



HAMPTON
Senior High School

ANNUAL REPORT 2022





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This logo shows Hampton Senior High School and Kiara College. Both schools are represented by the colours of their school uniforms.

They are connected up by an ancestral pathway. The pathway in which our Aboriginal ancestors walked over 60,000 years ago, whether it is walking the traditional lands, hunting and gathering food or for ceremonies. The land in which the schools both reside on is the Mooro Yelloogonga territory. This is a very large area which also runs into Ellenbrook and Wanneroo, bordering onto Boorloo (Perth city) and Mandoon (Guildford). These boundaries are shown in the logo. The spiky arc circles are the symbols for footprints, which represent the students walking from the schools following the old pathways. The semi-circles and the large circles represent the gathering of students and teachers. The kangaroo (Yongka) and emu (Weitj) tracks are shown in the logo, they represent our traditional foods as well as the Australian-coat-of-arms.... The red dots on the outside, represent the Darling Range and the blue lines with the white dots represent the rivers.

Artist: Kevin Bynder

Wadjak-Yued-Balaadong Noongar Mother, Badimia – Amangu-Yamatji - Father



OUR VISION

Culturally responsive high impact educators who foster student aspiration, innovation and achievement.

Our school vision encourages students to:

- **ASPIRE** to be the best they can be
- **INNOVATE** to think strategically and explore new avenues to solutions
- **ACHIEVE** to successfully engage and perform in every aspect of their journey through secondary education

UNDERSTANDING THE ANNUAL REPORT

The Annual Report provides parents, caregivers and members of the community with an overview of Hampton's performance in 2022. 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. The Annual Report and Business Plan meet some of the components of the Statement of Expectation Agreement between the Principal and the Director General of Education.

FROM THE PRINCIPAL



Tracy Griffiths
Principal
Hampton Senior High School

As the new Hampton SHS principal in 2022, it is with great pride that I reflect on the journey we embarked on. The impact from COVID was felt across the teaching and learning space with staff shortages, absent students and cancelled events. In spite of these challenges, the Hampton SHS community rallied around our staff and students.

All of these experiences are what a well-rounded school journey should encompass. What we do in the classroom is very important but so is what we do out of the classroom in our school community. I am very proud of the implementation of whole school initiatives and opportunities as highlighted on the next page.

Uncle Jack, an inspiring Bunorong and Wiradjuri elder passed away in November 2022. He was an actor, writer, activist and storyteller. He said, "Never step backwards. Always step forward, always be proud of who you are. Whether it's because of your race, your sexuality, because of your background, always be proud of who you are and people will come on the journey with you".

I feel like 2022 was a journey that was inspiring and productive. I invite you to read our 2022 Annual report to see the pathway our learning areas took to improve our whole school focus areas.

WHOLE SCHOOL INITIATIVES

WHOLE SCHOOL INITIATIVES AND OPPORTUNITIES

- Students participated in lightning carnivals, excursions, camps and competitions.
- We were able to continue with Bushranger cadets, Breakfast Club, lunchtime activities, Try-a-trade, Year 9 Career taster activities and have guest speakers.
- We celebrated our Athletics carnival and events such as RUOK day and NAIDOC Week.
- We had successes in competitions in the community including Science, Performing Arts, Visual Arts, Digital Technology, STEM, Athletics and English.
- Our House point system is up and running, rewarding student behaviour as well as sport.
- We audited and updated all our financial and HR processes across the school, providing transparency and understanding in the budgeting and finance areas.
- SEQTA has been rolled out to parents and students as well as teachers enabling enhanced communication and curriculum support.
- Our attendance has improved throughout the year (page 6)
- There has been an increase in consistent focus on behaviour including implementing the mobile phone policy and uniform.
- Our social media celebrates many things in our community, including achievements and accolades, communicating important information and recognising our multicultural diversity.
- We planned for the opening of our specialist program for students with Autism Spectrum Disorder in Semester 2 of 2023.
- We found many ways to enhance Student Voice, we sought student feedback in different areas to find out what was going well and what needed improvement.
- In Term 4, our Student Council had a 2023 planning day for the first time to ensure the many events and initiatives they are involved in across the school are organised. This student leadership group is an important part of Hampton SHS.
- We collaborated to create the Aboriginal Cultural Standards Framework to focus on improving Aboriginal student outcomes.
- We produced our best median ATAR in recent years (page 9)

SCHOOL SUCCESSES AND CELEBRATIONS

THE ARTS

- The Specialist Cheer/Dance students performed at the **ATC Showdown**, resulting in Hampton Sovereigns achieving 1st Place, Hampton Reign 2nd Place and Hampton Dynasty Pom 2nd Place.
- **Musical Production. Students performed Anastasia**
- **CAAWA Student Selective Exhibition 2022:** Five student artworks were selected to be exhibited.
- **19th Annual St Georges Art Exhibition:** Visual Arts students Jasmin Harding (Year 12), Elle Fraser (Year 11) and Caitlin Barlow (Year 10) exhibited.
- **Visual Arts Expo and “Bring the Night” Media Showcase** was outstanding, the quality of work produced by students and facilitated by teachers was amazing.
- **Meta 2022 Art and Design Exhibition:** Over 128 entries from 38 schools were entered and Shannen Delos Santos (Year 12) artwork was one of the few chosen.
- **Young Originals Exhibition:** Several students were successful in entering this annual showcase of top art students from WA public schools from Years 7-12.
- **YouthCARE Art exhibition and festival:** Ruma Davis (Year 11) was one of twelve chosen to have their artwork displayed.
- **Short+Sweet for Schools Festival:** Ben Adam (Year 11), performed his monologue, Spaghetti Western, and subsequently won an Honourable Mention for the Peoples Choice Awqad and was the winner of the Best Script Written by a Student award. Ben was then invited to be a guest performer at the adult Short+Sweet Festival.
- **YOH Fest Success:** Winner - Solo/Duo Drama, Winner - Solo/Duo Drama Health Award and Runner Up – Dance.

DESIGN AND TECHNOLOGY

- **SUBS in Schools:** Students awarded 2022 WA State Champions for the Large ROV Professional Class. In addition to that, the students also achieved both 2nd and 3rd Place. Team N.E.M.O (Nautical Engineering Marine Operations) completed their virtual entry into the SUBS in Schools National Finals which were held in Melbourne with great success, placing 2nd Nationally. In addition to qualifying for the 2023 National finals, the team also won category awards for Best Engineered, Best Engineered CAD, Best Manufactured Watercraft and Outstanding Industry Collaboration.
- **Women in Technology WA award winner:** Kathleen Butler (STEM, Physics Design and Technologies) was recognised as one of twenty WiTWA role models across the teaching profession.
- **Successful STEM challenge in Plant Production area.**
- **Metals workshop** set up with P&C and Member of Parliament David Kelly's funding.

DIGITAL TECHNOLOGY

- **Game Changer Awards:** Year 7 team (Star Stream) won the Year 7-8 Best Presentation award. Year 8 team (Up-soles) won the Best Overall Project award. Year 9 team (RASC) also won the Best Overall Project award
- **FIRST LEGO League competition:** Year 8 teams (M.I.A and T.A.A.B.L.E.S) attended the Aveley Regional Finals. Team TAABLES won an Engineering design award.

ENGLISH

- Another successful year for **WABIAD**
- **Spelling Bee** – good participation

HEALTH & PHYSICAL EDUCATION

- **Interschool Sports Carnival:** Hampton SHS won the meritorious shield and 3rd place overall.
- **Athletics West All Schools Championships:** Four of six students won medals and qualified to compete in the National Championships in Perth. This further emphasises the growth of the Athletics Academy and the standout student performances in this area.

VOCATIONAL EDUCATION AND TRAINING

- **Career Practitioner:** A variety of student career-based activities such as Tray-a-Trade, Year 9 Career Taster and Ignite mentoring.



SUBS IN SCHOOLS NATIONAL FINALS ENTRANTS



ATC CHEER SHOWDOWN

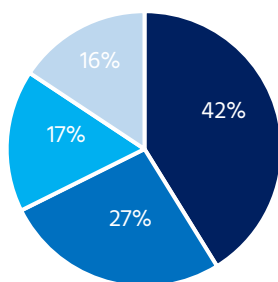


WHOLE SCHOOL DATA

ATTENDANCE

ATTENDANCE ACROSS ALL CATEGORIES

2022



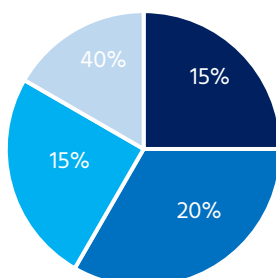
■ Regular ■ Indicated
■ Moderate ■ Severe

Strategies for improvement

- Attendance monitoring
- Attendance phases and interventions for below regular attendance (including case conferencing, parent communication, home visits, referral to support team/agencies/NMERO, individual attendance plans)

ABORIGINAL STUDENT ATTENDANCE

2022



■ Regular ■ Indicated
■ Moderate ■ Severe

Strategies for improvement

- Monitoring and tracking through SAER
- Attendance phases and interventions for below regular attendance (as per usual attendance procedures in collaboration with AIEO/FTD coordinator)
- Aboriginal Engagement Program Coordinator (0.2 FTE)
- Increased engagement with families e.g. Six Seasons Garden, Aboriginal Cultural Standards Framework

INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice

Initiatives supporting Priority One	How will we evaluate the initiative?
Documented plans to support differentiated teaching for students to meet specific student needs/categories (SAER, ATSI, CPFS)	<ul style="list-style-type: none"> • Student achievement data • Staff survey feedback post PL • Review of outcomes as per documented plans
Ongoing case management of students underperforming in areas of attendance, behaviour, academic engagement	<ul style="list-style-type: none"> • Case conferencing, SAER meetings • Student achievement data • Teacher, parent, student feedback on progress
PL for staff on specific learning/behaviour support (e.g. disabilities, trauma informed practice)	<ul style="list-style-type: none"> • Staff survey feedback post PL

Priority Two: Enhanced School Leadership

Initiatives supporting Priority Two	How will we evaluate the initiative?
Communication of Student Engagement Plan flowchart (link to related plans “quick guides”)	Self-assessment reviews through Student Services (SS) planning meetings
Development of Year Coordinator’s leadership & capacity to lead staff development.	<ul style="list-style-type: none"> • SS survey feedback Evidence of consistent practice through classroom health checks
Support Learning Support Coordinator’s leadership of EA team in developing and implementing plans for students with disabilities as well supporting teachers with differentiation strategies within classes.	Improved student achievement outcomes commensurate with student ability
Support the implementation of Year 9/10 Engagement program through monitoring attendance, achievement and pastoral care	<ul style="list-style-type: none"> • Reduced negative behaviour reports • Reduced out of class truancy • Effective pathways to further study or employment

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three	How will we evaluate the initiative?
Promote inclusive and culturally responsive practice into SS plans and processes	<ul style="list-style-type: none"> • Community surveys indicate increased sense of belonging

Promote a welcoming and inclusive learning environment for Aboriginal students that reflects community aspirations	<ul style="list-style-type: none"> • Improved attendance rates for ATSI students • Increased engagement with ATSI parents and community
Develop and promote restorative practice as a primary intervention model to address negative behaviours.	<ul style="list-style-type: none"> • Decrease in suspension data, • Improved attendance, engagement.
Promote positive behaviours through the implementation of PBS	<ul style="list-style-type: none"> • Reduction in negative behaviour • Community surveys indicate increased sense of safety
Revise and implement whole school Good Standing policy to promote and recognize positive achievement in attendance, engagement and citizenship	<ul style="list-style-type: none"> • Teacher use of surveys with own classes • Student participation in events
Support the implementation of House Points system to recognize and celebrate student achievement and success.	<ul style="list-style-type: none"> • Data - % certificates awarded
Support the development of student leadership through Student Council	<ul style="list-style-type: none"> • Feedback from students
Refined and publicizing of annual framework and calendar of social-emotional learning initiatives with specific care focus for each year group	<ul style="list-style-type: none"> • Document published and shared with community • Outcomes as per program pre and post test evaluation



STUDENT ACHIEVEMENT DATA

ATTAINMENT

Attainment Rate – ATAR \geq 55 and/or Cert II or higher: count (%)

	2022	2021	2020	2019	2018	2017
School (WACE eligible)	95 (85%)	73 (84%)	92 (97%)	108 (97%)	108 (94%)	116 (97%)
Like schools	82%	75%	96%	95%	95%	95%
Public schools	80%	82%	96%	96%	96%	96%
School (S2 census)	96 (84%)	76 (84%)	92 (97%)	107 (96%)	108 (91%)	119 (95%)
School (cohort)	102 (73%)	78 (67%)	93 (84%)	110 (79%)	115 (73%)	122 (78%)

Strategies for improvement

- Monitor student academic progress through SAER meetings
- Targeted intervention programs (including case management, IEPs, BSPs, SEN reporting, special provisions)
- Monitoring WACE tracker, OLNA achievement
- Course selection and counselling

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

ATAR Participation Rate: count (%) Source: SCSA data files and Department calculations

	2022	2021	2020	2019	2018	2017
School count (% Cohort)	27 (19%)	29 (25%)	24 (22%)	31 (22%)	38 (24%)	36 (23%)
Difference From Expected	+4%	+8%	+3%	+2%	+1%	+2%
School (% WACE eligible)	24%	33%	25%	26%	33%	30%
School (% S2 census)	24%	32%	25%	26%	32%	28%

Strategies for improvement

- Academic tracking of WACE, ATAR prediction/target setting
- Ongoing course selection counselling
- Study skills support (including targeted programs such as Elevate)
- Special adjustments for students with special needs

Median ATAR (no. of students) Source: SCSA data files and Department calculations						
School	69.15	59.25	67.13	61.9	59.38	60.33
Expected performance	-0.14	-1.29	-0.18	-1.04	-1.16	-0.88
Like Schools	75.08	71.35	69.25	69.65	71.25	71.28
Public schools	81.9	80.25	79.25	78.25	79.5	78.55
School median ATAR TISC applicants	67.93	66.25	78.05	68.53	65.83	59.85

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Participation Rate (count; enrolled in VET as % of Cohort) Source: Department data						
	2022	2021	2020	2019	2018	2017
School VET enrolments	109 (78%)	88 (76%)	101 (91%)	118 (84%)	132 (84%)	129 (82%)
Funded VET students	78%	78%	81%	85%	82%	80%

Level of highest qualification achieved (of VET enrolled students)						
Diploma			1 (1%)			
Certificate IV	1 (1%)		1 (1%)			
Certificate III	80 (73%)	60 (68%)	73 (72%)	54 (46%)	63 (48%)	73 (57%)
Certificate II	14 (13%)	12 (14%)	14 (14%)	49 (42%)	45 (34%)	37 (29%)
Certificate I	4 (4%)	1 (1%)	1 (1%)	4 (3%)	1 (1%)	2 (2%)
No certificate completed	10 (9%)	15 (17%)	11 (11%)	11 (9%)	23 (17%)	17 (13%)

Students with more than one qualification (% of VET enrolments)						
3+ qualifications	34 (31%)	24 (27%)	43 (43%)	37 (31%)	52 (39%)	40 (31%)
2 qualifications	47 (43%)	40 (45%)	34 (34%)	38 (32%)	33 (25%)	50 (39%)

Endorsed programs unit equivalents achieved						
Number			28	35	31	140



THE ARTS

Student Achievement Targets

Student Achievement Metric

Increase the % of students receiving an A grade for the Responding strand across cohorts and contexts.

