

ANNUAL
REPORT
2020



HAMPTON
Senior High School

ASPIRE

INNOVATE

ACHIEVE





Understanding The Annual Report

The Annual Report provides parents, caregivers and members of the community with an overview of Hampton's performance in 2020. It provides information about student academic performance, Learning Area highlights, school programs and our financial summary. This report is a small component of the total reporting process that Hampton undertakes. As an Independent Public School, Hampton Senior High School develops a Business Plan together with Learning Area Operational Plans and these plans are embedded alongside our Strategic Development Plan. The Annual Report and our Planning documents meet some of the components of the Statement of Expectation Agreement between the Principal and the Director General.

Our Vision

LABOR OMNIA VINCIT

ASPIRE, INNOVATE, ACHIEVE

Hampton's original school motto was Labor Omnia Vincit (Work **conquers** all) which was replaced in a later iteration by Aspire, Innovate, Achieve. We now combine the past with the present by recognising both school mottos given that the original is the key ingredient for the other to flourish. Our current vision highlights the need for Labor Omnia Vincit so that Hampton students can Aspire, Innovate, Achieve.

Our Purpose

At Hampton Senior High School our purpose is to provide opportunities for our students to be lifelong, passionate learners who will be active and successful members of their community. An extensive consultative process led by Hampton Senior High School staff to commit to enacting this vision by:

- Providing relevant, enriching and challenging learning experiences for our students
- Creating safe environments that promote student voice, engagement and solution seeking
- Empowering and supporting our students to realise and achieve their goals
- Role modelling a culture of respect and responsibility for our students
- Positively influencing our students' lives as active and aware citizens

FROM THE PRINCIPAL

It is my pleasure to present to our community our Annual Report for 2020.

While 2020 undoubtedly had its challenges brought forth by the global pandemic, the consistent hard work of students and school staff saw our performance maintained across most areas and enhanced in significant others.

Our best achievement of 2020 was our recognition of the highest performing school in the State for Vocational Education and Training with Year 12 students achieving the highest rate of Certificate III completion. This was an exceptional achievement for a school of our size and a credit to our VET teachers and students.

2020 saw our school improve our WACE median ATAR, prequalification for OLNA and overall attendance. A true testament to overcoming adversity and example of hard work conquers all.

Another significant focus of my leadership for the school last year was on enhancing teaching practice and continuing to develop our future leaders. Evidence of success in these areas can be found in our school wide Pedagogical Framework, resourcing of professional learning in high impact instructional strategies and the pilot of our future leaders program.

I am proud of our academic, social and professional achievement which are outlined for your perusal in this 2020 Annual Report.



Hampton Senior High School

Principal

Steve Beaton

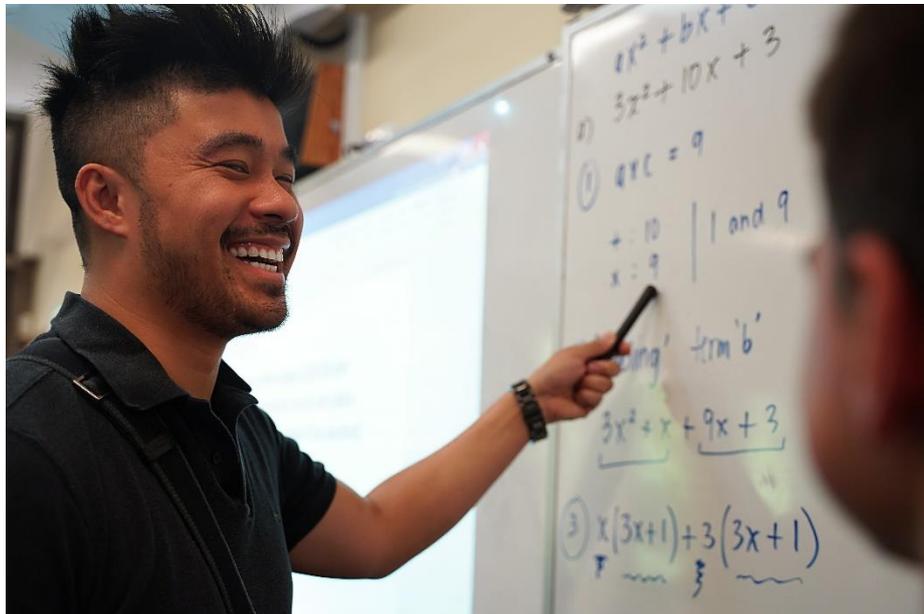
A handwritten signature in black ink, appearing to read 'S. Beaton', written in a cursive style.

Learning Area Highlights



Student Successes

- A comparison of school grades with like schools and DoE showed that our Year 7 students continued to do well, with percentages of A and B grades higher than either DoE or like schools and our year 8 and 9 students with percentage of A grades above like schools or DoE.
- Mathematics staff contributed to student success through their magnificent effort in developing work packages during COVID, with one teacher posting podcasts on Connect.
- A group of maths students participated in the international ICAS competition.
- Mathematics staff ran homework classes for students after school during 2020, contributing to student's successful completion of courses.



Staff Development

- A member of the Mathematics staff served on the School Board and the School Finance Committee.
- One of the Mathematics staff member taught STEM and achieved outstanding success in her guidance of students in the Subs in Schools program.
- One Mathematics staff member continued to serve as a Year coordinator.
- One of our staff who was part of the inaugural Hampton SHS Bushrangers cadet group continued with the running of Bushrangers in 2020.
- Staff ran and marked the EST requirements for SCSCA.
- MAWA Professional Development (Conference) was attended by Mathematics staff.

Student Successes

- All Year 9s sat the OLN – primarily and previously aimed at Year 10 – 12 students – in response to the national cancellation of the NAPLAN, and many students exceeded their own expectations in passing either Reading or Writing or both components.
- Year 12 General English saw all students successfully pass the course;
- Year 12 Externally Set Task (EST) comparability was very good from all English staff;
- Year 12 ATAR results showed significant improvement over previous years with the median ATAR for English going up, as well as the scaled score and this, despite interruptions;
- Year 12 ATAR English was either the highest or second highest mark for 65% of our students;
- The Hampton Annual Spelling Bee was conducted in the final weeks of Term Four with Year 9, Shenae Dunbar, winning the final.

Staff Development

The English Learning Area had several significant highlights over the course of the year:

- Staff quickly created online learning units, moving beyond the required five-week block, to the creation of an entire term's worth of work;
- Another positive to arise from this shifting paradigm was that most staff in English found and employed more effective and consistent methods for working online, and with technology, across most classes. Significant uptake of Connect and other online communication platforms;
- English staff commenced in Term Four the construction and use of Daily Review PowerPoints to commence the majority of lessons. This was in response to the school's participation in Fogarty EDvance, and specifically a First Fifteen Focus;
- All staff received in-house Professional Learning regarding the use of and implementation of Explicit Direct Instruction;
- Two English staff were involved in the school's newly created Action Groups, addressing school priorities, as Action Group leaders for LBOTE and Teaching & Learning;
- Several English staff were involved and invested in the Year 7 Professional Learning Community (PLC) where curriculum was created through significant planning that had a cross-curricular purpose.

