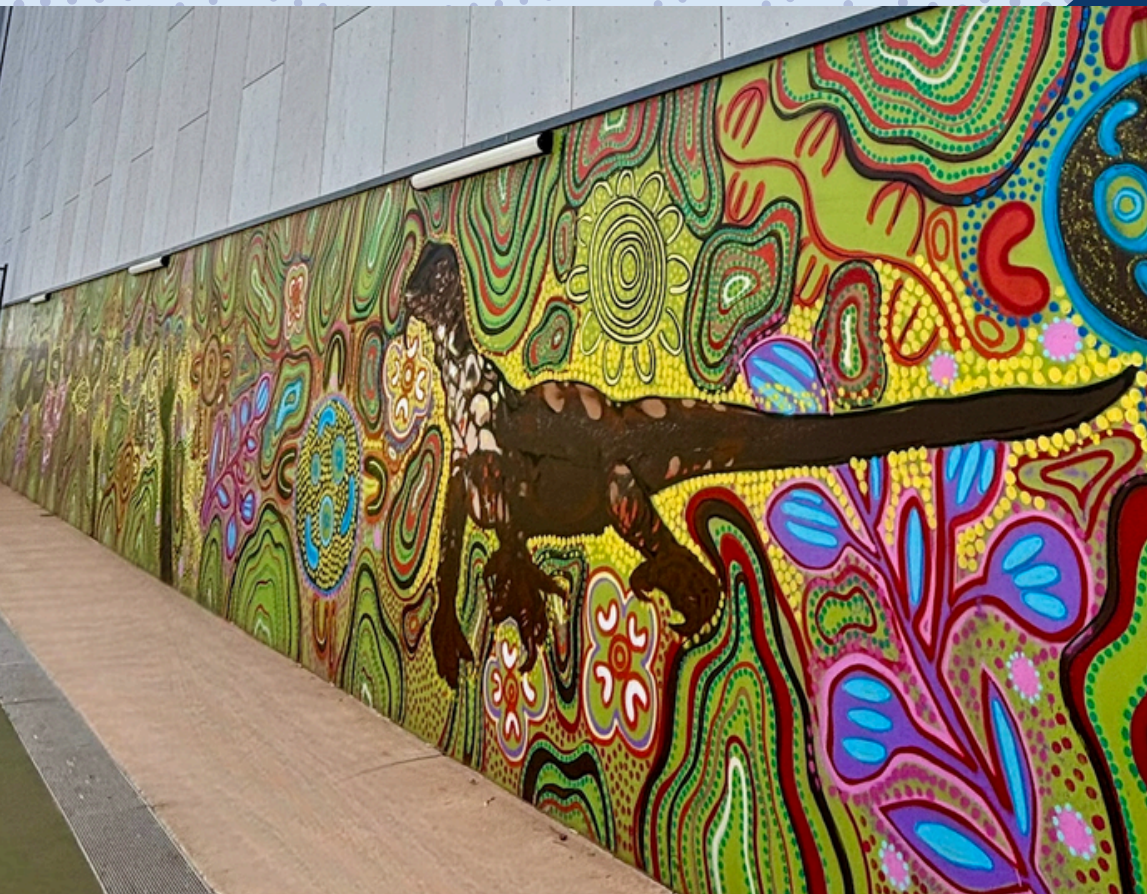




Hedland
Senior High School

ANNUAL REPORT 2024

Together *we* achieve.

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Acknowledgement of Country

Wayiba (Welcome) to Kariyarra Country.

*We acknowledge Kariyarra people as the
custodians of the Country we learn on.*

*We pay our respects to Kariyarra people, and
their connection to the land, sea, and culture.*





FROM THE PRINCIPAL

Welcome to the 2025 school year.

The 2024 school year was an important time in which staff worked hard to finalise our Business Plan in term four. Our Business Plan outlines our direction for the next three years providing the foundation for all planning across the school. I need to acknowledge all school staff and their contribution to this complex task. I would also like to acknowledge Mr Mark Williams who as the Relieving Principal in term four 2024, facilitated the process to complete the Business Plan enabling a clearly planned direction for the start of 2025.

This annual report provides an overview of our school to parents, carers and community members to inform about our progress in 2024. This is a comprehensive document that contains information around all aspects of our school performance and operation including academic, attendance, learning area and specialist program reports and a financial summary. This report also provides an overview of our achievements in all sectors of the school and the many successes our students achieved under the guidance and leadership of our staff.

As we move forward into 2025, our staff will engage the students and promote the “Our Way” teaching and learning approach that clearly outlines the conditions of learning we have in place school wide. Our Way, provides a clear progression from the start of a lesson to its completion, underpinned by Our Values of Care, Courtesy, Respect and Responsibility. We continue to strive toward making our school one of choice and opportunity. We look forward to a most productive year as we focus on delivering the targets in our Business Plan and enhancing this through an ongoing focus on building a strong and effective staff through mentorship, professional development and a collegial approach. We believe this will build staff capacity to ensure our students receive the best from our staff across the school and through this, achieve their aspirations.

Thank you

Micheal Ciccotosto
A/Principal

Hedland SHS Overview

Hedland Senior High School, located in the Pilbara, is an Independent Public-School catering for students from Years 7 to 12. Our school prides itself on our commitment to a system of positive behaviour support which focus on our values of care, courtesy respect and responsibility.

Our new Business Plan 2025-27 provides a framework for our staff to foster a school environment that promotes high standard of behaviour and academic performance. We adopt an inclusive, explicit approach that supports all students and staff in their pursuit of success. The school has diligently built a strong reputation for providing exceptional educational opportunities to students supported by community partnerships offering outstanding support for staff development and professional growth and maintaining high standards of achievement.

Both staff and students are encouraged to strive for personal excellence in all aspects of their daily endeavours, fostering positive, constructive interactions within the school community and beyond. Our staff are committed to collaborating with parents and caregivers, urging them to actively participate in their child's learning journey. This collaborative effort effectively enhances each child's learning and development and demonstrates our school motto 'Together We Achieve'.

