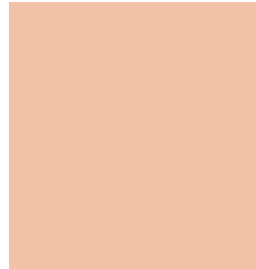
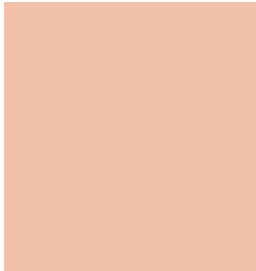
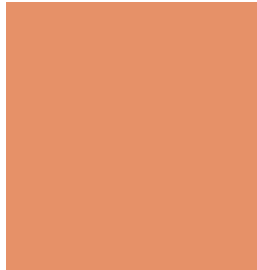
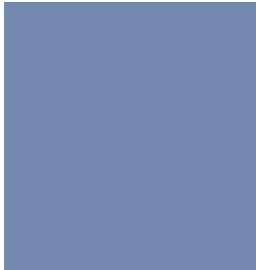
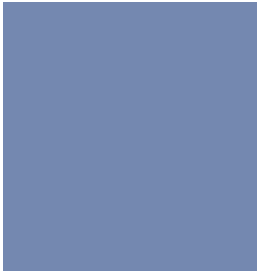
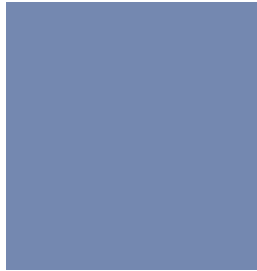


Hampton
SENIOR HIGH SCHOOL

Annual Report



2011

*ASPIRE, INNOVATE,
ACHIEVE*

Hampton Senior High School

2011 Annual Report

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Principal's Report

Welcome to our Annual report for 2011. At the end of 2011, after acting as Principal at Hampton Senior High School for the previous 18 months, I was successful in winning the substantive position. It is with great pleasure that I have taken on this important role and look forward to leading the school as it continues to develop as an excellent example of public school education. We have much to celebrate. Our motto *Labor Omnia Vincit* underpins the traditional values of our school. Hard work and effort are rewarded with opportunity while our school vision *Aspire Innovate Achieve* looks towards 21st century skills that distinguish our students as uniquely "Hampton".



At Hampton our school priorities have been identified as Curriculum Improvement, Student Engagement, Building Relationships and A Distinctive School Focus. It is through these priorities that we have forged a commitment to quality teaching, a modern learning environment and cutting edge technologies that will create successful learning opportunities for all students at Hampton Senior High School. We want each student to be successful.

Student achievement data indicates that achievement remains stable at Hampton, falling within the expected range in NAPLAN, Senior Secondary, WAMSE and Teacher Judgements. Throughout the year Heads of Learning Area and staff were provided with opportunities to analyse student achievement data in order to plan for enhanced learning and to set improvement targets for 2012. Professional learning, focussed on quality teaching, has been prioritised and there has been continued emphasis on staff engaging with the Classroom Management and Instructional Strategies professional learning. Our teachers are highly professional and are keen to work together to ensure the success of every student.

Student attendance at Hampton is consistently above state and like schools. Students like to attend our school. In 2011 the attendance rate was 90% with 76% attending regularly which was a slight improvement on the previous year. Attendance is a key focus of the Student Services Plan and targets will remain high. In 2010 and 2011 the school spent considerable time reviewing and renewing the Behaviour Management in School plan. A new student services structure was implemented in 2011 and this has had a significantly positive impact on student behaviour and organisation. The central focus of the student services is on how each team member can best support student learning.

Hampton Senior High School enjoys strong support from the School Council and the P&C, both of which have seen a slight increase in membership and the development of strong partnerships. In 2011 partnerships have either been further developed or forged. West Perth Rotary, Defence Force Pathways, the Swan Eastern Alliance and Curtin University are just a few of partnerships under development. The Hampton Morley Trade Training Centre is complete. Hampton Senior High School was successful in applying to become a Teacher Development School in Technology and Enterprise. This is a significant achievement for our school as it validates the quality of our teachers and ensures best teaching practice for our students.

The Gifted and Talented program in dance is beginning to rejuvenate and renewed focus has been placed on Specialist ICT and Performing Arts. The Specialist Cheer Dance program was successfully endorsed. We are excited that this program will add value to our already successful school. In March 2011 the Minister for Education announced a \$2 million upgrade to the Performing Arts Centre. Some minor works have also commenced in D&T and there is a comprehensive plan for the systematic upgrade of facilities within the school.

Our Gifted and Talented dancers and our specialist ICT students continue to achieve fine results, especially at Year 12 level. Our STEP program continues to ensure opportunities for all students. We take pride in the contributions that these students make to our school and look forward to celebrating their future success.

During 2011 we saw significant changes in our school operations and our strategic planning processes have ensured a strong direction for the future. Throughout 2011, while forging a strong strategic direction, staff at Hampton Senior High School continued to work towards improvements as prescribed in the Expert Review Report which was tabled in 2010. Focus group leaders creatively produced and presented plans to meet the

recommendations and all were met with resounding approval from the Expert Review Group. These plans formed the basis of ongoing work that complemented the strategic planning occurring throughout the school. All staff are to be congratulated on their professional efforts throughout 2011. There was a greater sense of accountability for student achievement as well as a greater expectation for staff to participate in whole school planning processes. I commend to you this report which outlines our successes as well as areas identified for improvement. I am proud to be the Principal of Hampton Senior High School and I am very excited about the future for our students.

Eleanor Hughes
Principal



PARENTS & CITIZENS ASSOCIATION REPORT

The Hampton Senior High School P & C Association continues to actively support the interests and needs of the School, as well as campaigning for improvements to its classrooms and facilities, all of which remain relatively unchanged since the School's construction, in the 1960s. In 2011, however, the School triumphantly negotiated with the State Government for a major refurbishment of the Performing Arts Centre, Eric Strauss Building. The willingness for the State to commit the sizeable funds required for the agreed refurbishment was achieved by the School also pledging a significant financial contribution towards the refurbishment. So was born the concept of a purpose built Specialist Performing Arts (SPA) centre : THE SPA PROJECT!

A SPA Working Party was formed in August to oversee the SPA project and launch a fund raising campaign for the School's share of the project's cost. The Working Party, chaired by myself as the P&C President, also includes Principal Eleanor Hughes, Kristine Marchesani as a parent member of the P&C, and three associates from outside the School community who bring specialist skills & experience to the challenging tasks ahead.

SPA's first task was to create an identity for the project by developing a logo, so a student competition with a privately donated cash prize was held, to design a print ready logo, letterhead and business card. Congratulations to Feby Plando, Year 12, for the dramatic and sophisticated winning entry which we expect you will see around the School and local community many times over the coming year, not only in print media but also on banners, T-shirts, & other promotional items as we make a big noise about our exciting SPA centre.

The success of the new performing arts facility's campaign will depend on the involvement of everyone in and outside of the School. The SPA Working Party realised that one of the top priorities to get the whole campaign up and running is to identify all former graduates and teachers of the School who have notable achievements or connections and who may be willing to assist

in the SPA Campaign. So please forward to the School the name of any person previously connected to the School who you think would like to hear of the SPA project and might like to give back to the School by helping us achieve our SPA centre. Stay tuned for more exciting news of events as the year unfolds and we look forward to your participation in the campaign, in whatever way seems appropriate to you.

The Hampton Senior High School P & C continues its role of annually financially supporting several key programs within the School, including the computer leases, at \$10,000, and the School Bus lease, at \$7,500. The P & C again provided Recognition and Subject awards to students for outstanding work and behaviour in the classroom, with the Subject Awards being a Certificate and \$25 cash incentive, presented each term.

The majority of the P & C Association's Income is received from a \$15 voluntary donation by families when paying school fees; approximately 70% of families make this donation. The P & C also receives the canteen profits; as profits have been declining over the last couple of years, a sausage sizzle was held at Bunnings Morley to supplement the P & C's revenue.

The P & C has had a role in supporting the school's application for Independent Public School status and feels optimistic for success in the next round under the strong and competent leadership of Principal Eleanor Hughes.

Jacqui Otago
President



SCHOOL FEATURES

1. School Profile
2. Progress on Priorities
3. School Based Programs
4. Highlights



SCHOOL PROFILE

VISION

At Hampton Senior High School our aim is to establish a school culture characterised by high expectations for our students, staff and parents. A focus of the school has been to revitalise and re-energise our learning community and create a new vision for the future. The collaboratively agreed vision reflects the success culture we are striving to achieve – **ASPIRE, INNOVATE, ACHIEVE**. This vision statement is closely aligned with our school motto – **Labor Omnia Vincit** or “Hard work conquers all”. Raising aspirations of our school community is being achieved through teams who set and accomplish goals. Strong communication processes, including newsletters and magazines, include the whole school community as well as our collaborative partners in this focus. Clearly articulated school priorities provide direction for current and future planning as Hampton SHS continues to exemplify excellence in Public Education.

FACILITIES

Hampton Senior High School is situated in Morley Drive East, Morley. It was built in the 1960s and has an appealing appearance with pleasant gardens and wide areas of well maintained lawn. Plentiful shade trees are supplemented by shade awnings which provide shelter for students. An attractive garrison fence has been erected around the perimeter of the school, and the science block has undergone a complete modern makeover as part of the Building the Education Revolution initiative. A bright modern ICT building is another recent addition to the school.

The Eric Strauss Centre has a gymnasium, a drama workshop and a dance studio and in 2010 a business plan was developed to upgrade these facilities to reflect the Gifted and Talented and Specialist Programs that use these facilities and provide the school with its distinctive focus. Work is due to commence on the eagerly awaited upgrade of this building in Term 2 of 2012. The school has its own swimming pool, a large hockey oval, football and soccer fields, and tennis and basketball courts.

