

2021 Annual Report to The School Community



School Name: Hampton Primary School (3754)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 April 2022 at 02:45 PM by Joshua Sheffield (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 April 2022 at 05:26 PM by Mark Alexander (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Hampton Primary School is a proud state government school with a rich history that dates back to its inaugural year of 1913. It is located in Hampton, 13kms South East of Melbourne. The school is particularly proud of its reputation for achieving outstanding outcomes for its students academically, in specialist pursuits and holistically. Our school's vision is to develop lifelong learners that flourish and positively contribute to the world. Our norms (values) of Collaboration, Aspiration, Integrity and Resilience are reflected in all stakeholders' actions, interactions and priorities as a school. Using evidence-based approaches in a technologically rich environment, our students are provided with a broad, rich and differentiated curriculum enabling the character strengths, talents and learning styles of each student to be harnessed, maximised and celebrated. The school prides itself on the delivery of a broad, stimulating and extensive arts program including music, dance, drama and visual arts both during and after school hours. Strong emphasis is placed on both physical and mental health, accompanied by an extensive sporting program. Our community works in partnership with the school in recognition that it is critical that this partnership is respectful, has a strong values base, is always student-centred and recognises that our core responsibility is optimising student learning.

In 2021 Hampton Primary School had an enrolment of 625 students, spread across 27 classes from Foundation to Grade 6. The school's Student Family Occupation and Education (SFOE) Index was extremely low at .0805. The school had 41.8 equivalent full-time staff, which included 3 Principal Class, 3 Learning Specialists, 1 Leading Teacher and 36.4 equivalent full-time teachers, 5.4 equivalent education support staff and 0 Aboriginal and Torres Strait Islander staff.

Despite the challenges and closures associated with 2021, the school maintained its strong commitment to prioritising staff professional growth and support of students who required extension and additional support through a culture of high expectations, the utilisation of its large leadership and support team. Staff also benefited from the engagement of numerous educational consultants as critical friends. This has enabled us to continue to improve on already very strong results to continue to make strong progress toward ambitious strategic goals.

Framework for Improving Student Outcomes (FISO)

In 2021, Hampton Primary School's AIP focused on the implementation of three Key Improvement Strategies (KIS) as required by the DET. These KISs were:

the three Key Improvement Strategies were:

- Learning, catchup and extension priority
- Happy, active and healthy kids priority
- Connected schools priority

The school focused on developing these three priority areas through aligning professional learning opportunities with the school's Annual Implementation Plan and Teacher Performance and Development.

Staff worked collaboratively on beginning to refine the use of data analysis to identify students that required additional support and extension. This occurred through the implementation of new data-tracking software and dedicated time to moderate assessments and collaboratively plan in light of data. Teachers and leaders also worked closely with educational consultants on both Mathematics instruction and 21st Century Learning Design.

They engaged in professional learning on the Restorative Practices Process and refined documentation to reflect a more consistent approach across the school. The wellbeing curriculum was heavily audited and aligned to reflect Positive Educational and the Resilience, Rights and Respectful Relationships Program and was implemented school-wide.

Each of these priority areas was continued throughout remote learning and, whilst impacted in some ways by limitations on teachers meeting in person or consultants being able to visit, there was no deviation away from priority areas whether learning was occurring on-site or online.

Achievement

In 2021 we continued to work on improvement priorities and targets with pleasing success despite the continuation of both short and extended periods of remote learning. When compared with 2020 teacher judgement data and 2019 NAPLAN data, this report evidences that gains have been made on already very high outcomes for our students. The most significant factors that contributed toward these improved outcomes include.

- The Tutor Learning Initiative was implemented with three staff working with students across all year levels in the school in Reading, Writing and Mathematics. This work took the form of withdrawal support and either supported the in-class program or was based on a structured intervention program.
- Teams of teachers were provided with ongoing professional learning and support in Mathematics and Inquiry planning and pedagogical implementation.
- The implementation of data-tracking software to identify individual and cohort level needs across English and Mathematics
- Professional Learning Community Training was partially undertaken, which will continue into 2022.
- During Remote Learning there was an increase across all grades of synchronous (live) teaching lessons throughout the day.
- A large number of at-risk students were given 1:1 support during periods of Remote Learning
- Grade 1 and 2 students received targeted support weekly in Term 4 when back onsite to support their reintegration into school.
- Extension for Grade 3-6 students in Mathematics occurred throughout the year regularly in on-site and remote learning.