Previous year(s) baseline data

2021 Semester 2 Responding strand data in the ALA indicates LS contexts scoring significantly lower higher end grades in the responding strand than Like schools and DoE.

Year 9 snapshot A grade Responding Strand

Dance		Drama	
2021	7.41%	2021	5%
2022	12.5%	2022	12.5%

Visual Arts		Media	
2021	9.62%	2021	16.18%
2022	22.3%	2022	38.6%

Student Achievement target for 2023

Improve the responding strand across contexts and cohorts.

Increase percentage of higher end A/B grade students.

Students to be above Like and comparable to DoE in the responding strand across contexts.

Strategies being implemented to support SMART target achievement.

- Teacher share examples of best practice and use of SCSA sample written exemplars/judging standards.
- Students given access to SCSA's document *Glossary of key words used in formulation of questions*
- Implement and develop timed unseen writing across contexts from Year 10 Semester 2.
- Plan for common assessment weeks for cohorts in Semester 2, to provide consistency across the ALA and opportunity for moderation in teaching teams.
- TEEL PL during ALA time
- Address high clustering around C grade results through targeting of individual student's achievement. Push up mentality is embedded within staff practice.
- Semester 2 data will show less clustering around lower end resulting.
- A minimum 70/30 split Making/Responding is evident in Year 9 and 10 across contexts.
- A minimum 80/20 split Making/Responding is evident in Year 7 and 8 across contexts. *GAT & Specialist classes may have a higher split amongst strands.
- Curriculum compacting for specialist & GAT students.
- Improved pedagogy including scaffolding forms of writing (reflection, analysis, evaluation)
- Use of interviews, peer and self-assessment and graphic organisers.
- Writing styles such as; short answer, unseen text /visual analysis, genre compare and contrast to improve student result.

Student Achievement Metric Increase resulting of Aboriginal students in the ALA.	<ul style="list-style-type: none">• Staff to be provided with list of ATSI students Term 1 2023.• Embed Aboriginal Perspectives into all contexts from Year 7 and 8 Semester 2 2023.• Target Aboriginal students responding work through student interest and need.• Utilise/invite Aboriginal and Islander Education Officer (AEIO) to consult re specific projects and liaise with Follow the Dream (FTD) Coordinator to ensure cultural appreciation as required.• Make connections with leaders in the community and Aboriginal companies/artists. (Yirri Yaakin, Marrugeku, Morrison family)• Use of pre-recorded ATC where live option is not viable• Arts staff participated in NAIDOC 2022 and will continue to provide activities for 2023.• ATSI maps in ALA classrooms.• Encourage Aboriginal students to have a voice within the classroom context.• Improved relationships and increased communication with Aboriginal families.• Providing opportunities for Aboriginal students to perform/present in comfortable environments.• School cultural leaders actively take part/and/or are represented at arts events. E.g. Acknowledgment to Country at showcase performances performed live.																		
Previous year(s) baseline data Aboriginal students achieved mixed results across contexts and cohorts. Year 8 Snapshot 100% Aboriginal students in Drama did not receive a C grade. 75% of Aboriginal students in Visual Arts did not receive a C grade. Year 9 Snapshot 66.7% of students did not receive a C grade. 100% of students received a C grade in Visual Arts																			
Student Achievement target for 2023 Increase the percentage of Aboriginal students receiving C grades in Arts contexts.																			
Student Achievement Metric Improve parity between Arts ATAR school assessment written results and raw exam score.																			
Previous year(s) baseline data Majority of Arts ATAR students show a drop in written WACE <table><tr><th colspan="3">2022</th></tr><tr><th>Course</th><th>School</th><th>Like Schools</th></tr><tr><td>MPA</td><td>59.84%</td><td>64.71%</td></tr><tr><td>VAR</td><td>56.50%</td><td>64.43%</td></tr><tr><td>DRA</td><td>56.75%</td><td>64%</td></tr><tr><td>DAN</td><td>43.64%</td><td>52%</td></tr></table>	2022			Course	School	Like Schools	MPA	59.84%	64.71%	VAR	56.50%	64.43%	DRA	56.75%	64%	DAN	43.64%	52%	<ul style="list-style-type: none">• Timed Assessments in Year 11 include answer structure prompts reflective of successful answer structure in examinations and match the structure of examination questions.• Term 1 revision of student achievement and discussion.• ATAR Dance students participating in two theory lessons per week.• Improve backwards mapping of theoretical tasks into Year 10.• Create a range of exemplars of successful past written work and make them available on SEQTA and provide detailed guidance in relation to the aims and structure of essays.• Modelling correct essay writing techniques directly to students and providing multiple exposures to authoritative and well-authored extended essay responses to increase the students’ understanding and abilities in this area.
2022																			
Course	School	Like Schools																	
MPA	59.84%	64.71%																	
VAR	56.50%	64.43%																	
DRA	56.75%	64%																	
DAN	43.64%	52%																	
Student Achievement target for 2023 School written assessment results and raw exam score results to be within five marks of each other.																			

Student Achievement Metric Increase final scaled marks across contexts to be above 60%.	<ul style="list-style-type: none">• Improve ATAR average final scaled score across context to be above like schools and comparable to DoE average• Greater course counselling of students recommended for, and entering ATAR Arts courses.• Work with SGM to ensure student rankings are accurate & ongoing review SGM partnerships.• Ensure assessments directly link to exam.• Moderation of written assessments to occur at the school level.• Practical assessments to be co marked.• Provide extra tuition and enhanced feedback prior to exams.• Increase numbers in ATAR classes to reduce need for SGM/combined classes 2023 Year 11 Cohort AEDRA 2 (combined) AEDAN 2 (combined) AEMPA 6 (combined with ATAR)• Media focus work on re-branding the course to parents, students, and staff from ‘making movies’, to a course which is a 50/50 split between developing media literacy and civic media skills and producing a range of media forms. This is likely to encourage students to place equal emphasis on their written work.																		
Previous year(s) baseline data <table><tr><th colspan="3">Average final scaled scores</th></tr><tr><td></td><td>2021</td><td>2022</td></tr><tr><td>ARDAN</td><td>45.5%</td><td>57.4%</td></tr><tr><td>ATDRA</td><td>53.8%</td><td>38.45%</td></tr><tr><td>ATMPA</td><td>59.4%</td><td>60.1%</td></tr><tr><td>ATVAR</td><td>56.34%</td><td>-</td></tr></table> *11 ATAR re-introduced in 2023		Average final scaled scores				2021	2022	ARDAN	45.5%	57.4%	ATDRA	53.8%	38.45%	ATMPA	59.4%	60.1%	ATVAR	56.34%	-
Average final scaled scores																			
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ATMPA	59.4%	60.1%																	
ATVAR	56.34%	-																	
Student Achievement target for 2023 ATAR final scaled score at 60 or above.																			
Student Achievement Metric Reduce the number of students NOT meeting the WACE requirements for Arts courses and improve the higher end resulting.	<ul style="list-style-type: none">• Provide more detailed, comprehensive, and targeted feedback on written responses. Including a general comment, followed by a series of more targeted dot-points which outline areas for improvement.• Early intervention for students not submitting assessment tasks by HOLA, Year Coordinators and parents.• A focus on improved EST results due to the high weighting of the task as a means to boost overall results; strategies should also improve overall theory results.• Revision of past EST questions and marking keys.• Additional EST style assessments to improve familiarity and readiness for assessment.• EST style unseen responses embedded into Year 11 General programs.• EST style tests to be implemented into Year 10 for 2023.																		
Previous year(s) baseline data <table><tr><th colspan="2">C grade minimum in 2022</th></tr><tr><td>Dance</td><td>100%</td></tr><tr><td>Drama</td><td>71.4%</td></tr><tr><td>Media</td><td>100%</td></tr><tr><td>Visual Arts</td><td>94.1%</td></tr></table> 2022 EST data across all contexts indicated high performance which was comparable to State mean of reviewer’s marks.		C grade minimum in 2022		Dance	100%	Drama	71.4%	Media	100%	Visual Arts	94.1%								
C grade minimum in 2022																			
Dance	100%																		
Drama	71.4%																		
Media	100%																		
Visual Arts	94.1%																		
Student Achievement target for 2023 100% of Year 12 students in Arts course will achieve a satisfactory grade. Increase the percentage of higher end grade results in Year 12 General courses.																			

INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice	
Initiatives supporting Priority One	How will we evaluate the initiative?
Whole School Pedagogical Framework (WSPF) Evident in all ALA classes Daily review (First 15) Learning Objectives -Success Criteria -Key Words Engagement Norms	<ul style="list-style-type: none"> Engagement norms are being successfully used across classroom and contexts. Students will demonstrate increased engagement in written tasks through use of engagement norms and whiteboards. Instructional coach/HOLA to observe staff and provide feedback. Key Words are embedded into teaching and learning programs.
ALA programming for Year 9 courses meets WSPF.	<ul style="list-style-type: none"> HOLA review Term 3. Feedback from students and classroom health checks. Increased resulting across context and cohorts. LI, SC, KW will be visible on SEQTA with clear syllabus links. PL from Instructional support coach
Focus on Feedback (formal and informal) High Impact Teaching Strategies (HITS).	<ul style="list-style-type: none"> Surveys used each semester to includes questions addressing effectiveness of teacher feedback. Classroom health checks will reveal research-based HITS consistently practiced in all ALA classrooms. Students can explain the purpose use and expected outcomes from HITS. Students can identify impact of increased feedback from teacher. Ongoing professional learning on PL Days and during learning area meetings. HITS framework.
The Aboriginal Cultural Standards Framework (ACSF) is embedded across curriculum areas and school culture.	<ul style="list-style-type: none"> Increased capacity of teachers to use their knowledge of the history and culture of and experiences of Aboriginal people to explicitly use this in classroom practice. Increased use of experts in practical classes, and visual artists, cinematographers. Increase the content coverage of Aboriginal and multicultural artists and artworks as a part of each course. All staff using culturally appropriate education resources and assessment to strengthen student engagement. Student surveys will indicate an understanding and appreciation of Aboriginal cultures Consult with AEIO, Elders, Community to embed Aboriginal perspective (history, culture, language) into teaching and learning programs. ATSI language maps to be evident in each classroom.

Improve moderation practices Year 7-12	<ul style="list-style-type: none"> Increased awareness and understanding of teaching staff to analyse evidence (student work samples) to establish what students need to demonstrate to meet the standard and what success looks like. Improved SGM relationships EST results will demonstrate parity with school review mark. <p>Baseline data from EST data 2022</p> <p>Visual Arts 63% down to 52.97% on school reviewer mark however still comparable to state mean 57.31 -10.03</p> <p>Drama 55.56 53.323 -2.22</p> <p>Media 63.23 reviewed 58.06. -5.17</p> <p>Dance 64.09 66.82 2.73</p>
Targeted marketing program to enhance numbers in specialist programs.	<ul style="list-style-type: none"> Enhanced learning environment- targeting cohort needs in single cohort classes. Target existing HSHS students for entry into GAT Increased numbers across specialist programs Reduce the number of combined classes for 2024 Implementation of a broadcasting club (Media) by Term 3. Assists with promotion of the specialist arts and other courses to the wider school community. ATAR Dance/Drama 2023 students invited to audition for perspectives.
Successfully embed mandated contexts in Specialist Programs.	<ul style="list-style-type: none"> Students will demonstrate an increased understanding and application of design elements through links to Visual Arts curriculum. Drama students will receive exposure to acting for the screen which will enhance their skills to create dramatic content for multimedia formats.

Priority Two: Enhanced School Leadership

Initiatives supporting Priority Two	How will we evaluate the initiative?
Inclusion of LS general students in Arts practical performances and ongoing development of curriculum in teaching teams to improve resulting in general courses.	<ul style="list-style-type: none"> Less clustering around C grade resulting, teachers to directly target these students with a push up culture development. Increased motivation and confidence in the practical space from prior exposure. Increase in numbers in general classes. Increased participation of general students in productions and events around the school. Improved responding strand outcomes for classes. Students choosing general courses in 2024 will have a stronger content knowledge. Use of SCSA judging standards and sample tasks to improve current assessments.

SEQTA team leader provides leadership and support for ALA in the software use	<ul style="list-style-type: none"> • Direct messaging feature used by ALA staff and students. • Staff all demonstrate use of the WSPF for weekly planning. Evident through regular SEQTA checks. • ALA students accessing SEQTA when absent for school, accessing revision notes and resources. • Where relevant staff using submit work feature. • ALA successfully all using SEQTA for relief.
Student Leadership is demonstrated through peer mentorship at all Arts events.	<ul style="list-style-type: none"> • In 2022 student leadership demonstrated operation of lighting, sound and stage management. Demonstrated students' leadership at workshops, performances after school/lunchtime clubs. Visual Art students' successfully entered a range of external competitions and events, strategies to be continued in 2023. • Primary School Matinee Performance is led by Lower School GAT Dance students. • Senior School students engage in after school clubs and workshops to provide mentoring for Lower School and prospective students. • Enhanced student leadership in ALA shows mentoring and pursuing leadership roles in performance and exhibitions evenings and with Project Educate. • Lower School student surveys ascertain value and appreciation for peer mentorship efforts. • Increased numbers in after school activities and improved intake into specialist programs resulting from after school workshops. • Organisation of backstage committee, student mentors and team leaders for production 2023. • Build students' knowledge of design concepts and technologies, scenic construction and paint, graphic design, wardrobe, and future careers in the art sector embedded in appropriate courses.

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three	How will we evaluate the initiative?
Focus on authentic rich tasks. Students will have opportunity for multiple exposures, feedback, evaluation before final assessment.	<ul style="list-style-type: none"> • Student practical work will reflect real world scenarios. • Students' analysis, synthesis and evaluation skills will increase. • A more diverse suite of performances/art works will be evident in assessments as students will have increased control and choice as to what is produced to demonstrate proficiency.
Increased visual stimuli, student learning aids in	<ul style="list-style-type: none"> • Increased resulting for lower end students. • Improvement in key terminology in Arts responses.

classrooms; terminology, subject specific, key words graphics, etc.	<ul style="list-style-type: none"> Some Arts theory courses using a “common” classroom- contextual/key terminology word walls to be implemented (D1)
Upgrade additional funding for Multimedia Studio /dark room/filming area.	<ul style="list-style-type: none"> In 2022 data showed mean practical score of 78.72 compared to DoE 64.46. 2021 data showed mean practical score at 73.57 compared to DoE 62.16. Upgraded facilitates would see an improvement and continued increase in these results.
Celebrating the achievement of Arts students via public events/online marketing.	<ul style="list-style-type: none"> Increased audience on social media. Increased numbers in specialist courses. Increased participation in Project Educate.
Collaborative Arts production extends students skill set	<ul style="list-style-type: none"> Increased participation of students in event Holistic performance improves students’ collaborative skills and understanding of design concepts. Increased interest in specialist programs.
Implementation of IMMS program	<ul style="list-style-type: none"> 100% of IMMS places offered are filled Increase in enrolments for 2024 based on IMMS availability at HSHS.