The School will continue to develop plans and lobby for the upgrade of facilities so that the students are taught in modern facilities, indicative of the modern age in which we work and live.

STAFF AND STUDENTS

The student population totalled around 700 in 2011 and this number includes a variety of different nationalities. Approximately twenty percent come from non-English speaking backgrounds. This vibrant ethnic diversity encourages harmony and tolerance which have been characteristics of the school.

The staff at Hampton Senior High School are a blend of youth and experience. New and beginning staff are mentored by their colleagues. Many teachers choose to stay at Hampton for ten or more years because the students are very friendly and the parents are supportive. Hampton Senior High School is a caring school. It has a strong commitment to student welfare and has well established and continually developing programs in this area.

Words from our Students

Hampton is a very warm, friendly and buzzing school. The teachers are caring, helpful and enthusiastic. Great friends have been made and a wonderful experience had at Hampton. The improvements to the school have created an inviting and friendly environment. Hampton is a great place to learn and grow.”

PROGRESS ON PRIORITIES

Our school culture is focussed on learning, collaboration and results. This is characterised by strong leadership, high levels of expectation and teacher efficiency, an orderly learning environment where students are well known, and a focus on what matters most.

Curriculum Improvement

Raising literacy and numeracy standards is an ongoing component of curriculum improvement. Spelling, reading and writing were targeted for whole school attention. A whole school approach to literacy is beginning to be established by a cross curricula Literacy Committee who are working collaboratively to raise awareness with staff. A literacy coordinator has been appointed. NAPLAN and other system data are used for analysis and to provide feedback and future directions. The school has invested in a reading software program, Reading Plus, which is used with middle range readers to increase proficiency. The spelling program was emphasised through the English Learning Area with awards being distributed at whole school assemblies. Numeracy is reinforced across Learning Areas and each learning area has its own Math study dictionary. Math classes are streamed so that extension maths is available to those who are talented in this area while the smaller classes are devoted to those students who need extra assistance. All students have access to the software program *Mathletics* which is also available for home use. Backward mapping is used to ensure continuity, promote academic rigour and identify essential skills for Senior School. Student results improved across all areas as evidenced by NAPLAN, WAMSE, SAIS, and WACE data.

Australian Curriculum has also been highlighted. Focus in 2010 – 2011 has been on familiarity with existing documents and accessing professional development and workshops, some of which have been conducted by professional associations. The four Stage 1 subjects planned implementation for 2012.

To increase its course offerings, Hampton has networked with Swan Eastern Alliance, an alliance of 6 senior high schools in the former Swan District, to investigate the opportunities afforded through flexible delivery of curriculum and sharing of resources. In 2011, broad goals for the network were established. At Hampton, the school conducted a timetable and course offerings review involving all members of the Senior Leadership Team to ensure best possible educational outcomes for students. As a result of this, changes have been made to the counselling process, the courses and stages on offer and the process of course selection. In all years, the process of subject selection has been freed and a floating grid offered so that student choice is much wider. The timetable has been made more flexible and responsive to the needs of the students. Attention has been paid to value adding through the inclusion of full certificates from the AQTF at Level II.

Student Engagement

To support the continuation of orderly learning environments, whole school behaviour management has been identified as an element of this priority area. The classroom is the centre of the whole school approach and teachers have been involved in professional learning, including Classroom Management Strategies and Instructional Strategies. In 2011, an additional 15 staff members received professional learning in the programs to increase opportunities for engagement for our students.

Attendance is an important element of student engagement and is reported in a separate section. To increase the incidences of proactive intervention, the school has employed a youth worker and engaged the expertise of another volunteer worker. Together, they implemented a program for boys called *Revved Up* and continued the *Mpower* program for girls. Both programs aim to facilitate positive behaviour and engagement. The student services team work to increase positive student behaviour through implementation of positive programs and rewards. Reward excursions were conducted at the end of each semester for each year group.

The Year Coordinators have worked closely with their student year groups to establish a strong working relationship based on trust and respect. The school created a new position of Middle School Coordinator, establishing a structure that will facilitate the smooth transition of Year 7s into Hampton.

Building Relationships

Hampton is establishing broader links with groups within the community to ensure that our students have the best possible opportunities for success. An example of this is the strong partnership with the Morley Rotary Club and the support this club offers the school.

We have a very strong transition program linking to intake primary schools and this is evident in our continuing strong numbers in Year 8. This has been achieved despite a system that is characterised by falling numbers. Our strong link with two of our major partner primary schools – Eden Hill and Hampton Park (an IPS since 2011) is demonstrated by Eden Hill introducing a dance program and Hampton Park introducing a drama and circus program to link to our distinctive focus priority that includes Gifted and Talented Dance and Specialist Performing Arts.

The Swan Eastern Alliance (SEA) is a network of Senior High Schools working together to provide opportunities to broaden curriculum for senior school students. Links at various levels have been established, including principals, timetabling deputies and level 3 curriculum leaders. Timetable models were shared and a common framework adopted that would facilitate the sharing of classes across schools. This enabled wider subject choices and smaller classes to be made viable for 2012. We are also part of a project funded through Curtin University by the Federal Government to increase the number of students with high NAPLAN results from relatively low SEI areas participating in tertiary education. The students are mentored and encouraged in their academic endeavours and career counselling helps these students to set their goals and work to achieve them.

We are part of the Schools Pathways Program to develop and encourage career pathways in science, engineering and technology in associated industries. Associated links with the Engineering and Manufacturing Industry Cooperative Limited (EMICoL) have enabled opportunities to be captured such as funding for the development of the school's robotic program (which enhances our ICT distinctive focus), and the maths specialist stream was able to take part in the practical application of maths to maritime engineering. We have also taken advantage of the try a trade in Year 10 and the LEAPS career program, which provide meaningful workplace learning experiences to students in Years 11 and 12 that lead to apprenticeships with member companies of EMIC.

The school has a proud and very successful tradition in VET. We have strong links with the business sector, which holds our students in high regard.

Distinctive School Focus

Our school vision – **Aspire Innovate Achieve** – sets the path for our school's distinctive focus. An example of this has been through the rejuvenation of our gifted and talented dance program and our accredited specialist programs of Performing Arts and Information Communication Technology. We currently have an application pending for specialist status in Cheerleading, and this is supported by an extraordinary year of exceptional achievements culminating in the achievement of Champion team at the CUA Rock n Cheer, senior 2 division. Similarly, the ICT focus has resulted in Hampton becoming a Teacher Development School for Technology & Enterprise with an emphasis on ICT. We are also the focus school for robotics within the Swan cluster for the Schools Pathways program and in 2011, our first year of competition at the Robocup championship, our girls' team proudly achieved third place against tough competition.

Our P&C President, Mrs Jacqui Otago, has outlined the creation and development of the SPA project in her report. The community support for the redevelopment of the Eric Strauss Centre into the concept of a specialist performing arts centre has been visible and significant, including in the negotiations to get the best possible outcomes – a real statement for the school about the importance of its distinctive focus.



Labor Omnia Vincit



Aspire Innovate Achieve





VALUE ADDING THROUGH SCHOOL BASED PROGRAMS

SENIOR HIGH SCHOOL

World Challenge

In December, 2011, 12 students and 2 staff members embarked on the inaugural Hampton SHS World Challenge expedition to Laos and Vietnam for 3 weeks. This trip was unique as the students were responsible for all planning and decision making before and during the trip. After 18 months of preparation and planning students completed two challenging treks that were three days in length - one in Vientiane, Laos and the other in Dalat, Vietnam. The students also completed 5 days of project work in a kindergarten in Hue, Vietnam. The team's objective was to improve the environment to support and improve students' learning. All students thoroughly enjoyed the trip and were pleased with what they had achieved in the three weeks.

The achievements noted on completion of the World Challenge expedition to Laos and Vietnam included personal goals achieved by the participants, increased skills in travelling and an observed change in behaviour and attitude towards peers, other cultures, society and most importantly, themselves.

Teachers noted an immense improvement in the team's ability to achieve goals in an adverse environment, often facing difficulties such as language barriers and cultural differences. This was extremely evident when faced with organizing transport for each location. By the end of the trip, the team was efficient at organising meals, transport and accommodation whilst meeting a very tight budget.

Lastly, all expressed an appreciation of the privileges of living in a developed nation, especially when it came to what we considered to be basics such as clean water, plumbing and education. The team had a wonderful time and the experiences they shared will bond them forever and provide them with the skills to become independent, positive and valued members of the community.



Student Services Programs

These are run during the year and include – Bullying – No Way, PASH (Promoting Adolescent Sexual Health), Revvd Up (anger management for boys), and MPower (self esteem for girls). These programs are facilitated by the skilled student services team and are designed to help students achieve success at Hampton.



ARTSCAPE

In August The Arts Learning Area presented the bi-annual Arts Festival. The theme was Heroes vs Villains and the festivity was a celebration of Dance, Drama, Media, Music, Singing and Visual Arts. Both students and staff joined in the spirit of the festival which included a multi-year cross art performance called *Out of the Shadows* as well as an art exhibition, and dance and drama items. It showcased the quite considerable talent of Hampton students and was whole heartedly supported by the school community.



Career Education

A feature of the curriculum in Year 10 is the emphasis placed on Career Education. All students learn about the world of work, and have up to three weeks of work experience during the year. This provides them with valuable information and experience before selecting their subjects for Senior School.