As well as the data that is outlined in this report, the growth data for individual students in 2021 evidenced strong outcomes and appropriate challenge across all levels. Where 1.00 equates to 12 months growth for a student, this was exceeded in Reading, Writing and Mathematics as a whole school average, as below:

- Reading: 1.05 years growth
- Writing: 1.03 years growth
- Mathematics: 1.05 years growth

Whilst we are incredibly pleased with this data, our school will continue to prioritise further improvement in outcomes for all students. In 2022, the Tutor Learning Initiative will provide targeted support for those students identified as achieving below the expected level as well as extension and enrichment opportunities for students achieving well above the expected standard. We will further refine consistent approaches to the assessment, planning, and teaching of Mathematics and Reading and continue to build the assessment capability of teachers to identify, plan for and assess student learning growth.

Engagement

Student engagement in learning presented a challenge throughout 2021 with short and extended periods of remote learning contributing to disengagement in some pockets as well as the challenge of re-engagement when returning to on-site learning.

To address this a number of strategies were put in place, including:

- Extensive support when on-site and remote learning for at-risk students and other students who may become disengaged or fall behind. There were over 50 students at any given time in these programs.
- The increase in synchronous lessons throughout the day to build class connection, enhance feedback and interaction and increase accountability of students to engage.
- Regular wellbeing check-ins with students throughout extended periods of remote learning to maintain a connection.
- The utilisation of a broader range of remote learning tasks to enhance engagement and variability.
- Virtual whole-school events such as Awesome August connected the community and provided authentic opportunities for students to be healthy and active.
- The close monitoring of students who were absent for consecutive days either on-site or in remote learning
- An increase in the number of students catered for on-site during periods of remote learning to include those with specific needs precluding them from engaging online.
- The provision of devices to all families who required them to engage with remote learning programs.

These strategies had considerable success with the number of absence days across the school decreasing significantly in 2021 to below our 2020 number and substantially below our four-year average. In the Student Attitudes to School Survey, there were also very pleasing results in several related categories outlined below.

- Sense of Connectedness: 83% endorsement – 5% above similar schools
- Motivation and Interest: 84% - 8% above similar schools
- Attitudes to Attendance: 89% - 4% above similar schools
- High expectations for Success: 97% - 4% above similar schools
- Stimulating Learning: 88% - 11% above similar schools.

Whilst this data is incredibly positive, the school will continue in 2022 to focus on further enhancing student connectedness and associated outcomes, particularly in light of the challenges of remote learning of previous years. The monitoring of attendance, supports in place to re-engage students struggling to acclimatise to on-site learning, and professional learning for staff will be priorities to continue to prioritise and enhance.

Wellbeing

The wellbeing of students, staff and the community continued to be of the highest priority in 2021, not specifically because of lockdowns and remote learning, but because it is a precondition for learning and flourishing. The challenges of 2021 did influence the types of supports that the school established and the direction of the improvement agenda.

Significant emphasis was placed on supporting staff with professional learning and a guaranteed and viable wellbeing curriculum and resourcing. This contributed to more targeted whole school and individualised supports for students and families. Some specific strategies that were implemented included.

- A scope and sequence for the teaching of wellbeing across the school was established, drawing on the Resilience, Rights and Respectful Relationships (RRRR) curriculum and the Resilience Project curriculum.
 - This was complemented by school-wide expectations being established as to the topics and concepts being taught and the time allocation weekly of wellbeing instruction.
 - Professional learning on Restorative Practices for staff to ensure a more informed and responsive approach to wellbeing.
 - Professional learning on the implementation of the Resilience Project resources and how to use them in response to school data on issues affecting students.
 - Engagement with a local network of schools delivering RRRR to deepen leadership's understanding of the approach.
 - The revision of wellbeing policies to reflect the philosophies of Restorative Practices and Positive Education.
- Alongside the data presented in this report, the outcomes that are evident in the DET Attitudes to School Survey data show that there was a positive correlation between these strategies and student outcomes in the following areas:

- High Resilience 16% - 6% above similar schools
- Sense of Inclusion 91% - 4 % above similar schools
- Emotional Awareness and Regulation 78% - 5% above similar schools
- Peer Relationships 90% - 3% above similar schools

In 2022 our focus will continue to be on consolidating our professional learning foci from 2021 and refining our approaches to the instruction of wellbeing through a Positive Education approach and the supports in place for students who are experiencing difficulties and require more targeted support. The school is intending to employ a psychologist to assist with both of these outcomes and will also be utilising Tier 2 Disability Funding to expand the available supports to individual students.