Hampton Senior High School



ENGLISH

Student Achievement Targets							
Student Achievement Metric	Strategies being implemented to support SMART target achievement						
<p>Student performance in NAPLAN exceeds Like Schools for Reading and Writing in Years 7 and 9.</p> <p>Previous year(s) baseline data</p> <p>2022: Above Like Schools</p> <p>2021: Above Like Schools in five of six areas measured</p> <p>Student Achievement target for 2023</p> <p>All tests should fall into High Achievement and High Progress.</p> <p>Student performance in NAPLAN should align with, and ideally, exceed state means for Reading and Writing in Years 7 and 9.</p>	<ul style="list-style-type: none"> PAT for Years 7, 8 and 9. Brightpath has been used in 2022 with Years 7, 8 and 9, and will continue to be implemented in 2023 to inform areas of learning required in the writing of narratives. Focused streamed courses in Years 7, 8 and 9, targeting functional literacy and English enrichment. Ongoing targeted implementation of Daily Review, with a focus on the systematic delivery of Guaranteed and Viable Curriculum via The Writing Revolution with a clear focus on functional literacy skills. Literacy Support classes and English Academic Enrichment classes have been established for Years 7 – 9 in 2023. 						
<p>Student Achievement Metric</p> <p>Maintain Year 12 English 100% WACE attainment</p> <p>Continued increase in ATAR Average Scaled Score</p> <p>Ongoing C grade minimum achievement in Year 12 General English to be above DoE and Like Schools.</p> <p>Previous year(s) baseline data</p> <table border="1"> <thead> <tr> <th colspan="2">Yr 12 WACE</th></tr> </thead> <tbody> <tr> <td>2021</td><td>53.93%</td></tr> <tr> <td>2022</td><td>47.1%</td></tr> </tbody> </table>	Yr 12 WACE		2021	53.93%	2022	47.1%	<ul style="list-style-type: none"> Ongoing course review by all English staff; all Senior School courses have had task numbers reduced, along with full implementation of numerical rubrics. WACE tracking by Year 11 and Year 12 teachers. All tasks to be completed as timed in-class assessments for increased integrity, as well as exam preparedness. Immediate intervention by teachers regarding parental contact, discussions with Year Coordinator and pathway discussion
Yr 12 WACE							
2021	53.93%						
2022	47.1%						

ATAR Average Scaled Score	
2021	53.93%
2022	47.1%

C grade minimum	
2021	100%
2022	89.5%

Student Achievement target for 2023

WACE English attainment maintained;

Increase in ATAR Average Scaled Score > 58%

Ongoing C grade minimum > 98%

initiated as required, as per English learning area Feedback Plan.

- OLNA mentoring and workshops.
- Where required, additional alternative learning sessions catering for students wishing to improve grades, or merely obtaining the requisite pass-mark. ATAR teachers offering extra learning time after school sessions.

INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice

Initiatives supporting Priority One	How will we evaluate the initiative?
Ongoing review of all courses; reducing number of tasks; focus upon numerical rubrics.	<ul style="list-style-type: none"> • Parental and student surveys indicating overall preference for new feedback processes. • Staff indicate that new processes are working for them also.
Introduction of both Enrichment and Engagement courses in Years 7 – 10, including certificate delivery in Year 10. As such this should see an increase in performance/grades for both ends of the academic spectrum.	<ul style="list-style-type: none"> • Improved results in OLNA, NAPLAN, grade distribution, exam performance. • Increased participation in extracurricular academic activities. • If the initiative is not proving successful for the majority, then it should be open for review.
Improving grade and NAPLAN performance alignment. Raising grade cut-offs to enable greater clarity between NAPLAN and class performance.	<ul style="list-style-type: none"> • Greater alignment between grade and NAPLAN performance. A reduced disparity at either end of the spectrum.

Priority Two: Enhanced School Leadership

Initiatives supporting Priority Two	How will we evaluate the initiative?
Increased and ongoing opportunities sourced and developed through PM and PL for teaching staff to take on additional leadership roles as required throughout the school.	<ul style="list-style-type: none"> Increased staff involvement in leadership roles throughout the school, including but not limited to PAT, Brightpath, Maqlit, Talk 4 Writing, Cars & Stars, ESL/EALD, CAT and Certificate Delivery.

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three	How will we evaluate the initiative?
<p>Daily Review/First 15/Engagement Norms/Learning Intentions (HITS) – building upon the overall First-Fifteen Focus we will continue to implement the Daily Reviews as part of the G & V Curriculum in 2023.</p> <p>Feedback to students and parents will follow the English LA Feedback Plan: it will be consistent, timely and cyclical, and adhere to our designated deadlines, and wherever possible be linked through RTP and SEQTA.</p> <p>Rubrics have been created for all courses: Years 7 – 12.</p>	<ul style="list-style-type: none"> Staff embedding these aspects of Lesson Structure into every lesson; identified through ongoing classroom observation. Feedback is delivered in a timely, consistent and meaningful way that adheres to designated deadlines: Program Coordinator to ensure this is the case.





HEALTH AND PHYSICAL EDUCATION

Student Achievement Targets

Student Achievement Metric	Strategies being implemented to support SMART target achievement																								
Students in Year 12 General courses to reach C grade achievement.	<ul style="list-style-type: none">• Use of WACE tracker to gain knowledge of student performance.• Scaffolding assessment tasks and class work.• Use of One Percenters to guide students.• Parent communication of performance.• Use of technology to increase engagement which can include; Microsoft Office 365 (Teams, OneNote, Forms etc.).• Utilise SCSA markers to prepare senior teachers and students for practical assessments.• Use of SEQTA to upload content from each lesson including Learning Intentions, Success Criteria & Key Words.• To increase use of Engagement Norms and Instructional Strategies in classes.• Increase use of Instructional Coach in HPE learning area via one-to-one coaching or learning area Meetings• PL for staff around senior sports to upskill marking requirements.																								
<p>Previous year(s) baseline data</p> <table><tr><th colspan="3">2021</th></tr><tr><th>Course</th><th>School</th><th>Like Schools</th></tr><tr><td>GTPES</td><td>78%</td><td>92%</td></tr><tr><td>GTHEA</td><td>100%</td><td>88.7%</td></tr><tr><th colspan="3">2022</th></tr><tr><th>Course</th><th>School</th><th>Like Schools</th></tr><tr><td>GTPES</td><td>92%</td><td>82%</td></tr><tr><td>GTHEA</td><td>88%</td><td>85%</td></tr></table>	2021			Course	School	Like Schools	GTPES	78%	92%	GTHEA	100%	88.7%	2022			Course	School	Like Schools	GTPES	92%	82%	GTHEA	88%	85%	
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<p>Student Achievement target for 2023</p> <p>To achieve at or above like school with WACE performance and passing of course.</p>																									
<p>Student Achievement Metric</p> <p>Mean ATAR Health Studies & Physical Education Studies scaled score.</p>	<ul style="list-style-type: none">• Use of WACE tracker to gain knowledge of student.• Scaffolding assessment tasks and class work.• Use of One Percenters to guide students, open additional after school Cert group.• Parent communication of students falling behind.• Experience in running school-based carnival and events.																								

<div>Previous year(s) baseline data</div> <table><tr><th colspan="2">2021</th></tr><tr><th>Course</th><th>School</th></tr><tr><td>Cert II</td><td>100%</td></tr><tr><td>Cert III</td><td>100%</td></tr><tr><th colspan="2">2022</th></tr><tr><th>Course</th><th>School</th></tr><tr><td>Cert II</td><td>96%</td></tr><tr><td>Cert III</td><td>94%</td></tr></table> <div>Student Achievement target for 2023</div> <div>Cert II (Year 11) 90%</div> <div>Cert III (Year 12) 90%</div>	2021		Course	School	Cert II	100%	Cert III	100%	2022		Course	School	Cert II	96%	Cert III	94%																					
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Year 7-10 health students to achieve 75% C grade or above.	<ul style="list-style-type: none"> • Use of worked examples to model student achievement level. • Differentiate assessment tasks to suit students with low level reading & writing.
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INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice	
Initiatives supporting Priority One	How will we evaluate the initiative?
Daily Review & First 15 Focus Staff will enhance Daily Review and First 15 delivery into every HPE lesson. Health Education will embed Daily Review into PowerPoint slides for every lesson. Learning Intentions, Success Criteria and key words are explained at the beginning of each lesson and uploaded to SEQTA. HPE staff will use innovation to improve delivery of Daily Review to enhance knowledge retention of students.	<ul style="list-style-type: none"> • Health check-ins • Course reviews at end of year • Feedback from students each semester (Forms survey) • Use of teams to view programs and audit use of teaching strategies.
Instructional Coaching Cycle Enhance implementation of CMS and build constructive relationships with students. Increase use of Instructional coaching in HPE with one to two staff engaged in coaching. Increased use of Engagement Norms in classroom practice. Focus on use of Whiteboards & Completed Sentences. Use of worked examples to explicitly demonstrate how to structure responses to attain results.	<ul style="list-style-type: none"> • Use of health check-ins to improve use of HITS and CMS. • Increased number of HPE staff completed coaching
Assessment Language & Worked Examples HPE will implement common assessment language into class activities and practise questions to enhance a student's understanding of responses. We will implement a learning area strategy of using worked examples at the end of lessons to consolidate learning and improve quality writing practises in our courses.	<ul style="list-style-type: none"> • Evidence of improved writing skills in HPE courses. • Visible tools in classrooms • Repetition in classroom practice. • Promoted and displayed don SEQTA.
Year 7-10 Health Assessment Changes: Implementation of new assessment tasks in Year 7-10 Health that align with SCSA Judging Standards and curriculum requirements. Common assessment format is going to be used for all Year groups. Language and mark allocation per questions to be reflective of Senior School course. Aim to reduce D & E grades and enhance response quality best preparing students for following year of health.	<ul style="list-style-type: none"> • Developed moderation tool. • Inspection on Microsoft teams. • SCSA Online Resources • SCSA Scope & Sequence
Year 7-10 PE Assessment Improvement:	<ul style="list-style-type: none"> • Data at end of year to outline disparities.

<p>We will be improving the quality of practical assessment by staff in HPE. Aim to enhance practical mark for all Year 7-10 students and enhance General & ATAR students skill level and game awareness.</p> <p>Assessment to be systematic progression of skill with key sport specific marking keys with teaching points. Assessment to reflect skill development and gameplay mark.</p> <p>Professional Learning and Moderation will take place to ensure consistency of General PE assessment.</p>	<ul style="list-style-type: none"> • Final product to align with Senior School courses. • Developed physical assessment marking keys for PE courses. • SCSA Online Resources
<p>Implementation of Moderation Plan:</p> <p><i>Senior School</i></p> <p>Senior School Staff to conduct moderation process for each assessment task. Two to three sample tasks to be moderated from variety of grades.</p> <p><i>Lower School</i></p> <p>Health to be moderated once per semester. Two samples from each staff to be moderated in Year groups. Led by health coordinator upon data review from HOLA.</p> <p>Staff to discover issues within assessment tasks and make minor adjustments if needed. Beginning process of collecting data for common assessment tasks.</p>	<ul style="list-style-type: none"> • Development of moderation tool • Development of moderation schedule • SCSA Sample Tasks

Priority Two: Enhanced School Leadership

Initiatives supporting Priority Two	How will we evaluate the initiative?
<p>Implementation 2IC & Curriculum Coordinator</p> <p>Staff role to be responsible for program coordination of all Year 7 – 10 programs. Ensuring alignment to SCSA requirements and embedding the judging standards within our programs. Staff member to work alongside HOLA to analyse data to strategically plan initiatives to enhance student outcomes. Staff required to gather feedback to enhance common assessment tasks and provide assistance to staff for assessing student achievement.</p>	<ul style="list-style-type: none"> • Improve quality of HPE courses • Consistent approach to course delivery and assessment
<p>Implementation Sports Coordinator</p> <p>New role is responsible for the management of staff and planning extracurricular activities for students. Leader is to guide coaches of teams through excursion process and assist in any way possible. Leader is responsible for providing information to students with updates from SSWA and other optional sporting opportunities in the community.</p>	<ul style="list-style-type: none"> • Increase number of sporting teams at Hampton. • Leader to develop framework of the role. • Coaches feel more comfortable having guidance of leader.
<p>Health Coordinator Role Changes</p> <p>Health coordinator role to shift from a content manager to an assessment and moderation leader. Coordinators are to update HOLA on issues relating to assessments or performance in health programs. Coordinators are to lead Moderation Process once per semester as</p>	<ul style="list-style-type: none"> • Staff engagement in moderation process. • Feedback from HPE team.

directed by HOLA. Coordinator to seek feedback on new health programs and make minor adjustments if necessary.	<ul style="list-style-type: none"> Improvements and recommendations made end of each year. SCSA Judging Standards knowledge
ATSI Engagement Leader Implementation of an ATSI Student Engagement Leader in HPE. Role will be based around attendance, engagement and academic performance. Providing information to HPE team members and collaborating with AIEO & FTD Coordinator to identify and plan for ATSI students in HPE.	<ul style="list-style-type: none"> Formal role created by end of 2023. Improved understanding of ATSI students in HPE.
House Leaders To increase the number of students who would like to represent their house. House representatives to be implemented this year. We will also increase the responsibility of house captains, attending carnivals, supporting students and coordinating events throughout the year.	<ul style="list-style-type: none"> Increase number of leaders. Badges or other form of identification. Portfolio of responsibility within the school.
Certificate Students Establish a culture of Certificate students holding responsibility to school operations in relation to the calendar. Students will be solely responsible for the coordination of specific events as part of their course. The culture shift will be to enhance the ownership of the school's operations with the use of certificate students.	<ul style="list-style-type: none"> High numbers of student attainment in PE certificate courses.
Whole School Sports Captains Build a culture of leadership among students with strong sporting abilities. We aim to introduce sporting captains to enhance our school leadership and improve Student Voice. Captains will represent Hampton at Interschool Sporting Events and work with PE for all events in HPE.	<ul style="list-style-type: none"> Interest gathered from students. Formal leadership role within the school Promote and celebrate among Year 7 – 11 cohorts.
Athletics Coaches To increase the number of qualified level 1 Athletics accredited coaches to open up employment opportunities at Little Athletics Academies.	<ul style="list-style-type: none"> Data collected from students with accreditation.