Academic Orientation to Year 11

The final two weeks of Term 4 sees a suspended timetable for students who have chosen an academic pathway in Year 11. It is replaced by a special programme of examinations, lectures on time management, exercises in study skills and trips to a university. It gives students time to reflect on their subject choices as well as helping them to adapt to the challenges of the Year 11 programme of work. It was a new initiative in 2009 and was very well received by the students who recommended that the initiative be continued.



Vocational Education

In Years 11 and 12 our school offers a variety of VET pathways, which incorporate two days of work experience each week. These courses allow our students to gain TAFE certificates during their studies as well as the West Australian Certificate of Education.

Senior Schools Engagement Program

Our SSEP is STEP, an alternative pathway for some of our senior school students. It is a highly successful program that provides an important avenue for success. It also provides a valuable alternative for students in Years 11 and 12 in their transition to work or to facilitate their achievement of WACE.



Mentor Group

All Year 11 and 12 students have a session per week, dedicated to assisting students to develop the skills necessary to be successful in their WACE. This includes helping them to keep up with their studies and assessment tasks, preparation for examinations, information about various courses at Tertiary institutions and life skills.

VALUE ADDING - EVENT HIGHLIGHTS 2011

Dr Elizabeth Constable visited Hampton SHS to announce upgrade to Eric Strauss Centre & D & T areas.

4 staff nominated for WA Education Awards

2011 Women of Achievement Award finalist – Mrs McMahon

Mayor For A Day Competition – City of Bayswater

NAIDOC – visit by an elder of the Nyoongar Community and performance by didgeridoo player, Mr Hansen

Anzac Day Ceremony

School Captains and teacher Luke Chapman attend Government House Afternoon Tea with the Queen

WA Apprentice of the Year awarded to a Hampton SHS student

98% Graduation

7 Certificates of Excellence

Year 12 breakfast and final assembly

School Graduation – Octagon Theatre

World Challenge – 14 students from Y9 – 11 on expedition to Vietnam & Laos

Reward afternoon teas for all years to celebrate academic achievement

P & C awards for endeavour each term at assemblies

School Ball

Harmony Day – Chris Murphy entertained students and staff

Student Council camp at Woodman Point

Mathematics

ICAS Mathematics Competition – high distinction / distinction

Science

Yr 9 Science fair – Inquiry based learning project gave students scope to investigate a practical research question. Developing problem solving skills, students attempted to answer their question. At the end of Term 4 students were given a forum to communicate their findings to teachers and lab technicians

Siemens Science Experience: Three Year 9 students participated in a three day program at UWA exploring university and career possibilities in science. Sponsored by Rotary, West Perth

Society and Environment

Year 12 Geography students visited the Forest Centre (Jarrah Forest)

Economics students went on excursion to Coca Cola and the Swan Brewery

ICT

Y10 students “What’s In A Box” computer studies.

Y10 ICT students to Curtin University where they participated in a workshop.

ICAS Computer Skills Competition

ICT Robocup 2011

English

Yr 12 English Conference

Student Services

Promoting Adolescent Sexual Health (PASH)

World Vision 40 hour Famine

Transition

Year 7 Transition Program

Year 6/7 visits

LOTE

Italian luncheon.

The Arts

“Art in the Park” at Sandy Beach. Hampton SHS dance students perform at the opening ceremony.

Artscape Festival – “Heroes vs Villains” A celebration of dance, drama, media, music and visual arts

Dance Concert – “Flight Path” at Quarry Amphitheatre

Year 10 GAT dancers performed “Kiss Goodbye to MS”

Choreography Night

Cheer team Hampton Reign competed in AASCF Western Australian State Series placing 2nd in level 2 senior cheer and were the 3rd highest scoring level 2 team and overall Champion Scholastic Team.

Placed first in the CUA Rock n Cheer Championships Level 2 Senior Cheer.

Placed first in the Aus Cheer Scholastic Championships Level 2 Senior Cheer.

Application for Specialist Cheer Dance was successful in the first round.

Articles in the Eastern Reporter and the Western Teacher about the Hampton Reign Cheer team and coach/teacher, Hannah Holder.

Hampton Reign took part in a stunt workshop with ‘Bring It On’ Choreographer and International coach/choreographer, Sean Evans

Health and Physical Education

Year 11 and 12 Outdoor Education Camps

Interschool swimming and athletics carnivals

“Keys for Life Pre-Driver Program”

VET

27 /31 students gained a School based Traineeship

Ursula Lyndon Indigenous student achieved The WA and Australian Skilled Trainee of the year award presented in Melbourne

50% awards won at Graduation were EA students for the eligible medals and other school awards (not including VET awards specific or certificates of excellence).

5/6 students who won WACE certificates of excellence were VET EA students due to completing a certificate II and 6 A grades or more.

4 students completed a Cert III qualification

29/31 students achieved a full qualification Certificate II or III during years 11 and 12. Most also achieved 2 full Certificate I qualifications from years 10 -12

Technology and Enterprise Home Economics | Design and Technology

Students presented a variety of displays for TeXpo

Year 9 Fundraising for Red Nose Day.

STUDENT ACADEMIC PERFORMANCE

1. Year 12 Graduation Awards
2. Year 12 Outcomes Overview
3. Years 8 – 10 Progress
4. Year 9 NAPLAN Results
5. Year 9 WAMSE – Relative Assessment
6. Learning Area Reports



Hampton Senior High School Year 12 Graduation Awards - 2011

AWARD

School Service Award
School Service Award
Dave MacDonald Sportsperson of the Year Award
Young Citizens Community Award
Hampton Dedication Award
Hampton Perseverance Award
Martin Whitely Endeavour Award
Swan District Commitment to Excellence Award
Westscheme Division of Australian Super Award for Excellence in VET
Certificate of Excellence Awards

Hampton Dux Award - WACE
Hampton Dux Award - VET

SUBJECT AWARDS

Applied Information Technology Stage 1
Applied Information Technology Stage 3
Business Management & Enterprise Stage 1
Business Certificate - VET
Career & Enterprise Stage 1
Chemistry Stage 3
Children Family and the Community - Living Independently
Community Services Certificate - VET
Dance Stage 1
Dance Stage 3
Drama Stage 2
Drama Stage 3
Economics Stage 2
Economics Stage 3
English Stage 1
English Stage 2
English Stage 3
Geography Stage 3
Human Biological Science Stage 2
Human Biological Science Stage 3
Integrated Science Stage 1
Mathematics Stage 1
Mathematics Stage 2
Mathematics Stage 3
Mathematics Specialist Stage 3
Media Production & Analysis Stage 1
Media Production & Analysis Stage 2
Modern History Stage 1
Modern History Stage 3
Outdoor Education Stage 1
Physical Education Studies Stage 1
Physical Education Studies Stage 2
Physics Stage 3

WINNER

Taylor Scott
Brennan Robertson
Rachel Ogilvie
Benjaman Girling
Daniel Whelan
Elizabeth Baird
Andon Tegov
Tiarna Clarke
Ursula Lyndon
Haris Ceric
Loren Goodbun
Sasha Milnes
Kirsten Palmer
Clarice Sutton
Andon Tegov
Daniel Whelan
Darshan Halai
Loren Goodbun

WINNER

Daniel Whelan
Kashish Alang
Avni Halai
Steven Hong
Liam Adams
Darshan Halai
Loren Goodbun
Loren Goodbun
Ainsley Jeeves
Tiarna Clarke
Amber Thompson
Joanna Harders
Darshan Halai
Andon Tegov
Renaë Russell
Kashish Alang
Kate Gregory
Haris Ceric
Sladjana Jovic
Andon Tegov
Vanora Nguyen
Jessica Cain
Haris Ceric
Tam Nguyen
Tam Nguyen
Madison-Marie Chadwick
Joanna Harders
Kirsty Hearn
Kate Gregory
Tiarna Clarke
Alexander McKeown
Toribio Sansone
Darshan Halai

SUBJECT AWARDS - Continued

Trade Certificate – VET
Workplace Learning On the Job Training Mode 1
Workplace Learning On the Job Training Mode 2
Visual Arts Stage 1
Visual Arts Stage 2
Workplace Learning Stage 1

WINNER

Aldin Ramic
Shannon Alford
Braeden Heasman
Beatrice Doak
Linda Nguyen
Sasha Milnes



YEAR 12 OUTCOMES OVERVIEW

Achievements

- Three students received Curriculum Council Certificates of Excellence which recognise the outstanding achievement of 20 A grades in Year 11 and Year 12.
- Our Distinctive Focus students in Dance and Applied Information Technology outperformed the State on average scaled scores. Both courses had 100% of students achieving these courses as their first or second best score.
- Hampton was one of the highest performing schools for Mathematics at Stage 2.



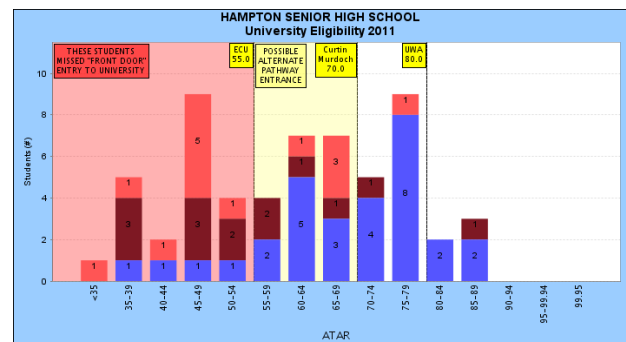
Secondary Graduation

In 2011, 98% of Year 12 students met the requirements of the Curriculum Council for Secondary Graduation. Hampton SHS continues to maintain its excellent graduation rates as is demonstrated in the 2009 – 2011 data. Our target continues to be 100% graduation. Students' academic progress and eligibility for WACE are carefully monitored throughout the year and regular feedback provided.

