

ASPIRE INNOVATE ACHIEVE



HAMPTON SENIOR HIGH SCHOOL **BUSINESS PLAN** **2021 - 2023**

HAMPTON SENIOR HIGH SCHOOL

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Hampton Senior High School is so pleased to recognise Christy Bandalan (Hampton graduate 2018) for the outstanding graphic design composition of this Business Plan.

If you are as impressed by her work as we are, contact Archival Branding at hello@archivalbranding.com or by phone at +61 451 822 611.





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.

OUR MOTTO

Labor Omnia Vincit

OUR VISION

Hampton's school motto is *Labor Omnia Vincit* (Work Conquers All) and our vision statement is *Aspire, Innovate, Achieve*. We teach our students that you must live the motto to make the vision a reality.

OUR REMARKABLY INDEPENDENT SCHOOL

As Principal of Hampton Senior High School, it is my pleasure to present to you this Business Plan 2021 to 2023 which outlines our intentions for success.

As a community member myself, it is my good fortune to lead this wonderful school and to have the opportunity to showcase our talented students.

Our school has a long tradition of providing innovative educational opportunities for a culturally diverse, friendly and caring student population.

A part of our community since 1966, Hampton has progressed through a series of building and technological upgrades to remain capable of providing a 21st Century education for students in sumptuous, well maintained school grounds.

Student aspiration, the ability to exceed the challenges of emerging workforce trends and success are at the heart of the decisions we make, the action we take and the purpose we fulfill. This has been encapsulated in our school vision of Aspire, Innovate, Achieve.

We promote student aspiration through exposure to many specialist curriculum programs and social opportunities while exposing them to real life learning within and through inclusion of our local and wider community.

A key distinctive feature of our school and its longevity in the community is our inter generational enrolments, the many former students who return as staff and ongoing links we have with our alumni. A prime example is the graphic artist of this Business Plan is Christy Bandalan who graduated in 2018.





ASPIRE INNOVATE ACHIEVE

Alongside our curriculum programs, Hampton students are able to participate in a range of extracurricular opportunities such as our Bushranger Cadet Unit, First Lego League, Subs in Schools, our Annual School Musical, State School Sports teams and the SHOUT group.

Hampton is an inclusive school with committed LGBTQIA+ community represented by the SHOUT group and we have a dedicated team of specialist Student Services personnel who lead our pastoral care programs for the benefit of all students no matter their gender, sexuality, cultural diversity or learning needs.

Students in Senior School (Years 10-12) can choose to take an ATAR, General or Workplace pathway towards their post school destinations and we have a proven success rate in assisting students to graduate with their West Australian Certificate of Education (WACE).

Our Workplace, Industry and Pathways to Training program in Year 11 and 12 has an outstanding record of employment, traineeship and apprenticeship attainment for students heading towards a workplace pathway.

Our certificate programs regularly see 75% of our students leave school with a Certificate II or III in Nationally Accredited VET courses, affording them the opportunity to continue their studies at TAFE or University. In 2020, Hampton was recognised as the top performing school in the State for students completing Year 12 in a possession of a Certificate III.

Student success in the area of STEM (Science, Technology, Engineering and Mathematics) is also evident as we were Secondary School Finalists in the prestigious Governor's STEM Awards in 2017 and Secondary School Runners Up in 2020. Other STEM successes of note was our selection as State Champions and National Runners Up for Subs in Schools in 2019 and our regular wins in Regional finals of the First Lego League competition.

Gifted and Talented Dance Program

Hampton Senior High School is one of only two Gifted and Talented Dance Programs in Western Australia. Designed to foster talents and giftedness in students in the art form of dance, the program progressively develops students' dance technique, performance skills and choreography.

The program has a strong focus on technical dance skill development in the contemporary dance genre, along with jazz, hip-hop, classical ballet, African and Bollywood. Students will have the opportunity to perform at key school events and awards ceremonies, attend external Dance Company performances and workshops and be part of dance tours.

Specialist Cheer Dance

The Specialist Cheer Dance Program at Hampton SHS encourages team spirit and promotes fun, fitness and friendships. Cheerleading is a performance based sport that combines elements of gymnastics, dance and acrobatics. Hampton Senior High School is one of two schools in WA with an approved Specialist Cheer Dance program, and the only program north of the river. Students develop safe skills as flyers, bases and tumblers progressing through levels in cheerleading.

Specialist Performing Arts (Drama)

Specialist Performing Arts (Drama) courses are designed for students to succeed in Performing Arts. The program provides students with a solid introduction to movement, vocal skills and improvisation work, and broadens their knowledge base with the introduction of form and style. Students have many opportunities to perform in events such as arts festivals, year assemblies, drama nights and school productions.

Several of our students have gone on to further success, including performing on stage, film and TV, gaining professional backstage roles, working and performing abroad, being admitted to WAAPA and into Secondary Drama teaching.

Specialist Digital Technologies

In the Specialist Digital Technologies Program, students work in a supportive and challenging environment. In keeping with the very dynamic and constantly changing nature of technology and its varied forms, students are exposed to a range of skills at different levels including VR.