Student Successes

Applied Science Program

- Construction of ROV submarines by the Year 7 ASP class with skills such as soldering and construction gained.
- Students entered the Synergy Solar cars competition (unfortunately cancelled due to COVID) and constructed and tested solar cars.
- Student involvement in the “Nxplorers (Rio Tinto/SciTech) collaboration where students were taken through an innovation process of supplying a solution to a real world problem and then presenting these solutions to the public at a showcase event at SciTech.
- Utilisation of the Plant Production Area to design and plant vegetable garden according to scientific principles.
- In collaboration with ICT, students were involved in the “Hospital Immersion Challenge” where students from a number of schools were challenged by Dr Fiona Wood to look at effective methods by which the risk of spread of the coronavirus could be minimised.
- From the Hospital Immersion Challenge, a student was invited to present their idea to a number of STEM company representatives and educators.
- Presentation by acclaimed Science researcher and communicator Dr Rina Wong on “Bloody Parasites”. Dr Wong ran a very engaging talk on her malaria research.
- Eight Year 10 students were taken to “Science Café” where they met a number of high achievers in STEM fields and were able to interrogate them in small groups as to their interests, career pathway and gain life, educational and career advice.

Staff Development

- Two Science teachers accepted for Explicit Direction Instruction Professional Learning, for one week during the Christmas holidays gaining new skills in this highly successful delivery system.
- Increased resources for the PPA thanks to funding from the Parents and Citizens Association. The funding allowed us to purchase key equipment including wheelbarrows, worm farms, a greenhouse, garden beds and an assortment of fruit trees including “Bush tucker” species.
- Cross Curricular collaboration for the Year 7 Professional Learning Community where Science, Maths and HASS were incorporated into a garden planting activity.
- Planting of a “Bush tucker” garden in collaboration with the Bushrangers group.

Leading Teaching:

- Professional Learning delivered to the Morley School Network on how to run effective investigations, delivered to our local area primary schools.
- Successful mentoring of two student teachers for three-week practicum.

Student Successes

- Year 10 and 11 students completed hip hop choreography workshops with artists Saolin Naidoo and Ramon Israel.
- Year 9 Gifted and Talented students completed a 10 lesson choreography workshop with internationally acclaimed choreographer Scott Ewen.
- Dance Concert - Enigma was the End of Year Dance Concert for 2020. The Gifted and Talented dance students as well as the Specialist Cheer/Dance students had the opportunity to showcase their classwork to a small live audience.
- Year 9 – 12 students attended an excursion to see the live dance performances 'Maam' and 'Leviathon', providing invaluable material for in class analysis.



Staff Development

- Online Dance Concert – The Enigma Dance Concert was filmed and showcased online for the wider community to enjoy and all participating students were given their own copy of the performance.

THE ARTS - CHEER

Student Successes

- Specialist Dance Students attended the All Things Cheer (ATC) Competition.
- Reign and Dynasty performed exceptionally well, with high energy and enthusiasm.
- The Sovereigns “HIT ZERO”, meaning they made no mistakes and received no deductions throughout their performance; a huge achievement.

DRAMA

Student Successes

- Engaged with multiple Performance workshop incursions offered by WAYTCo (WA Youth Theatre Company).
- Years 7 - 10 SPA and Year 11-12 General and Drama Students attended incursions offered from three separate professional artists.
- 2nd Season of Project ACE: Showing a 25% increase in SPA intake numbers over the past 2 years.

VISUAL ARTS

Student Successes

- Blanche Deards was a winner of the Youth Hypervision Arts Exhibition for 2020.
- Via Villarojo had her artwork selected for TAFE’s 2020 Meta Art Exhibition.
- The visual arts students were able to put on an exhibition in the school library for staff and students to attend and view their artworks.

MEDIA

Student Successes

- Five Hampton student films from 2020 were selected as A-Grade Exemplars by the Australian Teachers of Media (ATOM) professional association. Hampton now accounts for 20% of the A-Grade Exemplars on display and is the only school to be featured multiple times.
- Blanche Deards’ short film was selected for the 2021 Media Perspectives, recognising her work as one of the best 20 films in the state by an ATAR Media student for the year.
- Year 11 and 12 media students attended the 2020 Media Perspectives excursion and conducted themselves in an exemplary fashion.
- Media students from all years contributed their personal time towards the filming and exhibition of online performances from Drama and Dance.

Staff Development

- New collaboration with Media and Drama to produce theatre and film based cross curricular activities and assessment tasks.
- Advanced Tumbling Clinic
- Open Water Water Surf Lifesaving Course
- Women's contact officer – Union
- Gifted and Talented Coordinator's Day
- Teaching Twice Gifted Children Course
- Gatekeeper Training Course
- Differentiating for Gifted and Talented Children Course

HUMANITIES AND SOCIAL SCIENCES

Student Successes

- Year 12 ATAR Geography: Excursions to Perth CBD to look at the structure of the city and to Alkimos to look at the alteration of land and housing development.
- Year 11 ATAR Geography: excursion to the chocolate factory to explore commodities.
- Australian Geography Competition (Year 11 and 12 ATAR)
 - Jules Agravante (Yr 12) Distinction in the top 23.35% in Australia
 - Felicity Jackson (Yr 12) Credit in the top 38.55% of Australia
 - Sung Zah Ngo (Yr 11) Credit in the top 31.13% of Australia
 - Johanna Leyros (Yr 11) Credit in the top 38.68% of Australia
- Year 10 Personal History assessment where students explore their family tree, key events in Australia and the world through their lifetime and personal events. This is always an engaging and well received task, completed by both extension and general students (different expectations for the 2 courses). Some students completed 7 generations in their family trees.

Staff Development

- Increased interest for upper school classes, resulting in 5 upper school classes in 2021.
- Increased implementation of practical activities designed to engage students in economics including cookie, cola and/or chocolate tasting, looking at marketing, branding and monetary value. In addition to newly designed activities surrounding inflation, trading and currency.
- Increase in collaborative partnerships between classes who are on the same grid line, e.g. voting between classes and lectures/workshops.
- Heightened cross curricular links, particularly through year 7 and the PLC, with a focus on linking the HASS and English curriculums more clearly as the same teacher teaches both subjects.

Student Successes

- HSHS progressed from C to B division in Athletics
- E Division Winners in Virtual Swimming Carnival
- 100% Attainment in Cert II Outdoor Recreation Year 11
- 95% attainment rate for Cert III Sport & Recreation students Year 12
- General Health Studies Year 12
 - Mean score 74% - (DoE mean – 64%, Like Schools mean – 60%)
- General PE Studies Year 11
 - Mean score 70% - (DoE mean – 60%, Like Schools mean – 60%)
- Great achievement in ATAR Health Studies
 - Mean score 68% - (DoE mean – 64%, Like Schools mean – 58%)
 - 90% students top 2 ATAR subject
 - 60% number 1 ATAR subject

Participation in:

- WA Athletics Nitro Competition
- Participation in Virtual Cross Country Competition
- Vulcan won 2020 Whole School Athletics Carnival
- Neptune won Year 7 Swimming Carnival
- Jupiter won Year 8+ Swimming Carnival
- 80% of Year 10 Students passed Keys for Life learners assessment.
- Athletics Academy is now implemented from Year 7-10
- Middle School Netball team progressed from the High Schools Cup Carnival in North Metro Region into the knockout round versing schools in the South Metro Area. This is a great progression for the netball team.
- Excellent participation in Lightning Carnivals in what was a difficult year.

Staff Development

HPE staff participated in the following staff development.