Priority Three: Optimal Learning Environment	
Initiatives supporting Priority Three	How will we evaluate the initiative?
PBS in HPE HPE team to develop consistent approach to using Positive Behaviour Support (PBS) within the learning area. Our goal is to determine common strategies that will best apply to our team and our context. Professional learning and resources to be provided & developed for long term successful implementation.	<ul style="list-style-type: none"> Consistent approach in management of student behaviour. HPE PBS guide to be added to HPE Handbook. Successful behaviour management of HPE staff. Classroom observations PBS Professional Learning

Differentiation HPE staff to reflect differentiation processes in all HPE programs. Assessment tasks and conditions for assessment to be review and collate responses. Strategy to be created to improve our ability to differentiate as a learning area and consistently apply to practise throughout this year and into the future.	<ul style="list-style-type: none"> Physical resources and guidelines for differentiation in HPE. Improvement on student achievement with learning difficulties.
Classroom Observations HPE Team will develop a plan to engage in Classroom Observations that provide staff with an opportunity to view successes of fellow team members. Observations will be used for implementation of High Impact Teaching Strategies and PBS techniques that will increase knowledge and skill of each team member. Observations are optional and will be structure on a semesterly basis.	<ul style="list-style-type: none"> Feedback in HPE meeting on observations Discuss as a team structure and how we can improve observation cycle
ACSF Improvement Continue to build Aboriginal education across practical and theory-based lessons. The use of traditional Aboriginal games, inequities in Aboriginal populations, and awareness of health issues for Aboriginal Australians. Continued implementation of Yulunga Games during NAIDOC week in PE lessons.	<ul style="list-style-type: none"> Clearly outlined Aboriginal education in course outlines. Learning area feedback.

ATHLETICS ACADEMY

Priority One: Academic Achievement	
Initiatives supporting Priority One	How will we evaluate the initiative?
Curriculum Review Review theory-based content Review of Athletics Academy students' process with Senior School teachers regarding performances, knowledge and progress in Senior School class. Using this data to validate and update Lower School content regarding backward mapping.	<ul style="list-style-type: none"> Improved Athletics program for implementation in 2024. SCSA Online Resources SCSA Scope & Sequence SCSA Judging Standards
Assessment Task Review Implementation of Investigation Task for Year 9 and 10 students to align with assessment style of Senior School courses. Opportunity for students to apply practical knowledge to theory-based task. Practical assessment outline to be modified to increase opportunities for student assessment.	<ul style="list-style-type: none"> Implementation of new assessment tasks in 2023. Data to be collated and improvements to be made.
Assessment Plan Creation of formal assessment outline for Athletics Academy Year 7-10. Document to be formatted similar to HPE assessment documents.	<ul style="list-style-type: none"> Formal physical document created for all athletics cohorts.

Senior School Pathway Cert III Sport & recreation – Two year certificate qualification. Develop a meaningful athletics Senior School program through the certificate pathway. Certificate II sports coaching Year 10 – combined 11 and 12 cert III sport and recreation two year delivery. With integration of coaching qualification	<ul style="list-style-type: none"> Students selecting to choose this pathway for Senior School. Students obtaining employment in coaching roles
Student Feedback Review of program and student feedback data to improve delivery of Athletics programs	<ul style="list-style-type: none"> Survey data indicating enjoyment, engagement, student development and safety within the program

Priority Two: Pastoral Care & Behaviour Management

Initiatives supporting Priority Two	How will we evaluate the initiative?
PBS Continue to build a culture of positive behaviours by connecting with each student and forming great relationships. Reward system for positive behaviours to be implemented in place of negative consequence. Negative consequences to be followed through if persistent.	<ul style="list-style-type: none"> SEQTA behaviour reports ABE in Semester reports
Review of Pastoral Care Model Review to be undertaken of Pastoral Care Model for Athletics Academy. Plan needs to make several adjustments to create an easy-to-follow plan. Document will gain feedback from HOLA and Executive Team and make necessary adjustments if required.	<ul style="list-style-type: none"> Recommendations of change to pastoral care model. Changes to be documented and produced by the end of the year.
Behaviour Tracking Student behaviour and academic progress is tracked across MESH courses for academy students	<ul style="list-style-type: none"> Student academic results SEQTA pastoral care entries RTP grade distribution RTP course scores

Priority Three: Program, Resourcing and Opportunities

Initiatives supporting Priority Three	How will we evaluate the initiative?
Facilities Improve and make additions to athletics facilities. We are aiming to build a new jumping pit and storage shed/gym for the Athletics Academy. Throwing circles to be installed.	<ul style="list-style-type: none"> Physical product produced.
Athletics Coaches To increase the number of qualified level 1 Athletics accredited coaches to open up employment opportunities at Little Athletics Academies.	<ul style="list-style-type: none"> Data collected from students with accreditation.

<p>Interstate Travel</p> <p>Our goal is to create a plan that will allow Athletics Academy students the opportunity to compete in interstate competitions. We would to develop a plan for to gain funds throughout the year to be able to assist families in allowing their child to travel. We will have early communication with parents for teams that may qualify for travel.</p>	<ul style="list-style-type: none"> • By traveling interstate either in 2023 or 2024. • A written plan for funding for Athletics Academy travel.
<p>Partnerships & Sponsorship</p> <p>We aim to build partnerships with a range of business and governing bodies for our Athletics Academy. We will continue to pursue a partnership with Athletics West.</p> <p>We plan to meet with Executive about ways in which we can target sponsorships and reach out to appropriate businesses for this.</p>	<ul style="list-style-type: none"> • Schedule meetings with executive at Hampton SHS. • Schedule meetings with potential partners to begin process of engagement.
<p>Primary School Partnerships</p> <p>We will be building relationships with our local primary schools. Athletics Coordinator to gather contact details of local primary school PE teachers. Goal is to visit primary schools and potentially run small sessions with feeder schools.</p>	<ul style="list-style-type: none"> • Attendance and engagement from local schools. • Hope is for an increase in enrolments from local area schools. • Promotion over social media
<p>Primary School Carnivals</p> <p>Our goal is to be able to host local primary schools to run their school based or interschool athletics carnivals. With improved facilities and partnerships this is an achievable goal. Our goal is to promote the school and the connection in the community.</p>	<ul style="list-style-type: none"> • To host a carnival in 2024. • Feedback to be gathered from primary schools in 2023. • Promotion to be outlaid through 2023. • Interest gained in 2023.
<p>Camps – Training or Rewards</p> <p>Our goal is to be able to coordinate an Athletics Team Camp the promote leadership and team work as well as work on technical skills for performance. We hope to run this camp for our squad in the Lower School and the Senior School.</p>	<ul style="list-style-type: none"> • To host a camp throughout 2023. • Good standing to contribute to attendance • Feedback collected from students after camp



HUMANITIES AND SOCIAL SCIENCES

Student Achievement Targets

Student Achievement Metric	Strategies being implemented to support SMART target achievement																													
Mean ATAR scaled score compared to Like Schools	<ul style="list-style-type: none">Tutoring, enter geography competitions, utilize WACE marker for moderation, monitor SAIS and WACE data.																													
Previous year(s) data (Baseline data) Geography school mean is 47 compared to Like Schools of 49 in 2021. 2022 mean of 56.9 compared to Like schools 48.2																														
Student Achievement target for 2023 Student performance in WACE matches or exceeds Like Schools.																														
Student Achievement Metric Improvement of achievement standard (Aboriginal students)	<ul style="list-style-type: none">Embed Aboriginal Cultural Standards Framework and access Follow The Dream tutors.Monitor using SAIS and Lower School reports.																													
Previous year(s) data (Baseline data)																														
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Student Achievement target for 2023 Continue to reduce the gap between Aboriginal and non-Aboriginal academic performance by 10% for E grade, improve C grade by 10% and improve B grade for Aboriginal students to 7% of cohort.																														

Student Achievement Metric Improvement of achievement standard	<ul style="list-style-type: none">Adjust assessments to match capability, increase scaffolding of set class work. Monitor using learning area report. Utilise common programs and assessments for all courses.Track students each Term and identify those not meeting the C grade standard. Communicate and work with parents to result in improved outcomes.Monitor using SAIS and Lower School reports.																																				
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Student Achievement target for 2023 Continue to reduce the % of students scoring either an E or D grade in Year 8 and 9 in comparison to Like Schools.																																					

INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice	
Initiatives supporting Priority One	How will we evaluate the initiative?
Track students each Term and identify those who have not achieved a C grade for the unit of work taught in the previous eight weeks. Communicate and work with parents to result in improved outcomes i.e. D to a C by the end of the semester.	<ul style="list-style-type: none"> Student performance and evaluation of their own learning in student feedback sheet on assessments. This information will inform actions for 2023. Collation will occur at the end of each semester.
Improve accessibility of programs in order to improve academic achievement of Aboriginal students and support in Follow The Dream program to raise student results.	<ul style="list-style-type: none"> Achievement data of Aboriginal students has shown incremental grade improvement. Data comparison commences in 2021. Actions from data review will inform actions for 2022 on to 2023. Liaise with FTD coordinator, provide programs and assessments.
Commit to the implementation of Daily Review and HITS to support student academic outcomes and engagement norms.	<ul style="list-style-type: none"> Feedback from staff regarding classroom observation debriefing. Visual aids in classes e.g. LI, SC and KW.

Use of SEQTA as an educative tool to provide online resources	<ul style="list-style-type: none"> The degree of online material available and how frequently accessed by students.
Use of moderation to ensure reliability and validity of grades awarded to HaSS cohorts.	<ul style="list-style-type: none"> For each Year group one piece of work will be moderated each semester.

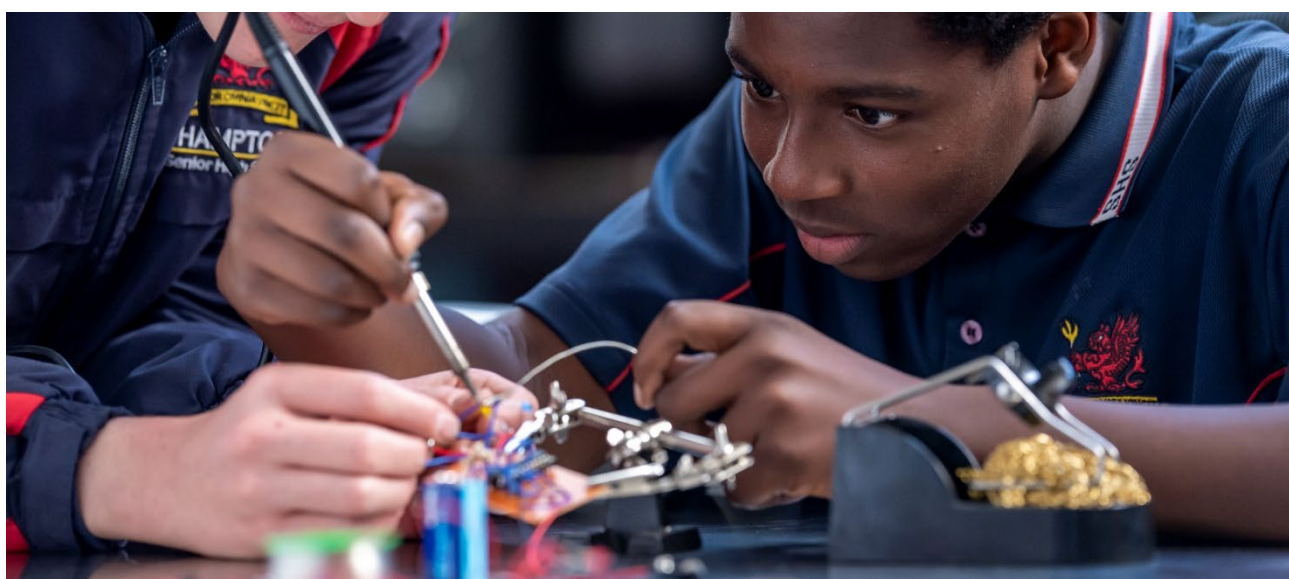
Priority Two: Enhanced School Leadership

Initiatives supporting Priority Two	How will we evaluate the initiative?
Developing pedagogical practice by attending and implementing professional development to meet whole school objectives to support student academic outcomes.	<ul style="list-style-type: none"> Attendance at after school PL. Evidence of implementation of PL via presentation at LA meetings.
Ensure an effective workforce by annual Performance Development to facilitate staff expertise in the delivery of learning programs in alignment with AITSL standards for teachers.	<ul style="list-style-type: none"> Revisiting targets set in Term 4 and ongoing reflection of practice will be used to ascertain the success of strategies implemented to achieve goals.
All teachers will participate in classroom observation and peer to peer feedback. Classroom observation once a year, and peer to peer feedback once a Term.	<ul style="list-style-type: none"> Peer to peer observation takes place and reflections support adjustments to teaching practice with the result of student performance improving. Data to be collected and analysed from Semester 1 and Semester 2 2022 to inform actions for 2023.

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three	How will we evaluate the initiative?
Provide opportunities to participate in competitions and recognise those representing the school in national competitions at assembly. Enter students in at least two competitions per year.	<ul style="list-style-type: none"> Number of participants in each competition and award winners. HaSS aims to enrol as many participants as possible in State and national competitions. National History Challenge Australian History Competition Simpson Prize Australian Geography Competition ANZAC Student Tour HaSS Secondary Network Connect Community
Offer a variety of different courses during course counselling: ATAR Modern History, General Modern	<ul style="list-style-type: none"> Number of students choosing Senior School HaSS courses.

History, ATAR Geography, General Geography, Career and Enterprise. Develop programs, assessments and resources for new ATAR and General courses.	<ul style="list-style-type: none"> • Number of students achieving a 'C' grade or better.
Encourage student voice to evaluate student perception of HaSS by <ul style="list-style-type: none"> - End of Term survey - Questionnaire at completion of assessments - Survey regarding course selections - Review and Renew process - TTFM survey 	<ul style="list-style-type: none"> • A variety of Student Voice opportunities are offered i.e. HaSS survey, reflective questionnaires on learning, action from feedback is evident in programs, engagement and student performance.





ITALIAN

Student Achievement Targets

Previous year(s) baseline data	Strategies being implemented to support SMART target achievement.
<p>2022 data 86% of students achieving a C min (Year 7). 80% for Year 8. (figures obtained from Semester 2 SAIS Data analysis)</p> <p>2023 will be based on year long WACL program.</p> <p>Student Achievement target for 2023 85% of Year 7s achieving a minimum C grade</p> <p>75% of Year 8 students achieving a minimum C grade</p> <p>A-C grade attainment is better than like schools.</p>	<ul style="list-style-type: none"> • Differentiation of teaching and learning. • Use of HITs • Introduction of ICT to support learning in the classroom and at home. <ul style="list-style-type: none"> - Education Perfect. • Lower School report analysis after Semester 1 • Scaffolded assessment

INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice

Initiatives supporting Priority One	How will we evaluate the initiative?
<p>Track students each Term and identify those who have not passed assessment task 1 i.e. D to a C by the end of the semester.</p> <p>Contact with parent/guardian if student does not achieve a C grade in assessment.</p>	<ul style="list-style-type: none"> • Student performance and evaluation of their own learning in student feedback sheet. • This information will inform actions for 2024. Collation will occur at the end of each semester.

Provide more scaffolding for students not achieving the C grade	
Improve accessibility of programs in order to support academic achievement of low literacy and students on IEPs.	<ul style="list-style-type: none"> • Data will be gathered on students and their progress in literacy from their English grades using PAT data. • Liaise with Amanda and Learning Support for Data • Liaise with Instructional Coach for instructional strategies.
Commit to the implementation of Daily Review and HITS to support student academic outcomes.	<ul style="list-style-type: none"> • Feedback from staff regarding classroom observation debriefing. • Visual aids in classes e.g. WALT and WILF • Learning Intentions/Success Criteria/Key Words
Commit to the inclusion of SEQTA as a means to access programs, learning resources and communication with parents and students.	<ul style="list-style-type: none"> • Feedback from students regarding SEQTA.