Finance performance and position

Hampton Primary School maintained a strong financial position throughout 2021 despite the impact on revenue that restrictions and closures presented. Revenue lost was significant throughout Terms 2,3 and 4 due to there being no international students, no external hirers permitted to use the facilities, a significant reduction in students using the Before and Aftercare Program and the crediting of many parent payments.

The school was able to frugally manage these reduced revenue streams and still maintain a position of surplus, which has been carried through to 2022.

In 2022 the key priorities for expenditure will centre on facilities upgrades and ensuring our teaching and learning spaces are of the highest quality. An outdoor classroom will be established as a result of a successful grant application in 2021 and further grants will be sought to support the refurbishment of the main school building in particular.

For more detailed information regarding our school please visit our website at
<https://hamptonps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 625 students were enrolled at this school in 2021, 296 female and 329 male.

6 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

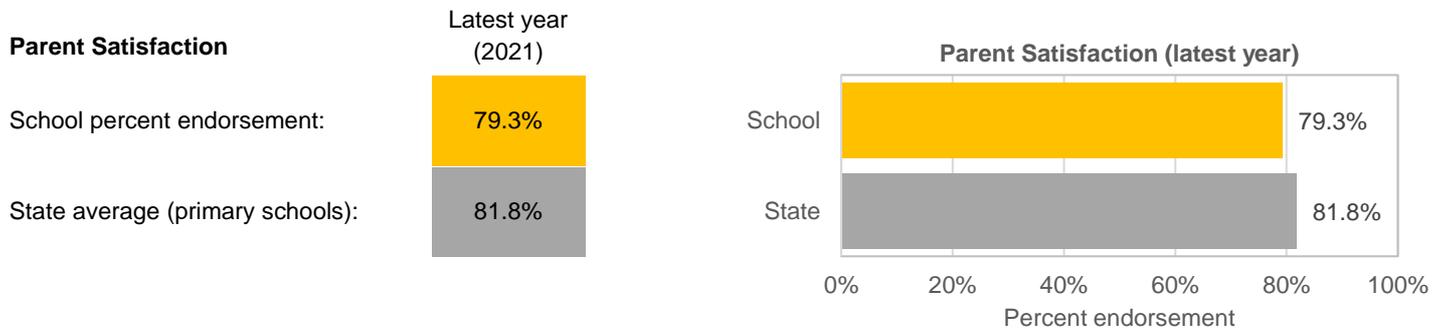
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

