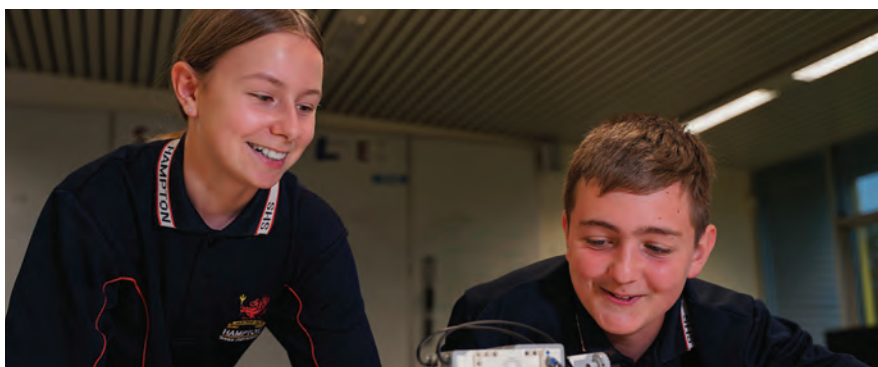
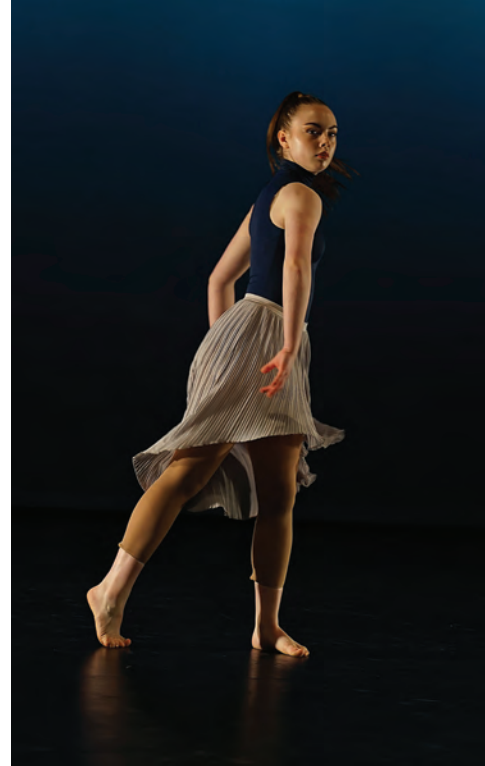




# ANNUAL REPORT

2021





## OUR VISION

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

## OUR PURPOSE

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

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



### UNDERSTANDING THE ANNUAL REPORT

The Annual Report provides parents, caregivers and members of the community with an overview of Hampton's performance in 2021. It provides information about student academic performance, Learning Area highlights, school programs and our financial summary. This report is a small component of the total reporting process that Hampton undertakes. As an Independent Public School, Hampton Senior High School develops a Business Plan together with Learning Area Operational Plans and these plans are embedded alongside our Strategic Development Plan. The Annual Report and our Planning documents meet some of the components of the Statement of Expectation Agreement between the Principal and the Director General.



## FROM THE PRINCIPAL



**Tracy Griffiths**  
Principal  
Hampton Senior High School

On behalf of Principal Steve Beaton and the staff of Hampton SHS throughout 2021, it gives me great pleasure to present the 2021 Annual Report.

Once again in 2021, the presence of the global pandemic overshadowed us all but despite these challenges, there were positive outcomes and progress made in many areas across the school community. 92% of students received their WACE, an excellent outcome. This was as a result of the continued improvement of the percentage of students achieving all three OLNA categories: Reading, Writing and Numeracy. 84% of students achieved a Certificate II or higher and/or an ATAR of over 55 (attainment rate). Both of these percentages of student achievement are higher than WA schools. Other School Curriculum and Standards Authority (SCSA) awards for outstanding student achievement include a Subject Certificate of Excellence, a Certificate of Distinction and 7 Certificates of Merit.

Hampton continued the focus on improving student outcomes within the Fogarty framework, primarily in the areas of Quality Teaching Practice, Enhanced School Leadership and Optimal Learning Environments. Hampton staff presented a wide range of professional learning to their peers to support classroom engagement initiatives across these three areas. Reflecting on the 2021 outcomes, in 2022 Hampton will prioritise student attendance, increased opportunities for Student Voice, development of whole school literacy and numeracy plans and further embedding of the Aboriginal Cultural Standards Framework. We will continue to focus on Quality Teaching Practice, Enhanced School Leadership and Optimal Learning Environments across each learning area as we maintain our focus on improved student achievement and progress.

It gives me great pride to share Hampton's achievements from 2021 and to be a part of the leadership of the 2022 priorities.







# LEARNING AREA HIGHLIGHTS

## MATHEMATICS



### STUDENT SUCCESSES

- A group of maths students participated in the international ICAS competition.
- Mathematics staff ran homework classes for students after school during 2021, contributing to student's successful completion of courses.
- Three staff ran OLNA Numeracy support classes that contributed to students achieving OLNA.

### STAFF DEVELOPMENT

- Bob O'Neill continued to serve on the School Board and the School Finance Committee.
- Kathleen Butler taught STEM and achieved outstanding success in her guidance of students in the Subs in Schools program.
- Toa Ross continued to serve as a Year coordinator.
- Toa Ross, Alyxia Lum and Ben Levey were involved in HSHS Bushrangers cadet group. This program cared for 50 students who engage in environment and conservation activities.
- MAWA Professional Development (Conference) was attended by Mathematics staff.
- Alyxia Lum worked as a tutor with Indigenous students in The Follow the Dream program.
- Ben Levey and Jayden Drown led the Hampton Hustlers Basketball Program during lunch time.





## ENGLISH

### STUDENT SUCCESSES

- NAPLAN performance was satisfactory – certainly an improvement on 2019, due to connectivity issues – but our aim for 2022 is to move Above Like Schools in all measures / tests, and to ensure we are aligned with the High Progress / High Achievement quadrant for, again, all measures / tests.
- OLNA results were similarly pleasing for all cohorts. At the conclusion of Round Two 2021, only 12% of Years 10, 11 and 12 combined have not attained Category 3 in Reading and Writing.
- Book week, run by Emily Gilmour, was an outstanding success, with competitions, a dress-up day, and a visiting author running lectures / workshops with the Year 7s.
- WABIAD was also a success, with the initial intention of two groups participating – 20 students maximum – being exceeded almost immediately with 5 groups completing books on the day, with 45 students involved, ably supported by Art teacher Megan Aplin, and several returning alumni.
- The 2021 edition of the Hampton Spelling Bee was conducted in Term 4, pitting our best Year 7, 8 and 9 spellers against one another. The final was won by Year 8 Harry Dunmow who received the much sought-after Spelling Bee trophy, his name forever engraved upon it.
- While the Year 12 ATAR results were disappointing for all Learning Areas, several students performed very well in English, achieving fantastic results individually. Again, a significant proportion of English students had English as their highest or second-highest ranked score.