2024 School Board

Chairperson

Jeanette Hasleby

Elected Parent Representatives

Henry Lockyer

Toni McMahon

Josh Cowan

Elected Staff Members

Teneal Russell

Sara Finn

Elected Community Representatives

Jeanette Hasleby

Flo Bennett

Katrina Seng

School Principal

Michael Ciccotosto

Ex Officio

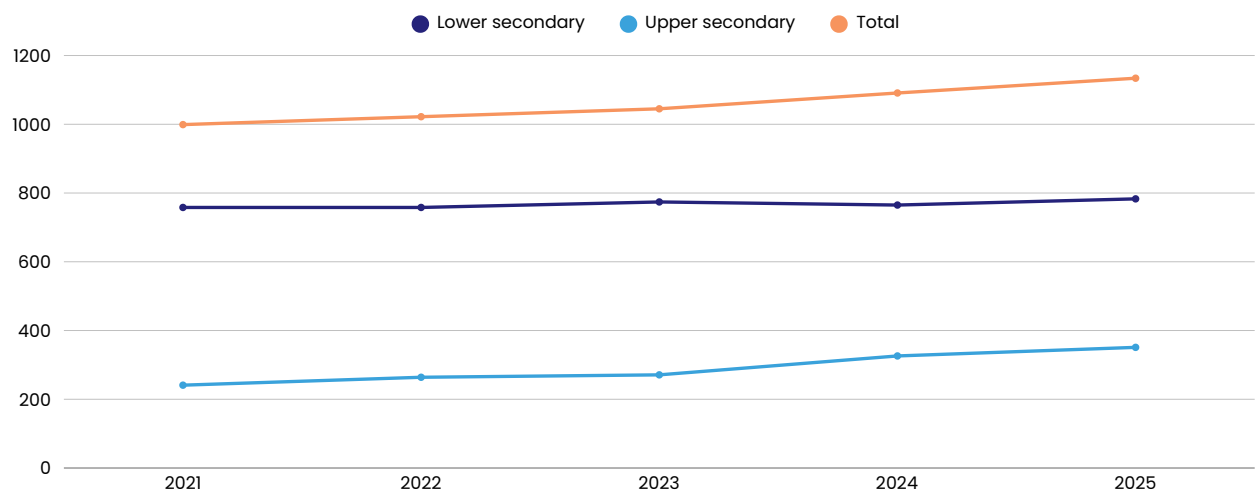
Nadine Youngman

Tina Scott

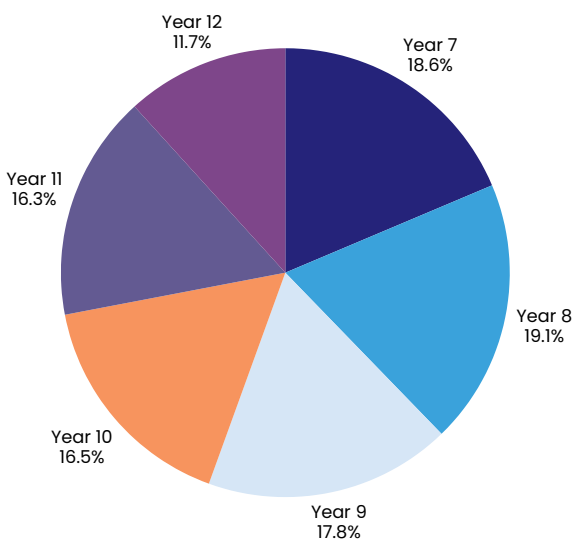


Hedland SHS Student Overview

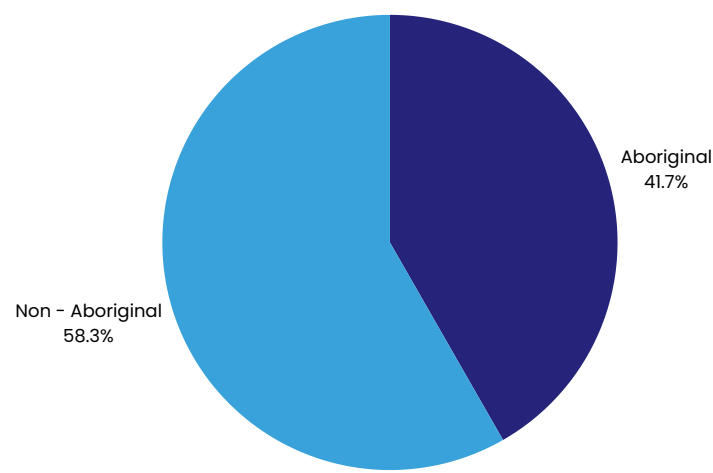
Number of Students – Trends



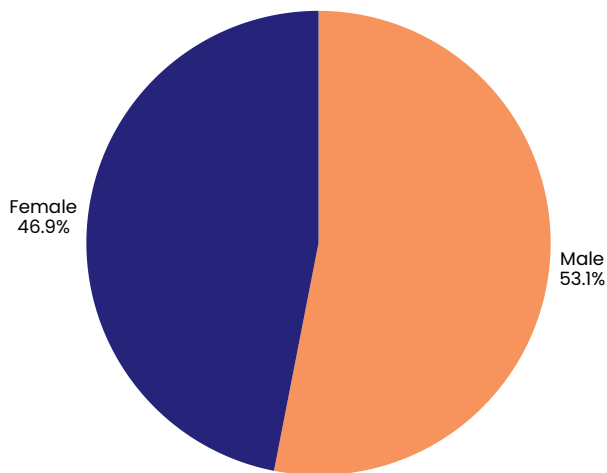
Student Cohort by Year Group



Aboriginality



Gender



Student Attendance

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	77%	78.1%	83%	52.9%	54.7%	55.2%	68%	72.4%	80.4%
2023	82%	79.8%	84.9%	62.9%	59%	59.2%	74.7%	74.6%	82.5%
2024	83.4%	78%	84.7%	61.4%	52%	57.6%	74.5%	70.5%	82.2%

This report provides an analysis of Overall Secondary Attendance from 2022 to 2024, comparing Hedland SHS with Like Schools and WA Public Schools.

Key Insights (2022–2024)

Non-Aboriginal Students

Attendance among non-Aboriginal students at Hedland Senior High School has shown a positive upward trend, increasing from 77% in 2022 to 83.4% in 2024. Notably, the school outperformed like schools in both 2023 and 2024. However, attendance rates remain slightly below the WA Public Schools average, which has consistently remained above 84%.

Aboriginal Students

Aboriginal student attendance at Hedland SHS showed remarkable improvement, rising from 52.9% in 2022 to 62.9% in 2023, before experiencing a slight dip to 61.4% in 2024. The school's performance surpassed that of like schools and WA Public Schools, highlighting its commitment to culturally responsive engagement and attendance initiatives.

Overall Attendance

The school's total attendance rose from 68% in 2022 to 74.7% in 2023, maintaining a similar level in 2024 at 74.5%. Although Hedland SHS outperformed like schools in 2023 and 2024. Overall attendance continues to trail the WA Public Schools average, which remains consistently above 82%, highlighting the importance of sustained whole-school attendance initiatives.

Student Attendance

Attendance Overall Secondary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	17.3%	25.5%	30.2%	26.9%
2023	30.5%	27.4%	21.3%	20.8%
2024	30.8%	26.9%	21.6%	20.8%
Like Schools 2024	29.8%	22.2%	20.6%	27.4%
WA Public Schools	48.0%	25.0%	15.0%	12.0%

This report provides an analysis of secondary student attendance across four key categories: Regular, At Risk – Indicated, At Risk – Moderate, and At Risk – Severe from 2022 to 2024. Comparative data from Like Schools and WA Public Schools for 2024 are also included to contextualise performance.

Key Insights (2022 – 2024)

Regular Attendance: Improved significantly from 17.3% in 2022 to 30.8% in 2024, indicating enhanced student engagement and attendance efforts. Our school exceeds Like Schools slightly in Regular Attendance but underperforms compared to WA Public Schools by a substantial margin (30.8% vs. 48.0%).

At Risk (Indicated): Increased slightly from 25.5% in 2022 to 27.4% in 2023, then decreased marginally to 26.9% in 2024.

At Risk (Moderate): Dropped substantially from 30.2% in 2022 to around 21.6% in 2024.

At Risk (Severe): Declined from 26.9% in 2022 to 20.8% in 2023 and remained steady in 2024. Severe Risk is notably higher than the state average (20.8% vs. 12.0%) but better than Like Schools (20.8% vs. 27.4%).

There has been meaningful progress in improving regular attendance since 2022, with a reduction in moderate and severe attendance risks. However, despite this improvement, our school’s attendance rates still fall below the state average in certain areas.

Recommendations:

- Targeted interventions for students in the Severe Risk category to close the gap with WA Public Schools.
- Proactive monitoring and early intervention strategies to identify and support students before attendance concerns escalate.

Overall, while positive trends are evident, continued strategic focus on culturally responsive engagement and attendance interventions will be crucial in achieving further improvements.

Student Attendance

Semester 2 2024 attendance data

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth %	Unauth %
Y07	74.0%	56	53	51	44	49%	51%
Y08	71.4%	63	42	58	52	41%	59%
Y09	70.2%	40	51	56	48	39%	61%
Y10	61.9%	40	27	48	67	41%	59%
Y11	59.4%	46	35	28	81	48%	53%
Y12	70.1%	35	27	32	39	39%	61%
Compulsory	68.1%	280	235	273	331	43%	57%



NAPLAN Achievement

Overview

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses students across Australia in Years 3, 5, 7, and 9. The data collected provides valuable insights into student performance and complements teacher judgments. At Hedland Senior High School, NAPLAN is one of several tools used within our comprehensive school self-assessment cycle to inform continuous improvement in teaching and learning programs.

In 2023, NAPLAN underwent significant changes: the testing window was moved from May to March, and the assessment scale was reset. As a result, NAPLAN results from 2023 onward cannot be directly compared with those from previous years. This marks the beginning of a new data time series, and no progress or proficiency levels will be reported until 2025. Future reports will include four proficiency levels: Exceeding, Strong, Developing, and Needs Additional Support.

All Learning Areas at Hedland SHS are committed to developing students' literacy and numeracy skills through the strategic implementation of the Teaching and Learning Framework, the Hedland Instructional Model, and the Orderly Learning Environment.

Additionally, the Learning Support Coordinator continues to provide targeted literacy and numeracy support for students identified as 'at risk', offering them opportunities to improve their NAPLAN outcomes.