Year	Year 12 Students	Percentage Achieving Secondary Graduation
2009	115	98%
2010	99	97%
2011	108	98%

ATAR Participation and Performance

The participation rate of Year 12 students eligible for an ATAR rose sharply from 30% in 2009 to 54% in 2011. The median performance of 64.2 is a slight improvement on the figure for 2010.

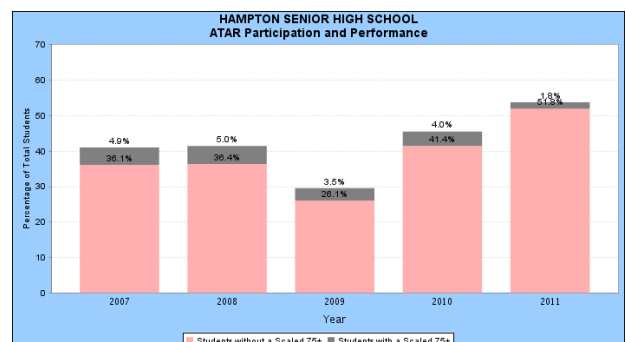


University Entrance

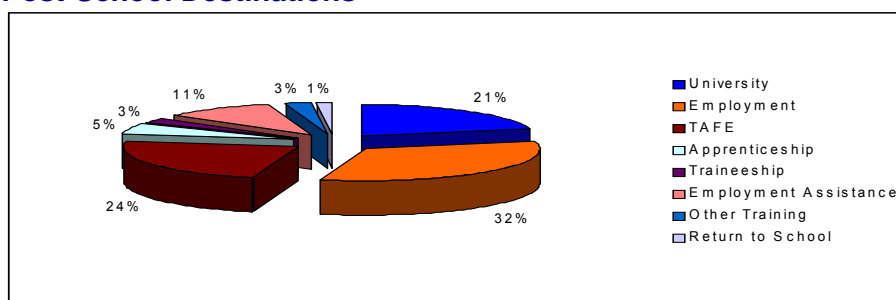
33% of students who received an ATAR achieved eligibility for university entrance. Students need to be encouraged to study at Stage 3 where the rewards for effort are greater than at Stage 2.

Strategies for Improvement

Formalise the mentor system and provide PD for staff mentors.
 Continue close monitoring of student academic progress and interviewing of students.
 Use Maximising Feedback data to inform all staff.
 Continue to analyse performance including the use of cohort and individual tracking.
 Interview all teachers of Year 12 students.
 Ensure backward mapping of courses.



Post-School Destinations



YEARS 8 – 10 PROGRESS

2011 Subject Grades (in percentages)

Year 8

Subject	A	B	C	D	E/NA
English	7	32	46	10	5
Maths	17	20	37	20	6
S & E	12	31	40	12	5
Science	19	35	33	7	6

Year 9

Subject	A	B	C	D	E/NA
English	15	23	46	10	6
Maths	11	28	45	13	3
S & E	15	26	39	15	6
Science	13	22	21	28	16

Year 10

Subject	A	B	C	D	E/NA
English	6	24	46	18	6
Maths	17	32	35	13	3
S & E	12	25	34	25	4
Science	14	29	47	9	1

Although this data reveals many students achieving in the C range, the spread is gradually improving. The tail of students achieving in the D and E grades has been reduced. Individual tracking of students has been stressed for each subject area and this has been highlighted by the analysis of NAPLAN results. All HOLAs have engaged in the sharing of data analysis at the Senior Leadership Team Meetings so a common understanding of the whole school picture is developing. All HOLAs and staff are aware of improvement trends and moderation processes have been stressed. The focus of the classroom is shifting from teaching to learning and accountability is linked to student performance outcomes. Emphasis has been placed on differentiating the curriculum and our teachers are engaged in Instructional Strategies to provide opportunities for all students.

All teachers familiarised themselves with the Australian Curriculum and the 4 stage 1 subject areas prepared to begin implementation in 2012.

Our ongoing challenge is to improve aspirations and motivation of all students to engage in improving their learning outcomes and this is a school priority.

Other Points

Before students arrive at Hampton for Year 8 the School Psychologist, the Learning Assistance Coordinator and the Transition Coordinator analyse appropriate data such as NAPLAN data, WAMSE data and Year 7 teacher judgements to compile a list of incoming students with particular strengths and weaknesses. This information is updated regularly with teaching strategies, IEPs and other useful classroom information. This is communicated to teachers during the first two professional development days of the year and is developed through case management meetings.

Sub groups of students are considered at case management meetings and IEPs and IBMPs are established and documented as appropriate. Many of our indigenous Year 10 students complete the Aboriginal Leadership program. All staff analyse data for each class each semester. HOLAs and TICs provide line manager analyses for each subject. The Executive Team members regularly attend Learning Area meetings and observe teachers in classrooms to provide feedback.

A variety of programs target identified personal and social outcomes for students. Promoting Adolescent Sexual Health works with groups of Year 9 girls and Year 10 boys to empower them to talk to their peers from a basis of knowledge. New programs such as *MPower* and *Revved Up* are used for girls and boys from Year 8 to Year 10 to promote self worth and self esteem. The school is adopting a whole school approach to Attendance.

These programs are designed to work along side the academic programs to improve all students' chances of achieving excellence.

YEAR 9 NAPLAN RESULTS 2011 (National Assessment Program Literacy and Numeracy)

The tables below show the percentage of students at Hampton SHS who have reached the National Minimum Standard (NMS), which is the agreed standard of basic skills expected of students at that year level.

Analysis of this data

Year 9 Numeracy			
National Minimum Standard	2009	2010	2011
	%	%	%
Above NMS	67	74	65
At NMS	27	17	26
Below NMS	6	9	9

PERFORMANCE		
2009	2010	2011
2	2	2

Year 9 Reading			
National Minimum Standard	2009	2010	2011
	%	%	%
Above NMS	59	63	62
At NMS	27	25	23
Below NMS	15	11	15

PERFORMANCE		
2009	2010	2011
2	2	3

Year 9 Writing			
National Minimum Standard	2009	2010	2011
	%	%	%
Above NMS	52	60	54
At NMS	26	27	21
Below NMS	21	13	25

PERFORMANCE		
2009	2010	2011
2	2	2

Year 9 Spelling			
National Minimum Standard	2009	2010	2011
	%	%	%
Above NMS	63	71	65
At NMS	19	18	26
Below NMS	18	11	9

PERFORMANCE		
2009	2010	2011
2	2	2

Year 9 Grammar & Punctuation			
National Minimum Standard	2009	2010	2011
	%	%	%
Above NMS	67	73	57
At NMS	20	19	20
Below NMS	13	8	22

PERFORMANCE		
2009	2010	2011
2	2	3

Strategies for Improvement

Targets and Strategies for Achievement 2012	
Targets 2012	Strategies
All test areas will return to expected (2) performance in 2012	<ul style="list-style-type: none"> Skills will be embedded in subjects and taught explicitly. Every staff member will contribute to a Whole School Approach. The Literacy Coordinator and Committee will implement Literacy Plan. Hampton will celebrate the success of students through the award structure. Individual tracking of students from Year 7 NAPLAN results will continue to demonstrate progress accomplished from Year 7 to Year 9.

Student Performance – WAMSE – Relative Assessment

	Science			Society & Environment		
	2009	2010	2011	2009	2010	2011
Year 9	3	2	2	2	2	2

In 2011 both Science and Society and Environment scored at stage 2, within the expected range of 1 standard deviation.

Percentage of students achieving at or above the WAMSE Test Standard

	Science			Society & Environment		
	2009	2010	2011	2009	2010	2011
Year 9	30%	45%	35%	30%	41%	45%

It was pleasing to note the continued improvement evident in the percentages for Society and Environment.

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

State	Year 9 Science					
	School			Like Schools		
	2009	2010	2011	2009	2010	2011
Top 20%	8 %	10 %	8 %	15 %	14 %	16 %
Middle 60%	57 %	66 %	70 %	65 %	60 %	62 %
Bottom 20%	35 %	24 %	22 %	20 %	26 %	22 %

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

State	Year 9 Society & Environment					
	School			Like Schools		
	2009	2010	2011	2009	2010	2011
Top 20%	10 %	11 %	8 %	14 %	15 %	15 %
Middle 60%	64 %	66 %	71 %	64 %	60 %	64 %
Bottom 20%	27 %	23 %	21 %	23 %	25 %	21 %

Both results show a decrease in the “tail” in the bottom 20%. However, this did not translate into a rise in the top 20%. The majority of the students achieved in the middle group. This will be a focus for attention in 2012.

LEARNING AREA REPORTS

THE ARTS

Academic Highlights

Year	Grades%			
	A	B	C	D/E
8	13	34	43	10
9	14	46	25	15
10	12	37	31	20
11	12	18	49	21
12	9	56	32	3



Artistic/Performance Highlights

The biennial **Arts Festival: Heroes vs Villains** was held in August. The Festival was a huge success that included a whole school dress up day with a dance flash mob and many students and staff dressing up. The Festival itself was run over three evenings for public audiences and included one primary school performance during the day. Audience numbers were relatively high and feedback from audience members was positive. The Festival included art works from all four arts learning areas and a multi-arts devised work directed by Phillippa Clarke.

Gifted and Talented and General Dance

Choreography night included all GAT Dance students' works from Year 8 -11. Year 12 Dance students performed site specific dance works for the City of Bayswater's annual Sculptures by the Swan exhibition. Year 10 GAT students performed in the city for the MS Society's Flash Mob performance. This was filmed for the news, placed on Youtube and was a highly successful event. Senior School Dance and Drama students went to His Majesty's Theatre to view the Performing Arts Perspectives (top students from 2010 WACE). Dance students viewed Buzz Dance Theatre's 'Thrill' at UWA.