### STAFF DEVELOPMENT

- Again, the creation of online units for all lower school courses was completed quickly, efficiently, in preparation for a potential lockdown, with a guaranteed and viable approach and layout outlined by Caroline Dixon for the inclusion of Learning Intentions, Success Criteria and Keywords.
- We commenced the year with five new staff. This posed obstacles at certain points – staff leaving, or returning on reduced fractions – but the addition of Anita Verhouven, Caroline Dixon and Tegan Hunt were outstanding inclusions and genuine contributors from day one.
- We completed many classroom observations in English, a number for each staff member. Whilst the Daily Review and its nuances was proving tricky, the staff were still attempting its implementation, were targeting many of the HITS, and were all including Learning Intentions, Success Criteria and Keywords in every lesson.
- English staff have continued to lead a number of the Action Groups.
- Caroline Dixon has delivered PL within English, as well as across the whole school, where she also works individually in her Coaching role.
- Tegan Hunt has gained accreditation as a Brightpath facilitator, has delivered PL to the English staff, and is planning on training 2 of the Year 7 Professional Learning Community in its implementation also. This is a moderation program as recommended by Fogarty and the DoE.
- PAT Testing was conducted in Term 4. Data was looked at by individual teachers. A handful of students did not have tests available due to late enrolment. There did not appear to be any computer issues. Testing will take place in 2022 within the first 3 weeks of Term One for incoming Year 7s, and will be replicated at the end of Term Three or start of Term Four to enable the use of effect size and areas to address in the following year.
- English have received training from Madeline Sinagra regarding the use of SEQTA Learn / Teach, the uploading of course materials and are aware of the urgency of this.
- Planning time was put to exceptional use in Term Four, where all English staff contributed to the rewriting of all Lower School courses. We have embedded in each of the outlines: sequential teaching content week-by-week; and, Learning Intentions, Success Criteria, Keywords week-by-week.
- We have created a Guaranteed and Viable approach to Daily Review, based half upon The Writing Revolution, with the focus being very much on improving sentence construction sequentially, and the remainder on identified areas of weakness, specifically: embedding quotes; reading comprehension skills; the use of commas, colons, semicolons, dashes, hyphens and forward slashes; and, punctuating dialogue along with dialogue attribution. The Daily Review overview will be used with all Lower School classes.

## SCIENCE

### STUDENT SUCCESSES

- Solid ATAR results across all four of our year 12 Science ATAR subjects Physics, Psychology, Chemistry and Human Biology.
- Large numbers of our 2021 year 10 students chose Science classes for Senior School thus reflecting the high level of engagement in our Year 10 Training, extension and elective courses.
- Nine Year 11 Science classes running for 2022 including the reintroduction of General Chemistry and Plant Production Systems as options for our Senior School students.
- STEM challenge was again successfully delivered to 36 Year 5 students from our local primary schools.

#### Applied Science Program

- Year 7 - Enjoyed an excursion to the Gravity Centre in Gin Gin.
- Year 8 - Continued their involvement with the Synergy Solar car challenge.
- Year 9 - Enjoyed a refreshed Engineering program constructing animatronic pneumatic dinosaurs, earthquake testing machines and Kinex roller coaster designs.
- Year 10 - Four students went to "Harry Perkins Institute" where they conducted a five day pathology course.
- Successful ASP Quiz day where students in multi-year level groups competed for prizes.

### STAFF DEVELOPMENT

- Welcomed Anthony Chick as our newest Science staff member, who has already had an impact on student engagement and started a Hampton SHS soccer team.
- Mark Schibeci has delivered Explicit Direct Instruction Professional Learning to Science staff members and to the Morley Schools Network.
- Implementation of a number of HITS and best practice teaching including the use of student whiteboards, conducting reviews of prior learning and articulating Learning Intentions and Success Criteria in each class.
- PL delivered to the Morley School Network on best practice teaching Science Inquiry Skills.
- Science Year Curriculum Leaders have been working hard on program and assessment refreshment across all years.
- Professional Learning engaging with SEQTA, our new platform for communicating with students.
- Engagement with PAT data from the Science Learning Area looking at our assessment authenticity, teacher and year group effect size.
- Andrew Donaldson and Jaelee Nysen successfully transitioned to Senior Teacher status.
- Science Staff engaged with classroom observation opportunities and accessed in house Professional Learning.

## HUMANITIES AND SOCIAL SCIENCES

### STUDENT SUCCESSES

#### YEAR 12 ATAR GEOGRAPHY

- Excursions to Perth CBD to look at the structure of the city and to Alkimos to look at the alteration of land and housing development.
- Year 12 ATAR Geography was either the highest or second highest mark for 75% of our students.
- Scaled score: average was higher than 2020 and was higher than like schools.

#### YEAR 11 ATAR GEOGRAPHY

- Excursion to the chocolate factory to explore commodities.
- A group of Geography students participated in the Australian Geography Competition:
- 2 year 11 students attained credits.
- 2 year 12 students attained credits.
- Students opting to completing ATAR Economics and Business and Civics and Citizenship units through SIDE online learning.

### STAFF DEVELOPMENT

- Increased implementation of practical activities designed to engage students in all areas including developing economic links through the school canteen.
- Increase in collaborative partnerships between classes who are on the same grid line, e.g. voting between classes and lectures/workshops.
- Cross Curricular collaboration for the Year 7 Professional Learning Community where HASS and English were incorporated into a film analysis of the economic and geographical aspects in 'The Lorax'.
- Increase focus on common literacy and numeracy practices through participation in the whole school action groups.
- Multiple PDs undertaken on SEQTA Teach to prepare for the transition from connect.
- Guaranteed and Viable curriculum created for Year 7 HASS to enable more continuity between teachers.
- Commenced the implementation of the Daily Review, with a specific focus on the First Fifteen.





## GIFTED AND TALENTED DANCE

### STUDENT SUCCESSES

- Year 12 ATAR dance students worked with specialist teachers Phillippa Clark and Lilly King on their Original Solo Compositions and Set Solo that make up two parts of the Practical exam.
- Year 10 Gifted and Talented and 11 dance students worked with Saolin Naidoo throughout Term Three to create Hip Hop dances for public performance.
- Year 7-9 Gifted and Talented students completed various workshops including a Jazz choreography workshop with Elysha Atwell and a Lyrical choreography workshop with artist Faith Ward.
- Year 7 – 12 students attended an excursion to see the live dance performance 'Archives of Humanity' by Co3 and learnt repertoire, providing invaluable material for in class analysis. The Year 9 and 10 Gifted and Talented students also had the incredible opportunity to participate in a 2-hour workshop with Storm Helmore and Alex Kay from Co3 and learn repertoire from Archives of Humanity.
- Dance Concert - Pendulum was the End of Year Dance Concert for 2021. The Gifted and Talented dance students as well as the Senior dance students had the opportunity to showcase their classwork to a live audience across two nights.
- West Beechboro and Eden Hill Primary Schools were invited to perform alongside Hampton top dance students for a matinee dance performance hosted in the Eric Strauss Performing Arts Centre.

## THE ARTS - CHEER

### STUDENT SUCCESSES

- ATC Starz Cheer Competition. Hampton entered 3 routines into the competition. Each of the routines were performed well with all students coming off the floor extremely proud of their efforts. Specialist Cheer/Dance students achieved success; Hampton Reign (9/10) = 1st place Hampton Sovereigns (7/8) = 2nd place. Both teams achieved the highest scores that Hampton have ever received.
- Year 8-10 Gifted & Talented Dance and Cheer students were invited to perform at Lockridge Primary School's 50th anniversary celebrations.
- The Specialist Cheer/Dance students performed for their final competition of the season at the ATC Showdown, resulting in Hampton Reign achieving 1st Place, Hampton Sovereigns 2nd Place, Hampton Dynasty Pom 2nd place.

