVEMENT

As the priority areas, Hampton Senior High School has identified additional targets:

**NAPLAN**
- Achieve at or above like schools in all areas
- Increase the percentage of students achieving Band 8 and above in all areas
- Decrease the percentage of students below the national minimum.

**OLNA**
- Increase the percentage of Year 10, 11 and 12 students in Category 3 in all test areas
- Decrease the percentage of students in Category 1 in all test areas.

**STUDENT ACHIEVEMENT YEARS 8, 9 and 10**
- Increase the numbers of students achieving A and B grades in all Learning Areas
- Decrease the number of students receiving D and E grades in all Learning Areas.

**SENIOR SCHOOL**
- Improve the overall median average ATAR
- Maintain our high WACE achievement rate
- Increase the percentage of students achieving an ATAR of 55+

**STUDENT ENGAGEMENT**
- Increase the percentage of students achieving Consistently in attribute data
- Sets goals and works towards them with perseverance
- Decrease the number of students achieving Seldom in all attribute data
- Maintain attendance rates at ninety percent for all year levels.

**USE OF ICT**
- Continue to increase the percentage of staff using innovative technological practices to enhance their curriculum delivery.
An Independent Public School

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