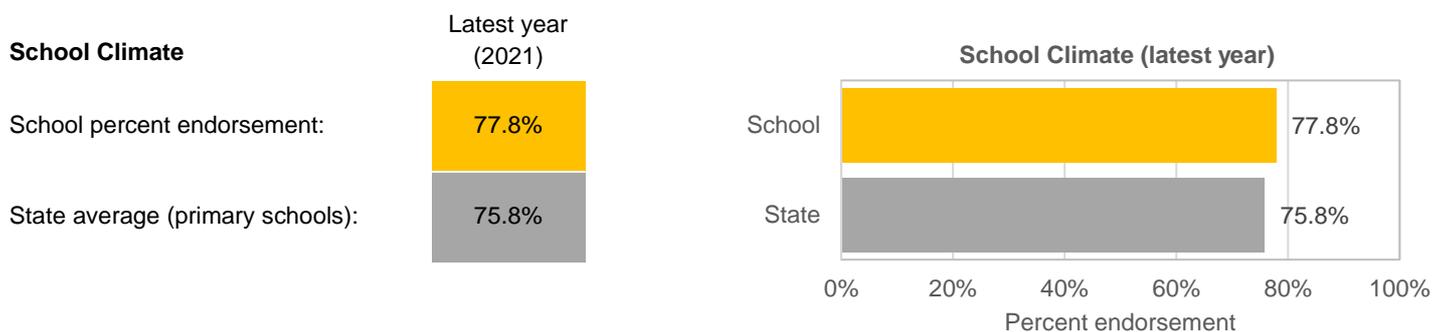


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

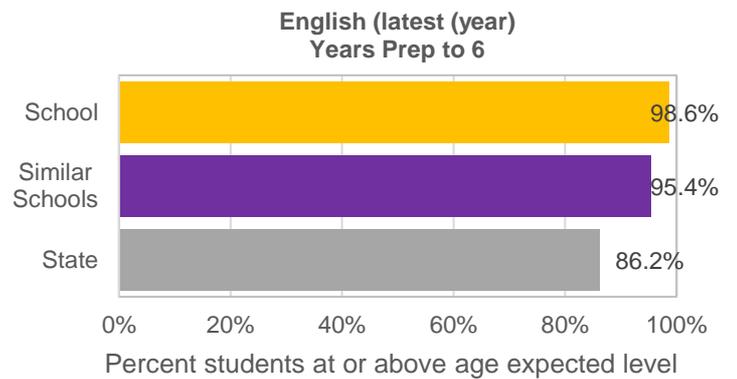
98.6%

Similar Schools average:

95.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

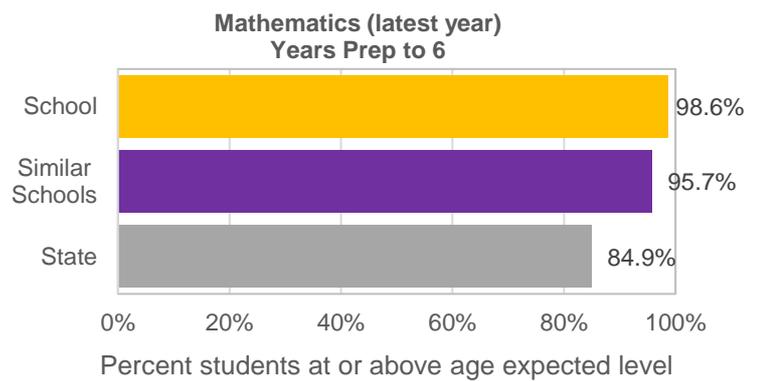
98.6%

Similar Schools average:

95.7%

State average:

84.9%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

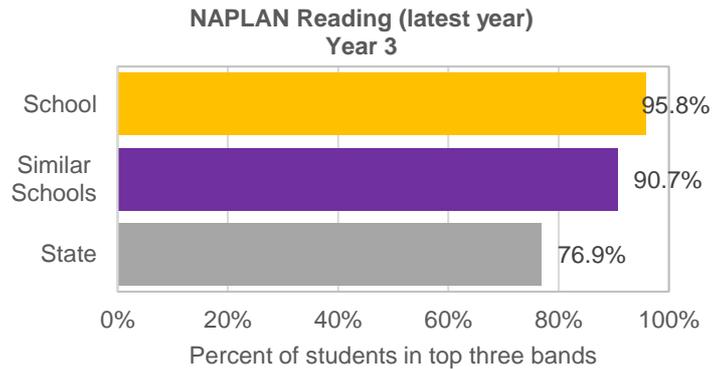
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

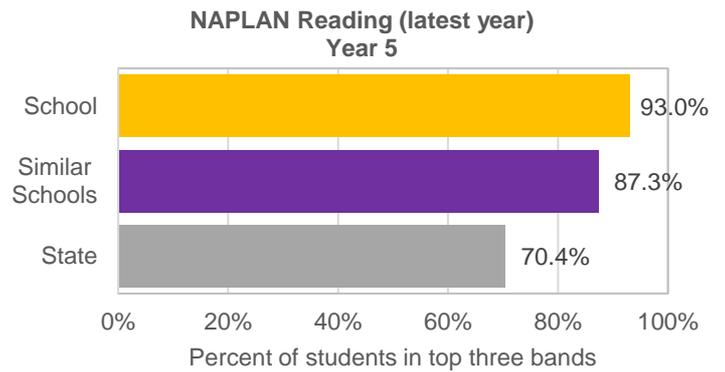
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	95.8%	94.2%
Similar Schools average:	90.7%	90.4%
State average:	76.9%	76.5%