NAPLAN Comparative Performance Summary

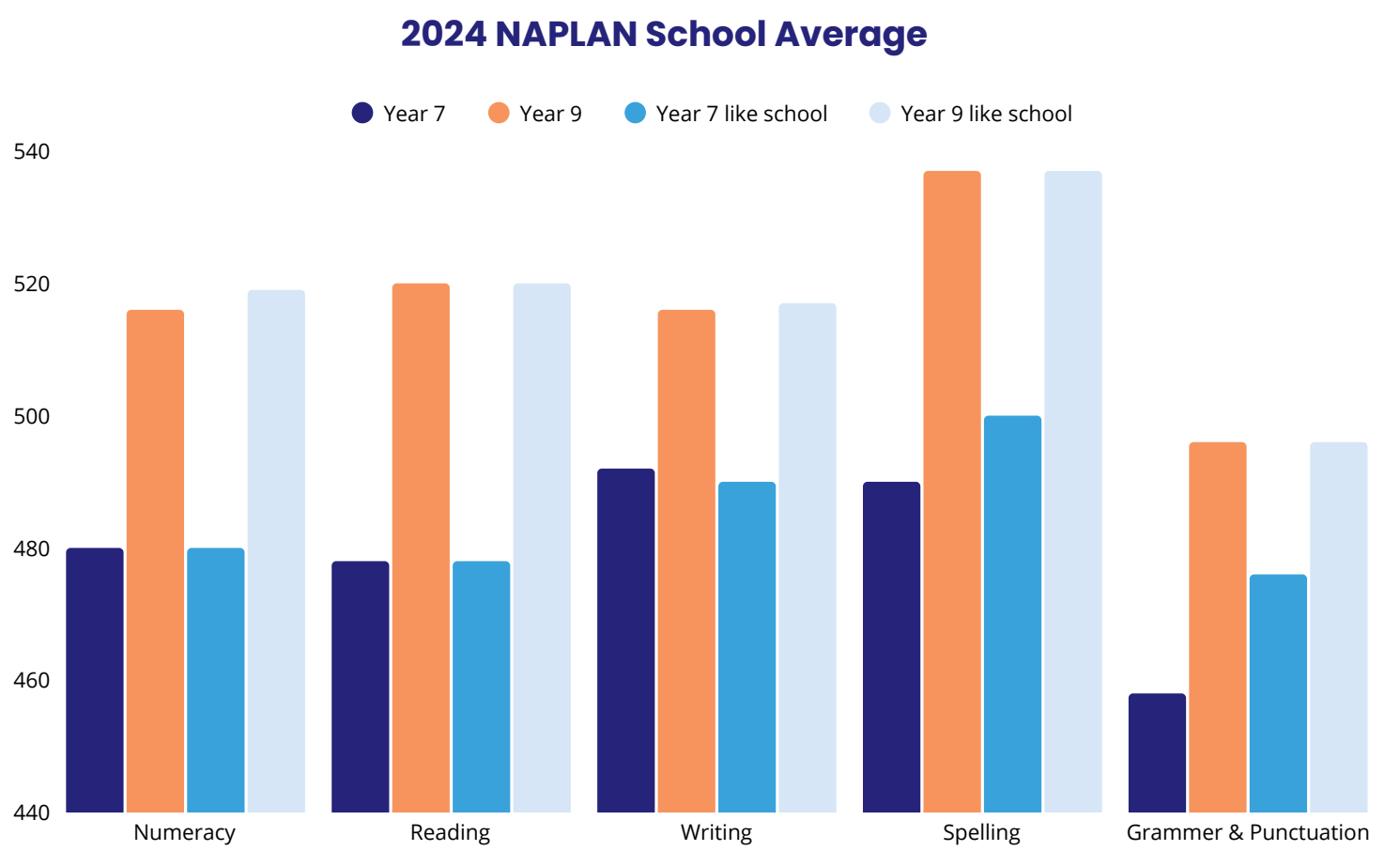
	Year 7		Year 9	
	2023	2024	2023	2024
Numeracy	-0.8	0.1	-0.8	0.4
Reading	-0.2	0.0	-0.1	0.4
Writing	-0.0	0.6	-0.6	0.0
Spelling	-0.3	-0.2	0.1	0.6
Grammar & Punctuation	-0.6	-0.4	-0.2	0.3



Above Expected - more than one standard deviation above the predicted school
Expected - within one standard deviation of the predicted school mean
Below Expected - more than one standard deviation below the predicted school mean
If blank, then no data available or number of students is less than 6

As evidenced, both years are situated within the anticipated performance range, however 2024 shows a positive trend toward the predicted average.

NAPLAN Achievement



Analysis of the graphical data indicates that Hedland Senior High School has either shown measurable improvement or maintained performance levels consistent with those of like schools across all NAPLAN components. This trend reflects the school's ongoing commitment to evidence-based teaching practices and targeted student support. The alignment with comparable like schools highlights the effectiveness of the school's strategic planning and instructional frameworks in fostering academic growth and sustaining achievement in literacy and numeracy.



NAPLAN/OLNA Performance

Overview

To meet one of the Western Australian Certificate of Education (WACE) achievement requirements, students must demonstrate a minimum standard of literacy and numeracy. This can be achieved by:

- Reaching the required standard in Year 9 NAPLAN and prequalifying for the Online Literacy and Numeracy Assessment (OLNA), or
- Sitting the OLNA in Years 10, 11, and 12 until the standard is met.

The school provides significant support to students who need it, including assistance through mainstream classes, and dedicated preparation classes.

Recent changes by the School Curriculum and Standards Authority (SCSA) now allow students to sit their first OLNA assessment in late Year 9. This early opportunity gives a selected group of Year 9 students extended access to targeted, data-informed support and conferencing ahead of their second OLNA attempt in Year 10.

Selected Year 9 students who have met the OLNA standard through either OLNA or NAPLAN testing

	Reading # students: 54	Numeracy # students: 48	Writing # students: 56
2024	93%	88%	77%



OLNA Achievement

Overview

Students typically attempt OLNAs in Year 10, and those who do not meet the standard are given four additional opportunities—two in Year 11 and two in Year 12—to achieve OLNAs.

Early intervention strategies at Hedland SHS are beginning to show positive outcomes, as evidenced by higher Year 9 qualification rates observed in the Year 11 cohort. However, Year 10 remains a critical area of focus, with a significantly higher proportion of students not yet meeting the OLNAs standard compared to like schools. While Year 12 data indicates that progress is being made, the proportion of students exiting without achieving OLNAs requirements suggests that additional targeted support and sustained intervention are necessary to further improve outcomes.

To further support students, the English Learning Area has implemented OLNAs-focused classes that use targeted intervention strategies to address specific literacy needs. Additionally, the school has allocated FTE to develop and deliver specialised OLNAs intervention sessions, ensuring students receive structured and consistent support to help them succeed.

Year 10 Students – Qualified In

	Year 10 Students – Qualified In		
	Year 9	Year 10	Not Qualified
2024	8	22	147
	4.5%	12.4%	83.1%
Like Schools	6.9%	19.2%	73.9%

Year 11 Students – Qualified In

	Year 11 Students – Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2024	21	23	27	118
	11.1%	12.2%	14.3%	62.4%
Like Schools	8.5%	18.3%	18.2%	55.1%

Year 12 Students – Qualified In

	Year 12 Students – Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2024	11	31	21	9	67
	7.9%	22.3%	15.1%	6.5%	48.2%
Like Schools	11.4%	23.5%	14.6%	9.1%	41.4%

Student Performance: ATAR

Overview

In 2024, 5 students from Hedland SHS strived to complete a full ATAR program (4+ ATAR courses). This is significantly smaller number than in 2023 and the comparability against previous data. The Senior School Deputy Principal (Tegan Walker), Student Support Manager (Alice Colbeck) and all the teaching staff worked with the Year 12 ATAR students throughout the year to manage their workload, support their school and achievement and prepare for examinations.

Hedland SHS committed continuing to run face to face classes with 3 students per ATAR class, as well as a combination of some courses run by SIDE (School of Isolated and Distance Education). With continued support, ongoing progress monitoring and the provision of tutoring and revision programs, the number of ATAR courses run within the school will continue to grow or be maintained.

ATAR Participation Rate			ATAR Performance (% of ATAR students)		
Rate	2024	2023	ATAR Performance	2024	2023
School Count	5	15	90-98.5	20%	
Percentage of Cohort	3%	8%	80-89.95		20%
			70-79.95		20%
			55-69.95	20%	13%

2025 Planning

The focus for 2025 is to continually support and monitor each student’s academic progress with a larger cohort of ATAR pathway students, provide the necessary tutoring and revision programs, course counselling, goal setting and increase the number of students eligible for direct University entry.

Student Performance: ATAR

Student Performance: Senior School

Key Achievements

- One ATAR student recognised with a Certificate of Distinction at the Curriculum and Standards Authority Awards.
- Four VET pathway students received a Certificate of Merit at the Curriculum and Standards Authority Awards.
- One VET pathway student received the prestigious Rob Riley Memorial VET Award for the highest achieving aboriginal graduate.
- This is the highest number of awards the school has received in recent years.
- 59% of Year 12 students were WACE eligible, compared to 44% Like Schools and 69% Statewide.
- 100% Year 12's met Breadth and Depth WACE requirements
- 84% Year 12's met Achievement Standard requirements
- 67% Year 12's met Literacy and Numeracy Standards

2025 Planning

With the introduction of the Secondary Metrics in 2024 the three focus areas for the school are towards growing Completion, Retention and Progress and Achievement rates that are aligned with our School Business Plan.