KINETIC KAOS is the main event on the Dance calendar each year. Gifted & Talented dance students performed their contemporary and jazz dance pieces at the Octagon Theatre, UWA. The performance featured students from Hampton SHS, Balcatta SHS, Shenton College and Greenwood SHS. Year 8 -12 Dance students viewed STEPS Youth Dance Company's season.

Year 12 Solo Night was conducted where all Year 12 Dance students performed and were assessed on their set and original solos. Dance students attended 'Burn the Floor' at the Regal Theatre which included a meet and greet of the cast organised by Producer (and past Alumni) Peta Robi. Flight Path, the end of year concert, which was held at the Quarry Amphitheatre was highly successful in front of a large audience. Performances by year 8, 9 and 10 GAT students were held for City of Bayswater's Early Reception performance.

Specialist Performing Arts and Drama

Senior School Drama students viewed Performing Arts Perspectives at His Majesty's Theatre and the Year 11 Drama class viewed 'Hoods'.

Senior School Drama students and SPA Performing Arts students performed short scenes and monologues for the Arts Festival in Term three.

Media and Photography

Senior school media students were involved in the filming and editing of film sections for the multi-arts work 'Out of the Shadows' for the Arts Festival and student works were on display in the Art Gallery.

Visual Arts

Year 11 and 12 Visual Arts students went to the city to view exhibitions at PICA and the State Art Gallery. All students' works were on display in the Art Gallery for the Arts Festival.

Cheerleading

Cheer team Hampton Reign competed in AASCF Western Australian State Series placing 2nd in level 2 senior cheer and were the 3rd highest scoring level 2 team and overall Champion Scholastic Team. The team placed first in the CUA Rock n Cheer Championships Level 2 Senior Cheer and placed first in the Aus Cheer Scholastic Championships Level 2 Senior Cheer. Our application for Specialist Cheer Dance was successful in the first round. Publicity of the team and coach/ teacher appeared in articles in the Eastern Reporter and the Western Teacher. Hampton Reign took part in a stunt workshop with 'Bring It On' Choreographer and International coach/choreographer, Sean Evans



Targets, Plans and Directions

Curriculum Improvement

NAPLAN data will be analysed to establish baseline data for entry, particularly Year 8 GAT and SPA and Year 8 general Arts classes. Throughout 2012 Arts staff will be investigating and embedding general capabilities of the Australian National Curriculum into their programs, in readiness for implementation in 2013.

Student Engagement

The major plan and direction for the Arts is for the retention and growth of student numbers in Arts courses. There is a focus on purposeful, relevant and engaging learning opportunities through practical experiences. Staff will attend relevant Professional Learning to up skill staff in practical skills. SPA Drama will be operating classes off the grid to allow students to develop self devised performance work. Increased communication with parents (especially positive communication) by Arts staff is a focus for 2012 (Year 11 and 12) and 2013 (Year 8, 9 and 10). Development of school and community knowledge of pathways within the Arts is planned for 2012 and embedding ICT into the Arts disciplines will continue.

Building Relationships

We will establish SEA networks for sharing resources, expertise and professional learning with a future plan to collaborate on the Australian Curriculum and with performance opportunities. We will build and develop relationships with feeder Primary schools by allowing Hampton students to mentor primary school students through workshops, providing learning opportunities to teachers, promoting understanding of curriculum and adding Primary school art staff to VIP list for Arts events.

Distinctive School Focus

Development of promotional material for GAT/SPA/ICT and Cheer needs to occur in early 2012. Our target is to increase student application numbers to these programs through parent nights, primary school visits, online information, advertising and primary school partnerships.

WACE Courses of Study

Arts staff will attend relevant professional learning, including assessment and moderation in regards to courses of study. All Arts staff will ensure that stage 2 and 3 students complete the majority of written assessments under exam conditions to assist in exam preparation and to verify students' work.

AIR Grant

Apply for an Artist in Residence grant for 2013. Applying for a collaborative arts project for 2013 will hopefully coincide with the establishment of the theatre upgrade and could be of great advantage to the arts and school community.

School Production

We propose a three year rotation- Arts Festival, Drama Production and Musical. This will assist in promoting the SPA Drama program, re-igniting students' passion in the program by providing them with performance opportunities.

DVET - Department of Vocation Education and Training

Workplace Learning

Of 31 students, 27 gained endorsed program Units of Equivalence. This is excellent considering they also had to complete increased hours in order to complete their traineeships.

Students achieving an A grade equalled 32%.

Four students achieved a WACE Certificate of Excellence by gaining 6 or more A grades in 2 years.

Ninety three percent of students achieved a C grade or higher

VET Enterprise Access

Of 31 students, 27 gained a School Based Traineeship

Ursula Lyndon, an indigenous student, achieved The WA and Australian Skilled Trainee of the Year award presented in Melbourne

EA students won 50% of awards at Graduation.

Five students won WACE Certificates of Excellence.

Four students completed a Certificate III qualification



Of 31 students, 29 achieved a full qualification Certificate II or III during Years 11 and 12. Most also achieved 2 full Certificate I qualifications from Years 10 -12

Targets, Plans and Directions

Increase the overall school VET population achieving Certificate II.

Investigate possibilities of offering WPL1 to mainstream students.

Investigate delivery of Certificate III Business to Year 11 and 12 students.

Increase the number of students undertaking Mode I endorsed program

ENGLISH

Highlights

Completion of examinations – all year groups

Literacy Coordinator appointed to oversee whole school approach to Literacy. Literacy Committee established.

Australian Curriculum has been a focus with familiarisation and investigation taking place as a whole staff and a course outline completed ready for implementation

Staff have been upskilled in Classroom Management Strategies training.



All staff received training- some quite competent- in use of technology as a tool in the classroom to enhance student learning

All outlines and task sheets have been uploaded to Moodle.

Targets, Plans and Directions

We will make our approach to Reading Plus more meaningful for our students, promote reading as a valued activity and raise literacy standards across the school

We will set realistic goals for NAPLAN and target specific students and monitor them closely. Data will be closely analysed to better inform our targets and improve student outcomes.

Other plans will include to:

Ensure all students are catered for and are learning

Value add in lower school

Offer our stage 1 students a certificate course

Implement examinations in all upper school courses with Stage 1 exams incorporated as an assessment.

Place greater emphasis on learning rather than teaching

Place greater emphasis on up skilling staff Professional Learning – all staff need to be able to teach a range of courses.

Facilitate more technology based learning

Continue with spelling and reading program – Spelling Awards

Continue to raise awareness – through word bingo, speech competitions, writing competitions and picture book competitions.

Continue Grammar in context, reading, spelling, writing as a focus of the Learning Area

Use scaffolding, modelling and sample work as well as timed writing, especially in Years 10 to 12

Develop examination techniques.

Develop pathways – refining and adding value and promoting these pathways to students and parents.

Provide ESL assistance for identified students through targeted use of the language teacher

Use performance management as an ongoing focus on classroom teaching and learning and results- strategies used to raise student performance.

HEALTH & PHYSICAL EDUCATION

Highlights

The Whole school athletics carnival was again an outstanding success. Several staff commented favourably on the behaviour and participation rates of the students. Whole school swimming carnivals were very well supported in Year 8 especially. Upper school students wishing to represent the school at the Interschool event will be asked to nominate for the team. Continued involvement in Lightning Carnivals had very good outcomes in on-field performances, sportsmanship and school spirit.



The traditional participation in the Interschool Athletics and Swimming competitions continued in 2011. Other extra curricular sports that operated were cricket, basketball and netball. There was full involvement in the “Keys for life” Driver Education program in year 10 Health Education. Year 9 and 10 Recreation programs were run successfully with students having plenty of opportunities to engage in off site activities. The expectation is that these students should be achieving a high proportion of A grades - certainly more than 50%.



There is continued community involvement with outside providers such as Morley Recreation Centre, Altone Recreation Centre, Hang Out Indoor Climbing, Eden Hill PS and Morley Bowl 10 Pin. We continue networking with other NERPEA schools through regular attendance at meetings (2 per term). Many NERPEA HOLAs are part of the Swan Eastern Alliance so these meetings assume greater importance moving forward.

There was substantial involvement with ECU and UWA practicums. Several students benefited from their experiences teaching HPE at Hampton. Staff Professional Learning included Driver Education, Bronze Surf Rescue Requalification, COS and "Leading Learning Communities" (HOLA).

Targets, Plans and Directions

The Learning Area plan will serve as the "blueprint" for the next 4 years in HPE. The staff will target their efforts into working towards the goals and strategies identified in the plan.

The HPE learning area is now stable in terms of staff, with motivation and openness to new ideas being significant. We need to have HPE teaching Health Education wherever possible.

Develop a model of distributive leadership within the Learning Area. The initial focus on leadership, feedback mechanisms and dedicated planning time will be enhanced. We will continue to place a high emphasis on staff morale and well being and emphasize working as a team, being supportive of each other and increased feedback on performance. We will continue to access quality Professional Learning.

More delegation, increased responsibilities for staff within HPE

Consolidate course content – refine/rewrite 2011 programs and adapt as necessary. Health Education will need reorganising due to it being offered from years 8-10 (Health Education) and in year 11 (Health Studies) in 2012. Emphasis will be placed on accessing and managing data.

INFORMATION COMMUNICATION TECHNOLOGY

Highlights

The BME Stage 1 CD class organised and managed the inaugural T&E expo promotional event – teXpo. This was a huge success with over 200 people attending including special guests, parents, students and staff. High lights of the evening were the competitions and food demonstrations along with interactive and static displays of student work.