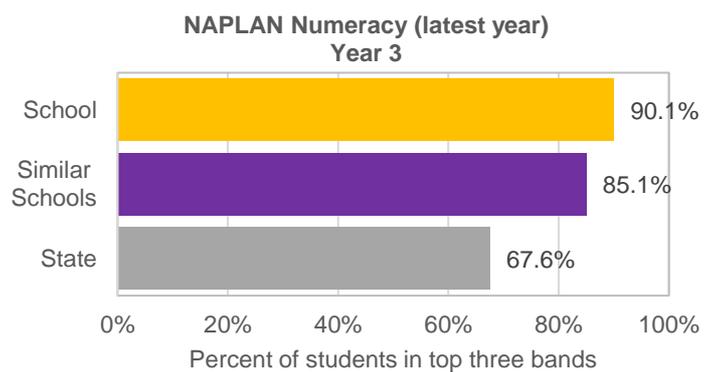
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.0%	89.9%
Similar Schools average:	87.3%	84.6%
State average:	70.4%	67.7%



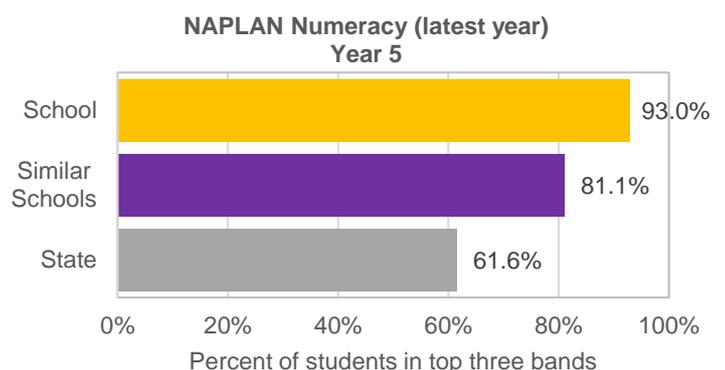
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.1%	90.8%
Similar Schools average:	85.1%	86.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.0%	88.5%
Similar Schools average:	81.1%	79.5%
State average:	61.6%	60.0%



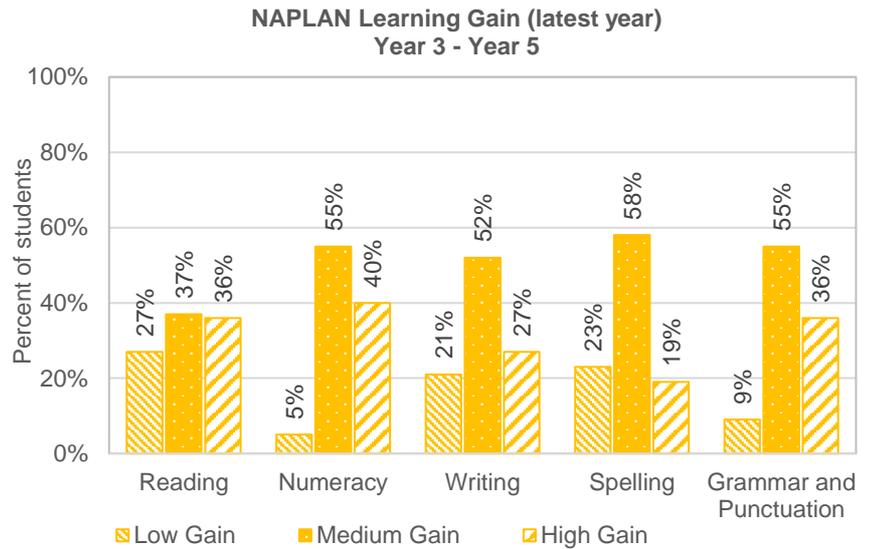
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	37%	36%	28%
Numeracy:	5%	55%	40%	27%
Writing:	21%	52%	27%	29%
Spelling:	23%	58%	19%	25%
Grammar and Punctuation:	9%	55%	36%	25%