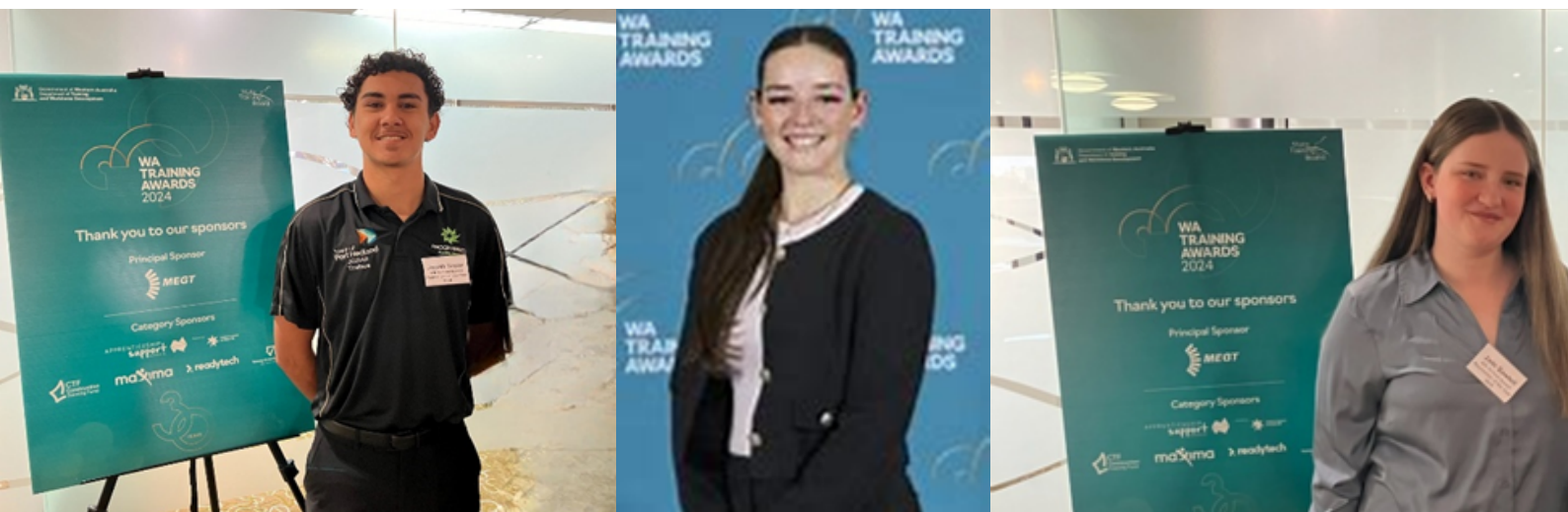


Student Performance: VET

Overview

Below is an overview of our Certificates students were enrolled in from years 10 to 12, in various delivery pathways such as School Based Traineeships, VDSS students, Fee for Services students delivered externally by private and government RTO's with various delivery arrangements such as face to face, classroom and workplace sites. We had an increase in our Cert III and IV enrolments as well as our SBT program across year 11 and 12. This year we commenced the year with a total of 90 School Based Trainee's over year 11 and 12 enrolled in 9 different Qualifications. The number of students who attained apprenticeships from completing SBT program in 2024 year 12 were 31 out of 37.

Highlights were 3 year 12 students made it through to the semi finals of School Based Trainee of the year 2024, Jade Sawtell studying a Certificate III Allied Health at WACHS, Taya Sawtell studying a Certificate II Rail Infrastructure with Cat 5 and hosted to BHP Rail and Joziah Taylor studying a Certificate II Sport and Recreation with Programmed hosted to ToPH. Taya Sawtell made it as a finalist and attended the Department of Training Awards Presentation in August. She is also featured on the Construction Training Website as an Ambassador for females in the Construction Industry. Quincy Pako studying a Cert II Rail Infrastructure also won the Port Hedland Chamber of Commerce and Industry Award for Trainee and Apprentice of the year 2025



	Enrolled	Achieved
Certificate 1	34	25 (5 to complete end 2025)
Certificate II	166	91 (75 to complete end 2025)
Certificate III	33	23 (10 to complete end 2025)
Certificate IV	11	2 (9 to complete end of 2025)

Student Performance: VET

Year 12 Certificates	Certificate Level	Type	Number enrolled	Completed
Automotive Servicing Technology	II	SBT	7	6
Maritime Operations	II	SBT	6	6
Rail Infrastructure	II	SBT	6	5
Allied Health	III	SBT	1	1
Workplace Skills	II	SBT	3	2
Government	II	SBT	1	1
Early Childhood Education	III	SBT	5	4
Engineering	II	SBT	8	8
Sport and Recreation	III	SBT	1	1
General Purpose Hand	I	VDSS	1	1
Kitchen Operations	II	VDSS	8	1
Engineering Pathways	II	VDSS	3	2
Construction Pathways	II	VDSS	6	5
Automotive Vocational Preparation	II	VDSS	12	5
Workplace Skills	II	VDSS	2	1
Electronic Assembly	II	VDSS	6	2
Community Services	III	FFS	1	1
Health Services Assistance	III	FFS	5	5
Rail Infrastructure	II	FFS	13	12
Preparation for Health and Nursing Studies	IV	FFS	5	1
Animal Care Services	III	FFS	3	3
Tertiary Preparation: Sports Science	IV	FFS	1	1
Tertiary Preparation: Psychology and Mental Health	IV	FFS	1	0
Community Health and Wellbeing	II	Other	3	1
Total SBT Completion			38	34
Total for FFS, VDSS and other Certificate Completion			70	42
Total Cert I			1	1
Total Cert II			84	57
Total Cert III			16	15
Total Cert IV			7	2

Year 11 Certificates	Certificate Level	Type	Number enrolled
Automotive Servicing Technology	II	SBT	12
Early Childhood Education Studies	III	SBT	8
Allied Health	III	SBT	1
Workplace Skills	II	SBT	3
Engineering	II	SBT	13
Government	II	SBT	1
Maritime Operations	II	SBT	5
Rail Infrastructure	II	SBT	4
Sport and Recreation	II	SBT	1
Engineering Pathways	II	VDSS	10
Electronic Assembly	II	VDSS	12
Construction Pathways	II	VDSS	9
Automotive Vocational Preparation	II	VDSS	4
Health Services Assistance	III	FFS	6
Health Services and Nursing Preparation	IV	FFS	4
Workplace Skills	II	VDSS	7
Community Services	III	FFS	2
Community Health and Wellbeing	II	Other	1
Total SBT's currently			48
Total FFS, VDSS and Other Certificates			55
Total Cert II			82
Total Cert III			17
Total Cert IV			4

Student Performance: VET

Year 10 Certificates	Certificate Level	Type	Number enrolled
Automotive	I	ASBT	11
Conservation and Land Management	I	ASBT	7
Engineering	I	ASBT	10
General Purpose Hand	I	VDSS	6
Total completed			



Year 12 Valedictory Awards



CITIZENSHIP AWARD
AMPOL BEST ALL ROUNDER AWARD
CHAPLAIN'S AWARD
ENDEAVOUR AWARD
PERSONAL EXCELLENCE AWARD
LONG TAN TEAMWORK AND LEADERSHIP AWARD
FUTURE INNOVATORS AWARD
COMMUNITY CONTRIBUTION AWARD
ACADEMIC ACHIEVEMENT AWARD
STUDENT OF THE YEAR – FEMALE AWARD
STUDENT OF THE YEAR – MALE AWARD
QUIET ACHIEVER AWARD
VALUES AWARD
PERSISTENCE AWARD
VET DUX AWARD
ATAR DUX AWARD
AUTHORITY DEVELOPED WORKPLACE LEARNING
AWARD

Joziah Taylor
Indyanna Treloar
Jacqueline Reminis
Michael Tullock and Maddison Pearson
Hayley Altschwager
Beau Keller
Bhagwhat Patel
Beau Keller
MacKenzie Waite
Amy Barnes
Kurtis Jackson
Savou Halifihi
Connor Gill
Josie Nonu
Indyanna Treloar
Bhagwat Patel
Kamiliyah Mohammed Farid

Year 12 Subject Winners

ARTS

General Visual Art

Christina Stingle

ENGLISH

ATAR English

Bhagwat Patel

General English

Mackenzie Waite

HPE

General Outdoor Education

Hayley Altschwager & Amy Barnes

General Physical Education

Watchara (Chok) Ninnama

MATHS

ATAR Mathematics: Applications

Bhagwat Patel

Foundation Mathematics

Chelsea Van De Worp

General Mathematics: Essentials

Mackenzie Waite

SCIENCE

ATAR Chemistry

Bhagwat Patel

ATAR Human Biology

Bhagwat Patel

ATAR Psychology

Christina Stingle

General Human Biology

MacKenzie Waite

General Marine & maritime Studies

Amy Barnes

HASS

General Business Management &
Enterprise

Hayley Altschwager

SUCCESS

Redefining Success

Rodger Krakouer

Work for Success

Chelsea Van de Worp

TECHNOLOGY & ENTERPRISE

General Design: Dimensional Design

John Jerick Garcia

General Childcare, Family & Community

Mackenzie Waite

General Materials Design: Metalwork

Meg Davis

General Materials Design: Woodwork

Vincenzo Leopardi

General Building and Construction

Vincenzo Leopardi

General Food Science & Technology

Mackenzie Waite



Follow the Dream

Follow the Dream supports the aspirations of selected Aboriginal and Torres Strait Islander students Year 7 – 12 to successfully complete their secondary schooling and engage in a meaningful post-school pathway. Achieving academic success lies at the heart of the program with students recognised for both in school and out of school achievement, participation and leadership. In addition to academic achievement and extension, Follow the Dream students experience a range of activities that enrich learning and broaden horizons. Post-school study and career options are explored; culture is celebrated and general capabilities developed to assist students to be the best they can be. Follow the Dream supports ensure students maintain a meaningful pathway and achieve to their aspirations.

After school sessions operated 3 days a week all year, enabling students to access individualised after-school tutoring and mentoring to improve performance across all areas of the curriculum. In school tuition for senior students provided additional monitoring and academic opportunities to enhance learning.

In 2024, 40 students were selected due to meeting the selection criteria and commitments to the requirements for the program. Over 1300 subject specific tutoring hours were dedicated to improving student results, in addition to specialist courses and certificates and careers mentoring facilitated by the Program Coordinator, Jessica Albers. Students participating throughout 2024 had significant curriculum achievements across all learning areas, including improvements in assessment results, grades, NAPLAN, OLNA and ABE results resulting from individualised, targeted and ongoing supports delivered in a culturally responsive manner.