- Australian Council for Health, Physical Education and Recreation (ACHPER) Conference
- Team-teach
- Community Surf Rescue
- Fogarty Explicit Direct Instruction
- Keys for Life Webinars
- Daily Review
- Ivet Institute
- Trauma
- Aussie Optimism – Optimistic Thinking Skills

Student Successes

Results from the School Sport WA Virtual Cross Country event. This event was open to all schools and individual students from across Western Australia.

Our students have performed extremely well

Hampton Year 7 Boys Team	5th
Hampton Year 9 Boys Team	3rd
Hampton Year 9 Girls Team	3rd
Hampton Year 10 Boys Team	5th
Hampton Year 10 Girls Team	3rd

Stand out individual performances

Year 7 Boys	Archie Leahy	10 th place
Year 8 Girls	Abbi Sodini	14 th place
Year 9 Boys	Austin Walton	16 th place
Year 9 Girls	Abby Millar	16 th place
Year 10 Boys	Izzak Bolton	10 th place
Year 10 Girls	Sarah Burke	8 th place

WA Vs SA Virtual Cross Country

Year 7 boys – Archie Leahy 14th

Athletics Academy students represented Hampton at the **WA Nitro Schools Challenge**.

Junior Boys Team A consisted of Naaman Koko, Archie Leahy, Ty Demir, Made Chidgey, James Leonard and Charlie Scally who finished second overall and qualified to represent Hampton at the National Championships later this year if they are to go ahead.

Team B consisted of Edward George, Ryley McKim, Dino Dogic, Hidayat Rezai, Timana Emery, Yu-To Voo and Declan Stamp who finished in 5th place.

Hampton had one Junior Girls team consisting of Georgie Purcell, Rouis Kofan, Aaneke Kotua, Ruby Cooper, Jesslyn Dumlao, Lauren Catley and Abbi Sodini who finished in 6th place.

In the Intermediate Division, we had two male teams compete, Team A consisting of Izzak Bolton, Esti Woldemariam, Brodie Kemp, Patrick Catley, Sam Nguyen, Orhan Boric and Austin Walton finished in 4th place.

Team B consisted of Sujal Rajarnikar, Ren Allen, Caleb Cooper, George Seeds, Jacob Moxham, Alex Collins and Tristan Barradeen who finished in 5th place.

Hampton also had two female teams in the Intermediate Division, Team A consisting of Bella Bonney, Abby Millar, Emily Purcell, Sarah Burke, Kyah Chirichilli, Jade Smith who finished in 5th place.

Team B consisted of Ella Kersting, Nada Saeed, Jorja Venema, Kaylah Sullivan, Tannah Lee, Chloe Hamer-Mathew and Alfie Campos who finished in 9th place.

To go with the great team results some of the standout individual performances include: -

1 st Place	Emily Purcell	Hurdles
2 nd Place	Emily Purcell	Long Jump
1 st Place	Georgie Purcell	Long Jump
2 nd Place	Naaman Koko	150 metre Sprint
2 nd Place	Izzak Bolton	1000 metres
2 nd Place	Bella Bonney	60 metre Sprint
2 nd Place	Ty Demir	Javelin
2 nd Place	Patrick Catley	Javelin
2 nd Place	Archie Leahy	800 metres
1 st Place	Estifanos Woldemariam	Long Jump

Hampton SHS are School Sport WA Interschool Athletics C Carnival Champions!

With four INDIVIDUAL CHAMPION ATHLETES and ONE RUNNER UP CHAMPION ATHLETE!

Year 7 Boys Champion	Archie Leahy
Year 8 Girls Champion	Georgie Purcell
Year 9 Boys Champion	Estifanos Woldemariam
Year 10 Girls Champion	Emily Purcell
Year 10 Boys Runner Up Champion Athlete	Izzak Bolton

Promoted to B Division for the 2021 carnival.

Over the course of the carnival we had a number of fantastic performers with 23 third placings, 25 second placings and 44 first placings.

The All Star performances are the top 10 results from each event across the state from all carnivals A-F divisions and 7-10 divisions which is over 68 schools. This year Hampton had 24 top 10 performances which is an incredible achievement for our students. It is a true testament to the hard work they put in all year round and shows that they are some of the best athletes in the State.

16 school records were broken in 2020 by Athletics Academy students from Years 7-10.

Student Successes

24 students were accepted into profile courses. Thus creating the WIPT class for 2021. 14 qualifications, 4 Certificate III qualifications and 10 Cert II qualifications were offered. 2 students successful in gaining Public Sector School Based Traineeships.

YEAR 10 VET

- 35 Year 10 students achieved Certificate I courses in Business and IDMT

YEAR 11 VET

- 95 students achieved a Certificate II qualification
- 9 Students achieved a Certificate III qualification
- Year 11 students achieved a range of 20 different qualifications within 8 different industry areas.
- Three indigenous students achieved Cert II Qualifications including one school-based traineeship
- 5 Year 11 students gained School based traineeships

YEAR 12 VET

- 7 students achieved a Certificate II qualification
- 105 Students achieved a Certificate III qualification
- 1 Students achieved a Certificate IV qualification
- Year 12 students achieved a range of 19 different qualifications within 9 different industry areas.
- Two Indigenous students achieved Cert II Qualifications including two school-based traineeships
- Three Indigenous students achieved Cert III Qualifications
- 4 Year 12 students were successful in completing school based traineeships
- 23 of 25 students were able to pass Certificate II Beauty despite COVID as the students made up practical time lost by attending classes during the school holidays.
- Year 12 Students at Hampton gained the highest number of Certificate II and above in the State.

ADWPL ENDORSED PROGRAM

- Despite Covid, 15 Year 11 students were able to complete 2 units of ADWPL with 27 different employers
- 16 Year 12 students were able to complete their final 2 ADWPL units with 29 employers

Staff Development

- Despite COVID 81 year 10 students were placed on a nine-day work experience as part of the year 10 Career Education program with 84 employers.
- All Year 10 students and parents received face to face course selection interviews and appointments to enrol for year 11.
- Career Education program available on line through connect during COVID.
- Year 10 students applying for profile TAFE all had individual appointments and one to one assistance in completing TAFE Applications.

YEAR 11 VET

- Hampton developed relationships with two new registered training organisations (RTO's) AIET and IVET enabling the students to do online training for their theory components.
- Both the Physical Education and Beauty departments were given new laptops enabling students to access the online courses. A Total of 80 new laptops.
- The VET Learning Area continued relationships with 9 other Registered Training organisations enabling a variety of qualification choices.

STAFFING

- One new staff trained in Cert II DMT and Cert IV Training and Assessment
- Eight staff at Hampton delivered auspiced qualifications in both Certificate II and III.



Student Successes

- Our annual **National Day of Action Against Bullying and Violence** whole school event was held in March in a scaled down format due to restrictions. Based around the theme of “Speak Up Now”, important messages about what bullying is and what to do about it were communicated school-wide.
- With fewer restrictions later in the year our **RUOK Day** event was able to proceed in a more familiar format. This time the theme was “Be The Rainbow” and activities included lunchtime games, a sausage sizzle and stalls from various mental health and youth support agencies.
- Key events in the Year 12 calendar such as the **School Ball** and **Presentation Night** went ahead and proved to be memorable highlights in the final year for the graduating class of 2020.
- Our **sHOUT!** group, led by Mrs Thomas, continued to provide peer support and advocacy for our LGBTIQ+ students, as well as running lunchtime activities to commemorate **Pride month** and **Wear It Purple day**.
- Our **Good Standing Plan** continued to encourage high standards in attendance, behaviour and academic engagement among students. This was evident in the high numbers of students with Good Standing who attended the **Semester 2 reward excursions**.