Competitions such as RoboCup Junior and the FIRST (For Interest in Research of Science and Technology) Lego League 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 amazing.



Applied Science

The Applied Science Program (ASP) has been designed to produce students who are best prepared to make the most of Science, Technology, Engineering and Mathematics (STEM) skills.

The program enriches students' educational experience by giving students access to professional settings to apply their Science understanding in practical, industry related opportunities.

In the areas of Science and Technology, we provide extra opportunities for students to engage with practical applications of their learning. They also explore possible future pathways in a variety of STEM disciplines through: Competitions, use of 3D technology and participation in external programs.

Athletics Academy

The Athletics Academy is a unique program that develops student's athletic abilities specifically in track and field while also developing crucial elements of speed, power, strength, coordination and endurance. The curriculum delivered in the program links directly with our senior school courses which is aimed at improving student outcomes and creating career pathway opportunities.

Students are exposed to a high level of competition through School Sports WA, Athletics West Nitro Schools Championships and All Schools competitions. Hampton has progressed from E to B division in the School Sports WA carnival and in recent years have qualified for the National Nitro Championships. Hampton has had a number of students represent Western Australia at National Championship events.

Follow The Dream Program

Our Follow the Dream Program (FTD) is a permanent feature of our school aimed at increasing the aspiration and achievement of our Aboriginal students as well as sharing and continuing to embed our school wide-culture appreciation of what can be learnt from Aboriginal cultures across many fields. Aspirational Aboriginal students can join the FTD Program and gain assistance from tutors each day along with exposure to a range of cultural camps and activities to develop their knowledge of Country.



OUR SCHOOL PRIORITIES

Quality Teaching Practice

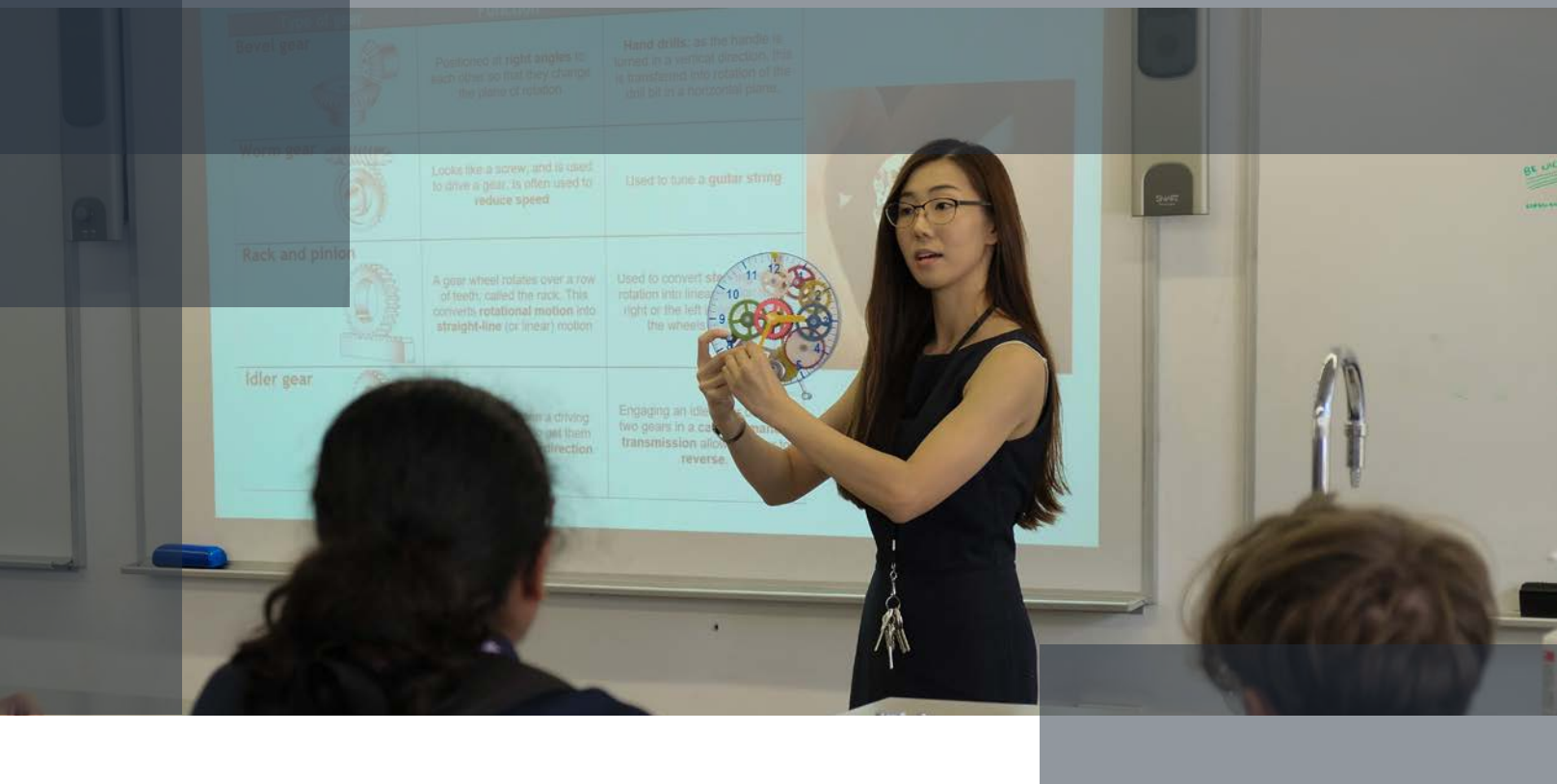
Consistent practice of research-based teaching practice that gets positive student academic outcomes is evident across the school. A whole school pedagogical framework (WSPF) is adopted by Hampton staff and evident in each classroom through the explicit use of High Impact Teaching Strategies (HITS) and Classroom Management Strategies (CMS).