Successes for 2024 Included:

- 2 students selected School Student Leaders
- Senior students over 9 classes resulting in the 'top 5' class results ranking, including one student ranking 1st place and 4 in the 'top 3' ranked results
- 92% of students achieved WACE
- OLNA attainment increased in 2024 (92%)
- 4 TAFE Certificate 2 Completion: Cert 2 Automotive x2, Cert 2 Engineering x1, Cert 2 Workplace Skills x1
- 8 students selected for the Follow the Dream Careers Expo and University camp
- 2 students selected for the Polly Farmer Foundation STEM camp
- 9 students selected for the Polly Farmer Foundation Leadership Aspirations camp
- 1 student selected for the Curtin University Indigenous Australian Engineering Extension Program
- 1 student selected for the University of Melbourne Summer School
- 12 students successfully completed the Community Leadership course
- 2 students selected as guest speakers at the Hedland Reconciliation Breakfast
- Careers mentoring visit from local industry, in partnership with Bunbury FTD
- STEM enrichment workshops including Red Dirt Robotics and Drones skills
- Representation at many community events including Reconciliation Week Walk, NAIDOC, Rowan's Walk, TOPH Marina Opening and Community Arts festival

The experiences and opportunities our program offer strengthen a sense of belonging and connection to community and empowers students to pursue their aspirations.

Clontarf Foundation

The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem, and employment prospects of young Aboriginal and Torres Strait Islander men and, by doing so, equip them to participate more meaningfully in society.

The Foundation has been in operation at Hedland Senior High School since 2019 and is in place to support its Year 7-12 Aboriginal and Torres Strait Islander boys as they navigate their way through high school education into the work force. As it currently stands, we have had 78 boys who have completed Year 12 since 2019.

The growth of the program in Hedland has been overwhelming. In 2024, the Academy had a huge number of graduates, with 15 boys completing Year 12. The fantastic part of the programme is our continued support for our graduates in seeking full-time employment or further study. Currently, 7 of the 15 have secured full-time employment here in Hedland, with a number of other boys beginning their apprenticeships.

We finished 2024 with 162 participants, which makes Hedland Clontarf Academy the biggest single site academy in Western Australia. Academy attendance over 2024 finished at 77% for the year, we're hopeful of increasing this to around the 80% mark moving into 2025. Another huge milestone for the Hedland Academy in 2024 was Health Checks. Health Checks are a vital tool in helping us pick up any undiagnosed issues that the boys may not be aware of. 140 boys successfully completed a Health Check from the amazing team from Sonic Health. The most of any Academy in WA.

The Clontarf Foundation is a program that focuses on relationships. All activities planned are designed to develop strong relationships. By building a strong relationship, we're able to foster behaviour change. This is not a quick fix, however, the Academy is trending in the right direction.

2024 Key Events:

- Gold Coast Year 12 Trip
- Exmouth Annual Pilbara Cricket Carnival
- State of Origin
- Coral Coast Cup
- Father's Day Super Session
- Spinifex Shield.
- Mother's Day Morning Tea
- Karratha Employment Forum.
- Year 7's Point Samson Camp.
- Year 10 & 11 Exmouth Camp.
- West Pilbara Shield.
- Year 12 Awards Night.
- Health checks



Shooting Stars

Our Vision: Empowered Aboriginal Girls and Women

Shooting Stars is an educational based engagement program delivered at Hedland Senior High School. The purpose is to not only support Aboriginal girls and young women to increase their school attendance and engagement, but also to help strengthen their confidence, cultural identity, well-being and positive relationships. We work with participants to grow their capacity and resources to make informed decisions for themselves, unlocking the door to self-determination and empowerment so they can reach their full potential.

At Hedland Senior High School, the Shooting Stars program commenced in 2021 and continues to grow in numbers and capacity. The program support Aboriginal & Torres Strait Islander girls in years 7-12. The program and staff provide advocacy and support, engagement activities, reward and incentive opportunities and health & wellbeing sessions to strengthen student' confidence, cultural identity and positive attitudes towards community and their school journey.

2024 Highlights:

- Junior Leadership Camp held in Laverton
- Karlka Nyiyaparli Netball camp held in Newman
- NAIDOC Dance Performance
- Senior Leadership Camp in Perth
- End of Year Awards Night





BHP Pilbara Education Partnership

Success Program

The Hedland Senior High School Success Program completed its fourth year in 2024. The program continues to provide ongoing support to VET and ATAR students to pursue post-school pathways in students' chosen fields.

Redefining Success

The Redefining Success Program supports students with special educational needs with a focus on developing literacy and numeracy, and skills to support students in developing independence.

Steps to Success

Steps to Success is based on a primary school model, where students work with a smaller group of teachers to build positive relationships. Students are provided with wraparound support, and a curriculum is focused on literacy and numeracy skills development and social emotional learning.

Working for Success

Students work through a program of work focused on preparing students for post-schoolwork or further training pathways. Their program consists of a combination of English, Mathematics, Health and Physical Education and options courses. Students are also provided with opportunities to participate in work placements and complete job-ready skills and/or micro-credentials.

Striving for Success

Striving for Success is an intensive off-site program for students who require extensive wraparound support. Students work to an alternative curriculum based on meeting student academic, behavioural, social-emotional and wellbeing needs. The goal of the program is to support students in re-engaging students back into mainstream schooling or the other Success Program classes.

Achievements

- Annual attendance rates in Striving for Success and Steps to Success are exceeding three year rolling average attendance.
- Working for Success students were provided with opportunities to improve their chances of WACE attainment, such as completing the Employment Advantage Program, workplace learning, and literacy, numeracy and social emotional learning interventions.
- 27 students across the Success Programs engaged in work exploration or workplace learning.
- Three students in Working for Success signed up for school-based traineeships (to be completed in 2025).
- In 2024, we had two Year 12 students graduate from the Redefining Success program. This program has grown in demand and in 2025, Redefining Success will consist of two classes.
- The Redefining Success Program introduced swimming lessons as an opportunity to increase engagement at school.
- 46 Year 10 students were provided with the opportunity to develop skills in engineering metals fabrication through the two day "Try a Trade" incursions.



BHP Pilbara Education Partnership

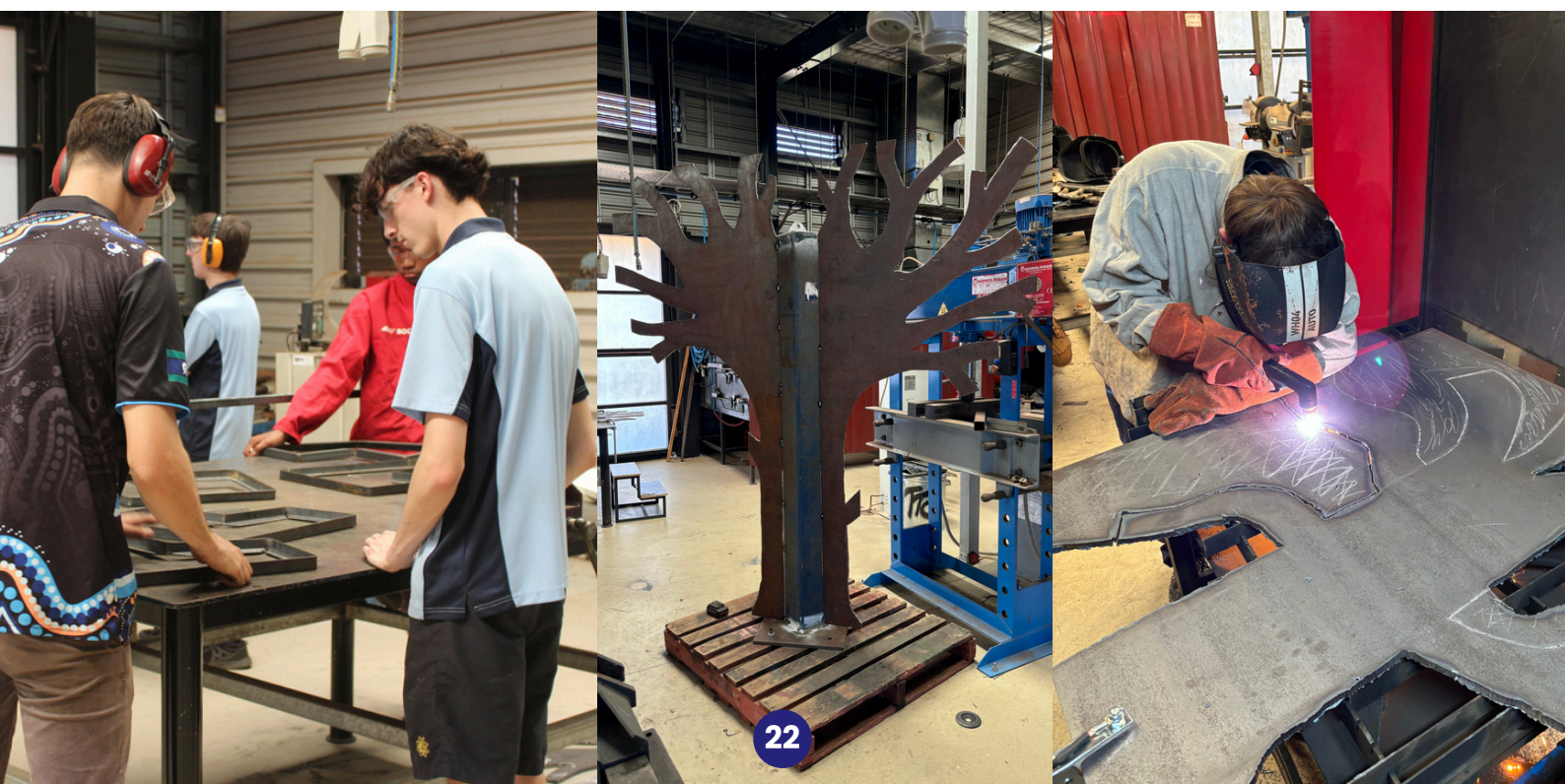
ATAR Program

The BHP Pilbara Education Partnership Pathways Strategy provides resourcing to support students to achieve WACE, and to increase the percentage of students receiving university offers. The ATAR Program has provided students with access to curriculum resources, study skills development and opportunities to access revision classes in Perth.