ENGAGEMENT

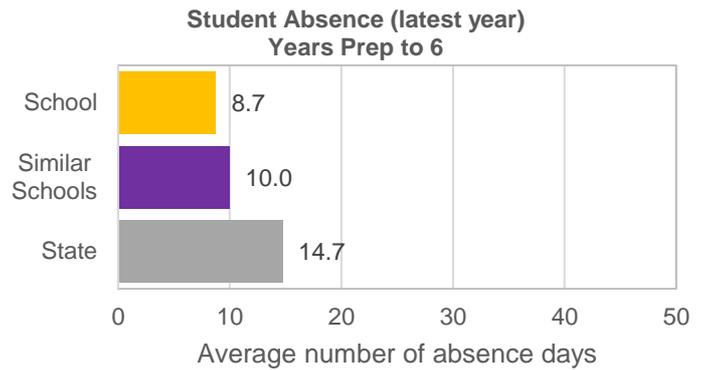
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.7	11.5
Similar Schools average:	10.0	11.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	96%	96%	96%	96%	94%

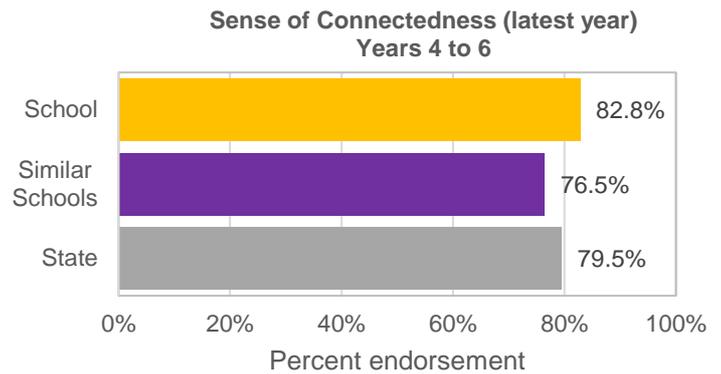
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.8%	83.6%
Similar Schools average:	76.5%	78.6%
State average:	79.5%	80.4%

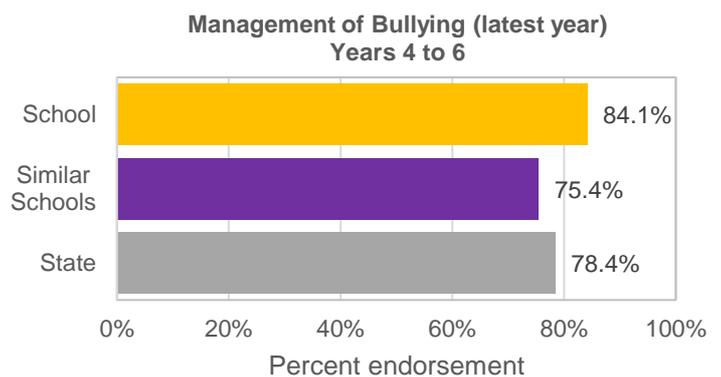


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.1%	85.8%
Similar Schools average:	75.4%	78.4%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,891,940
Government Provided DET Grants	\$419,156
Government Grants Commonwealth	\$3,855
Government Grants State	\$0
Revenue Other	\$3,404
Locally Raised Funds	\$774,741
Capital Grants	\$0
Total Operating Revenue	\$6,093,096

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,262
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,262

Expenditure	Actual
Student Resource Package ²	\$4,821,259
Adjustments	\$0
Books & Publications	\$4,982
Camps/Excursions/Activities	\$292,947
Communication Costs	\$6,433
Consumables	\$109,342
Miscellaneous Expense ³	\$64,244
Professional Development	\$43,164
Equipment/Maintenance/Hire	\$61,265
Property Services	\$90,680
Salaries & Allowances ⁴	\$121,608
Support Services	\$151,960
Trading & Fundraising	\$64,901
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,992
Total Operating Expenditure	\$5,868,777
Net Operating Surplus/-Deficit	\$224,319
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$723,396
Official Account	\$180,265
Other Accounts	\$107,040
Total Funds Available	\$1,010,701

Financial Commitments	Actual
Operating Reserve	\$161,318
Other Recurrent Expenditure	\$131
Provision Accounts	\$0
Funds Received in Advance	\$275,553
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$107,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$594,001

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.