Specialist students in Years 8, 9 and 10 participated in the robotics competition, Robocup with Year 9 students (girls) winning third place in the Dance Theatre category. The Year 8 group were in the final top 8 teams in the Rescue category. The School Pathways Program funded the Robots required for Robocup to the value of \$5000. Further funding will be sought and approved if negotiated targets are met.

A Year 9 specialist student was a finalist in the Scitech Animation competition. He also won a medal for Top Achievers in WA in the ICAS computer skills competition.

Students in Year 11 BME 1AB were finalists in the Young Innovators competition.

Year 11 students ran small businesses as part of their course and were successful.

Stage 3 AIT results for WACE were higher than DoE state average for a third year in a row. Every student had AIT as their highest or second highest score at WACE and best contributor to their ATAR.

The ICT specialist program successfully passed the Review Process.

Scitech Outreach (technology workshop) was held twice at Hampton in 2011 – initially it was for ICT specialist students but prospective specialist students from Year 7 in near by primary schools were also



invited. This was repeated for other students in Semester 2. Both visits were very successful in building relationships with primary schools and students and also spot lighting Robotics which is now an integral part of the specialist program.

Targets, Plans and Directions

Anecdotal research of students at school and post school indicates that there is an interest in Business, at a higher level than Stage 1 courses. In 2012, Accounting will be proposed as offering for Upper school if allowed. There is expertise within the current staff to ensure this is successful. The small group doing Business Stage 3 in 2012 will provide us with feedback about whether this is a viable option for students currently in Year 11 doing stage 1 with a Stage 2 pathway.

In 2012 we will:

Maintain Special Program status.

Continue to relationships with other schools – primary and secondary.

Engage in Professional learning and participate in professional associations.

Maintain quality staff

Meet the aims of the Specialist Program Review of 2011 – all staff to be accountable for this.

Adapt programs to meet the needs of the students while maintaining high expectations of all our students.

LANGUAGES OTHER THAN ENGLISH

Italian

Highlights

Some highlights of 2011 were the planned LOTE activities that were run throughout the course of the year such as gelato, pizza lunches and highly interactive language sessions. Furthermore, the continual success of our students in the language perfect program and the knowledge that many students have been motivated and actually participated in the program by accessing the program from home, in their own time.



Another continual highlight is the success of the Year 10 students who completed 1A and 1B at Year 10 level.

Targets, Plans and Directions

The focus is to have LOTE continue to run in 2012. There is an obvious need for a formal process to be put in place so that future Year 8 students will have the opportunity to select Italian. This year there was no formal process put in place to inform Year 7 students in regards to Year 8 LOTE. There are no Year 8 LOTE classes running in 2012. This must be a priority for 2013 so that Year 8 Italian will have classes in 2013.

MATHEMATICS

Highlights

One of our staff members was instrumental in organising Hampton Senior High School World Challenge team expedition, and another of our Maths Staff was responsible for organising the State Mathematics Conference (MAWA) annual meeting / PD presentation which occurred over 1 ½ days at Busselton. She also organised the end of year MAWA (Mathematics Association of Western Australia) Conference.



Once again several maths staff were asked by the Curriculum Council to run moderation meetings for both public and private schools for the new courses.

The Maths ICAS Competition was again successfully run this year, and the Maths Department continues to implement the Mathletics program.

Outstanding results were achieved in Year 12 2AB (Top 5 schools in State) and the 2CD group achieved above the State Mean.

Considerable professional learning was undertaken by the Maths Staff in 2011

A number of Maths Staff have again undertaken whole school roles.

Targets, Plans and Directions

To improve the NAPLAN mathematics results, we will continue to practice NAPLAN with analysis and feedback to Year 9 teachers.

All teachers will be involved in quality counselling of students for Senior School courses. Middle School Mathematics will be redeveloped and extended to facilitate the more challenging year 11 and 12 courses at Stage 3.

Alliances and partnerships with other schools and universities will be developed, including but not limited to the Swan Eastern Alliance

A major focus will be on preparation and implementation of Australian Curriculum.

There will be ongoing refinement of the Mathematics Learning Area plan.

There will be ongoing staff development and planning for generational change involving building and developing expertise within the Mathematics Department.

SCIENCE

Highlights

Siemens Science Experience: Three Year 9 students participated in a three day program at UWA exploring university and career possibilities in science. It was sponsored by Rotary, West Perth.

A Year 9 Science fair, an inquiry based learning project, gave students scope to investigate a practical research question. Developing problem solving skills, students attempted to answer their question. At the end of term 4 students were given a forum to communicate their findings to teachers and laboratory technicians.

A Year 12 student achieved scaled scores of 74 in Physics and 73 in Chemistry.

Head of Learning was UWA Ambassador 2011 (as part of the introduction of the new course structure) and a member of the judging panel for WA Beginning Teacher of the Year, 2011.



Targets, Plans and Directions

The Science Learning Area will reintroduce integrated science including a certificate component. This will provide a science pathway for non-university students that leads to being competitive for TAFE and employment aspirations.

We will work to achieve increased student engagement through more hands-on practical approaches to investigating and the use of more collaborative learning experiences.

Development of common formative assessment tasks across Years 8 and 9 and the implementation of moderation and reflection practices in the implementation of these assessments will be priorities.

A further priority will be the implementation of the Australian Curriculum, 2012-2015.

SOCIETY & THE ENVIRONMENT

Highlights

Successful delivery of combined classes in Economics and History. Selected Year 10 students participated in the 2011 Sharemarket Game.

Students in Year 11, Year 12 Geography, Year 11 Economics & Year 12 History attended excursions or learning opportunities at other schools to enrich their learning.

Year 9 students participated in the City of Bayswater "Mayor for the Day" competition. The class winner enjoyed a year long pass to Bayswater Waves and one class won an Ipad2.



Targets, Plans and Directions

In 2012, we plan to –

Continue Sharemarket Game registration.

Encourage registration in Australian Geography competition.

Increase access to further ICT resources/professional learning and further integrate into Society and Environment programs.

Continued representation of Society and Environment on ICT and other available committees.

Adjust Society and Environment programs to align with current and relevant rationale and aims of Australian Curriculum phase 1, 2, 3 as they are released.

Plan to incorporate Australian Curriculum General Capabilities and Cross Curriculum Priorities into existing Society and Environment programs in the interim.

Review WACE courses on offer for 2013 based on data (ATAR analysis/Maximising Student Feedback)

Increase WAMSE achievement through analysis and identification of skill attainment foci for 2012.

Increase WAMSE **MEAN** achievement to meet Participating Schools Mean in 2012 through WAMSE preparation schedule.

TECHNOLOGY & ENTERPRISE - Home Economics/Design and Technology

Highlights

Hampton Senior High School was selected as a Teacher Development School for Technology and Enterprise with an Information Communication Technology focus and Home Economics.

Home Economics and Design and Technology students presented a variety of displays for TeXpo. Home Economics conducted some cooking demonstrations and tastings for guests and displayed efforts in sewing such as pyjama pants and self made recipe books. Design and Technology displayed model trucks, metalwork projects and drawings. Texpo and the efforts students put into their work for display was well regarded by all attending. Home Economics and Design and Technology look forward to participating in 2012.



Year 9 About Babies and Children students conducted fundraising for Red Nose Day and raised over \$200.00.

Targets, Plans and Directions

A significant amount of time was used in 2011 to develop a 'living' learning area plan. Staff will continue to review and revise this plan to allow Home Economics and Design and Technology to have a significant role in the school priority of a Distinctive School Focus.

In coordination with ICT Department, Home Economics and Design and Technology will participate in TeXpo to display student work and applaud their success in the Learning Area

All assessment activities in all years will be reviewed to ensure that the expectations of satisfactory achievement at each year level is consistent in the learning area

We hope that development of a business plan for Home Economics and Design and Technology facilities will be submitted to Department of Education and will be looked upon favourably

The Training Trades centre has been completed and plans for Hampton students to use the facilities will progress enabling further growth in the area of Design and Technology.

Food Science and Technology – Hospitality course will run for the first time in 2012 in addition to Year 11 Materials Design Technology- Wood. We look forward to students' successful achievement and hopefully further growth in the Learning Area to increase FTE.

Teachers will complete Professional Development offered on ICT professional development.

Teachers will develop and change courses to develop teaching and learning programs, assessment tasks and terminology.

Collaborative learning and Learning Communities will be developed to engage students in rich relevant tasks

Invitations will be extended to local community businesses to teach students a skill set such as welding or boning a leg of lamb.