## VISUAL ARTS

### STUDENT SUCCESSES

- Visual Arts Room upgrade and refurbishment completed thanks to \$500k investment from the state government.
- Tunya Yangyuen had her artwork selected for the 2021 #shoWcAse in Pixels Art Competition. Her artwork appeared on the digital tower in Yagan Square throughout September.
- Artwork of the Month Frame put up outside D2/D3.
- Students selected for the annual St Georges Art Award: Tristen Hilario (Yr 11), Isabella Byrne (Yr 11), Tineil Szigligeti (Yr 10)
- Art club ran after school for Semester 1.

## #shoWcAse - Pixel Arts Competition

Title: Kookaburra Spirit by Tunyaluk Yangyuen

Her artwork, which represents the City of Bayswater, was displayed on the iconic 45-meter-high digital tower at the heart of Yagan Square in Perth City from Monday, 6 September to Sunday, 26 September 2021.



"My artwork reflects the theme of 'leading the way' and how the City of Bayswater is doing this. The blue background symbolises the Blue Tree Project raising awareness of mental health and encouraging people to speak up about their concerns. There is an olive tree to the left of the composition which links to the council's logo and history of the early settlers planting one. The kookaburra sitting on the branch references the Eric Singleton Bird Sanctuary and the abundance of parks and nature reserves in the shire. There are three images framed in white. A tree which symbolises the slogan 'the garden city'. A vegetable patch for the Edible Pocket Garden project that the shire is running and the West Australian Ballet Centre showcasing the community spirit and history of Bayswater. All these elements come together to show how the City of Bayswater is leading the way with their community projects and preservation of natural and historical landmarks. I created the artwork using oil paint on canvas."

## MEDIA

### STUDENT SUCCESSES

- Blanche Deards' film, "Eidolon", was selected for the 2021 Media Perspectives, Hampton's first ever successful entry.
- Year 11 student Mikaela Battle had her film, "Escape", selected for screening at the St Stephen's Spectra Film Festival.
- Alumni Lester Feune-Hetenyi returned to the school to produce marketing videos.

## DRAMA

### STUDENT SUCCESSES

- Project ACE brought in local primary students to try out Specialist Performing Arts: Drama for the fourth consecutive year.
- Specialist Performing Arts: Drama students were cast to appear in upcoming local feature film "Violet".
- Senior School Drama students performed "The Visit" for two packed houses at the Eric Strauss Theatre.
- SPA students from Years 7 through to 10 perform pieces of their choice to showcase the Years work at the end of Term 4.
- Years 9 and 10 students performed in a commercial produced, distributed and released on TV.
- SPA Students from Years 7 through to 10 performed a series of scenes and monologues for a live audience in Term 3.
- Senior School Drama Performance Night: ATAR and General Drama Students in Years 11 and 12 produced and performed "The Visit".
- Year 11 and 12 students went to see Every Brilliant Thing produced and performed by Black Swan Theatre Co.

## BLOOM ARTS FESTIVAL

The biannual Art Festival returned in the "year group" format as a response to audience feedback from 2019. Cheer, Dance, Drama, Media and Visual Art students presented their work to packed houses.

## TECHNOLOGIES

### STUDENT SUCCESSES

#### Game Changer Competition

- Several teams participated and presented from Hampton. Three teams won awards:
- Year 7 – Best Presentation
- Year 8 – Best Overall Project
- Year 9 – Best STEM Project
- In addition to this, two students in the Year 8 specialist class won two of the six Curtin SHAPE Scholarships.

#### FIRST Lego League

Two Year 8 specialist class teams entered the Regional event and were selected to attend the Nationals at Curtin University. One of these teams won the Year 8 Motivator award. The teamwork, leadership and communication of the team was celebrated by the judges.

- Year 12 Applied Information Technology students did better than state average in their ATAR exam with the course making a marked contribution to their ATAR score.
- Robocup Junior Soccer teams participated and went to regional finals
- Increasing numbers in Home Economics, especially in the area of Textiles.
- All Certificate 3 Business students achieved 100% success.
- Hampton SHS mentored primary School students for the Young Explorer Competition.

### STAFF DEVELOPMENT

- Fogarty Edvance Explicit Direction
- HEIA National Conference – Igniting Critical Agendas (Brisbane)
- Engagement Norms
- Daily Review
- Trauma Informed Practice
- HEIA WA Food Science & Technology
- HEIA WA Children Family & Community
- Bob Hawke STEM TDS – E Textiles
- Skills Strategies International
- SEQTA - Teach
- SEQTA – Learn



## DESIGN TECHNOLOGIES

### STUDENT SUCCESSES

- Year 10 Underwater Engineering class had the opportunity to attend several excursions and incursions to industry partners:
  - o Elite Graphix – students were able to see how industry signage was developed and receive feedback/guidance on their graphics designs.
  - o Fugro/Woodside – students were given the opportunity to visit Fugro's facility in Balcatta to test their ROV in their testing tank.
  - o Innovative Solutions Plus – mentor came to speak to students about ROVs in the industry and share their experience with students.
- A team of 5 students competed in the SUBS in Schools competition WA State Finals and were awarded with the state champion title. They also received awards for Best Engineered, Best Manufactured, Best Engineered CAD and Outstanding Industry Collaboration.
- Increasing student numbers enrolled in at least one of our D&T electives.

### STAFF DEVELOPMENT

- Refurbishment of the Metals Engineering Workshop (MEWS) to accommodate metalwork electives, including the capacity to do welding projects.
- Introduction of metalwork electives for Year 9 and 10.
- Kathleen Butler was recognized in the WiTWA Tech+[20] awards ceremony for their work in STEM education.

## HEALTH & PHYSICAL EDUCATION

### STUDENT SUCCESSES

- HSHS won the C division in Athletics for the second consecutive year.
- Advance to B division.
- WA Athletics Nitro Competition
- Nitro – junior and intermediate boys teams qualifying for nationals.
- Four athletes qualifying for the national championships by winning medals at WA All Schools Championships in their events.
- Excellent effort and participation in School Sport WA Cross Country Event.
- 100% Attainment in Cert II Sport & Recreation Year 11.
- 100% Attainment in Cert III Sport & Recreation Year 12.
- First Year of delivering ATAR Physical Education Studies.
- Year 12 General Health Studies
  - o 100% students achieved C grade or higher. Students performing above like schools and DoE scores.
  - o Health Expo – 85% mean score. Commended by staff and students as excellent event.
- Year 11 General Health Studies
  - o Achieving above like schools and DoE scores.
- 80% of Year 10 Students passed Keys for Life Learners assessment.
- Year 8 Boys Division B won Basketball Competition.
- Year 7 Boys Division A won Soccer Competition.
- Year 7 Boys won the Super 8 Cricket tournament.
- Re-developed senior school and lower school Basketball programs.
- P.A.R.T.Y Program excursion to Midland Hospital for Year 10 students.
- 9 HSHS teams participated in NERPEA Volleyball Competition.