Priority Two: Enhanced School Leadership	
Initiatives supporting Priority Two	How will we evaluate the initiative?
Developing LA specific policy documents which support the implementation of a Positive Behaviour School (PBS)	<ul style="list-style-type: none"> • Attendance at after school PL. Evidence of implementation of PL via presentation at LA meetings.
Improve school's transparency of teaching and learning by engaging with parents.	<ul style="list-style-type: none"> • Increased awareness of Italian as a course within the school. • At least one post per Term on school's Facebook page about what Italian is doing.
Staff will participate in classroom observation and peer to peer feedback. Classroom observation once a year, and peer to peer feedback once a Term.	<ul style="list-style-type: none"> • Peer to peer observation takes place and reflections support adjustments to teaching practice with the result of student performance improving. Data to be collected and analysed from Semester 1 and Semester 2 2022 to inform actions for 2023.
Engage with networks such as MSN Languages teachers to develop relationships.	<ul style="list-style-type: none"> • Involvement and promotion of Italian at Hampton with the community. i.e. students, parents, staff and community leaders.

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three	How will we evaluate the initiative?
Provide opportunities to participate in competitions and recognise student success at assembly.	<ul style="list-style-type: none"> Number of participants in each competition and award winners. Education Perfect (Championships).
Hold a bigger Languages week with activities that include all Year 7 and 8 students.	<ul style="list-style-type: none"> Feedback from staff/parents/community. Entries to School's FACEBOOK page.
Inclusion of ICT to support the learning of students in class and at home.	<ul style="list-style-type: none"> Evident in programs, engagement and student performance.
Enhancing the environment for implementation of Languages as a learning area.	<ul style="list-style-type: none"> Transition of J1 + J2 and office space into a Languages learning area. Office space and classrooms will visibly present as a space where Languages is taught, forming an identity for Italian.



Hampton Senior High School



MATHEMATICS

Student Achievement Targets

Student Achievement Metric	Strategies being implemented to support SMART target achievement															
Year 9 NAPLAN Numeracy Progress	<ul style="list-style-type: none">Year 7 and Mathematics classes in Term 1 will include work on past NAPLAN papers to prepare students for the style of questioning in NAPLAN Numeracy.Year 8 Mathematics classes will include NAPLAN readiness activities throughout the year to prepare Year 8 students for Year 9 NAPLAN in 2023.Mathematics teachers to include worded questions in classes and explicitly teach strategies for solving worded problems to prepare students for the mathematical literacy required in NAPLAN Numeracy.															
Previous year(s) baseline data																
Year 9 NAPLAN Numeracy																
<table><tr><th>Ach.</th><th>HAMPTON SHS</th><th>Change from 2022</th></tr><tr><td>Limited</td><td>18.5%</td><td>↓ 1%</td></tr><tr><td>Satisfac.</td><td>56.8%</td><td>↓ 6%</td></tr><tr><td>Good</td><td>19.8%</td><td>↑ 20%</td></tr><tr><td>Excellent</td><td>4.9%</td><td>↑ 14%</td></tr></table>		Ach.	HAMPTON SHS	Change from 2022	Limited	18.5%	↓ 1%	Satisfac.	56.8%	↓ 6%	Good	19.8%	↑ 20%	Excellent	4.9%	↑ 14%
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Year 9 NAPLAN Numeracy																
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Student Achievement target for 2023																
Student progress in NAPLAN Numeracy for Year 9 moves closer to Quadrant 2 (higher progress).																
Student Achievement Metric	<ul style="list-style-type: none">All Year 11 and 12 classroom teachers monitor student data regularly (RTP and WACE Tracker).Any Year 11 or 12 student identified to not be achieving at standard are managed closely by classroom teachers. This management includes direct parent contact, support for the student and ongoing monitoring.HOLA will complete data checkups with Year 11 and 12 teachers.															
Year 11 and 12 “C grade” achievement (to contribute to WACE)																
Previous year(s) data (Baseline data)																
<ul style="list-style-type: none">85% of Year 12 students eligible for WACE95% of Year 12 students met the C grade requirement for WACE																

<table><tr><th>Course</th><th>% Achieved a grade \geqC</th><th>Change from 2021</th></tr><tr><td>GEMAE</td><td>76%</td><td>8% \uparrow</td></tr><tr><td>AEMAA</td><td>73%</td><td>8% \uparrow</td></tr><tr><td>AEMAM</td><td>50%</td><td>33% \uparrow</td></tr><tr><td>AEMAS</td><td>75%</td><td>25% \downarrow (1 stu.)</td></tr><tr><td>GTMAE</td><td>62%</td><td>21% \downarrow</td></tr><tr><td>ATMAA</td><td>100%</td><td>6% \uparrow</td></tr><tr><td>ATMAM</td><td>40%</td><td>60% \downarrow</td></tr><tr><td>ATMAS</td><td>50% (1 stu.)</td><td>17% \downarrow</td></tr></table>	Course	% Achieved a grade \geq C	Change from 2021	GEMAE	76%	8% \uparrow	AEMAA	73%	8% \uparrow	AEMAM	50%	33% \uparrow	AEMAS	75%	25% \downarrow (1 stu.)	GTMAE	62%	21% \downarrow	ATMAA	100%	6% \uparrow	ATMAM	40%	60% \downarrow	ATMAS	50% (1 stu.)	17% \downarrow	<ul style="list-style-type: none">• ATAR Mathematics teachers will be available to students at Homework Club• Additional tutorial sessions run by ATAR teachers during exam periods to support students in the lead up to exams.
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<p>Student Achievement target for 2023</p> <p>Student performance in WACE matches or exceeds Like Schools.</p> <p>Students achieving a grade \geq C in Year 11 or 12 Mathematics courses is at 80% or above.</p>																												
<p>Student Achievement Metric</p> <p>Category 3 OLNA Numeracy achievement</p>	<ul style="list-style-type: none">• Year 9 and 10 Mathematics course will include regular numeracy builder reviews to upskill students’ basic numeracy outside of the Mathematics curriculum.• Continued Lower School curriculum and assessment development.																											
<p>Previous year(s) data (Baseline data)</p> <ul style="list-style-type: none">• 94% of the Year 12 cohort met OLNA Numeracy requirements• 95% of WACE eligible Year 12 students met the OLNA Numeracy requirement	<p>Mathematics LA will continue to monitor the need for a Mathematics Foundations course. This aims to allow our students most at risk of not achieving Category 3 OLNA Numeracy to complete a Mathematics curriculum based of numeracy skills across Year 11 and 12 to best prepare them.</p>																											
<p>Student Achievement target for 2023</p> <p>Student performance in WACE matches or exceeds Like Schools.</p>																												
<p>Student Achievement Metric</p> <p>ATAR Performance</p>	<ul style="list-style-type: none">• Any Year 11 or 12 student identified to not be achieving at standard are managed closely by classroom teachers. This management includes direct parent contact, support for the student and ongoing monitoring.• HOLA will complete data checkups with Year 11 and 12 teachers.• ATAR Mathematics teachers will be available to students at Homework Club.• Additional tutorial sessions run by ATAR teachers during exam periods to support students in the lead up to exams.																											
<p>Previous year(s) data (Baseline data)</p> <ul style="list-style-type: none">• Median ATAR (Hampton) = 69.15• Median ATAR (Like Schools) = 75.08 <table><tr><th>ATMAA</th><th>Score</th><th>2022</th></tr><tr><td>Sch.Ass.Av.</td><td>64.43</td><td>62%</td></tr><tr><td>Raw Ex. Av.</td><td>52.60</td><td>39.96%</td></tr><tr><td>Mod. Diff.</td><td>-11.81</td><td>-21.72</td></tr><tr><td>r</td><td>0.8</td><td>0.8</td></tr><tr><td>Course Diff.</td><td>-7.24</td><td>-12.84</td></tr><tr><td>Best/2nd Best</td><td>9% (2 stu.)</td><td>0 students</td></tr></table>	ATMAA	Score	2022	Sch.Ass.Av.	64.43	62%	Raw Ex. Av.	52.60	39.96%	Mod. Diff.	-11.81	-21.72	r	0.8	0.8	Course Diff.	-7.24	-12.84	Best/2 nd Best	9% (2 stu.)	0 students							
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ATMAM	Score	2022
Sch.Ass.Av.	45.40	64%
Raw Ex. Av.	36.11	48.28%
Mod. Diff.	-9.46	-16.67
r	NA	0.89
Course Diff.	-5.47	-7.91
Best/2 nd Best	40% (5 stu.)	1 student

ATMAS	Score	2022
Sch.Ass.Av.	54.50	56.67%
Raw Ex. Av.	45.75	25.79%
Mod. Diff.	-6.63	-29.99
r	NA	NA
Course Diff.	NA	NA
Best/2 nd Best	0 students	0 students

Student Achievement target for 2023

Improve Moderated Differentials across all ATAR Mathematics courses.

Improve Raw Exam Averages across all ATAR Mathematics courses.

Improve School Assessment and Raw Exam correlation coefficients across all ATAR Mathematics courses.

Improve Course Differentials across all ATAR Mathematics courses and increase the number of students recording ATAR Mathematics as their best or second-best score (contributing to ATAR).

- Continuing with the Small Group Moderation partners we joined in 2022.
- Year 11 and 12 ATAR teachers use past exam paper questions regularly (minimum two lessons per week) for the Daily Review. Students must become familiar with exam style questions and exam marking keys.
- Year 11 and 12 ATAR teachers to review assessment tasks and redevelop in line with the standard of each respective course.
- All ATAR Mathematics teachers to continue professional learning on the CASIO ClassPad tailored for the course they teach and further embed the skills they learn into the teaching and learning program.
- Year 10A program includes use of CASIO ClassPad to familiarize them with the calculator before Year 11 and 12. Year 10A coordinator will deliver explicit teaching of ClassPad calculator skills and identify them in the course program.

INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice	
Initiatives supporting Priority One	How will we evaluate the initiative?
Whole School Pedagogical Framework (WSPF): <ul style="list-style-type: none"> Focus on the First 15 of each lesson to include meet and greet, clear behaviour expectations, learning intentions and success criteria 	<ul style="list-style-type: none"> First 15, Final 5 is visible in each classroom. Formal classroom observations are followed by a debrief meeting with the HOLA and classroom teacher. Minimum of two staff to engage in coaching with Caroline Dixon. Ongoing informal HOLA classroom observations.

High Impact Teaching Strategies (HITS): - Focus on Strategy 2: Structuring Lessons		<ul style="list-style-type: none"> Formal classroom observations are followed by a debrief meeting with the HOLA and classroom teacher. Before the debrief meeting, the classroom teacher is invited to complete the "HITS Reflection" to bring to the discussion. Observations of student engagement End of year student feedback
Daily Review		<ul style="list-style-type: none"> Formal classroom observations are followed by a debrief meeting with the HOLA and classroom teacher. Ongoing informal HOLA classroom observations. Minimum of two staff to engage in coaching with Caroline Dixon.
Year 10 exam skills		<ul style="list-style-type: none"> Year 10 Examination performance Feedback from students after Semester 1 examinations Feedback from students after the Semester 2 examinations Feedback from course teachers
Assessment development		<ul style="list-style-type: none"> Use of a feedback cover page on draft items to show the distribution of graded questions in assessment items Feedback from all course teachers Analysis of Semester 1 grade distribution data early in Semester 2
Investigative tasks		<ul style="list-style-type: none"> Generation of ideas from staff Planning in-place for 2024 Outcome of trial investigation tasks in 2023.
Moderation: Focus on improvements to assessment marking keys across all Mathematics courses.		<ul style="list-style-type: none"> Teacher consistency in cross-marking activities Improvements to marking keys produced by course coordinators Quality feedback to parents and students throughout the year Teacher feedback: informal throughout the year, formal Forms survey at the end of the year.
Improved learning area operations by full implementation of the roles and procedures trialed last year.		<ul style="list-style-type: none"> Timelines tracked by TIC HOLA check ins with course coordinators Self-reflection activities
Teachers will use SEQTA Teach to deliver curriculum to students online.	Teachers will be delivering LI, SC and KWs daily via SEQTA.	<ul style="list-style-type: none"> Self-reflection activities TIC checks through SEQTA programs fortnightly to gauge progress.
	Teachers will upload all lesson resources to SEQTA online lessons	<ul style="list-style-type: none"> Self-reflection activities TIC checks through SEQTA programs fortnightly to gauge progress.

Priority Two: Enhanced School Leadership

Initiatives supporting Priority Two		How will we evaluate the initiative?
Performance Development	Staff to engage in meaningful and on-going self-reflection of their practice	<ul style="list-style-type: none"> HOLA to discuss reflections with teachers during initial Performance Development meetings
	Staff to set SMART goals to plan for their development	<ul style="list-style-type: none"> Goals set in initial Performance Development meetings, and given a rating out of ten to indicate where the teacher feels they are currently at in achieving that goal Review meetings to occur in Term 4 to reflect on progress, rate achievement and plan for the next steps
	Formal classroom observation rounds are followed by debrief meetings to support improving the classroom practice of all teachers	<ul style="list-style-type: none"> Follow up classroom observations to provide a reflection and coaching opportunity for staff in relation to classroom practice Debrief meetings documented as evidence of discussions
Team Effectiveness	Improve team effectiveness according to Macklin and Zbar's model of ten characteristics	<ul style="list-style-type: none"> Baseline data gathered in 2022 Survey completed again early 2023, after readings and research Survey completed again at the end of 2023
Teacher Leadership	Emerging leaders are identified and plans to provide leadership opportunities can be formed	<ul style="list-style-type: none"> Performance Development review meetings Evidence of teacher leadership in learning area initiatives
	Level 3 Classroom Teacher Aspirants are identified, and initiatives to lead are decided in consultation with the HOLA.	<ul style="list-style-type: none"> Performance Development review meetings Progress of L3CT portfolios Achievement of L3CT status
	SEQTA learning area Leader will support the HOLA and Mathematics team to implement the requirements of curriculum delivery on SEQTA	<ul style="list-style-type: none"> Formal feedback to LAL on leadership of SEQTA within Mathematics via Forms survey. Performance Development meetings with Jayden Drown (planning and review).

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three		How will we evaluate the initiative?
Classroom Management Strategies (CMS): <ul style="list-style-type: none"> Lesson routine Clear expectations Low-key behaviour management 		<ul style="list-style-type: none"> First 15, Final 5 is visible in each classroom. Formal classroom observations are followed by a debrief meeting with the HOLA and classroom teacher. Minimum of two staff to engage in coaching with Jaelee Nysen or Nicole Fernandes-Ramos (CATs) Ongoing informal HOLA classroom observations.