Staff Development

- Student Council attended the **GRIP Leadership conference** in March, aimed to develop student leadership skills.
- Support during COVID lockdown was facilitated by Year Coordinators who maintained communication through Connect and remotely attended to student academic and wellbeing needs.

Student Successes

- All three Year 12 FTD students achieved their WACE. Two of the students completed a Certificate III course. All three students have successfully gained work-based traineeships, two with the State Government and the other with Parkerville.



Staff Development

- 14 FTD students accessed after school tuition regularly throughout the year, including four Year 7 students.
- Follow the Dream camp to the Margaret River region staying three nights in Margaret River. Students participated in Aboriginal Cultural activities and a surf school facilitated by the Undalup Association. The camp provided cultural learning and development of leadership skills.
- The Follow the Dream students from Hampton SHS and Kiara College went on an excursion to Walyunga National Park and Yagan Memorial Park. Through a guided walking tour by Noongar cultural facilitator Rebecca Garlett, students learnt about the cultural significance of different areas of Walyunga National Park to Noongar people.
- Kevin Bynder (Aboriginal Artist) worked with Follow the Dream students to complete a Noongar Six Seasons Mural outside of the Library.
- Talicia Jetta ran an incursion at Hampton SHS for the FTD students. Talicia is a Noongar woman from the Ballardong tribe located in the Wheatbelt. She is the Well-being Program Coordinator at Graham Polly Farmer Foundation (GPFF). Talicia ran an hour long workshop on Building on Strengths, Stress Management & Recognising Triggers and Responding to Racism.
- Year 8 Aboriginal students were all invited to attend the Discovery Day at University of Western Australia (UWA). The day involved a tour of the Bilya Marlee Centre, which is the home of the School of Indigenous Studies at UWA. In the Bilya Marlee Centre, students were given the opportunity to see where current Aboriginal UWA students can study, the resources available to them 24/7 and the support students can utilise. The day was mainly about allowing students to experience some different courses that can be studied at UWA.

School Priorities and Strategic Planning

2020 Performance against School Priorities

Priority 1. Enhancing Student Performance	
Target	Evidence of Success
1.1 Continue to perform above Like Schools for Reading & Writing in NAPLAN	Achieved in 2019 but 2020 can't be measured due to NAPLAN being cancelled
1.2 Improve Numeracy performance in NAPLAN to achieve above Like Schools	Achieved in 2019 but 2020 can't be measured due to NAPLAN being cancelled
1.3 WACE Achievement rate will exceed Like Schools	
1.4 We aspire to achieve a Median ATAR achievement of 70%	Fell just short of the aspirational target with a median ATAR of 67. This was, however, a 6 point improvement on 2019.
1.5 Increase the % of students who prequalify for OLN from 34% to 45%	
1.6 Regular attendance (90% plus) rate for all year groups will be equal to or higher than 70%	Continued improvement from 2016 but still below aspirational target with 2020 figure of 55.5
1.7 Indigenous student attendance will equal or exceed Like Schools	
1.8 Teacher judgement data has a strong correlation to system assessment data in both NAPLAN and WACE	2020 NAPLAN cancelled
1.9 VET performance will show an increase in the number of students completing a Certificate III.	Achieved through 75% completion rate of Certificate III. Recognised as the best completion rate in the State.
Priority 2. Excellence in Teaching Practice	
2.1 Design, implement, review and refine a school wide pedagogical framework, specific to our context, for teaching excellence at Hampton SHS built around evidence based Instructional Strategies	Whole School Pedagogical Framework implemented in 2020 across the school after consultation with staff. Embed accountability for classroom action through 2021.
2.2 We will build and sustain a team of Conference Accredited Trained (CAT) teachers who will support teachers to apply Instructional Behaviour Support and identified engagement strategies to improve student achievement.	Conference Accredited Trained (CAT) Teachers maintained through 2020 with professional learning available for staff, online blogs and attendance at Senior Leadership Team meetings. Anecdotal evidence of increased student engagement but data needs to be the foundation of 2021 measures.
2.3 All teachers will incorporate feedback from classroom observation, Peer feedback and reflection against the AITSL standards as the basis of ongoing reflective practice.	Achieved through Performance Management with line managers.
2.4 The Workforce Development Plan will show a diversification of leadership opportunities in the school for staff engaging in career progression and personal development.	First intake of staff into our Hampton Future Leaders program started with an intake of 13. At the end of 2020, 9 staff remained as 2 left for desired teaching positions and 2 achieved promotional positions. Second intake planned for Semester 1 2021.

Priority 3. A Distinctive School

3.1 Continue to provide a dynamic and flexible suite of enrichment programs that aim to develop and highlight students' talents	Continued increase in the Bushranger Cadet group, further development of the SHOUT group and continued strong enrolment numbers in Specialist programs suggest this is occurring.
3.2 Continue to offer a diverse range of General and Vet Pathways through Senior School	Senior School timetable continues to offer new courses in the General pathway in the form of General History and General Geography. This sits alongside our existing VET pathways that led students to top the State for Certificate III completion in a wide range of school based options and through TAFE.
3.3 Provide ongoing development of curriculum opportunities for students and potential students	Continued offering of primary school activities for Applied Science (Bright Sparks), Gifted and Talented Dance (Project Edge), STEM Challenge and Specialist Performing Arts for interested and talented Year 5 and 6 students.

Strategic Planning

We continued our strategic planning through our involvement with the Fogarty EDvance program in 2020. This planning led to;

- the development of our Whole School Pedagogical Framework (WSPF) using High Impact Teaching Strategies (HITS) in order to improve student engagement through effective teaching and learning,
- Senior leaders being enrolled in Secondary Teaching Leaders Program,
- Conducted observations into the first 15 minutes of several lessons to gather evidence on our current use of HITS. This data will allow us to identify a common and consistent approach to using HITS in classes across the school ready for implementation in Term 1 2021. We are working with HOLA's to promote their leadership influence on high impact teaching.
- Commenced a Future Leaders Program to develop our staff and promote distributive leadership.
- Implemented a Mental Health Working Party to promote the mental wellbeing of our school community. This has included an audit of current wellbeing initiatives with a view to streamlining and consolidating the delivery of programs across year groups and an emphasis on evidence based social-emotional learning programs.
- Initiated Action Groups to promote identified areas of need. This includes Literacy, Numeracy, Aboriginal Education, Teaching and Learning, Teaching and Learning with Technology and LBOTE.

So far all our initiatives have been met with enthusiasm by staff. Detailing our Whole School Pedagogical Framework, SDD and milestones to staff via Learning Areas has result in a greater understanding of what we are trying to achieve and why. This has enhanced staff buy in.

In particular, we have made progress in the following areas:

1. Empowering staff to develop their capacity to implement evidence based teaching strategies, leading to improved student academic outcomes by:
 - Increasing teacher awareness of professional expectations
 - Involving every staff member in one Action Group (Literacy, Numeracy, Aboriginal Education, Teaching and Learning, Teaching and Learning with Technology and LBOTE.) to drive whole school improvement
 - Agreeing to implement one agreed High Impact Teaching Strategy for the duration of Term 1 2021 across all Learning Areas
2. Empower leaders to enhance their leadership capabilities. This has been achieved by:
 - Outlining clear expectations to our HOLA with respect to their accountability in implementing HITS
 - Our middle leaders attending the EDvance Secondary Team Leader workshops
 - Our aspirant leaders chairing the one of the six action groups

We have created a new business plan 2021-2023 that is consistent with our WSPF and SDD. We will also work with our HOLA's to construct strategic/operational plans that dovetail into our SDD.