### STAFF DEVELOPMENT

- Australian Council for Health, Physical Education and Recreation (ACHPER) Conference
- Community Surf Rescue
- Keys for Life Webinars
- Participated in Engagement Norms and Instructions Strategies Professional Development
- Ivet Academy Professional Development
- Participated in Trauma informed Practice workshops
- Participated in Behaviour Support
- Fogarty Edvance Secondary Teacher Leadership Course
- First Aid requalification





# ATHLETICS ACADEMY

## STUDENT SUCCESSES

Results from the School Sport WA Virtual Cross Country event. This event was open to all schools and individual students from across Western Australia. Our students have performed extremely well:

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

Stand out individual performances:

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

### WA Vs SA Virtual Cross Country: Year 7 Boys - Archie Leahy; 14th place

- Athletics Academy students represented Hampton at the WA Nitro Schools Challenge.
- Junior Boys Team A consisted of Naaman Koko, Archie Leahy, Ty Demir, Made Chidgey, James Leonard and Charlie Scally who finished second overall and qualified to represent Hampton at the National Championships later this year if they are to go ahead.
- Team B consisted of Edward George, Ryley McKim, Dino Dogic, Hidayat Rezai, Timana Emery, Yu-To Voo and Declan Stamp who finished in 5th place.
- Hampton had one Junior Girls team consisting of Georgie Purcell, Rouis Kofan, Aaneka Kotua, Ruby Cooper, Jesslyn Dumlao, Lauren Catley and Abbi Sodini who finished in 6th place.
- In the Intermediate Division, we had two male teams compete, Team A consisting of Izzak Bolton, Esti Woldemariam, Brodie Kemp, Patrick Catley, Sam Nguyen, Orhan Boric and Austin Walton finished in 4th place.
- Team B consisted of Sujal Rajarnikar, Ren Allen, Caleb Cooper, George Seeds, Jacob Moxham, Alex Collins and Tristan Barradeen who finished in 5th place.
- Hampton also had two female teams in the Intermediate Division, Team A consisting of Bella Bonney, Abby Millar, Emily Purcell, Sarah Burke, Kyah Chirichilli, Jade Smith who finished in 5th place.
- Team B consisted of Ella Kersting, Nada Saeed, Jorja Venema, Kaylah Sullivan, Tannah Lee, Chloe Hamer-Mathew and Alfie Campos who finished in 9th place.

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

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

Hampton SHS are School Sport WA Interscholar Athletics C Carnival Champions with four individual champion athletes and one runner up champion athlete.

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

- Promoted to B Division for the 2021 carnival.
- Over the course of the carnival we had a number of fantastic performers with 23 third placings, 25 second placings and 44 first placings.
- The All Star performances are the top 10 results from each event across the state from all carnivals A-F divisions and 7-10 divisions which is over 68 schools. This year Hampton had 24 top 10 performances which is an incredible achievement for our students. It is a true testament to the hard work they put in all year round and shows that they are some of the best athletes in the State.
- 16 school records were broken in 2020 by Athletics Academy students from Years 7-10.



# YEAR 7 PROFESSIONAL LEARNING COMMUNITY

## FOCUS ON LEARNING

Year 7 Professional Learning Community (PLC) teachers used common strategies to provide a stable and safe learning environment for Year 7s to transition to high school. Teachers networked with primary teachers to discuss teaching and assessment practices, which both teams found valuable.

Teachers developed skills in using Explicit Direct Instruction style strategies for their Daily Review. One of the strategies was the use of student whiteboards, for formative assessment and to check for understanding. Teachers shared resources and some engaged in instructional coaching to develop these skills. (High Impact Teaching strategies - Multiple exposures and Explicit teaching)

## COLLABORATIVE CULTURE

### *What do we want all students to know and be able to do?*

Teachers worked collaboratively to develop a set of Learning intentions and Success Criteria for every lesson. The professional conversations developed a deeper and common understanding of what students need to learn and how we know that students have learned it. These teachers led the way in developing these documents and shared them with other colleagues outside the PLC.

## RESULTS ORIENTATION

### *How will we know if they learn it?*

Tasks and Assessments were developed and used consistently across all classes. Work samples were collected for future teacher reflection on the assessment instrument, moderation and student achievement at different grade levels. (High Impact Teaching Strategy – worked examples). PAT testing was introduced in Maths, Science and English (Reading) in early Term 2 and again in Term 4. Teachers learned to interpret this data and gain insights into their own class group and individual students' needs.

### *How will we respond when some students do not learn?*

The data was used to trial the Cars and Stars literacy intervention program in 2021 which targeted a specific group of students. The program's detailed pre- and post-testing shows the improvement these students have made from very low literacy levels on entry into high school.

The MacqLit program was also established and targeted a different group of literacy needs for a smaller number of students. This was run by a MacqLit trained Education Assistant and volunteers. The student results showed considerable progress made in reading and comprehension.

### *What will we do if they already know it?*

While this area requires further investigation, the current tasks offer differentiated learning opportunities for those students who already know the basics.

At the end of the 2021, PLC staff presented their collective learning and insights about strategies they learned or used with other staff so that the stable foundation practices that commenced in Year 7 will continue into Year 8.

# VOCATIONAL EDUCATION AND TRAINING

## STUDENT SUCCESSES

### Career Education

- All Year 9 and 10 students participated in the Career Education program.
- Students were given the opportunity to attend the Career Expo and information evening.
- Year 10 students attended course selection interviews with parents and a staff member to select subjects and pathways for Year 11.
- Twenty-four students were selected into a variety of TAFE profile programs for 2022. This includes two School-based traineeships and two Aboriginal School-based traineeships.

### Year 11 VET

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

Qualifications Achieved 2021	No. of Students
Certificate II Plumbing	2
Certificate II Automotive Technology	1
Certificate II Automotive Vocational Preparation	6
Certificate III Aviation (cabin crew)	1
Certificate II Community Services	2
Certificate III Screen and Media (partial completion)	1
Certificate III Population Health (continuing two year course)	1
Certificate II Furniture Making (continuing two year course)	1
Certificate II Government (continuing two year course)	3
Certificate III Fitness (continuing two year course)	1
Certificate II Computer Assembly and Repair (continuing two year course)	1

### School-Based Traineeships

Qualifications Achieved 2021	No. of Students	ASBT / SBT
Certificate II Business	1	ASBT
Certificate III Individual Support	1	SBT
Certificate II Engineering	1	ASBT
Certificate II Government	1	SBT
Certificate II Retail	1	SBT





### Year 12 WIPT

Qualifications Achieved 2021	No. of Students
Certificate III Business Admin (Medical)	2
Certificate III Early Childhood Education and Care	1
Certificate III Individual Support	6
Certificate II Construction	1
Certificate II Construction Pathways	2
–Certificate III Population Health	1
Certificate II Engineering	1
Certificate II Government	1
Certificate II Kitchen Operations	3
Certificate III Engineering Technical (not completed)	1

### Schools Auspicing: Year 10, 11, 12

Qualifications Achieved 2021	No. of Students	Achieved
Certificate II Sport Coaching (IVET)	21	17
Certificate II Business (Skills Strategies)	50	48
Certificate II Sport and Recreation (IVET)	36	35
Certificate II Retail Cosmetics (AIET)	20	15
Certificate III Business (Skills Strategies)	27	26
Certificate III Information, Digital Media Technology	12	12
Certificate III Beauty Services (AIET)	11	10
Certificate III Sport and Recreation (IVET)	14	12

### STAFF DEVELOPMENT

#### General

- Fogarty Edvance STL 5-day program
- SEQTA introduction
- School Board modules
- Infection control training for COVID in hospitality.
- Bradley Sammels won the Career Practitioner position for 2022.
- Module 1 - Responding to Challenging Behaviours
- Module 2 – Intervention, Space Interview

#### VET

- Budgeting Professional Development
- Management Plans Professional Development
- TAC/ ASQA compliancy
- Industry growth and reports
- Data Analysis Professional Development
- Preparing for VET enrolment
- Work Placement workshop refresher
- Upload student registrations online

#### ADWPL

- Management Plan Professional Development
- DOE Policy & Procedures updates
- COVID procedures

#### School Planning

- School Board member
- Finance member
- Aboriginal Action group member

#### Communities (Ongoing PD)

- North Metro VET Network
- Senior Secondary Pathways
- Leading School Improvement
- Career Development & Career Practitioner
- Panel of Private Registered Training Organisations
- RTP Support Community
- Keys for Life