Restructuring of Year 10 courses to best prepare students for Senior School pathways. Inclusion of explicit exam skills.	<ul style="list-style-type: none"> • Feedback from Year 10 teachers • Year 10 student outcomes • Preparedness of Year 11 students for their chosen pathway (monitoring of course change data)
Promote the new course outlines as a tool to support their education.	<ul style="list-style-type: none"> • Production of an instructional video • Student and parent engagement with the video • Student preparedness for learning and assessments • End of year Forms survey for parents and students
Upgrading the technological capabilities of staff and students	<ul style="list-style-type: none"> • HOLA and SEQTA LAL to monitor timelines • Ongoing feedback from staff • Feedback from students



Hampton Senior High School



SCIENCE

Student Achievement Targets

Student Achievement Metric	Strategies being implemented to support SMART target achievement															
Year 12 Mean ATAR vs Like Schools	<ul style="list-style-type: none">• SEQTA lesson plans provided with resources used in class.• Exam and Extended Answer questions delivered for homework. Answers assessed using marking keys during class.• Viewing 2022 exam reports and targeting areas of weakness in programs and planning.• Discussing and providing exam preparation strategies with students.• Teachers volunteer for school tutorials and homework club.• Identification of struggling students and interview with HOLA to increase motivation.• Exam revision targeting students in the 40-50% range with selected material.• Metacognition reflections post-assessments• Moderation to gain closer alignment with ATAR exam scores. Informal moderation with BCC for Human Biology. SGM for Physics. Psychology moderation between Case and Nysen, Chem moderation TBA.															
Previous year(s) baseline data																
2022																
<table><tr><th>Course</th><th>HSHS</th><th>Like Schools</th></tr><tr><td>Human Biology</td><td>57.2</td><td>55.3</td></tr><tr><td>Chemistry</td><td>49.2</td><td>57.1</td></tr><tr><td>Psychology</td><td>50.5</td><td>55.6</td></tr><tr><td>Physics</td><td>48.1</td><td>58.8</td></tr></table>		Course	HSHS	Like Schools	Human Biology	57.2	55.3	Chemistry	49.2	57.1	Psychology	50.5	55.6	Physics	48.1	58.8
Course		HSHS	Like Schools													
Human Biology	57.2	55.3														
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Psychology	50.5	55.6														
Physics	48.1	58.8														
Student Achievement target for 2023																
Human Biology 57, at or above like schools																
Chemistry 55, at or above like schools																
Psychology 55, at or above like schools																
Physics 55, at or above like schools																
Student Achievement Metric	<ul style="list-style-type: none">• Use of Homework Club for extra support.• Tracking of students in General Courses by classroom teacher and HOLA to identify students at risk of failing.• Regular “Check ins” with Classroom Teachers to track students• Use of WACE tracking by students and teachers to ensure there is an awareness of the students’ academic status regarding WACE.															
Upper school General Courses Pass rate for 80% + Attenders																
Previous year(s) baseline data																
Year 11 – 53/66 =80%																
Year 12 – 48/53 = 90 % achieved a pass rate																

Student Achievement target for 2023 90 % Pass rate for all upper school general courses for regular attenders	<ul style="list-style-type: none">• Use of SEQTA by WIPT students and those with high absenteeism.• Teachers to inform Year Coordinator, Wong and Nichols of underperforming students• Inform parents/caregivers when student has performed poorly or failed to submit an assessment as per Feedback plan										
Student Achievement Metric Years 7-10 Numbers of A's and B's	<ul style="list-style-type: none">• Preparation for first and second semester exams through higher level questions practised in class• Time allocated for further preparation for Physics and Chemistry Assessments• Assessment Refreshment for year 9 Earth and Space, Ecology• Focus on "Extension". ASP teachers engaging with Kylie Bice PL regarding extending academic students, differentiation.• Identify and target underperforming students using PAT and NAPLAN• Sequential programs with Learning Intentions and Success Criteria• Assessments identified as needing higher validity altered• Use of progress task reports, RTP to update students and parents.										
Previous year(s) baseline data <table><tr><th>Year</th><th>2022</th></tr><tr><td>7</td><td>39%</td></tr><tr><td>8</td><td>36%</td></tr><tr><td>9</td><td>32.8%</td></tr><tr><td>10</td><td>15.6%</td></tr></table>		Year	2022	7	39%	8	36%	9	32.8%	10	15.6%
Year		2022									
7	39%										
8	36%										
9	32.8%										
10	15.6%										
Student Achievement target for 2023 >35% Year 7-9 >25% Year 10											
Student Achievement Metric Years 7-10 Numbers of D's and E's	<ul style="list-style-type: none">• PL of EDI style lessons for SIS promoted through LA meeting time• Use of "Review" in first 15 minutes to recap content.• Goal Setting with individual students to lift into 'C' grade.• Use of SAIS attendance vs performance matrix to identify underperforming students• Use of HITS and discussion during LA time• Less assessments for general classes with more preparation time and increased rigour• Modified but authentic assessments for frequently absent students.• Rules and Routines focus to lessen disruptive behaviours. – workbooks, folders, pens and pencils available in each classroom, lining up, bags at the back of the room.										
Previous year(s) baseline data <table><tr><th>Year</th><th>2022</th></tr><tr><td>7</td><td>27%</td></tr><tr><td>8</td><td>23.5%</td></tr><tr><td>9</td><td>21.6%</td></tr><tr><td>10</td><td>33%</td></tr></table>		Year	2022	7	27%	8	23.5%	9	21.6%	10	33%
Year		2022									
7	27%										
8	23.5%										
9	21.6%										
10	33%										
Student Achievement target for 2023 Year 7 - <20% Year 8 - <25% Year 9 - <30% Year 10 - <30%											

INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice	
Initiatives supporting Priority One	How will we evaluate the initiative?
<p>Use of Data:</p> <p>Conduct PAT testing in year 7 for Science classes.</p> <p>Engage with 2022 yrs. 7-9 data to identify weaknesses in student data. Inclusion in assessments.</p> <p>Use of PAT and SAIS attendance vs performance matrix to identify underperforming students and inform goal. –setting coaching conversations</p> <p>Use PAT Data to measure teacher effect.</p>	<ul style="list-style-type: none"> • Data gained by end of term 1 for year 7 Science classes • Recommendations for teaching emphases Sem 2 and 2023. • LA and individual interventions identified in LA meeting, identified weak areas targeted in assessments. • Teachers calculate their effect size on their classes during LA meeting Term 4 2023
<p>Guaranteed and Viable Curriculum</p> <p>Sequential programs with Learning Intentions and Success Criteria for all lower school programs.</p> <p>Backwards mapping for skills required in Upper School.</p> <p>Review and refresh upper school programs and assessments.</p>	<ul style="list-style-type: none"> • Completed checklists • Completed and on share drive by end of 2023, shown to LA • Completed list of skills and understanding used to inform LI and SC in 2021/2022 Lower school programs review • Updating SIS assessments to place higher emphasis on individual understanding (50/50 weighting for validations, Data interpretation under test conditions
<p>HITS, EDI and Teaching improvement</p> <p>Instructional Coach observations of “Daily Review” and engagement norms.</p> <p>Sharing of resources between Science teachers.</p> <p>“Review” ppt creation for one strand per year group.</p> <p>Constructing EDI ppt resources for Year 7 and for teaching “Science Inquiry Skills”.</p> <p>Graduate and beginning teachers at Hampton to receive Two CAT conferences through the year.</p>	<ul style="list-style-type: none"> • Completion of “First 15” and observational checklists. Observations conducted by Majority of Science staff on DR or whiteboard use. • Teachers share formative assessment tools • Review by Science staff and feedback given • Completed documents on share drive • Two completed conferences

Priority Two: Enhanced School Leadership	
Initiatives supporting Priority Two	How will we evaluate the initiative?
Provide role clarity for Year Curriculum Leaders.	<ul style="list-style-type: none"> • Clearly articulated list of key responsibilities for curriculum leaders 7-10 • Moderation and course discussion opportunities

	<ul style="list-style-type: none"> • Identification and modification of assessments including incorporation of Aboriginal Contexts
MSN PL delivery.	<ul style="list-style-type: none"> • Successfully facilitated MSN Workshop, Attendance, delivery, survey feedback
Build the Year 5 STEM Challenge program.	<ul style="list-style-type: none"> • Involvement of other LA teachers. • Increased numbers involved to 40+
EDI Leadership – Observations of EDI strategies in the classroom.	<ul style="list-style-type: none"> • Graduate and new teacher feedback, use of EDI resources

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three	How will we evaluate the initiative?
Incorporate Aboriginal histories, cultures and languages into learning activities.	<ul style="list-style-type: none"> • 2023 Assessment folders for years 10 have at least one assessment incorporating Aboriginal contexts as part of Science as a Human Endeavour • All 7-10 programs contain learning activities that incorporate two activities per year group incorporating Aboriginal Contexts.
Investment in Technology and teaching aides to enhance EDI delivery.	<ul style="list-style-type: none"> • Class set of Chromebooks • Laptop and iPad availability in PP Area
Implementation resources into SEQTA Learn.	<ul style="list-style-type: none"> • Resources for classes requiring remote learning.
Promoting STEM in ASP courses and in collaboration with other departments Full utilisation of STEM resources STEM projects in all ASP subjects Extra curricula opportunities for students as part of ASP Facilitate student participation in external competitions and excursions	<ul style="list-style-type: none"> • Use of previously unused equipment for ASP • Programs for ASP detailing STEM projects • Each ASP class completing one whole class excursion • Number of competitions entered by ASP classes • Engagement with external providers
Promoting Plant Production Provide a new option for Senior School General students in the form of Plant Production Systems. Develop the PP Area to be used by students in ASP and Year 10 General and other applications across general Science.	<ul style="list-style-type: none"> • Number of students from classes other than PPS who visit the garden for education purposes. • PPS Enrolment in year 11 class 2023 • New Fruit Trees



TECHNOLOGIES -DESIGN AND TECHNOLOGY

Student Achievement Targets		
Student Achievement Metric	Strategies being implemented to support SMART target achievement	
Year 11 and 12 MDT (Wood) C grade and above.	<ul style="list-style-type: none"> Tracking of students in general courses by Classroom teacher and HOLA to identify students at risk of failing. Regular “Check ins” with classroom teachers to track students Use of WACE tracking to ensure there is an awareness of the students’ academic status regarding WACE. Increased use of SEQTA, especially for Workplace Industry Pathway Training (WIPT) students and those with high absenteeism. Follow up of Period 6 absentees with parents. Letter of academic concern sent home for students at risk of not passing. Use of Period 6 flexibility for students to complete practical work to enable make up for lost time. 	
Previous year(s) baseline data		
Student Achievement target for 2023	<ul style="list-style-type: none"> Industry partnerships developed through Subs in School connections. Identification of interested and talented students through STEM electives and Metal Engineering classes in Year 9 and 10. Provide students and family with TAFE information and assist with applications. Collaboration with Vocational Education and Training (VET)/WIPT staff and Career Practitioner and opportunities such as Career Taster and Try a Trade programs. 	
At least 85% students completing course achieve a C grade or above in Year 11 and 12		
Student Achievement Metric		
Year 11 pathways – Engineering area in WIPT		
Previous year(s) baseline data	<ul style="list-style-type: none"> Word walls – key terms Use of alternate assessment methods for students e.g. verbal responses. Use of daily review based on learning intentions and success criteria. Focus on the design process in 2023 and continued use of safety resources. Refinement of rubrics to improve feedback to students. 	
Year 11, 2022: 7		
Year 11, 2021: 0		
Student Achievement target for 2023		
Increase the number of successful WIPT applications in STEM/Engineering pathways to three students.		
Student Achievement Metric	<ul style="list-style-type: none"> Word walls – key terms Use of alternate assessment methods for students e.g. verbal responses. Use of daily review based on learning intentions and success criteria. Focus on the design process in 2023 and continued use of safety resources. Refinement of rubrics to improve feedback to students. 	
Year 8-10 Knowledge and Understanding strand C grade and above		
Previous year(s) baseline data		
2021: 61%		
2022: 74%		

Student Achievement target for 2023 2022 target: C grade and above for Knowledge and Understanding strand for 70% or above students in Year 8-10.	<ul style="list-style-type: none"> Research tasks in booklets used to practice writing skills and multiple exposure to concepts.
Student Achievement Metric Aboriginal students Year 8-10 Knowledge and Understanding strand C grade and above	<ul style="list-style-type: none"> Tracking of students by classroom teacher and HOLA to identify students at risk of failing. Word walls – key terms Use of alternate assessment methods for students e.g. verbal responses. Use of daily review based on learning intentions and success criteria. Focus on the design process in 2023 and continued use of safety resources. Refinement of rubrics to improve feedback to students. Research tasks in booklets used to practice writing skills and multiple exposure to concepts.
Previous year(s) baseline data 2021: 40% (25/62) 2022: 60% (9/15)	
Student Achievement target for 2023 2022 target: C grade and above for Knowledge and Understanding strand for 60% or above students in Year 8-10.	

INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice	
Initiatives supporting Priority One	How will we evaluate the initiative?
Focus on First 15 – use of the daily review, learning intentions and engagement norms as part of the lesson planning.	<ul style="list-style-type: none"> Classroom visit data Discussion and sharing during LA meeting times
Focus on multiple exposures to key terms and concepts with reference to key words on word walls on workshop walls. Focusing on improving vocabulary use in written responses – continue with safety and build in design process in 2023	<ul style="list-style-type: none"> Improved use of key terms in written tasks when explaining/describing design work. Laminated word walls for A2 and A3
Follow feedback plan for D & T and explore the use of SEQTA rubrics	<ul style="list-style-type: none"> Grade alignment with like schools
Review project booklets and embed numeracy and numeracy-based language in all projects linked to appropriate year level content from the Mathematics WAC	<ul style="list-style-type: none"> Numeracy skills clearly articulated in all Lower School project booklets
Curriculum review including backward mapping of skills required in MDT (Wood and Metal) into Year 7-10 classes	<ul style="list-style-type: none"> New projects with booklets complete and reviewed by LA Document outlining a guide to skill development through projects in Year 7-10
Carry out moderation activities and review grading processes against the grade related descriptors in Lower School D & T courses.	<ul style="list-style-type: none"> Completed moderation activities Greater understanding and application of achievement standards in grade allocations across STEM courses

Development of CAD skills through a one Term project for the Year 8 group including project and booklet	<ul style="list-style-type: none"> • Student work demonstrates a good use of CAD skills • Successful introduction of CAD applications in 2024 Year 9 electives
Review STEM pathways offerings in Year 9 and 10 look to consolidate considering student voice and future Senior School options	<ul style="list-style-type: none"> • Reviewed and consolidated offerings reflected in 2024 course selection book

Priority Two: Enhanced School Leadership

Initiatives supporting Priority Two	How will we evaluate the initiative?
Further development of the STEM Coordinator role to have a more holistic whole school perspective with a focus on developing external partnerships.	<ul style="list-style-type: none"> • Development of industry partnerships • Uptake of Engineering pathways in WIPT • Marine Industry School Pathways Program support
Promoting STEM pathways in Year 11 and 12 through WIPT	
Develop opportunities for SUBS in Schools alumni (Year 11 and/or 12 students) to mentor Year 10 students currently competing in the competition.	<ul style="list-style-type: none"> • Student feedback via survey on the Subs in Schools class • Mentor reflection task
Further develop Project Management skills of D & T staff through the continued improvement of the workshop spaces.	<ul style="list-style-type: none"> • STEM and Wood curriculum being delivered OSH compliant. • Presentation of Strategic Development plan for Metal Engineering Workshop to Executive.
Foster curriculum development skills through the establishment of Year 7-10 electives that constitute a metals pathway	<ul style="list-style-type: none"> • 2024 offer Senior School Metals. • Continued student selection data for Year 9 and 10