We will continue to focus on the preconditions required for whole school improvement:

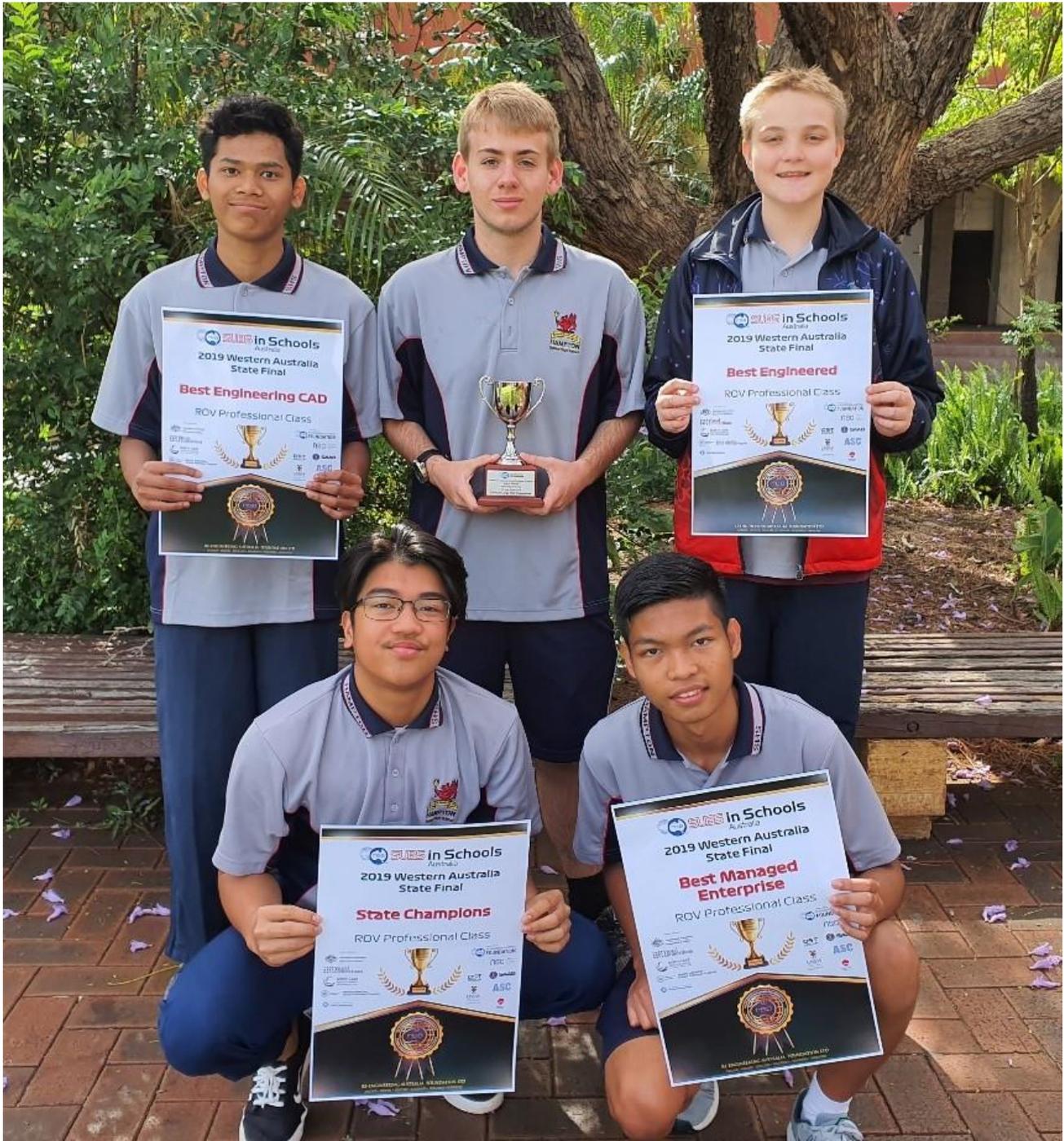
- Strong shared leadership
- High expectations for staff and students
- Orderly learning environment
- A clear focus on what matters most

We will continue to develop our staff via STL, Future Leaders Program, CATS and Action Groups. Having this multi layered yet consistent approach will result in the implementation of evidence based instructional strategies across the school, resulting in improved student outcomes.

The work we have done has already produced positive results that Hampton will look to build on. Our graduation rate for 2020 was 92.6% compared to 81.9% in 2019. Our attainment rate was 97% compared to 95% in 2019.



Achievements



OLNA

Data provided focused on the value adding that schools provide to students to achieve OLNA. The Year 9 percentage indicates students that prequalified via NAPLAN. Hampton offered intensive tuition during mentor classes, lunchtime tuition each week, individual tuition by English and Maths teachers and monitoring by the senior school Deputy Principal to ensure that students attended and that parents were informed of student progress. The table below is evidence of the positive outcome of these strategies.

	Year 9 %	% Increase	Year 12 %	State %
Numeracy	40	53.68	93.68	96.3
Reading	38.95	61.05	100.0	97.6
Writing	30.53	67.36	97.89	97.3

Attendance

A number of support mechanisms encouraged student attendance rates. These include:

- Close tracking of student attendance on a daily and weekly basis by Year Coordinator
- Professional learning for staff about SEQTA and the impact of attendance on academic outcomes
- Case management of identified students through home visits and agency partnerships
- Open and ongoing communication between families and Student Services
- Use of online learning to support student with long term absences
- Letters and phone calls home to support student attendance
- Use of Individual Attendance Monitoring Plans
- Referrals to the Student Engagement Team (SET)
- Referrals to the Participation Team (Years 11-12)

These strategies have had a positive impact on maintaining high attendance rates. Even with the impact of Covid 19 in 2020 Hampton's attendance rate was highly satisfactory. These strategies have also positively impacted on unauthorised absences as we closely monitor student absence and implement strategies to get them back to school. The table below is indicative of our current success.

Collection Period	2017	2018	2019	2020
Attendance Rate	87.5%	88.3%	87.5%	81.1%
Unauthorised Absence	38.4%	31.3%	25.5%	19.0%

Behaviour

In 2020 Student Services reviewed its strategic plan to ensure that it was delivering what our students required. This review was a component of Hampton's Whole School Improvement Plan. The review has precipitated a new student services strategic plan that dovetails into our business plan 2021-2023 and improves the processes, procedures and mechanisms for the delivery for student support.

The implementation of our Electronic Devices Plan and Positive Language plan has been successful. Strategies such as whole school and year assemblies, classroom visits, individual counselling, reminders in daily notices, informing the community via social media and specific parent meetings have led to improved behaviour. Evidence to support this outcome is that suspension fell from 9.6% in 2019 to 8.0% in 2020. Also in the sub category of violation of school code that includes language and electronic device infringements fell from 25.6% in 2019 to 10.4% in 2020. Our expectation is for this trend to continue as staff via professional learning become more cognisant of our processes and are empowered to manage classroom behaviour in a consistent whole school approach.