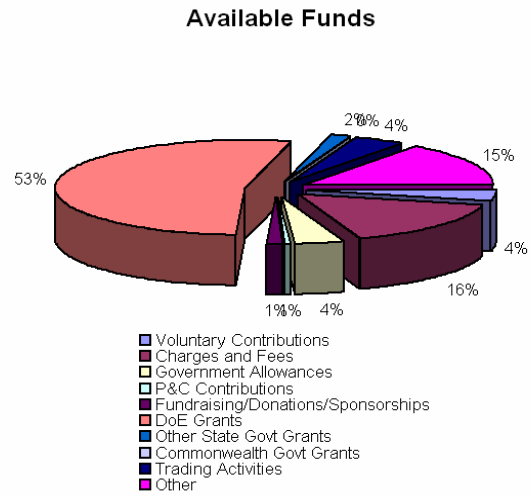
SCHOOL MANAGEMENT REPORT

1. School Budget 2011
2. Staffing Reports
 - Staff List 2011
3. Student Services Reports
 - Attendance
 - Suspensions
 - Survey Results

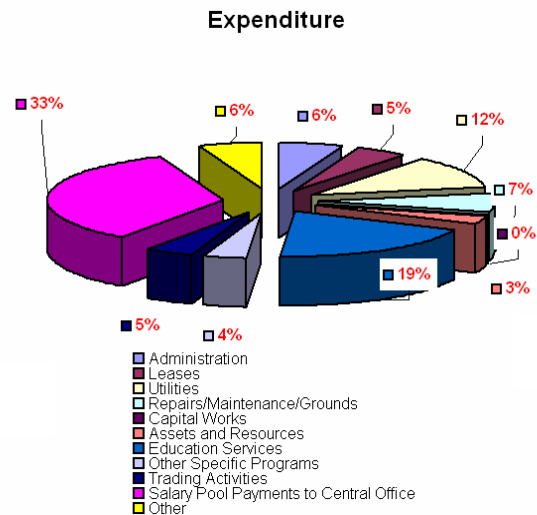


SCHOOL BUDGET REPORT

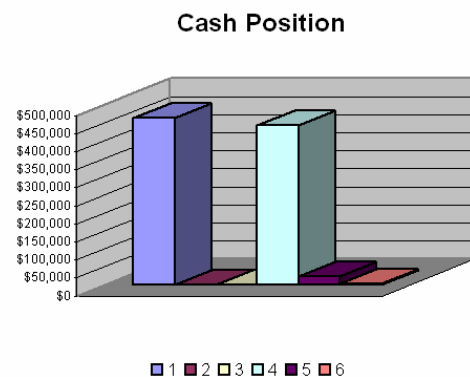
Income		
	Budget	Actual
1 Voluntary Contributions	\$46,305	\$46,305
2 Charges and Fees	\$187,683	\$187,681
3 Government Allowances	\$47,784	\$47,784
4 P&C Contributions	\$8,018	\$8,018
5 Fundraising/Donations/Sponsorshi	\$16,930	\$16,929
6 DoE Grants	\$627,383	\$627,382
7 Other State Govt Grants	\$20,000	\$20,000
8 Commonwealth Govt Grants	\$0	\$0
9 Trading Activities	\$50,967	\$50,967
10 Other	\$178,192	\$178,194
11 Internal Transfers	\$1,248	\$1,248
Total Income	\$1,184,510	\$1,184,509
Opening Balance		\$478,766
Total Funds Available		\$1,663,275



Expenditure		
	Budget	Actual
1 Administration	\$80,210	\$63,808
2 Leases	\$55,444	\$53,444
3 Utilities	\$139,762	\$131,314
4 Repairs/Maintenance/Grounds	\$118,458	\$75,872
5 Capital Works	\$0	\$0
6 Assets and Resources	\$45,707	\$33,371
7 Education Services	\$274,095	\$218,027
8 Other Specific Programs	\$429,267	\$42,248
9 Trading Activities	\$49,397	\$50,629
10 Salary Pool Payments to Central (\$341,139	\$386,000
11 Other	\$67,144	\$65,800
12 Transfers to Reserves	\$59,799	\$59,799
Total Expenditure	\$1,660,421	\$1,180,313
Total Funds Carry Forward		\$482,963



Cash Position as at: 31 December 2011	
Bank Balance	\$939,198
Made up of:	
1 General Fund Balance	\$463,151
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$443,316
5 Suspense Accounts	\$22,753
6 Cash Advances	\$1,860
7 Tax Position	\$8,117
Total Bank Balance	\$939,198



Other financial information			
Voluntary contributions collection rate	78%	Total creditors as at: 31 December 2011	\$21,062.71
Overall charges collection rate	75%	Total Debtors as at: 31 December 2011	\$43,465.83
Total bad debts written off for the year	\$ 26,162.00	Total value of new leases for the year	\$53,444

STAFF LIST 2011 (All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching.)

ADMINISTRATION

Eleanor Hughes Principal
Brian Chapman Deputy Principal
Maureen Duddy Deputy Principal
Julie Thomson Business Manager
 Bernadette Strickland Relief Coordinator

ADMINISTRATION OFFICERS

Bev Aylmore Admin Assistant
 Angela Heffer Attendance Officer
 Liz Jeffries (M, T, F) Officer
 Jim Miskelly Officer
 Melodie Nisbet, Officer
 Dilys Painter (W,Th,F) Officer
 Amanda Hogg Reception

THE ARTS

Danielle RockDANCE **HOLA**
 Hannah HolderDANCE
 Kingsley GrayART
 Tennielle CrookART
 Amanda HuntDRAMA
 Cary WongMEDIA

DEPT of VOCATION EDUCATION & TRAINING

Carol Woodacre VET Coord
 Claire Donohoe

ENGLISH

Vanessa Scott (ST) **HOLA**
 Rebecca Bruce
 Carolyn Freese
 Kath Gregory (ST)
 Shirley Hale
 Sam Henderson (ST)
 Craig Hudson (ST)

INFORMATION COMMUNICATION TECHNOLOGY

Maria D’Cunha **HOLA**
 Lisa Crofts
 Liz Francis
 Susan Lorenti
 Michael Caddy IT Support Officer

LIBRARY SERVICES

Robert Hughes
 Des Arrow (0.5) Library Officer
 Lyn Norman Library Officer

LOTE

Nicole Zendilis **Teacher in charge**

MATHEMATICS

Bob O’Neill **HOLA**
 Julian Ackermann
 Marisa Dix (ST) Learning Support Coordinator
 Rhiannon Geddis
 Daniel Hoath
 Heather Jackson (ST)
 Paula McMahon (ST)
 Glenys Stade (ST)
 Bernadette Strickland (ST) (not for relief messages)

PHYSICAL EDUCATION

Ian Lock **HOLA**
 Carissa Gardiner
 Daniel Lambrinidis
 Kelly Mc Kay
 Norm Taylor (ST) (.6)

SCIENCE

Luke Chapman **HOLA**
 Michelle Bailey
 Sarina Cooper (ST)
 Andrew Donaldson
 Jaelee Nysen
 Dora Servina
 Melissa Whiteman
 Angela Wilkinson - Julie Pink

SOCIETY & ENVIRONMENT

Dene Cranwell **HOLA**
 Moira Mulligan (ST)
 Franco Pieraccini (ST)
 Brad Sammels (ST)
 Doug Wilson (ST)

TECHNOLOGY AND ENTERPRISE

Home Economics
Denise Cullen **HOLA**
 Paula Comi
 Caroline Howlett (ST)
 Janice Fletcher Assistant
 Lesley McKenzie Assistant
Design and Technology
 Eddie Collins (ST)
 Jay Cardy

STEP PROGRAM

Jo Vermeltfoort **STEP Coordinator**
 Jacque Ienco Youth Worker

STUDENT SERVICES TEAM

Julian Ackermann Senior School Coordinator
 Kelly McKay Year 8 Coordinator
 Sarina Cooper Year 9 Coordinator
 Rhiannon Geddis Year 10 Coordinator

STUDENT SUPPORT TEAM

Kateena Egan AIEO
 Jen Attwood Ed Assistant
 Debra Hawthorne Ed Assistant
 Janet Udinga (M, T, Th) Ed Assistant
 Jess Kenny Chaplain
 Marisa Dix (ST) Learning Support Coordinator
 Stephen Hale Nurse
 Jayde Thompson Psychologist

SCHOOL CLEANER / GARDENERS

Shane Alitovski (Head Cleaner)
 John Sultana (Gardener)

CANTEEN

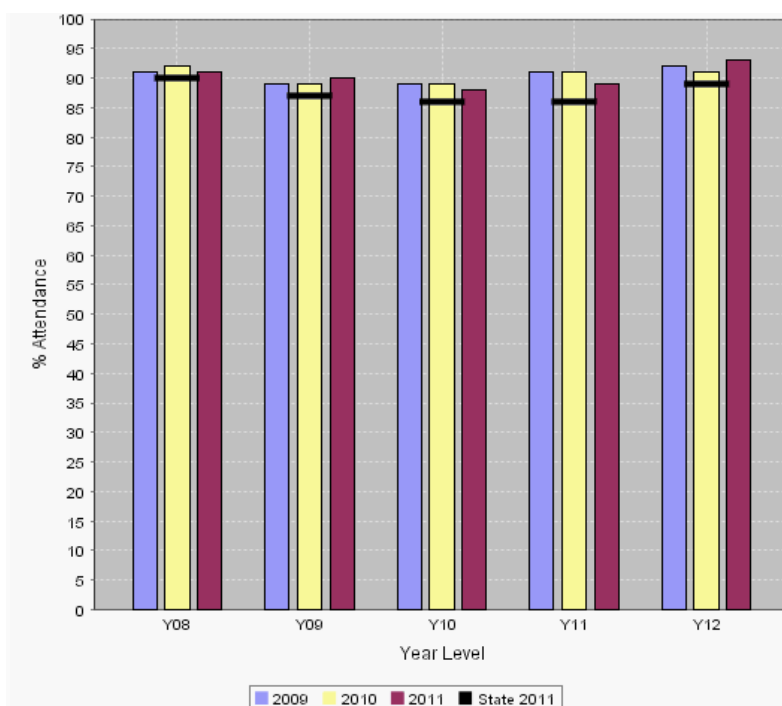
Dianne Royer Manager
 Krysz Grygorcewicz Assistant

Student Participation

Comparative Secondary Attendance Rates

	Non - Aboriginal		Aboriginal		Total	
	School	State	School	State	School	State
2009	91.1%	89.3%	73.1%	66.9%	90.3%	87.7%
2010	90.5%	89.2%	81.8%	66.6%	90.2%	87.6%
2011	90.4%	89.0%	83.4%	67.1%	90.0%	87.5%