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three	How will we evaluate the initiative?
Development of 'PREVO' space into a Metals Engineering Workshop. Meet OSH requirements and provide learning space for Metal Engineering projects	<ul style="list-style-type: none"> • Replacement and upgrade of metal work facilities including hand tools to support the development of practical skills.
Develop work ready collaborative skills by engaging students in Engineering group projects in the STEM electives	<ul style="list-style-type: none"> • Continued success in Subs in Schools competition • Surveys of students after completing group Engineering projects
Noongar language project investigating traditional names and uses of native WA timber.	<ul style="list-style-type: none"> • Completed display for Wood STEM workshops

TECHNOLOGIES – DIGITAL TECHNOLOGY

Student Achievement Targets

Student Achievement Metric

Semester grades for Year 7s and 8s

Previous year(s) baseline data

Currently our historical data for A grades is about 5% lower than Like schools and 10% lower than DoE

Year 7 Technologies – Digital Technologies Semester 2 2022

	Grade					
	NA	E	D	C	B	A
School	6.6% (6)	0% (0)	7.7% (7)	42.9% (39)	31.9% (29)	11% (10)
Like School	3.9% (43)	6.6% (73)	8.7% (96)	39.6% (438)	25.6% (283)	15.7% (174)
DoE	6.8% (646)	5.4% (514)	7.3% (697)	33.3% (3172)	27.4% (2609)	19.8% (1887)

Year 8 Technologies – Digital Technologies Semester 2 2022

	Grade					
	NA	E	D	C	B	A
School	6.2% (4)	0% (0)	9.4% (6)	51.6% (33)	12.5% (8)	20.3% (13)
Like School	4.5% (53)	11.3% (132)	9.7% (114)	40.2% (470)	19.7% (230)	14.6% (171)
DoE	5.1% (516)	10.3% (1037)	10.6% (1064)	34.5% (3457)	22.6% (2266)	16.8% (1683)

Historical

	Grade					
	NA	E	D	C	B	A
2020	4% (6)	11.3% (17)	10.7% (16)	41.3% (62)	21.3% (32)	11.3% (17)
2021	47% (157)	9.9% (33)	5.4% (18)	19.8% (66)	9.6% (32)	8.4% (28)
2022	6.2% (4)	0% (0)	9.4% (6)	51.6% (33)	12.5% (8)	20.3% (13)

Strategies being implemented to support SMART target achievement

- Review and modify/re-write the assessment instruments for Years 7 & 8 to ensure that tasks/assessments allow students to achieve the range of achievement standards.
- Develop/review Marking guides (analytical marking guides) that are clear to students.
- Marking guides that show evidence requirements for each mark, to provide for most reliable and consistent marking.

Student Achievement target for 2023 Increase the number of A grades by 5-10%	
Student Achievement Metric Aboriginal students' academic achievement	<ul style="list-style-type: none"> • Use school data or seek support from AIEO to identify students. • Use culturally appropriate ways to build relationships with students. • Contact FTD coordinator regarding progress, assessments and results. • Build culturally inclusive activities into course programs in Year 7 & 8.
Student Achievement for 2023 Identified Indigenous students achieve a C grade or better if they regularly attend.	

Priority One: Quality Teaching Practice	
Initiatives supporting Priority One	How will we evaluate the initiative?
Use of SEQTA for Learning Intentions, Success criteria and class resources/learning instructions for all lower school programs	<ul style="list-style-type: none"> • Learning intentions and success criteria are visible on SEQTA and reflect the Course Outlines/Program, linked to the requirements of the SCSA curriculum for the relevant year. • HOLA will check each course twice during each term.
Upload teaching resources and basic instructions on SEQTA for all classes, so that absent students can keep up with classwork. (And support SS staff.)	<ul style="list-style-type: none"> • Check and update SEQTA at the end of each Term/Semester.
HITS – Worked Examples Collect student work samples as exemplars and for moderation	<ul style="list-style-type: none"> • Contributions from all teachers will be evident in the file. • Samples (de-identified) are available to assist students understand the expectations of different achievement levels.
Whole School Pedagogical Framework (WSPF): Daily Review – First 15 mins in classes (Year 8 – 10).	<ul style="list-style-type: none"> • Classroom visits/obs (by CATs/Instructional coach) • Classroom obs by HOLA once per term
Regular moderation of student work in Year 7 & 8 once per term.	<ul style="list-style-type: none"> • Marking in Year 7 & 8 tasks is consistent and more reliable • Review the impact on Grade distribution • Review/modify tasks and marking keys if range of achievement is not possible with existing task. • Refer to SCSA Judging Standards for guidance.

Priority Two: Enhanced School Leadership

Initiatives supporting Priority Two	How will we evaluate the initiative?
Performance development Staff to set their own goals to support WSPF	<ul style="list-style-type: none"> • Staff attend PL supporting their goals • Staff will receive a certificate crediting them with attendance at the courses they attend. • Review performance development goals
Assign course curriculum development to specific staff	<ul style="list-style-type: none"> • Completed courses will be uploaded to OneDrive for use in 2024, subject to need. • Teachers will have improved their confidence in developing curriculum resources and assessments in line with SCSA requirements.

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three	How will we evaluate the initiative?
Follow whole school strategies <ul style="list-style-type: none"> • Staff be on time to classes • Set entry and exit routines • Use welcomes, check-ins • Support PBS – with mobile phones, dress code and punctuality 	<ul style="list-style-type: none"> • Teachers follow the PBS • HOLA to monitor and support staff, when appropriate.
Follow the Behaviour plan including; <ul style="list-style-type: none"> • Teacher to prepare for students in BMPs; • Use low key strategies • Maintain a calm classroom • Communicate regularly with parent • Set clear and fair expectations with all students 	<ul style="list-style-type: none"> • Teachers follow the PBS • HOLA to support staff in line with the Behaviour Management Plan, first checking teacher actions and parent communication.
Classroom environment <ul style="list-style-type: none"> • Maintain clean, organized classrooms/work spaces • Ensure classroom clock is accurate • Report damage and repairs as required (do not wait for HOLA to action) 	<ul style="list-style-type: none"> • Classrooms are neat, clean. Old work is removed. Old equipment/files are disposed of. – Business manager to check during classroom audit.
Maintain consumable equipment in an organized manner	<ul style="list-style-type: none"> • Equipment is in working condition or updated.



TECHNOLOGIES – HOME ECONOMICS

Student Achievement Targets	
Student Achievement Metric	Strategies being implemented to support SMART target achievement
<p>Student Performance in WACE matches or exceeds “Like Schools” in Senior School HEC WACE Courses</p> <p>Previous year(s) baseline data</p> <p>Two to three students not achieving C grade or better in General Technologies courses.</p> <p>2023 data</p> <p>GTFST - 3 E grade (non-attender), this is a comparable 2022 to like schools and DoE. Looking to maintain in 2023.</p> <p>Student Achievement target for 2023</p> <p>Student performance in WACE matches or exceeds “Like Schools” for 2023</p>	<ul style="list-style-type: none"> SAIS and NAPLAN/OLNA Data to inform practice Greater course counselling to ensure students are selecting appropriate course for success. Focused approach to improve EST results by targeted revision on content of EST. Start instruction of EST content in final weeks of Year 11 Backward mapping of Senior School to Lower School courses for foundation knowledge and skills. Focus on parental support for low achieving student. Use of Engagement Norms, Daily Review. Focus on phone policy to remove distraction in class
<p>Student Achievement Metric</p> <p>Maintain and Improve C Standard</p> <p>Previous year(s) baseline data</p> <p>Refer SAIS – NAPLAN Dashboard</p> <p>Student Achievement target for 2023</p> <p>Student performance in NAPLAN exceeds “Like Schools” for Reading, Writing and Numeracy</p>	
<p>Student Achievement Metric</p> <p>WACE achievement success</p> <p>Previous year(s) baseline data</p> <p>Post School Survey from Schools Online</p> <p>Student Achievement target for 2023</p> <p>Every student leaves school for a productive career pathway.</p>	
	<ul style="list-style-type: none"> SAIS and NAPLAN/OLNA Data to inform practice. Conduct verbal assessments with identified students from NAPLAN/OLNA Greater course counselling to ensure students are selecting appropriate course for success HITS, CMIS, IBS, Engagement Norms, Daily Review – Full Sentences, Read With ME, Track With Me Students gaining employment, Traineeships, TAFE and UNI Entry HITS, CMIS, IBS, Engagement Norms, Daily Review

INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice

Initiatives supporting Priority One - Quality Teaching Practice	How will we evaluate the initiative?
<p>Utilise one Instructional Strategy per class per week with the use of HITS to promote student Learning through Daily Review and goal setting</p> <p>Continued use of CMS Placemat, Mind Mapping, Name Generator (groupings), PMI, TPS, SCS</p> <p>Embedding learning intentions; Daily review etc into SEQTA Learning for added consistency of TLA.</p>	<ul style="list-style-type: none"> Classroom Health Checks Classroom observations Improved results using SAIS data
<p>Improve consistency of teaching, learning and assessment programs (TLA) in HEC Year 7 - 10 by having clear marking guides; comparable TLA</p>	<ul style="list-style-type: none"> Random sample moderation with consistent grading from each teacher. Improved grading comparable to like schools. Internal moderation as required.

Priority Two: Enhanced School Leadership

Initiatives supporting Priority Two – Enhanced School Leadership	How will we evaluate the initiative?
<p>Staff to undertake process for L3 classroom or Senior Teacher and determine suitable role.</p>	<ul style="list-style-type: none"> Successful attainment of L3CT or ST by staff

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three – Optimal Learning Environment	How will we evaluate the initiative?
<p>Maintain C Grades.</p> <p>Reduce the number of E and D grades to be commensurate or better than like schools in the Technologies contexts of Home Economics and Digital Technologies</p>	<ul style="list-style-type: none"> Review SAIS Data and Assessments to be engaging and differentiated Decrease in E and D grades, to set targets. This will see an increase in C, B and A grades over the same time period.
<p>Low Literacy</p> <p>Conduct verbal assessments with identified students from NAPLAN/OLNA and Attendance data – E and D grade students.</p> <p>Highlight students who have been identified as low literacy and poor grade history. Work with students and identify achievable goals and provide explicit accountability during assessments.</p>	<ul style="list-style-type: none"> Decrease in E and D grades, to set targets. This will see an increase in C, B and A grades over the same time period. Increase NALPAN/OLNA Results SAIS and NAPLAN/OLNA Data



VOCATIONAL EDUCATION AND TRAINING

Student Achievement Targets	
Student Achievement Metric	Strategies being implemented to support SMART target achievement
<p>Student Achievement target for 2023</p> <p>All year 10 students will successfully in the correct pathway for years 11</p> <p>All Year 10 students will have had the opportunity to complete work experience</p> <p>Target Exposure, Exploration and Experience (EEE): Change of role for Career Practitioner 50% of Year 7-10 students will participate in EEE e.g. Career tasters, Try-a-Trade, guest speakers, career expos and career education.</p> <p>Target Individual Pathway Plan (IPP): 50% of Year 7-8 students will have a IPP by 2023.</p>	<ul style="list-style-type: none"> • Lesson outcomes will be explained to students - what they need to understand and what they will be able to do. Develop lessons that help students to know what is required of them. • Teaching will be explicit focusing on learning intentions and transparency, demonstrated by modeling. Teachers will check for understanding. • Students will engage in collaborative learning, actively participating in negotiating roles, responsibilities and outcomes and elaborate on new knowledge and skills. • Daily Review First 15 • HITS • Engagement norms • Year 10 work experience • Current workforce data • Parent information evening • Career expos • Course selection interviews • Embedding career development into all LA AC • Implement IPPs in group and one-to-one situations. • Establishment of Career Learning Community

<p>Student Achievement</p> <p>SMART target for 2023</p> <p>By November 2023, 31 of 35 Year 11 students studying profile/PAIS/SBT courses will achieve the qualification. One student will achieve a partial qualification.</p> <p>By September 2023, 14/15 Year 12 students will achieve full qualifications</p>	<ul style="list-style-type: none"> Students will be given multiple exposures allowing them to encounter, engage with, and elaborate on new knowledge and skills. Teachers and peers will provide formal and informal feedback, oral, written, formative or summative in order to improve performance.
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INITIATIVES SUPPORTING THE WHOLE SCHOOL PRIORITIES

Priority One: Quality Teaching Practice	
Initiatives supporting Priority One	How will we evaluate the initiative?
<p>Teacher reflection</p> <p>Peer classroom visits/mentoring/coaching</p> <p>Use of HITS</p> <p>Goal setting</p> <p>Explicit teaching</p> <p>Success criteria</p> <p>Learning intentions</p> <p>Daily review</p> <p>Key words</p> <p>Instructional strategies</p> <p>Parent student feed back</p>	<ul style="list-style-type: none"> Embedding of HITS in each lesson which is evident, daily, visual and clear. Formative assessment to inform achievement standard of students. Assessment achieved by due dates. PD attended linked to specific initiatives and measurable through RTO. Currency checks and PL linked to competency delivery as per RTO standards Embedded culture of peer mentoring, walkthroughs and classroom observation/coaching. Collaborative sharing of knowledge between learning areas and the wider community Discussed and minuted at SLT linked to school/Department plan. Targets achieved/not achieved Common pedagogical approaches and language. Staff reflection in written form using common language and reference to specific HIT strategies Increased use of LI, SC and KW Increased use of IS Classroom health checks Students engaged / attendance

Priority Two: Enhanced School Leadership

Initiatives supporting Priority Two	How will we evaluate the initiative?
<p>Extending & developing community partnerships</p> <p>Clarification of roles – New roles established to suit student needs I e engagement program.</p> <p>Transfer of responsibilities to whole school learning areas with assistance of CLC to provide students with career and pathway information</p> <p>VET</p> <p>WPL</p> <p>CP VET/WPL</p>	<ul style="list-style-type: none"> • Embedded clarity of roles • Success related to specific operational tasks linked to priorities assigned to leadership roles. • Increased contribution of team members • Achievement of whole school goals • Established work force plan • Leadership extended to wider community i.e. other schools, P&C, student voice and partnerships • Number of partnerships established which are linked to school priorities • Enhance community involvement • Integrated service arrangements • Successful Senior School course selection/embedded events e.g. Career Expo • Positive ongoing relationships with employers and RTOs