The student services team provides exemplary pastoral care. The team consists of a student services manager, 6 year co-ordinators, 2 psychologists, attendance officer, school chaplain, Aboriginal Indigenous Education Officer and student support worker. This team manages Hampton's Good Standing Plan that provides a framework to maintain and promote high standards and good order across the school while celebrating student performance in our pastoral care target areas of attendance, academic engagement and citizenship. Weekly data is interrogated by year co-ordinators who identify students sliding in one or more of our pastoral care targets. Individual plans are then put in place to support the student to regain their good standing. Students are rewarded by attending events such as end of semester excursions, school ball, school dinner, other excursions and incursions. Hampton engages with the VivoMiles program. Students are awarded Vivo points by teachers for any positive contribution they make within the school community. These points accumulate and allow students to purchase goods from the "Vivo" shop.

Addressing social issues is a major focus of student services. This includes but is not limited to racism, sexual orientation, climate change, mental and physical wellbeing. Programs supplemented by workshops and guest speakers broaden student understanding of societal and personal issues and help develop our students into positive contributors to our community. The positivity generated by these initiatives has created a harmonious environment as evidenced by data. We will strengthen the student services team by employing a Year 7-9 student services manager for 2021.

Student Surveys - Fogarty TTFM (Tell Them From Me)



Students with a Positive Sense of Belonging

**2019
57%**

**2020
62%**

Students with Positive Self Esteem

**2019
55%**

**2020
62%**

Welcome

PINS - \$1.70
TERN JARS - \$3.00
BOXES - \$0.50
TIC HAIR - \$1.00
/ BOBBY PINS

Gifted and Talented Dance
(Department of Education Endorsed Program)



Gifted and Talented Dance 2020

The Program

In 2020 the Gifted and Talented dance program at Hampton SHS had a wonderful year of artistic creation, skill development and new movement discoveries, despite the challenges that were thrown our way. Covid19 only created a minor inconvenience for the program and we were extremely grateful to be able to still celebrate many fantastic opportunities for our students. As dance is an art form that is displayed through the human body using the medium of movement we did need to incorporate an emphasis on solo tasks to allow for social distancing.

Through the curriculum delivery our students are provided with the opportunity to extend and accelerate their learning and let their creative talents flourish. Within our Gifted and Talented program, we explore a range of genres, with a focus primarily, on contemporary dance. Students are provided with the tools to extend their dance knowledge, developing into well-rounded dance artists as performers, choreographers, technicians and theorists. They learn practical skills and techniques, create compositions and analyse and reflect on dance.

Successes

As a program of excellence we aim to offer exceptional experiences that will enrich our students dance knowledge. At the beginning of 2020 we were fortunate enough to attend two Perth Festival performances; Leviathan for the year 9 and 10 GAT students and Mám for our senior school dance students. This was a great opportunity for students to see a live performance by professional dance companies which was later analysed for a written assessment. This year's annual dance concert titled Enigma was able to go ahead with a half capacity audience and the addition of some solo/group composition items that would have normally been performed at our choreography night. The concert was also filmed for the first time with all performers receiving a USB copy of the dance concert to ensure no one missed out due to our limited audience capacity. In Term 4 the year 9's had Scott Ewen come to Hampton to work on a contemporary dance project. He co-ordinated an extended piece that showcased both student choreography and his own to explore the idea of the butterfly effect. Over 10 lessons, the students learnt many different techniques to create choreography and found interesting and creative ways to work with their peers. As we wrapped up the year we had Saolin Naidoo and Ramon Israel come in for separate Hip Hop workshops with the Year 10 and 11 students. They learnt intricate choreography which challenged them and extended their movement vocabulary in the Hip Hop genre.

2021 onwards

As we begin Hampton's Gifted and Talented Dance journey for 2021 we are excited to again offer exceptional experience and have plans to include even more! We hope to expand our network and grow our presence within the community, which as a result hopefully provides us with new opportunities. The addition of our new dance teacher to the Arts department brings new dance knowledge, skills and creative ideas which the students look forward to absorbing. 2021 is also the year of our biennial Arts Festival, this year titled Bloom. We hope to use the theme of Bloom to explore the ideas of growth, revive, renewal and rebirth, which in turn will attract a positive mindset for our Hampton students following the events of 2020.

Specialist and Enrichment Programs

- Specialist Performing Arts (Drama)
- Specialist Cheer Dance
- Specialist ICT
- Applied Science
- Athletics Academy



Specialist Performing Arts (Drama)

Aspire Innovate Achieve

Through this enriched and accelerated program Specialist Performing Arts students have the opportunity to develop personal and ambitious goals and learn the tools required to achieve them. They are exposed to numerous styles and forms of theatre to develop a broad range of skills and knowledge related to the study, interpretation, writing, and performance of stories through theatre and film. A focus on personal skills development with voice, movement, emotional analysis and psycho-physical expression instils the students with confidence and a strong sense of self as they learn who they are and what they want to become.

Course Aims

The Specialist Performing Arts program exposes the students to theatre from Ancient Greek to contemporary styles of Absurdist and Realism and tackles the rigors of drama and comedy. A strong focus on self-devised work also enhances their ability to create their own theatre where the students can explore and extend their use of theatre conventions. Making social comments about our own and other societies is a key aspect of the course as the students are nurtured to create dramatic meaning for themselves and their audiences. By addressing themes and issues important to them and their families they develop a strong sense of self and an ability to strive for passionate goals within the performing arts.

Our professionally appointed theatre provides our participants with a unique environment not often found in the public secondary school sector. As they develop their skills they are then expected to put them to the test under live performance opportunities. During the four-year program they will perform a range of scripted and self-devised works through numerous performance opportunities. There is at least one major performance for each year group during the course of the calendar year, plus other opportunities to engage in performances for other events such as Orientation days, Prospective Parent Evenings the Senior School Production and our biannual Arts Festival.

Skills in auditioning for professional industry projects are also instilled within the fabric of the course components. An open door approach is harboured by the Drama department when it comes to providing assistance for students preparing for professional work or looking to audition for professional acting schools such as WAAP, NIDA and VCA.

Teachers of the Specialist Performing Arts program utilise professional artists to assist in the development of their skills and knowledge and provides a current industry specific standard to their work and approach to being an artist.

Pathways

Students of the Specialist Performing Arts Program move to senior drama in either an ATAR or General pathway. This leads to further study as actors, public speaking and other people and communication centred employment opportunities. Throughout the entire program the participants also learn what it means to be a productive and helpful community member with a strong understanding of who they are and the benefits of becoming an active and productive member of society.

Specialist Cheer Dance Program

Overview

The Specialist Cheer Dance Program is an exciting program which gives successful applicants a range of opportunities to perform and create new choreography as well as learn new cheerleading skills and techniques. With a strong focus on team work and trust, all students learn up-to-date stunting (lifting and catching classmates), tumbling (gymnastics style flipping) and dance skills that align with the current standard for All-Star cheerleading.

Since the program's inception in 2013, students have gained valuable skills, techniques and opportunities across both the Arts and Physical Education Learning Areas. With fully accredited coaching staff, students are challenged to extend their skills and push themselves to attempt, then master both Level 1 and Level 2 stunting and tumbling skills.



Many students from the program also participate in All-Star Cheerleading outside of school. We have a strong connection with "Star-Mites Cheer and Dance" which is located in Bassendean. This connection often leads to great opportunities for the students with other coaches attending Hampton SHS to give additional feedback on routines, as well as them running tumbling workshops with plenty of additional equipment.