- ATAR students accessed revision programs in Perth during the September school holidays.
- Year 10-12 students participated in Elevate Education Study Skills training.
- Curriculum and ICT resources were purchased to provide additional support to students on ATAR pathways.

Trade Training Centre

The Trade Training Centre is an exclusive program which delivers high quality trade training and support to students wishing to pursue careers in the Metals Fabrication Industry. Certificate II Engineering (Metals Fabrication) is delivered alongside Industry Standards through on the job training through a School Based Traineeship with work placements and off the job training in the Trade Training Centre. Throughout this program students will be able to work alongside Employers such as BHP, Fortescue Metals Group, Monadelphous and QUBE which will increase the number of students successfully transitioning from the TTC to post- secondary qualifications and employment.





Rise Up Program

ANZAC Day Whole School Assembly

School Captains (Year 12)

Beau Keller and Amy Barnes

Vice Captains (Year 12)

Kasey Lyons and Ruzelda Snyman

Student Leadership

Total 23 Leaders Year 7: 6; Year 8: 8; Year 9: 4; Year 10: 1; Year 12: 4.

Student leadership is visible throughout the school. Leaders stand for high expectations and achievement role modelling best practices in class, throughout the school, during Grow Empower Learn assemblies, reporting to the School Board and at home amongst their family. Leaders are tasked to listen to their peers’ creating a positive culture at Hedland Senior High School.

ACHIEVEMENTS improved sense of belonging and identity

Annual increase in the percentage of students reporting an improved sense of belonging and identity. The number of students accessing the Rise Up room during recess and lunch increased by 68% during term 1 2024. 2024 total student visits to Rise Up increased by 135%.

	Term 1	Term 2	Term 3	Term 4	Total
2023	526	515	685	1699	3425
2024	2741	2324	1461	1538	8064

2024 135% annual increase of students visiting Rise Up indoor and outdoor spaces were due to the vast variety of activities and events offered to students, the expansion of outdoor furniture and games area, promotional work through Grow Empower Learn (GEL) assemblies, year 6 transition days, student leaders advocating within their peer groups and the Rise Up environment space simply embracing a sense of welcomeness, safety with a happy vibe.



Rise Up Program

EVENT ACHIEVEMENTS led by student leaders for students, staff and community.

- Hosting Commissioner for Children and Young People WA – Jacqueline McGowan – Jones. The power of active student voice was eloquently articulated to the Commissioner when responding to her question ‘what works and what are essential improvements for young people living in Port Hedland?’
- Hosting Hon Dr Tony Buti MLA. Member for Armadale, Minister for Education Western Australia and Kevin Michel MLA Local Labor Party member of Parliament.
- Leading a transformational Alliance Day workshop for year 6 student leaders representing all 5 Primary Schools. Feedback from schools ... ‘an exceptional day of learning and connections had by all.’
- Student-led school & community events: ANZAC Day Ceremony, Academic Celebration Assemblies per semester, NAIDOC week, HARMONY Day, leading GEL (Grow Empower Learn) cohort assemblies, reporting to the School Board, and co-leading student leadership planning and training days.
- Growth Resilience Integrity Traction (GRIT) training for all student leaders.
- Peers Skills and Zones of Regulation training was provided to students.

Number of family and community members who are involved in organised opportunities at school achievement.

Rise Up Steering Committee was firmly established ensuring one meeting was held each semester. Parents, student leaders, executive members, staff, Rise Up team and alliance partners attended a one-hour afternoon meeting advocating immediate and future opportunities to improve the program. One great example provided by parents was to support the practice of ‘student bringing a friend’ when invited students attend special events held in Rise Up or across the school. Harnessing an inclusive and celebrative culture supports young people to celebrate success, confidently and proudly with their friends.

Increased recognition of student achievement through certificates for attendance improvement, and attendance achievement (95% and 100% acknowledged) for Year 7 –9.

2023 100% Attendance for Year 7–9, 127 students

2024 100% Attendance for Year 7–9, 162 students

28% increase

2023 95% Attendance for Year 7–9, 311 students

2024 95% Attendance for Year 7–9, 459 students

48% increase

Learning Area Activities

Arts

In 2024, the Arts department was able to support and encourage student learning through the following Events:

Specialist Arts Program – 5 specialist areas of:

1. Art 2D
2. Art 3D
3. Drama (Production)
4. Drama (Performance)
5. Dance (Running all year with students from year 7-12, with the aim of extending and expanding student's art skills.)

Bonding Camp

Broome camp for Specialist Arts students in Week 9 Term 1. 30 students and 3 staff enjoyed a range of activities and excursions designed to strengthen relationships and friendships.

Regional Ballet Dance Incursion (Term 3)

Students enjoyed a workshop with WA Ballet- exploring movement and dance to themes and ideas important to them.

Black Swan – Barracking for the Umpire event

Workshops with Year 10 Drama students and Specialist Arts Students to create characters and consider movement choices. We were treated to a live performance and Q&A after the play.

New Sounds Dance Incursion (Year 7, 8 and 10) Term 1

All classes learnt choreography from visiting artist: Mubanga in a one-hour session each.

Spoilbank Marina – Artist in Residence program

Students involved in SAP 2D Visual Arts worked with a local artist to design and paint the bollards which are part of the new Spoilbank Marina in Port Hedland.

Arts Away camp – Specialist Arts students– Term 3– Students in Year 9-12 enjoyed a week in Perth where they were introduced to future studies and careers across all disciplines.

Country Week – Dance

Arts Showcase – Semester One and Semester Two. Our bi-annual showcase celebrating the Arts and the amazing work our students produce. These nights include exhibitions of Media, Photography and Visual Art, along with performances from Music, Dance and Drama students across all year groups.

Mythic Portraits – an online workshop delivered by the National Portrait Gallery, featuring the Australian artist, Atong Atem. 2D SAP students explored culture in self-portraiture.

Drama Production – Working with PCC Productions, SAP students received hands on experiences in lighting and sound through Matt Dann Theatre.

Learning Area Activities

Mathematics

In 2024, the Mathematics Learning Area has made significant strides in fostering a high-quality learning environment for all students. A cornerstone of our approach has been the effort of all mathematics teachers in implementing the Quality Teaching Standards framework and the Hedland Instructional Model in their routine teaching. This commitment to staff improving pedagogy has been pivotal in enhancing student engagement and achievement. To further support student learning, particularly in preparation for NAPLAN and OLNA, Mathspace has been strategically employed to ensure consistent homework and online mathematics practice. The Year 12 General Mathematics EST assessment feedback was exceptionally positive. A notable success is the ongoing growth in student participation in ATAR Mathematics courses. The provision of both Mathematics Applications and Mathematics Methods has catered to diverse student aspirations and contributed to this increased engagement in higher-level mathematics. This year the extension students were invited to attend the Australian Mathematics Competition, a nationwide competition. There were seventeen students who sat the quiz, and one student achieved a High Distinction that placed her in the top 3% of students in the country.

The Mathematics Department at Hedland Senior High School remained committed to fostering a culture of excellence and continuous improvement. Aligned with the school's core values of Care, Courtesy, Respect, and Responsibility, the department focused on enhancing student engagement, deepening conceptual understanding, and promoting real-world applications of mathematical principles.

Curriculum Highlights

Year 10 Surface Area and Volume Unit: Students delved into the concepts of surface area and volume across various geometric shapes. The unit culminated in problem-solving activities that emphasized the application of formulas and step-by-step methodologies. To celebrate their learning, students created a vibrant tessellation display, now proudly showcased in the Mathematics Foyer.

Year 7 Pi Day Celebration: On March 14th, Year 7 students participated in an engaging Pi Day event. The lesson explored the historical development of π , highlighting its significance in Babylonian, Egyptian, and Greek engineering and architecture.

MAWA Conference

Two staff members attended the 2024 WA Annual Maths Conference organized by the Mathematical Association of Western Australia. The conference, themed "Maths Growth for All," offered insights into innovative teaching strategies, curriculum development, and student engagement techniques. Attendees returned with renewed enthusiasm and practical ideas to enrich classroom instruction.

Learning Area Activities

Curriculum Development

The department continued to refine its curriculum, integrating culturally responsive pedagogies and aligning assessments with standardized benchmarks. Collaborative planning sessions ensured consistency in instructional approaches and assessment practices across year levels.