Priority Three: Optimal Learning Environment

Initiatives supporting Priority Three	How will we evaluate the initiative?
<p>Student engagement</p> <p>Cultural awareness</p> <p>Aspirational environments</p> <p>Inclusivity</p> <p>Aboriginal Cultural Standards Framework (ACSF)</p> <p>Support of literacy, numeracy and digital technologies</p>	<ul style="list-style-type: none"> • Success for all learners, formative assessment • Positive school and teacher relationships • All learners are supported/SEQTA notes • Learners are engaged/participation • Post school surveys • Increased attendance, decrease of student disengagement issues • Embedded common pedagogical approach leading to student understandings and collaboration • Established learning environments which have targeted resilience, confidence and self-efficacy embedded in learning programs • Provision of early pathway planning evident • Targets are reached • Outcomes achieved for Indigenous students • Tracking OLNA results • Tracking NAPLAN results • LLN • Percentage of use of digital technologies

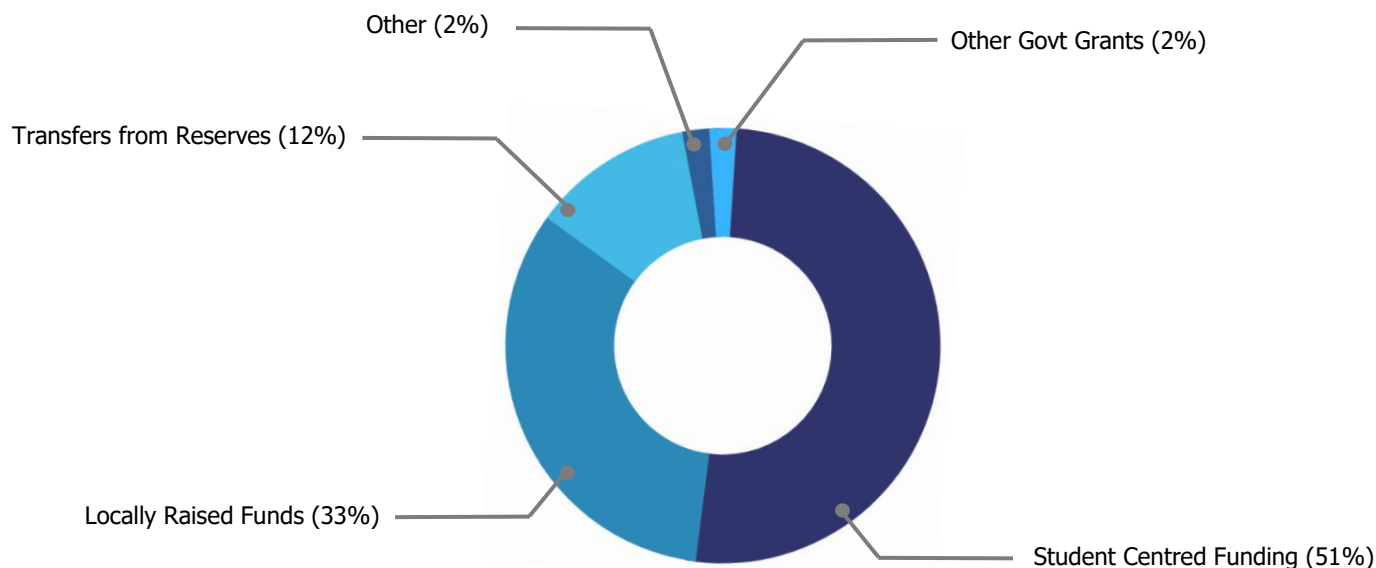
FINANCIAL SUMMARY

AS AT 31 DECEMBER 2022

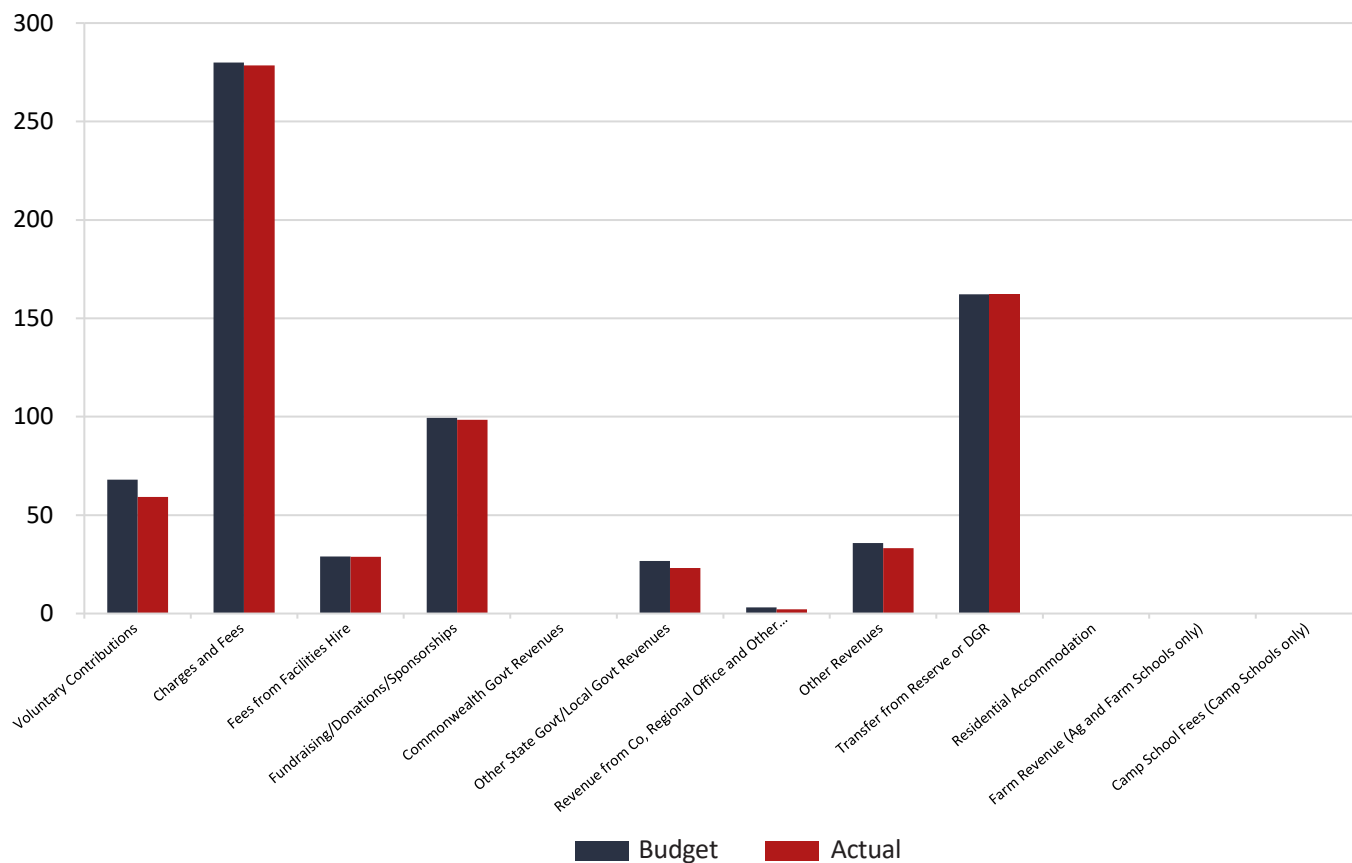
REVENUE - CASH AND SALARY ALLOCATION

	BUDGET	ACTUAL
Voluntary Contributions	\$ 67,939.00	\$ 59,183.50
Charges and Fees	\$ 279,938.54	\$ 278,437.81
Fees from Facilities Hire	28,913.00	\$ 28,890.11
Fundraising / Donations / Sponsorships	\$ 99,412.00	\$ 98,361.46
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt / Local Govt Revenues	\$ 26,658.00	\$ 23,130.50
Revenue from Co, Regional Office and Other Schools	\$ 3,073.00	\$ 2,082.94
Other Revenues	\$ 35,790.63	\$ 33,152.46
Transfer from Reserve or GDR	\$ 162,177.30	\$ 162,177.30
Residential Accommodation	\$ -	\$ -
Farm Revenue (<i>Ag and Farm Schools Only</i>)	\$ -	\$ -
Camp School Fees (<i>Camp Schools Only</i>)	\$ -	\$ -
Total Locally Raised Funds	\$ 703,901.47	\$ 685,416.08
Opening Balance	\$ 579,336.00	\$ 579,336.20
Student Centred Funding	\$ 715,290.00	\$ 715,210.45
Total Cash Funds Available	\$ 1,998,527.47	\$ 1,979,962.73
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,998,527.47	\$ 1,979,962.73

CURRENT YEAR ACTUAL CASH SOURCES



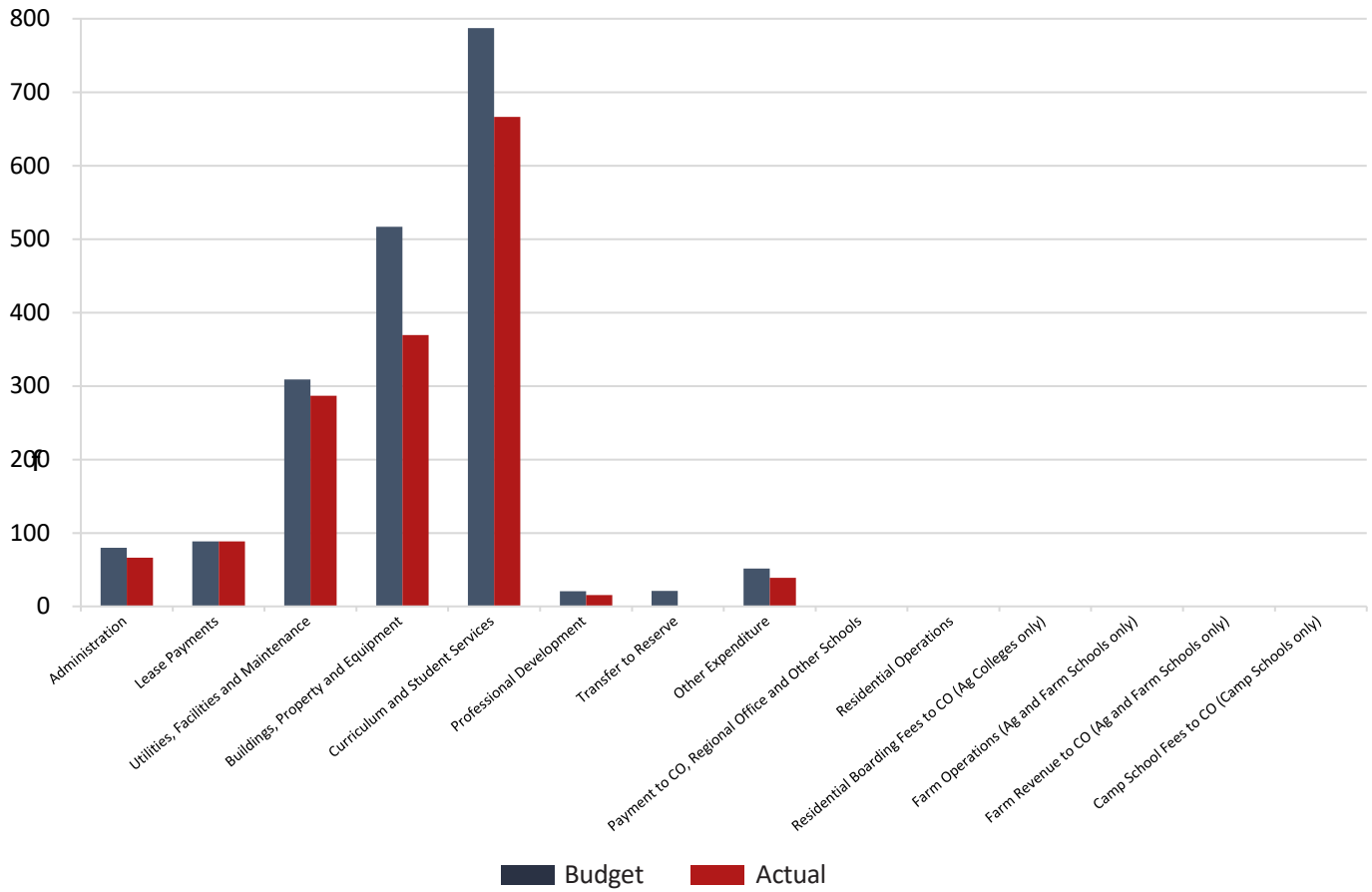
LOCALLY RAISED REVENUE: BUDGET VS ACTUAL



EXPENDITURE - CASH AND SALARY ALLOCATION

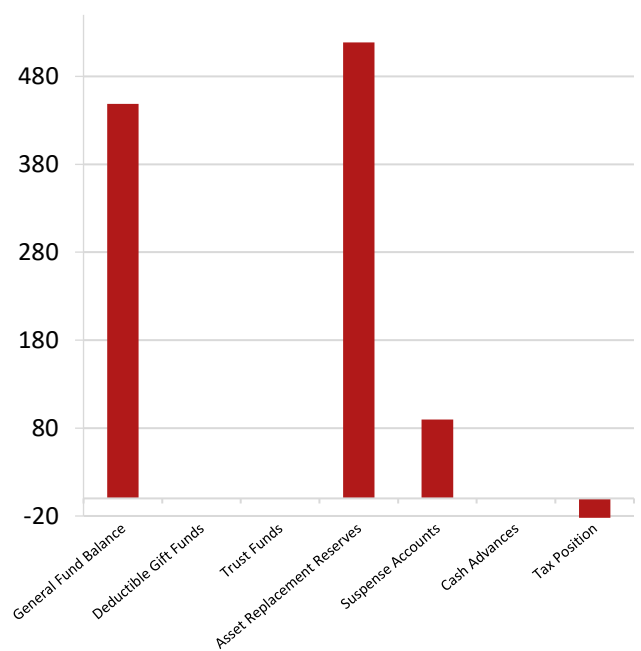
	BUDGET	ACTUAL
Administration	\$ 79,806.44	\$ 66,094.79
Lease Payments	\$ 88,374.37	\$ 88,374.37
Utilities, Facilities and Maintenance	\$ 308,887.20	\$ 286,878.36
Buildings, Property and Equipment	\$ 516,894.62	\$ 369,283.66
Curriculum and Student Services	\$ 787,103.42	\$ 666,368.49
Professional Development	\$ 20,450.00	\$ 15,638.17
Transfer to Reserve	\$ 21,244.00	\$ -
Other Expenditure	\$ 46,713.58	\$ 52,450.96
Payment to CO, Regional Office and Other Schools	\$ -	\$ -
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (<i>Ag Colleges Only</i>)	\$ -	\$ -
Farm Operations (<i>Ag and Farm Schools Only</i>)	\$ -	\$ -
Farm Revenue to CO (<i>Ag and Farm Schools Only</i>)	\$ -	\$ -
Camp School Fees to CO (<i>Camp Schools Only</i>)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,874,270.79	\$ 1,531,348.69
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,874,270.79	\$ 1,531,348.69
Cash Budget Variance	\$ 124,256.68	\$ -

GOODS AND SERVICES EXPENDITURE - BUDGET VS ACTUAL



CASH POSITION AS AT:

General Fund Balance	\$ 448,614.04
Deductible Gift Funds	\$ -
Trust Funds	\$ -
Asset Replacement Reserves	\$ 518,547.29
Suspense Accounts	\$ 89,687.95
Cash Advances	\$ 200.00
Tax Position	\$ 115,750.00
Bank Balance	\$ 940,899.28



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