# STUDENT SERVICES

STUDENT SUCCESSES

- The addition of another Student Services Manager Mrs Glendah Migro has led to increased capacity to address student needs across all year groups.
- We welcomed our new Chaplain Mrs Gizella D’Alesio. During her time here, she supported students pastoral care needs through individual counselling and targeted group programs such as Shine Girls and Hampton Shed Men.
- Our whole school events like National Day of Action Against Bullying and Violence and RUOK Day went ahead with representation from external support agencies for mental health.
- Our partnership with local community groups continued to succeed in the form of our weekly Breakfast Club program led by the Salvation Army Morley Youth team as well as Friday lunchtime activities with the Nations Church.
- The rollout of COVID vaccinations in WA schools was smoothly implemented at Hampton with our transport of over 90 students to and from the Mirrabooka Vaccination Centre for their first and second jabs.
- The consolidation of our Student Engagement Plan in 2021 led to improved clarity of processes around student attendance and academic tracking.
- Student wellbeing initiatives, including social-emotional learning programs were delivered to all students, to promote optimism, resilience and help-seeking. This was refined further in 2021 using “Be You” reflective tools.

STAFF DEVELOPMENT

- Professional Learning workshops for all staff were led by our School Psychologists Jayde Walsh and Karen Johnson alongside our Student Support Officer Jen Attwood. The key areas of focus included Individual Behaviour Support Planning, Life Space Interview and Restorative Practice. Feedback from staff indicated that many found the PL useful in adopting low-key strategies to address behaviour issues.
- Applying the Strategic Directions Document and Fogarty EdVance professional learning, the Student Services team were able to refine engagement, behaviour support and social-emotional supports for students by creating a Student Engagement Flowchart and whole school wellbeing matrix ready for implementation in 2022. Professional learning has also been delivered to Student Services staff, teachers and SLT on current best-practice behaviour support strategies (trauma-informed) in order to build upon conditions for learning.
- All staff accessed Trauma and wellbeing in schools Professional Learning, delivered by the School Psychologists, promoting trauma informed practices

# FOLLOW THE DREAM

STUDENT SUCCESSES

- After school FTD Tutoring occurred Monday to Friday from 2.45pm to 4.30pm throughout the year.
- Both Year 12 students achieved WACE. One Student is now studying a Bachelor of Film at SAE and the other has started an apprenticeship as an Air-Conditioner Mechanic.
- The Follow the Dream Program now consist of Hampton SHS, Kiara College, Dianella Secondary College and Morley SHS. Informal Teacher in Charge job titles were established. Tegan Hunt and Alyxia Lum took on those responsibilities for the year.
- Traditional Noongar dance was taught to the FTD girls leading up to NAIDOC Week.
- Community Operations Group established consisting of Parents/Guardians of FTD students and community members.

EXCURSIONS & CAMPS

- **SkillsWest Employment and Careers Expo** - WA’s largest Careers & Employment Expo hosts over 100 organisations and employers with career opportunities for all ages. The expo allows students to talk with over 100 training organisations & employers, gain free career advice, experience the daily Career Seminars, enjoy the interactive displays. It was a great opportunity for students to broaden their knowledge and awareness of different industries.
- **Wireless Hill** - Follow the Dream students from Hampton SHS, Kiara College and Dianella Secondary College went to Wireless Hill on an On-Country Cultural Learning Excursion. Greg Nannup facilitated the day exposing students to traditional uses for vegetation, environmental indicators of Noongar seasons, dreamtime stories and the cultural significance of the Swan River.
- **Dreaming at ECU** - Our students had the unique opportunity to hear about courses, cadetships and scholarships available to Aboriginal and Torres Strait Islander students. Over the course of the day, students explored ECU’s Mt Lawley campus through a scavenger hunt, heard from Aboriginal students currently enrolled in ECU’s courses, and explored possibilities for their own futures.
- **UWA Year 8 Discover Day** - Follow the Dream students attended the UWA Year 8 Discovery Day. The day involved a quick tour of the Bilya Marlee Centre, which is home to the School of Indigenous Studies at UWA. Students experienced different courses that can be studied at UWA, including Psychology, Zoology and Sport Science.
- Undalup Association facilitated a fantastic Follow the Dream (FTD) Camp at Margaret River.



# ONGOING SCHOOL PRIORITIES AND STRATEGIC PLANNING

## OPTIMAL LEARNING ENVIRONMENT

### OPTIMAL LEARNING ENVIRONMENTS AT HAMPTON ARE EVIDENT WHEN:

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

## ENHANCED SCHOOL LEADERSHIP

### ENHANCED WHOLE SCHOOL LEADERSHIP IS EVIDENT AT HAMPTON WHEN:

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

## QUALITY TEACHING PRACTICE

### QUALITY TEACHING IS EVIDENT AT HAMPTON WHEN:

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





# STUDENT ACHIEVEMENT TARGETS

ACHIEVEMENT TARGET	2021 ACHIEVEMENT	REFLECTIONS ON DATA
Student performance in NAPLAN exceeds Like Schools for Reading, Writing and Numeracy in Years 7 & 9	Five out of six measures were equal or above in 2021	Impact of testing, data use and intervention strategies have been effective. Further differentiation and extension for students achieving Band 8 and above in previous test is required.
Regular Attendance (>90%) is equal to or higher than 70% across all year groups	Regular attendance for the whole school population was sitting at 45% during Semester 2, 2021	A dramatic reduction from 56% in semester one due to senior school students reduced attendance for a variety of reasons. Strategies to prevent a similar decline in semester two to be put in place.
Student Performance in WACE matches or exceeds Like Schools	Recent history consistently above Like Schools 2021: 92% WACE achievement compared with Like Schools 85% and all Public Schools 89%	Overall strong comparative performance especially due to strong OLNA data, with planned interventions there is potential for further incremental improvement.
Student Performance sees our ATAR Median Scores at 70 or above	2021 Median ATAR was 59.25	A smaller ATAR cohort less than half of whom were not intending on applying for direct University entrance. Further work required to ensure student aspirations align with their Senior School studies pathway.
There is a reduced gap between Aboriginal and non-Aboriginal attendance	2021 Semester 2 data Aboriginal attendance 58.9% compared with non-Aboriginal 82.2% (a gap of -23.1%, similar to 2020 Semester 2 gap of -22%)	Strategies to support Aboriginal attendance need refinement. Further support from external agencies is a priority to support increased school attendance.



# INNOVATE



## STRATEGIC PLANNING

We continued our strategic planning through our involvement with the Fogarty EDvance program in 2021. This planning led to:

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

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



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

1. **Empowering staff to develop their capacity to implement evidence based teaching strategies, leading to improved student academic outcomes by:**

Increasing teacher awareness of professional expectations.

Involving every staff member in one Action Group (Literacy, Numeracy, Aboriginal Education, Teaching and Learning, Teaching and Learning with Technology and LBOTE) to drive whole school improvement.

Agreeing to implementing one agreed High Impact Teaching Strategy for the duration of 2021 across all Learning Areas.

2. **Empower leaders to enhance their leadership capabilities. This has been achieved by:**

Outlining clear expectations to our HOLAs with respect to their accountability in implementing HITS.

Our middle leaders attending the EDvance Secondary Teacher Leaders (STL) workshop.

Our aspirant leaders chairing one of the six action groups.

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

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

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

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

The work we have done has already produced positive results that Hampton will look to build on.