Enhanced School Leadership

Students and staff in the school have clarity of role, purpose and shared outcomes. Current, emerging and future leaders develop, grow and demonstrate their leadership in our school and community.

Optimal Learning Environment

Shared, clear and unrelenting focus on ensuring our learning environments are highly conducive to learning in a culturally aware, inclusive and aspirational environment.



OUR STRATEGIC TARGETS

QUALITY TEACHING PRACTICE

Quality teaching is evident at Hampton when:

- Self-review cycle is actioned and reflected upon;
- Surveys are referenced and acted upon;
- Research based HITS are consistently practiced in all classrooms;
- Learning Area Plans provide SMART targets aligned with Student Achievement Targets;
- Student performance utilising systemic school-based data to inform practice is at the forefront of all planning, classroom action and review;
- The Aboriginal Cultural Standards Framework is embedded across curriculum areas and school culture;
- Teacher judgment data has a strong correlation to system data in both NAPLAN and WACE;
- Instructional observation is a consistent part of every teacher’s reflective practice;
- Teachers can access “in house” Instructional Behaviour support from peer coaches;
- Students can explain the purpose, use and expected outcomes from employed High Impact Teaching Strategies.

ENHANCED WHOLE SCHOOL LEADERSHIP

Enhanced School leadership is evident at Hampton when:

- Action Groups are effective in reaching their goals;
- Staff are actively engaged in performance management for purpose and development;
- Staff seek opportunities to develop their skills through professional development linked to the school priorities;
- Recognised Level 3 Classroom Teacher numbers rise to 5 teachers by 2023;
- Role clarity, expectation and accountability for action are an integral part of each role in the school;
- Planned, systematic professional growth is a key feature of the Senior Leadership Team and Learning Area meetings;
- Staff health and well-being targets are met;
- Leaders provide guidance and instructional support consistently;
- Fully functioning School Board and P + C are actively involved in decision making;
- Workforce planning affects strategic direction and student achievements.

OPTIMAL LEARNING ENVIRONMENT

Optimal Learning Environments at Hampton are evident when:

- Inclusive, culturally aware activities are embedded in school practice and events;
- Variability of practice across classrooms is reduced through adherence to our Whole School Pedagogical Framework and the High Impact Teaching Strategies outlined within;
- Negative behaviours and suspension statistics reduce in correlation with increased effectiveness of CMS and de-escalation strategies employed across the school;
- Classroom Health Checks produce data showing strong use of High Impact Teaching Strategies across the majority of classrooms;
- Students have input into learning environment and teaching strategy enhancements;
- Continued commitment to upgrading school facilities and technological capabilities of staff and students;
- Celebration of achievements is evident across Learning Areas for students and parents.



OUR STUDENT ACHIEVEMENT TARGETS

- Student performance in NAPLAN exceeds Like Schools for Reading, Writing and Numeracy in Years 7 & 9;
- Student leadership is demonstrated in groups beyond the Student Council (e.g. Peer Mentors);
- Aboriginal, LBOTE and SEN performance is improved annually across all available measures;
- There is a reduced gap between Aboriginal and non-Aboriginal attendance and academic performance;
- Regular attendance (>90%) is equal to or higher than 70% across all year groups;
- Student performance in WACE matches or exceeds Like Schools;
- Student performance sees our ATAR Median Scores at 70 or above;
- We increase our Student Council population across all year groups;
- Every student leaves school for a productive career pathway.

SELF REVIEW PROCESS

The school Executive Team leads rigorous self-review with Hampton staff to ensure we are meeting our targets. We do this through adherence to our Self-Assessment Schedule for each calendar year, surveys and scheduled data analysis at the Whole School, Learning Area and Classroom level. Success is measured against the targets contained in this Business Plan and the domains of the Department of Education School Review process. The performance of the Principal is measured against the Statement of Expectations which are tabled with the School Board.



SCHOOL BOARD

Since becoming an Independent Public School in 2015 Hampton has operated with a School Board allowing for parental involvement in aspects of the school's decision making process. Our Board members traditionally serve the three year term of the Business Plan and we are now working with our third iteration of the School Board. Membership consists of Hampton parents, staff and students with meetings to review policy, plans and performance twice each school term.