2020

The Specialist Cheer Dance Program at Hampton SHS had a great year in 2020! Although we did have the issues of needing to socially distance which made stunting a challenge, we used this as a great opportunity to spend time building and improving their dance and tumbling technique. We were lucky enough to participate in the only live competition that ran in Perth last year.

All students attended the All Things Cheer (ATC) Cheerleading competition that took place in Term 4. They had the opportunity to showcase the routines that they had been working on throughout the year. The Year 7 and 8 class performed their Level 1 cheer routine which HIT ZERO (which means they got the highest score possible with no mistakes). The Year 9 and 10 class performed both a Pom routine and their Level 2 Cheer routine. All students displayed outstanding manners and performance skills.

As a result of only competing at the one competition, we were lucky enough to be able to purchase brand new uniforms for the rest of the program, meaning that the entire program now wear the dazzling, new uniform which looks amazing on stage. The previous uniform was designed in 2010 so this was an outstanding upgrade for the program.

Pathways

Many students have chosen to continue with cheer and dance beyond the program's completion in Year 10. The Specialist Cheer Dance program prepares students to move into various areas such as coaching or teaching, dancing, and fitness pathways. In senior school, students regularly continue with subjects such as dance or physical education studies. Both courses prepare students to enter the workforce once they complete school.

Specialist Information & Communication Technology (ICT)

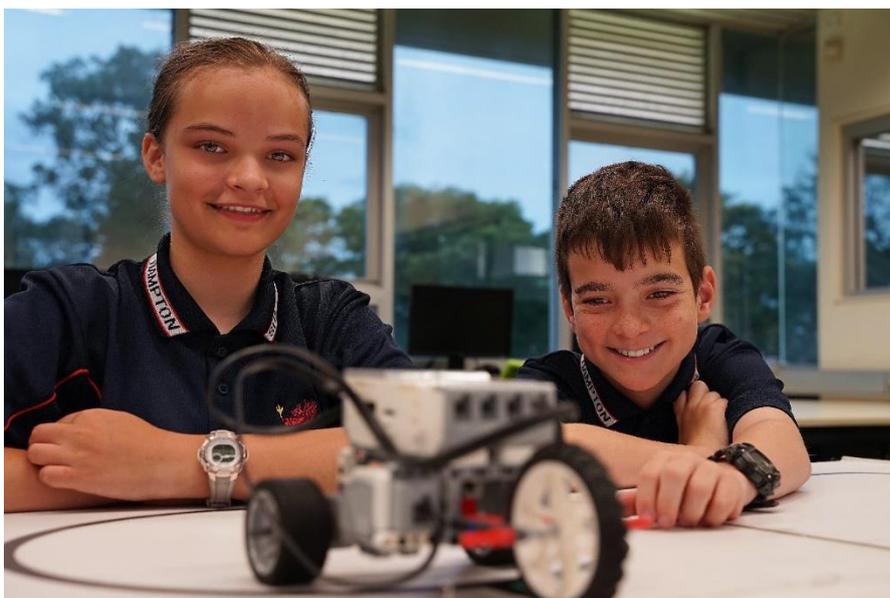
In the Specialist ICT Program, students work in a supportive and challenging environment. In keeping with the very dynamic nature of technology and its varied forms, students are exposed to a range of skills at different levels. We make no assumptions about our digital students and ensure that they learn the basics, as well as the really exciting stuff! IT enables the development of other areas: sport and fitness, the arts, scientific endeavour, space exploration, security. The possibilities are endless.

Key outcomes for students include:

- Interpersonal and communication skills (written and oral)
- Project management skills
- Event organisation and presentation skills
- Leadership, negotiation, analytical skills
- Online safety awareness

Key strengths of the program are:

- Specialised knowledge and skills transferable to other areas of endeavour
- Involvement in external competitions
- Productivity skills - report writing, evaluation and surveys
- Design for a purpose and specific audience
- Programming concepts - planning, organisation, programming and testing
- Legislation - copyright, intellectual property, personal security
- Innovation – “do cool things that matter”



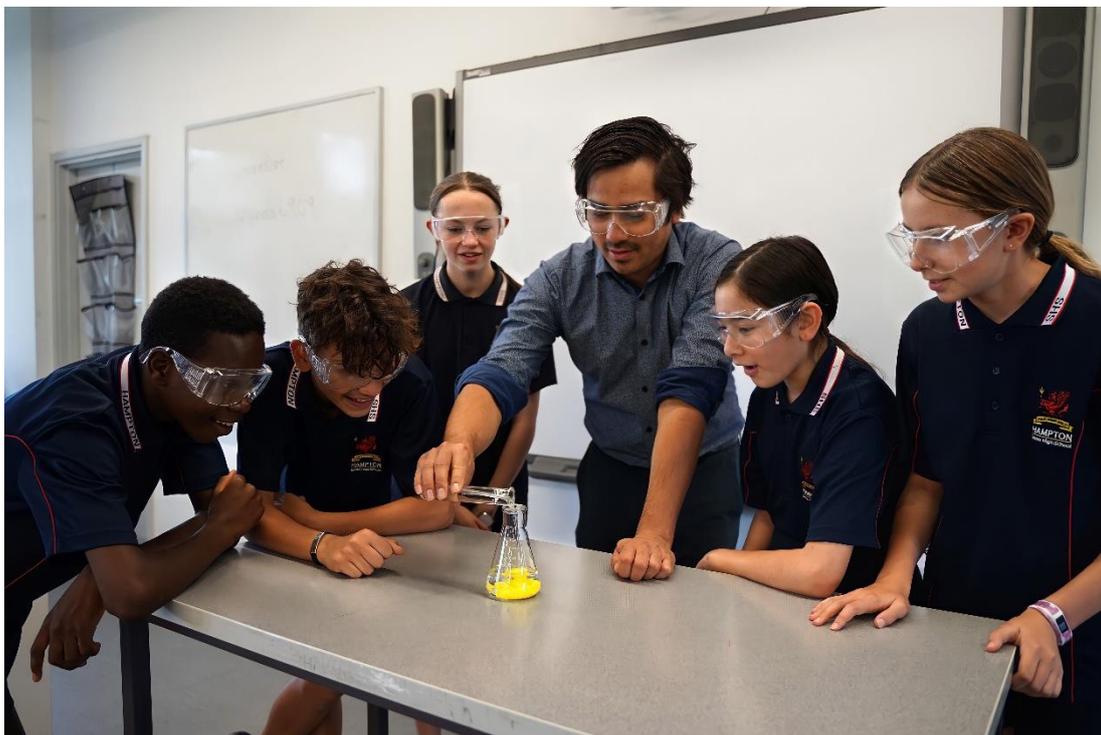
Students project work in teams develops the project management skills integral to all industries, but particularly in IT, where communication with people across many countries is often the case. Competitions such as RoboCup Junior foster individual and team initiatives. The real world application of robotics continues to evolve at a rapid pace with autonomous machines being built for industries as diverse as medicine, civil engineering and manufacturing. Autonomy and connectedness are the way of the future with the Internet of Things.

The FIRST (For Interest in Research of Science and Technology) Lego League competition provides students with the opportunity of truly experiencing a STEM (Science, Technology, Engineering and Maths) pathway. The competition scenarios each year demand creative problem solving and the results are usually amazing.

Applied Science Program

The well-documented shortage of Science, Technology, Engineering and Mathematics (STEM) skills in Australia means that the education of young students in these areas is vital. The Applied Science Program (ASP) has been designed to produce students who are best prepared to make the most of these opportunities.