Our graduation rate for 2021 was

# 92%

*compared to like schools 85%  
compared to state schools 89%.*



Our attainment rate for 2021 was

# 84%

*compared to like schools 75%  
compared to state schools 82%.*





## OLNA

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

	YEAR 9	% INCREASE	YEAR 12 %	STATE %
NUMERACY	39.4	56.6	96	96.3
READING	35.5	58.5	94	97.6
WRITING	29.7	66.3	96	97.3

## ATTENDANCE

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

These strategies have had a positive impact on maintaining high overall attendance rates. Even with the impact of COVID in 2021 Hampton’s attendance rate was highly satisfactory. These strategies will be reinforced to improve regular attendance which has declined to 45%. The impact of COVID has been significant in our community, however, working with DoE and Health Services WA we aim to improve our attendance over the next school year.

	2018	2019	2020	2021
ATTENDANCE RATE	88.3%	87.5%	81.1%	87.3%



## BEHAVIOUR

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

Strategies such as whole school and year assemblies, classroom visits, individual counselling, case management, reminders in daily notices, informing the community via social media and specific parent meetings have led to improved behaviour. Evidence to support this outcome is that suspension fell from 8.0% in 2020 to 7.2% in 2021. Also in the sub category of violation of school code that includes language and electronic device infringements fell from 25.6% in 2019 to 4.7% in 2021. Our expectation is for this trend to continue as staff via professional learning become more cognisant of best practice and are empowered to manage classroom behaviour in a consistent whole school approach.

The Student Services team provides exemplary pastoral care. The team consists of a Student Services Manager, 6 Year Coordinators, 2 Psychologists, Attendance Officer, School Chaplain, Aboriginal Indigenous Education Officer, Student Support Worker, School Nurse and Follow the Dream Coordinator. This team manages Hampton's Good Standing Plan that provides a framework to maintain and promote high standards and good order across the school while celebrating student performance in our pastoral care target areas of attendance, academic engagement and citizenship.

Weekly data is interrogated by Year Coordinators who identify students sliding in one or more of our pastoral care targets. Individual plans are then put in place to support the student to regain their good standing. Students are rewarded by attending events such as end of semester excursions, school ball, school dinner, other excursions and incursions. Hampton engages with the VivoMiles program. Students are awarded Vivo points by teachers for any positive contribution they make within the school community. These points accumulate and allow students to purchase goods from the "Vivo" shop.

Addressing social issues and promoting positive mental health is a major focus of student services. This includes but is not limited to racism, sexual orientation, climate change, mental and physical wellbeing. Programs supplemented by workshops, group programs, social emotional learning programs and guest speakers broaden student understanding of societal and personal issues and help develop our students into positive contributors to our community. The positivity generated by these initiatives has created a harmonious environment as evidenced by data.







# GIFTED & TALENTED DANCE PROGRAM



## GIFTED AND TALENTED DANCE 2021

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In 2021, the Gifted and Talented dance program at Hampton SHS had a wonderful year of artistic creation, skill development and new movement discoveries, despite the challenges that were thrown our way. COVID only created a minor inconvenience for the program and we were extremely grateful to be able to still celebrate many fantastic opportunities for our students. As dance is an art form that is displayed through the human body using the medium of movement we did need to incorporate an emphasis on solo tasks to allow for social distancing.

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

As we begin Hampton's Gifted and Talented Dance journey for 2022 we are excited to again offer exceptional experience and have plans to include even more! We hope to expand our network and grow our presence within the community, which as a result hopefully provides us with new opportunities. The addition of our new dance teacher to the Arts department brings new dance knowledge, skills and creative ideas which the students look forward to absorbing.





# SPECIALIST AND ENRICHMENT PROGRAMS



## SPECIALIST PERFORMING ARTS (DRAMA)

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

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

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

Skills in auditioning for professional industry projects are also instilled within the fabric of the course components. An open door approach is harboured by the Drama department when it comes to providing assistance for students preparing for professional work or looking to audition for professional acting schools such as WAAPA, NIDA and VCA. Teachers of the Specialist Performing Arts program utilise professional artists to assist in the development of their skills and knowledge and provides a current industry specific standard to their work and approach to being an artist. Students of the Specialist Performing Arts Program move to senior drama in either an ATAR or General pathway. This leads to further study as actors, public speaking and other people and communication centred employment opportunities. Throughout the entire program the participants also learn what it means to be a productive and helpful community member with a strong understanding of who they are and the benefits of becoming an active and productive member of society.





## SPECIALIST CHEER DANCE PROGRAM

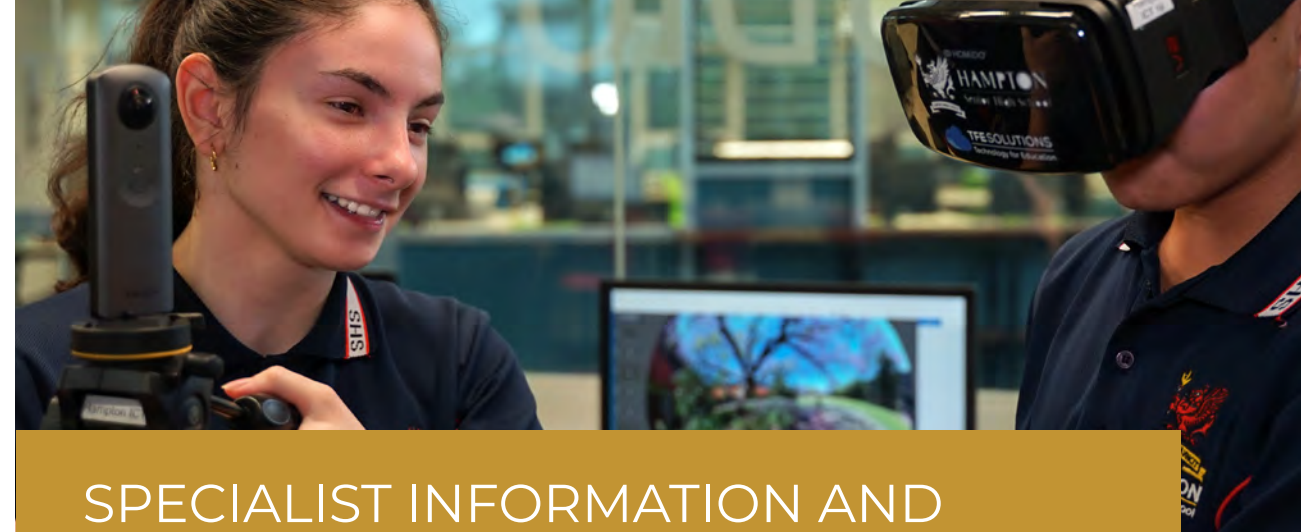
The Specialist Cheer Dance Program is an exciting program which gives successful applicants a range of opportunities to perform and create new choreography as well as learn new cheerleading skills and techniques. With a strong focus on team work and trust, all students learn up-to-date stunting (lifting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

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

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

The Specialist Cheer Dance Program at Hampton SHS had a great year in 2021. Although we did have the issues of needing to socially distance which made stunting a challenge, we used this as a great opportunity to spend time building and improving their dance and tumbling technique. We were lucky enough to participate in the only live competition that ran in Perth last year.

All students attended Cheerleading competitions that took place in Term 4. They have the opportunity to showcase the routines that they had been working on throughout the year. The Year 7 and 8 class performed their Level 1 cheer routine. The Year 9 and 10 class performed both a Pom routine and their Level 2 Cheer routine.