Technology Integration

The Mathematics Department continues to utilise Mathspace as a key digital platform to support student learning. All students are provided with individual accounts, enabling them to access tailored lessons and practice exercises both at school and from home. Where possible, one dedicated lesson per week is allocated to Mathspace in class, allowing teachers to monitor progress, identify learning gaps, and provide targeted support. This consistent integration of technology into the learning program enhances student confidence and promotes independent learning habits.

Conclusion

The Mathematics Department at Hedland Senior High School achieved significant milestones in 2024, marked by innovative teaching practices, student engagement, and professional growth. Building on this momentum, the department is well positioned to further enhance its programs and outcomes in the coming year, fully committed to its mission to empower students through mathematics.



Learning Area Activities

Humanities & Social Sciences

Compass Leadership

Our innovative team continues to champion the use of Compass as a valuable learning and communication tool. The dedicated team transitioned all Learning Tasks onto the Compass platform to provide assessment feedback via rubrics to parents, carers and students in real time. Staff have also exhibited 100% compliance for Course documentation. The use of Resources and Lesson Plans has resulted in improved interactions with the platform for staff, students and parents/carers to enhance learning opportunities and for families to take a more active role in their child's learning.

Elective Programs:

Student engagement with HaSS continues to grow evidenced by the uptake with our Elective course offerings. In 2024, the HASS department ran the following electives:

- Crime and Justice (Year 10)
- History Mysteries (Year 9)
- World of Money (Year 9)

This uptake is a result of student interest and improved engagement with the lower school curriculum. Students are able to home in on an interest area, debate complex issues affecting society and improve financial literacy by selecting one of these classes. A year 10 student said about Crime and Justice "this was the most useful subject I have done at high school. It should be compulsory". This represents strong engagement with the program.

Civics Leadership Tour – Sydney/Canberra

The annual Canberra and Sydney Tour continues to be a rite of passage for Year 9 and 10 students after the post covid revival in 2023.

Mr Dawud, Mrs Felgate, Mr Hayward and Miss David accompanied 38 students in Week 10, Term 2 to Canberra and Sydney for an incredible immersive experience. The 9-day camp afforded students the opportunity to experience the institutions that collectively represent Australia's history, democracy and identity. For many of our Year 9's and 10's, this was the first significant time of away from family and for many, travelling interstate. Students forged friendships, increased social capabilities and developed extensive knowledge and skills.

Students participated in a wide range of programs at Parliament House, The Australian War Memorial, The Sydney Jewish Museum and other significant locations to see in practice how our country is governed, how laws are made and how our complex history is remembered. The activities supplement the Western Australian curriculum delivered at school for Year 9 & 10 History and Civics & Citizenship.

Learning Area Activities

ATAR – Modern History

HASS is celebrating the uptake of Year 11 Modern History for the first time in many years. Led by Mr Tristan James, students undertook in-depth learning of Capitalism in America and Nazi Germany between the world wars. Hedland Senior High School is proud to offer the course face to face. The smaller teacher to student ratios enables students to excel in their studies with an individualised approach to their learning needs.

ICT Innovation and Work Readiness

HASS staff underwent drone training in Term 4, led by Ms Kim Mace – Head of STEM and Innovation. Drone technology is quickly becoming the norm in many industries particularly in agriculture, mining, urban planning and even disaster relief. This training using SHEMAPS will upskill staff to embed drone skills in the Term 3 Geography programs in lower School HASS across Year 7-10. This is to ensure students are skilled in drone technology use, operations and safety, and equip them with work ready skills they may need in various roles in different industries in the future.



Learning Area Activities

Student Support

In 2024, the Student Support team consisted of:

- Student Support Managers
- Student Support Officers
- AIEO's
- School Counsellor
- School Psychologists

Though navigating staffing challenges, we ended the year successfully with improvements in our behaviour and engagement data and improved positive relationships between staff, students, their families and the wider Hedland community. We worked closely with our AIEO team, Clontarf and Shooting Stars to improve student outcomes and communication with our community.

We have strong relationships with our Statewide Services, such as School of Special Needs: Behaviour and Engagement (SSEN:BE) and the School of Alternative Learning Settings. 13 students completed the SALS program and positively transitioned back to our school.

Our staff have worked tirelessly with interagency across our community such as CAMHS, Julyardi, Relationships Australia, Town of Port Hedland, MacKillop, Headspace and Helping Minds, across individual cases, small group interventions and events.

We were able to implement small group interventions which targeted particular student needs across social and emotional learning.

These include:

- Ed Connect Mentoring (4 students)
- Seasons For Growth – a program for managing grief, loss and change (20 students)
- Te Ara Tika – a program for our Polynesian students (20 students)
- Zones of Regulation – a self-regulation program (24 students)
- Peer Skills – a program to increase social skills (10 students)



Learning Area Activities

It is through small group interventions that we are able to address building positive relationships, social and emotional learning and behavioural needs. This is through the Multi-Tiered Systems of Support and we continue to build on this.

The Student Support Team have been able to present and collaborate with the wider teaching staff on multiple occasions to present a variety of professional learning. These include Trauma Informed Classrooms, Strategies for Co-Regulation in the Classroom, Stronger Smarter and Zones of Regulation. In doing this, we have been able to support our staff to ensure trauma informed practice, high-expectations relationships and strategies for regulation within the classroom setting.

We led a huge calendar of events in 2024, including:

- International Women's Day
- Harmony Week
- Men's Health Week
- Man Up Incursion
- Wear It Purple Day
- R U OK? Day
- Year 12 Ball
- Year 12 Dinner
- Year 12 Presentation Evening
- Year 6 Transition



Learning Area Activities

STEAM, Innovation and ICT

2024 was a year of exploration and discovery for the STEAM (Science Technology, Engineering, Arts and Mathematics), Innovation, and ICT department. We embarked on a journey to equip all Year 7 and 8 students with essential Digital Technologies skills, laying the groundwork for their future success. Our Year 9 and 10 students embraced the opportunity to delve deeper into their passions through engaging electives in Digital Technology, STEM, and Robotics. We partnered with industry leaders CME and Grok Academy to introduce exciting Data Science modules, sparking curiosity and fostering critical thinking. The hands-on Robotics and Micro bit lessons, delivered in collaboration with CME, ignited a passion for innovation. One teacher delivered an innovative project with Year 8 students, using basketball statistics to bring data analysis to life. In STEM lessons students were given the opportunity to fly microdrones and gain knowledge of careers in the drone industry through case studies in Australia after floods, and bushfires.

The after-school STEM club grew with the addition of ten Year 5 and 6 students joining our HSHS students rebuilding computers, using Raspberry Pi to recreate old school computer games, and of course coding Mars Rover and VR.

ASPIRE UWA Incursion

University students travelled to the Pilbara to engage with students and the possibility of university pathway, STEM and engineering pathways. In the evening some students were invited out for dinner with the students to discuss life at university.

Australian Maths Competition 2024

The competition is designed each year by leading educators and academics. The AMC is a fun and engaging way for students to test their mathematical problem-solving skills. Seventeen entries resulted in a number of credits and one High Distinction.



Learning Area Activities

Chemistry and Physics Olympiads 29th July and 1st August

Nationwide competition exams open to students in Year 11. One Credit and One Distinction achieved.

National Science Week 5 Term 3

Saving Endangered Species using Technology

Year 8 made sustainable and recycled plant pots and grew seedlings, Year 10's analysed whale snot, wildlife photography in media, making drones with balloons, species counting and recording in Maths, endangered animal poster competition in GEL.

Techtrails Conference and Community event

3rd September 2024

All Year 9 and Year 8 students attended an all-day event hosted at Hedland SHS. The WitWa team (Women in Technology of WA) gave talks to students, and they moved around the 45-minute sessions with their programs and name tags. They were listening, taking part in activities and having lots of discussion about careers in tech and opportunities that are now evolving in local industries. In the evening the community were invited for pizza and to listen to a panel discussion on STEM power.



Learning Area Activities

Minister's Innovation Challenge 2024

A teams of Year 8 students worked together to develop an innovative solution to the problem “the elderly cannot access the beach to watch the turtle nesting in Port Hedland.” Students were mentored and led through a series of tasks to develop their idea, with the challenge culminating in an online pitch presentation.

STEAM Fest 2024

A tech fest on display. On 28th November every department put on display a way that they use tech or STEAM to teach in their department. Outside partners were also invited including the local primary schools.

Too many to mention but Pilbara Ports set up a huge display, Gyton showed off his 3D printed ducks from BPL, VR headsets were a huge success, Mars robotics, Arts show 3D pottery, the army gave a talk on drone images and uses, all departments really showed off their talent and innovation in keeping Hedland SHS students up to date with the latest innovation driving our local industry. Students got involved and thoroughly enjoyed their session at the STEAM Fest.



Learning Area Activities

Science

In 2024, the Science Department offered 25 lower school courses and 13 senior school courses, supported by a dedicated team of 10 teachers and two laboratory technicians who played a crucial role in student learning.

The department welcomed three new staff members, bringing fresh perspectives and valuable expertise. Two joined through the international program, while the third brought extensive experience in STEM and extension science from Perth. Though one staff member left during the year, we were fortunate to gain two additional teachers, further enriching the department's diversity and experience.