This program enriches students' educational experience by giving students access to professional settings to apply their Science understanding in practical, industry related opportunities. As well as developing a better understanding of Science concepts the ASP focuses on developing the following skills, which are highly valued in all professional workplaces:



- Communication
- Collaboration
- Problem solving
- Research
- Practical application of knowledge

In the areas of Science and Technology, we provide extra opportunities for students to engage with practical applications of their learning and to explore possible future pathways in a variety of STEM disciplines through:

- Competitions such as Nxplorers, Synergy Solar Car Challenge, SUBS in Schools, First Tech Challenge and Sleek Geeks Science Eureka Prize.
- Training and use of 3d printer, laser cutter and 3d router and associated software.
- Strong links and history of participation for students in programs such as Conoco-Philips Science Experience, Focus on Mining Camp, International Science School, National Youth Science Forum and Engineers without Borders.
- Partnership with Edith Cowan University Faculty of Health, Engineering and Science, including excursions and guest speakers.

Athletics Academy

Hampton Athletics Academy will expose students to a professional format of training, with high level testing and program development. There is a focus on developing speed, power and strength while also refining the technical aspects of each event. This program is designed to give students a competitive edge when participating in athletic events at school and state level.

Hampton Athletic Academy looks to develop more than just athletic ability. It also seeks to develop the following attributes that are beneficial in all aspects of life:



- Team work
- Attitude
- Courage
- Knowledge
- Focus
- Intensity
- Dedication

OHI Analysis

Our OHI for 2020 rose two points with the overall health of the school remaining in the top decile.

Staff survey by Fogarty EDvance of our Organisational Health Index. Beyond those selected there were significant improvements in the following practices;

Customer Focus	2019	2020
	67%	81%

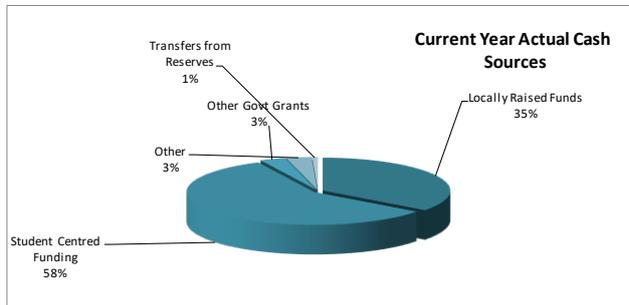
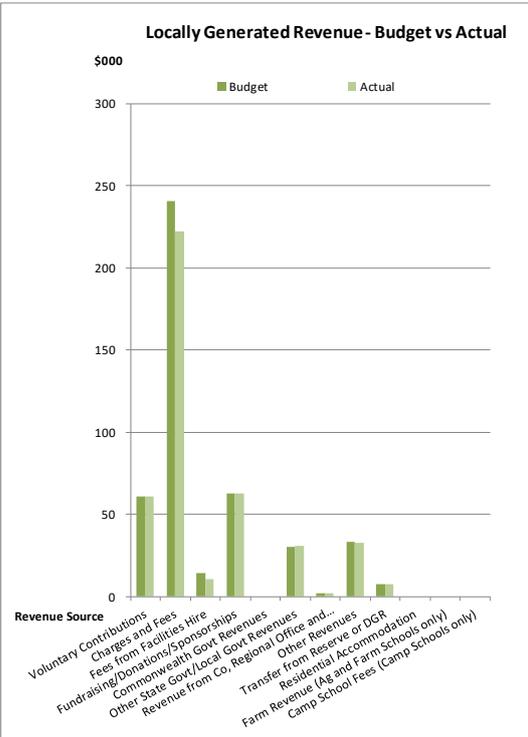
Shared Vision	2019	2020
	67%	81%

Authoritative Leadership	2019	2020
	63%	71%

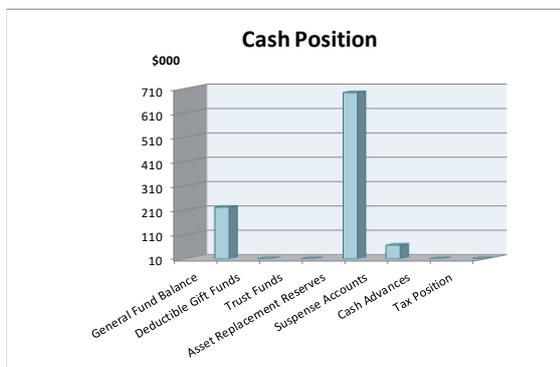
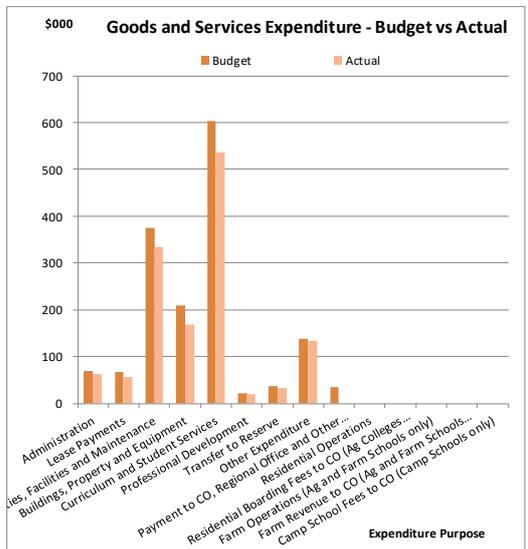


Hampton Senior High School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 60,689.00	\$ 60,688.61
2	Charges and Fees	\$ 240,782.28	\$ 222,364.52
3	Fees from Facilities Hire	\$ 14,173.00	\$ 10,773.86
4	Fundraising/Donations/Sponsorships	\$ 62,880.00	\$ 62,879.87
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 30,344.00	\$ 31,117.50
7	Revenue from Co, Regional Office and Other Schools	\$ 1,815.00	\$ 1,815.59
8	Other Revenues	\$ 33,143.00	\$ 32,683.62
9	Transfer from Reserve or DGR	\$ 7,417.00	\$ 7,417.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 451,243.28	\$ 429,740.57
Opening Balance		\$ 546,741.57	\$ 546,741.57
Student Centred Funding		\$ 583,498.30	\$ 583,498.43
Total Cash Funds Available		\$ 1,581,483.15	\$ 1,559,980.57
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 1,581,483.15	\$ 1,559,980.57



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 67,897.00	\$ 61,436.92
2	Lease Payments	\$ 67,532.00	\$ 56,225.60
3	Utilities, Facilities and Maintenance	\$ 373,949.00	\$ 333,567.24
4	Buildings, Property and Equipment	\$ 209,993.00	\$ 167,292.65
5	Curriculum and Student Services	\$ 602,118.00	\$ 535,542.67
6	Professional Development	\$ 20,681.00	\$ 19,127.67
7	Transfer to Reserve	\$ 36,738.00	\$ 33,238.00
8	Other Expenditure	\$ 138,689.00	\$ 132,591.19
9	Payment to CO, Regional Office and Other Schools	\$ 33,517.00	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 1,551,114.00	\$ 1,339,021.94
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 1,551,114.00	\$ 1,339,021.94
Cash Budget Variance		\$ 30,369.15	



Cash Position as at:	
Bank Balance	\$ 965,556.33
Made up of:	\$ -
1 General Fund Balance	\$ 220,958.63
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 691,682.59
5 Suspense Accounts	\$ 65,739.11
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (12,624.00)
Total Bank Balance	\$ 965,556.33