## SPECIALIST INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Key outcomes for students include:

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

Key strengths of the program are:

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

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

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





# APPLIED SCIENCE PROGRAM

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

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

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

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

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



# ATHLETICS ACADEMY

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

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

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

Students in the Athletics Academy will be given the opportunity to participate in the following competitions:

- Coles Nitro School Challenge
- School Sports WA Track and Field
- WA All Schools Track and Field

The top three place getters in each event are selected to represent WA at the Australia All Schools Championships. Past students who have trained in the Athletics Academy team have won individual awards at School Sports WA track and field completions, won medallions at the WA All Schools, WA State Championships and Australian Junior National Championships.



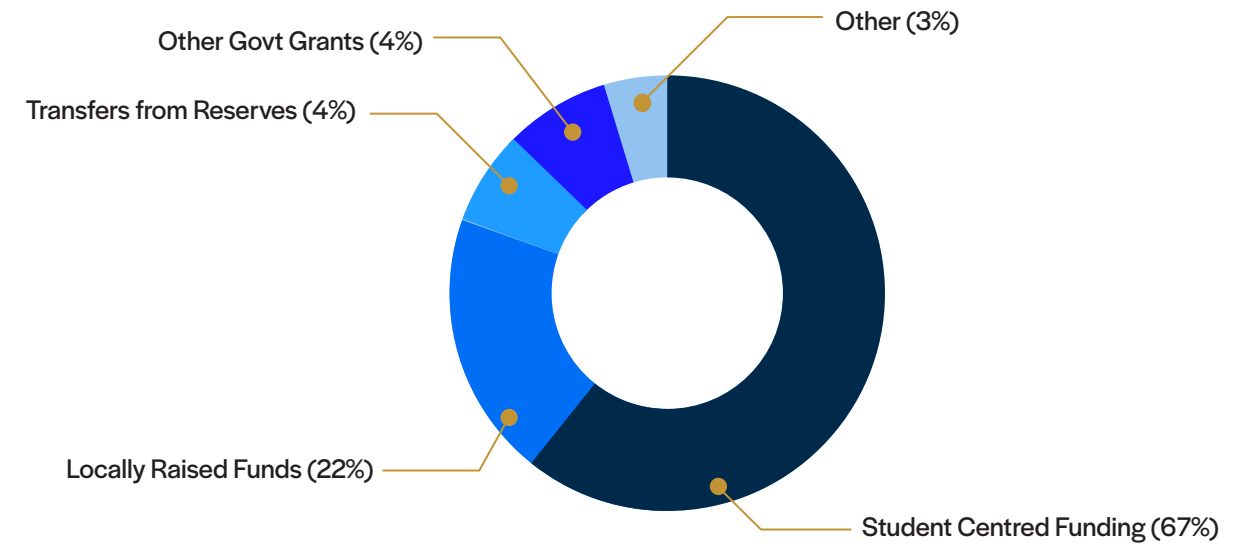
# FINANCIAL SUMMARY

AS AT 31 DECEMBER 2021

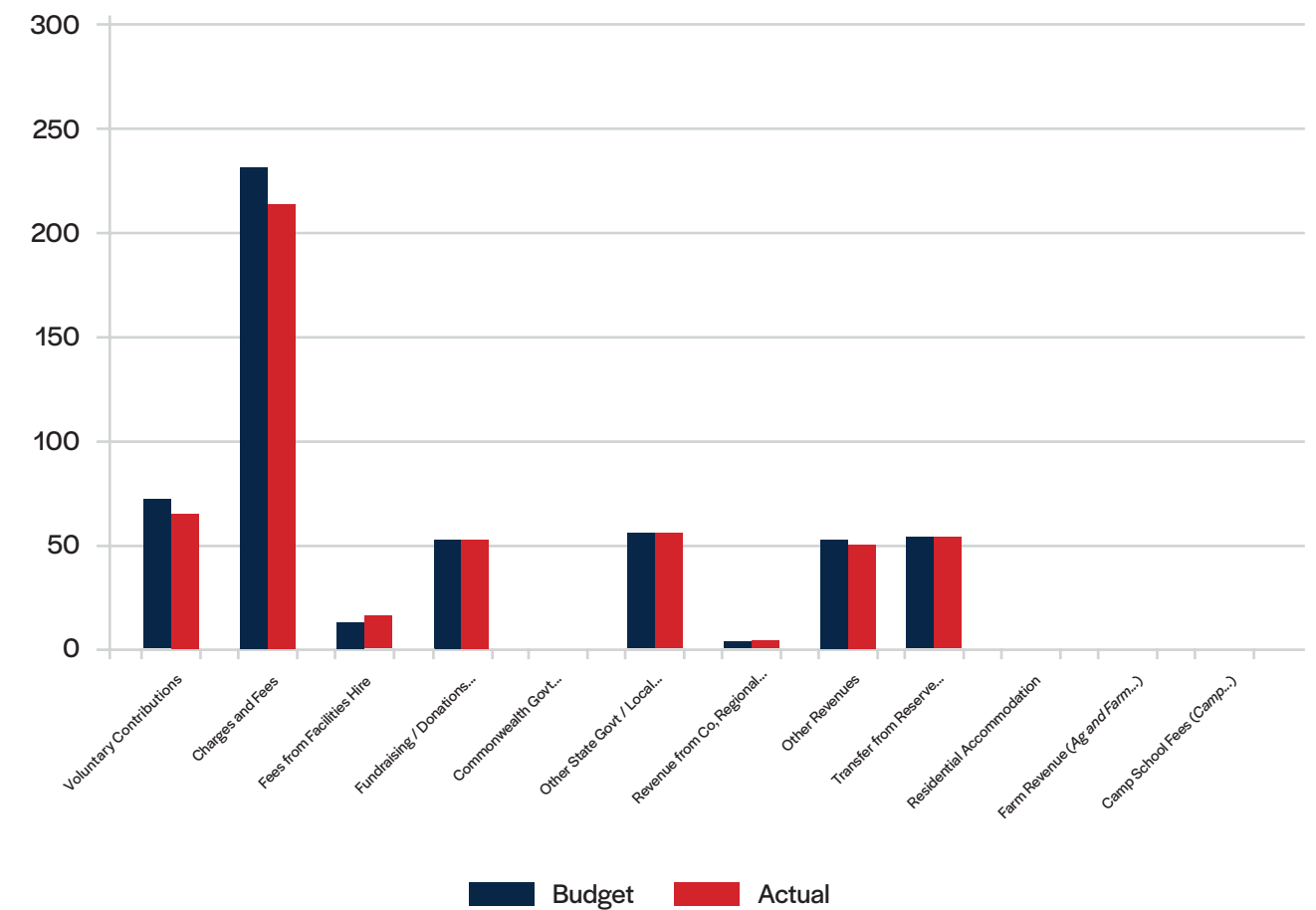
## REVENUE - CASH AND SALARY ALLOCATION

	BUDGET	ACTUAL
Voluntary Contributions	\$ 67,938.50	\$ 65,305.32
Charges and Fees	\$ 225,652.00	\$ 207,431.00
Fees from Facilities Hire	\$ 17,714.00	\$ 18,150.31
Fundraising / Donations / Sponsorships	\$ 38,238.00	\$ 38,227.65
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt / Local Govt Revenues	\$ 51,889.00	\$ 51,889.00
Revenue from Co, Regional Office and Other Schools	\$ 309.00	\$ 1,581.16
Other Revenues	\$ 51,172.00	\$ 49,906.43
Transfer from Reserve or GDR	\$ 51,507.00	\$ 51,507.00
Residential Accommodation	\$ -	\$ -
Farm Revenue ( <i>Ag and Farm Schools Only</i> )	\$ -	\$ -
Camp School Fees ( <i>Camp Schools Only</i> )	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 504,419.50</b>	<b>\$ 483,997.87</b>
<b>Opening Balance</b>	<b>\$ 220,958.63</b>	<b>\$ 220,958.63</b>
<b>Student Centred Funding</b>	<b>\$ 998,504.58</b>	<b>\$ 998,425.58</b>
<b>Total Cash Funds Available</b>	<b>\$ 1,723,882.71</b>	<b>\$ 1,703,382.08</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 1,723,882.71</b>	<b>\$ 1,703,382.08</b>