Throughout the year, teachers differentiated instruction to support students with diverse academic needs—providing targeted scaffolding for those requiring additional support, while fostering higher-order thinking through enrichment and challenge-based learning for high-achieving students.

Our broad curriculum supports students in both university and vocational pathways. Recognising the uniqueness of each student's educational journey, the Science team is committed to catering to individual pathways by offering tailored support, flexible course options, and learning experiences aligned with students' personal goals and future aspirations. For example, in General Marine and Maritime Studies, students worked towards their Skipper's Ticket in Hedland's new marina, and our ATAR Biology students explored local marine flora and fauna at Cemetery Beach. These experiences were further enriched by partnerships with local industry, providing students with valuable, real-world connections to careers in the Hedland sectors.

A standout achievement this year was the recognition of one of our students, who received external awards for excellence in both Physics and Chemistry—a testament to her dedication and the high quality of support from her teachers.



Figure 1: Jacob Joseph, Nicola McDonald and Jase Hayward (left) and Kylie Mills and Jeevika Wickramage (right) exploring how triangles have different angles on a curved surface to show Einsteinian physics.

Learning Area Activities

Beyond the classroom, most Science staff actively participated in the school-wide STEAMfest event. Teachers hosted interactive and engaging stalls on chemical reactions, microscope techniques, and a gravity simulator, sparking curiosity and promoting scientific thinking across the school community.

Throughout the year, we worked towards making collaboration central to our practice. Teachers partnered closely with laboratory technicians to develop hands-on learning experiences aligned with the Hedland Instructional Model, Our Way, ensuring consistency in pedagogy and enhancing student engagement through the practical application of scientific concepts.

The Science team hosted and participated in professional learning through the Einstein First program, which focused on hands-on activities illustrating how Einstein's theories provide a more accurate understanding of the physical world compared to Newtonian physics. The session included practical demonstrations that deepened teachers' understanding of key concepts, such as the gravity simulator, and covered effective lesson sequencing to enhance student learning and engagement.

Two staff members accompanied a group of ATAR students to Perth for a specialist study camp, where students engaged with ATAR teaching experts, collaborated with peers from other schools, and developed effective study habits to support their academic success.

A strong culture of reflection and continuous improvement underpinned our work. Teachers analysed student achievement data to review and refine course outlines, ensuring our programs remained responsive to student needs and aligned with curriculum expectations.

The Science Department remains committed to delivering high-quality, engaging, and future-focused science education for all students.



Figure 2: ATAR Biology students using equipment to estimate population density and measure oxygen content in water.

Learning Area Activities

English

In 2024, the English Department at Hedland Senior High School welcomed four English teachers and one Aboriginal and Islander Education Officer, growing our amazing team to eleven committed staff members. The addition of two new laptop trolleys improved our capacity to deliver targeted interventions using digital platforms like Education Perfect, which was rolled out to all students in Years 7-10 and select groups of Years 11-12. Year 12 students participated in weekly English skills development sessions throughout the year. These sessions were designed to support OLNA goals and were delivered through Education Perfect, allowing for differentiated instruction based on student needs. In addition, the creation of a 0.2 FTE Literacy Coordinator role provided additional capacity for developing and leading literacy strategies across the school, as well as targeted small group literacy instruction.

Staff worked in partnership with Anne-Maree Liddellow from Statewide Services to refine teaching approaches and support curriculum development. In line with a school-wide literacy focus, students in Years 7 to 10 read at least one novel per term, either as a core text or to complement their studies. This approach aimed to build vocabulary, creative writing and language skills, and improve reading fluency and comprehension.

English students used their notebooks throughout the year to reflect on their progress and implement feedback, they were kept in class and assessed as part of a semester-long task. This allowed teachers to monitor student progress more consistently and saw an improvement in English grades for the 7-10 cohorts where our grade distribution is now above expected compared to like schools. All assessment tasks were published on Compass, with rubrics and feedback accessible to students and parents to support greater engagement in learning and reporting.

An extra-curricular Book Club was launched in 2024, running every Friday at lunch time in the English department. Throughout the year, this group has grown from approximately 10 to now over 25 students who regularly attend, plus other students who pop in occasionally. Book Club is a fantastic opportunity for students to come and sit and read with others who also enjoy reading for pleasure, and to share recommendations and reviews on their favourite books.



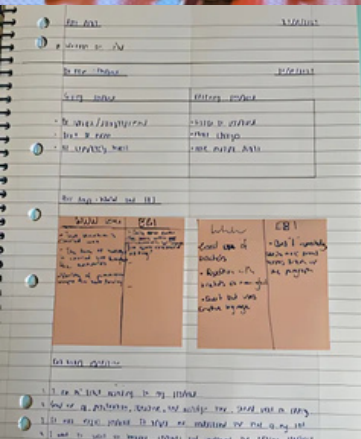
Learning Area Activities

The English department also received a grant to have the Youth UN come and run a workshop with 30 students. Class 7ENGI was selected for this opportunity. A group of young people representing the Youth UN organisation came to HSHS and ran a full day workshop for the students. Students got to learn all about what the UN was, how it runs and some of the main issues that are being discussed in the UN currently.

Year 12 ATAR English staff engaged in small group moderation with Sevenoaks Senior College, which improved our WACE moderation data compared with the previous year. Students also had the opportunity to participate in a Scribblers creative writing incursion, which focused on building engagement with narrative writing.

During the 2024 Book Week, the English department ran a creative writing competition with the theme "reading is magic". Students were able to submit a story or poem in the genre of their choice based on the prompt. This competition attracted students from Years 7 to 10, and we had a large amount of high calibre entries across the school.

Overall, 2024 was a year of growth and innovation for the English Department at Hedland Senior High School. We have built a more connected and effective learning environment for our students with positive relationships and staff collaboration.



Learning Area Activities

Health & Physical Education

In 2024, the Health and Physical Education Department underwent significant growth across a number of areas. In addition to retaining all staff from the previous year, the department was further bolstered through welcoming a new Head of Learning Area and three valuable new members from across Australia and New Zealand.

The creation of the new School Houses and Events Coordinator role fulfilled by Eric Dawud saw existing carnivals and events strengthened, as well as successful implementation of new initiatives including the Hedland Hustle Cross Country and House Week. Hosting the Interschool Athletics Carnival saw Karratha Senior High School, St Luke's College and Newman Senior High School come to Hedland, with a well-run event being won by Hedland Senior High School.

Among a busy calendar of incursion and excursions that the Health and Physical Education Department offered, the standout event was the Country Week Carnival in Perth during the final week of term two. The team of almost 50 students travelled to Perth with the opportunity to compete in a variety of sports against other Western Australian regional schools. During the competition and trip more broadly, students represented Hedland Senior High School and the wider community exceptionally well, achieving a high level of results across sports.

The Learning Area concluded the year with a thorough and widespread review process of learning programs, with significant improvements taking place in preparation for implementation of revised curriculum in 2025.



Learning Area Activities

Technologies & Enterprise

Home Economics

Last year, our Home Economics thrived as students learnt multicultural recipes and modern cooking techniques, helping broaden their culinary knowledge. The new sewing machines and projects allowed students to explore their creative potential.

In our Childcare, Family and Community course, the introduction of modern resources and updated programs kept students engaged and well-prepared for careers in childcare and community services.

Design and Technology

Our Building and Construction students made great progress, improving their practical skills through innovative projects. Students also had a strong focus on safety, helping strengthen pathways for students entering the construction industry.

Woodwork students excelled by learning both traditional and modern techniques, producing impressive projects that showcased their skills and understanding. The clear connection between design and hands-on work helped students develop a strong passion for our learning area. The Metalwork program continued to build real-world connections, with students learning a range of shaping and cutting techniques. Students continued this versatile understanding through learning multiple joining methods for different types of metals."



Finance & Budget Breakdown

Revenue - Cash & Salary Allocation		Budget		Actual	
1	Voluntary Contributions	\$	44,790	\$	44,790
2	Charges and Fees	\$	462,017	\$	462,016
3	Fees from Facilities Hire	\$	4,991	\$	4,991
4	Fundraising/Donations/Sponsorships	\$	73,946	\$	73,946
5	Commonwealth Government Revenues	\$	0	\$	0
6	Other State Government /Local Government Revenues	\$	0	\$	0
7	Revenue from Co, Regional Office, and Other Schools	\$	0	\$	0
8	Other Revenues	\$	740,946	\$	740,948
9	Transfer from Reserve or DGR	\$	39,090	\$	39,090
10	Residential Accommodation	\$	0	\$	0
11	Farm Revenue (Ag. and Farm Schools only)	\$	0	\$	0
12	Camp School Fees (Camp Schools only)	\$	0	\$	0
Total Locally Raised Funds		\$	1,365,780	\$	1,365,781
Opening Balance		\$	1,060,060	\$	1,060,060
Student Centred Funding		\$	17,968,074	\$	17,968,074
Total Cash Funds Available		\$	4,276,522	\$	4,276,522
Total Salary Allocation		\$	14,208,581	\$	14,208,581
Total Funds Available		\$	20,128,307	\$	19,141,136



Hedland Senior High School

For further details please visit the school website, or Schools Online:



www.hedlandshs.wa.edu.au



www.det.wa.edu.au/schoolsonline

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