Attendance Percentage in Year Levels

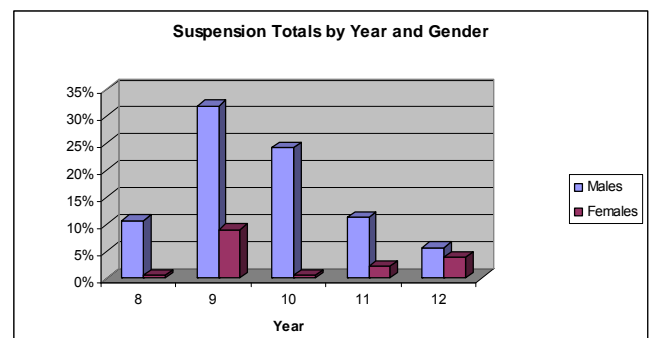
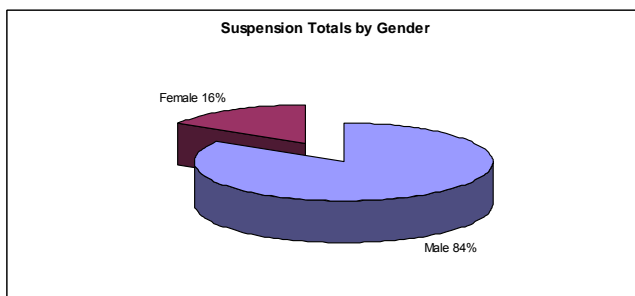
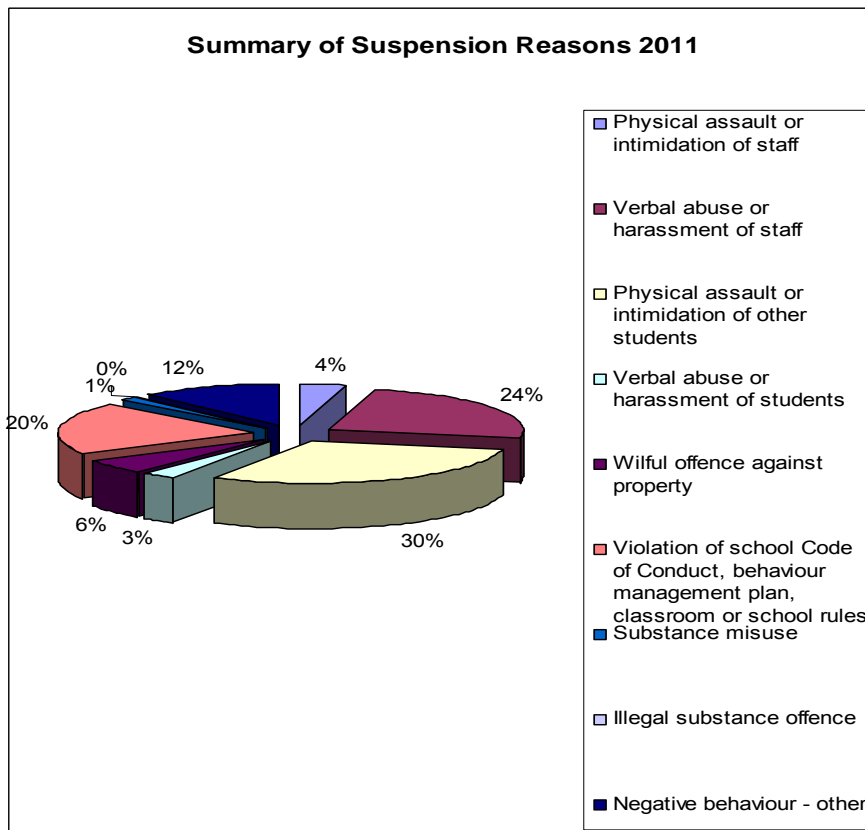


Analysis

- The school attendance rate continued to exceed the state average in all years.
- Aboriginal attendance rate is above the state average and continues to improve.

2011 Targets	2012 Targets	Strategies for Improvement
<p>All years will achieve over 90% attendance ✓ 8, 9 & 12</p> <p>Indicated Risk Category will decrease to 18% ✓ 17%</p> <p>Aboriginal students in the Indicated Risk Category will decrease to 22% ✓ 11%</p> <p>Maintain regular attendance levels from year 8 into year 9. ☒</p>	<p>All years will achieve over 90% attendance</p> <p>Indicated Risk Category will decrease to 15%</p> <p>Aboriginal students in the Indicated Risk category will decrease to 10%</p> <p>Maintain regular attendance levels from year 8 into year 9</p>	<p>Adopt whole school approach through "It's not Ok to be away".</p> <p>Case Management of at risk students.</p> <p>All teachers to target absentees & ensure missed work is completed.</p> <p>Rewards for high attendance.</p> <p>Promote the benefits of regular attendance.</p>

SUSPENSIONS



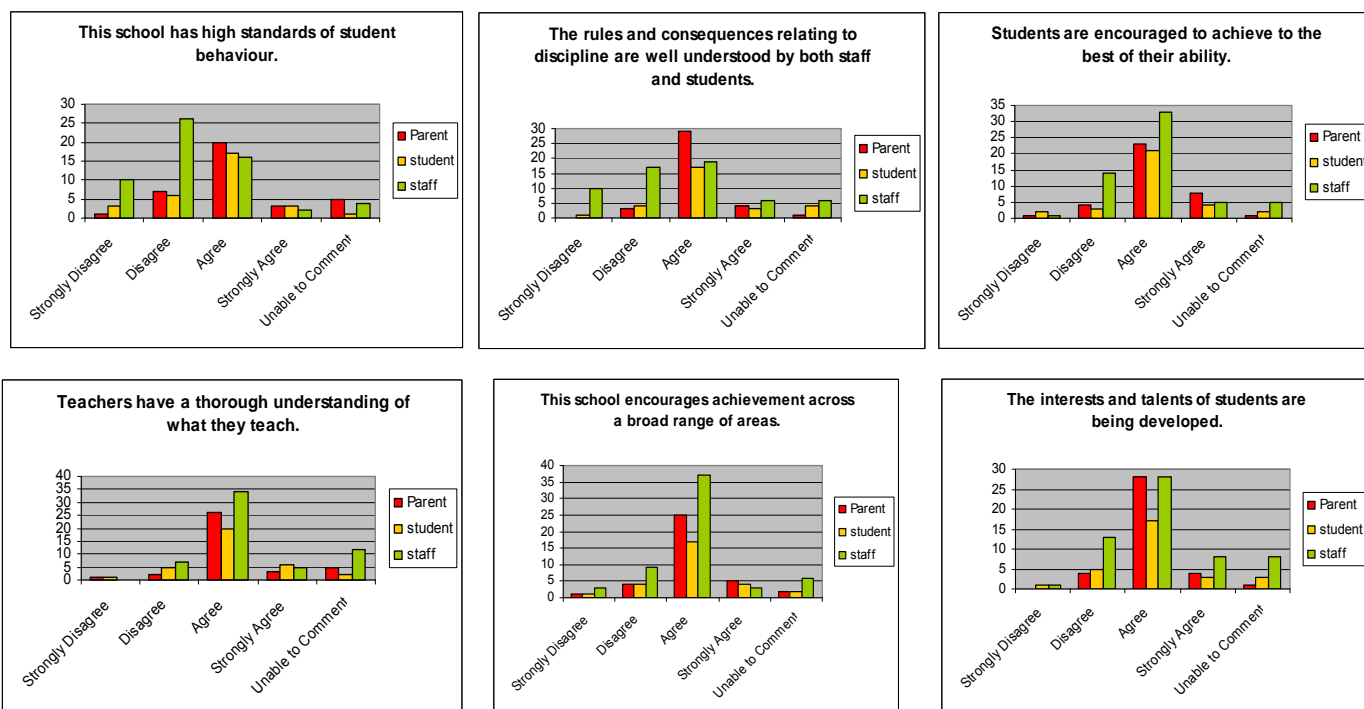
The number of students being suspended from school continues to drop and this is as a result of Hampton's whole school approach to behaviour management and the planned implementation of Classroom Management Strategies and Instructional Strategies for all staff.

In 2011 Boys made up 84% of all suspensions, with Years 9 and 10 being the most challenging in managing student behaviour. The majority of suspensions occurred in the first semester and the school has Individual Behaviour Management Plans in place for the most challenging students. The rest of the school was characterised by low levels of suspension. Girls had a small proportion, 17%, of suspensions.

The school has early intervention programs in place to support positive behaviour and positive self esteem in students. The combination of strategies seems to be working well and students place value on reward excursions for positive behaviours and Good Standing status in Years 10, 11 and 12.

Parent, student and teacher satisfaction with Hampton SHS

The following graphs indicate the satisfaction levels of the school community with Hampton SHS. The data was taken from a survey conducted in 2009.



As can be seen, the general trend is towards the agree statement, indicating that there is satisfaction with student behaviour and that student learning is encouraged and facilitated by teachers who have a strong knowledge base. Predictably, a number of teachers think that students' behaviour could improve.

Some of the comments on the survey reflect the positive opinions of the school held by the community.

Parents *We are very happy with our choice to send our son to Hampton. The school is very organised and we appreciate the progress given from his teachers. He is doing well so we are pleased.*

It has been a pleasure to have been part of this school. I would highly recommend this school.

And from the students

I believe that my teachers this year have helped me improve my grades.

The work is an interesting challenge for me.

Friends and teachers that went out of my way to help me learn.

And Staff

Encouraging the teachers by sending them to develop professional growth and career opportunities.

The support that some staff members give to others and friendliness of the students.