## CURRENT YEAR ACTUAL CASH SOURCES



## LOCALLY GENERATED REVENUE: BUDGET VS ACTUAL

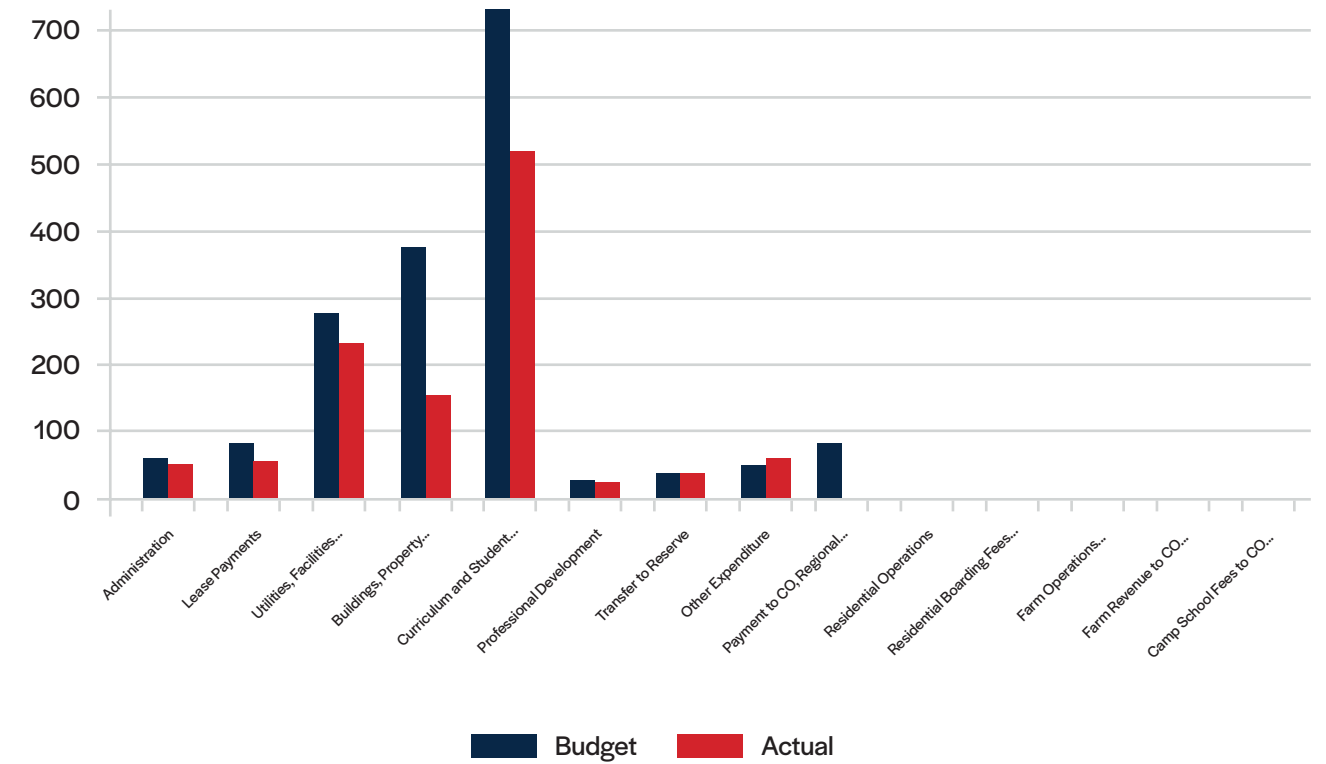




## EXPENDITURE - CASH AND SALARY ALLOCATION

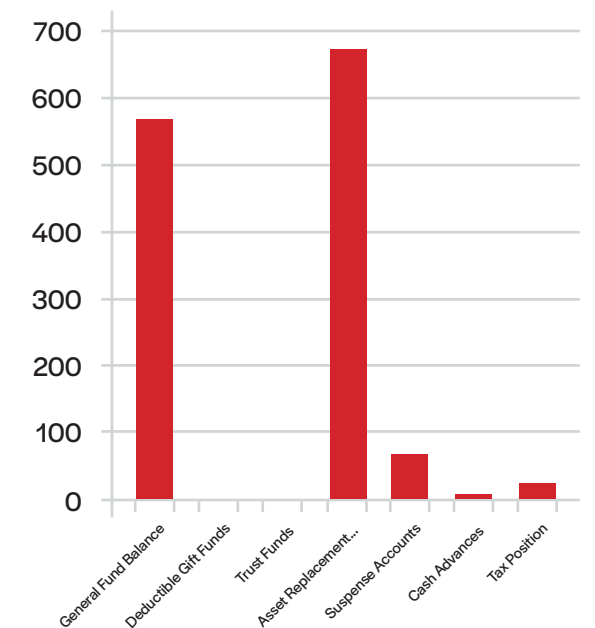
	BUDGET	ACTUAL
Administration	\$ 65,340.00	\$ 56,697.11
Lease Payments	\$ 84,978.62	\$ 70,249.95
Utilities, Facilities and Maintenance	\$ 272,550.00	\$ 223,455.70
Buildings, Property and Equipment	\$ 376,005.00	\$ 153,139.67
Curriculum and Student Services	\$ 731,965.52	\$ 509,144.96
Professional Development	\$ 19,988.00	\$ 17,858.53
Transfer to Reserve	\$ 40,549.00	\$ 40,549.00
Other Expenditure	\$ 46,713.58	\$ 52,450.96
Payment to CO, Regional Office and Other Schools	\$ 79,560.00	\$ 500.00
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> )	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	\$ 1,717,649.72	\$ 1,124,045.88
<b>Total Forecast Salary Expenditure</b>	\$ -	\$ -
<b>Total Expenditure</b>	\$ 1,717,649.72	\$ 1,124,045.88
<b>Cash Budget Variance</b>	\$ 6,232.99	\$ -

## GOODS AND SERVICES EXPENDITURE - BUDGET VS ACTUAL



## CASH POSITION AS AT:

General Fund Balance	\$ 579,336.20
Deductible Gift Funds	\$ -
Trust Funds	\$ -
Asset Replacement Reserves	\$ 680,724.59
Suspense Accounts	\$ 73,838.35
Cash Advances	\$ 200.00
Tax Position	\$ 10,406.00
<b>Bank Balance</b>	<b>\$ 1,323,293.14</b>





# ASPIRE INNOVATE ACHIEVE

## HAMPTON SENIOR HIGH SCHOOL

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**TELEPHONE** (08) 6235 7100

**EMAIL** [hampton.shs@education.wa.edu.au](mailto:hampton.shs@education.wa.edu.au)

**WEBSITE** [www.hampton.wa.edu.au](http://www.hampton.wa.edu.au)

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

*If you are as impressed by her work as we are, contact Archival Branding at [hello@archivalbranding.com](mailto:hello@archivalbranding.com) or by phone at +61 451 822 611.*