

# 2022 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](http://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 of the previous calendar year 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 17 March 2023 at 10:03 AM by Joshua Sheffield (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 March 2023 at 02:49 PM by Mark Alexander (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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

#### **Learning**

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

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

#### **Engagement**

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## School context

Hampton Primary School is a proud, system-leading school with a rich history that dates back to 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 2022 Hampton Primary School had an enrolment of 600 students, spread across 26 classes from Foundation to Grade 6. The school's Student Family Occupation and Education (SFOE) Index was extremely low at .0788. The school had 39.1 equivalent full-time staff, which included 3 Principal Class, 2 Learning Specialists, 1 Leading Teacher and 34.4 equivalent full-time teachers, 4.7 equivalent education support staff and 0 Aboriginal and Torres Strait Islander staff.

2022 presented a year of full-time on-site education, the first since 2019. This allowed the school to place significant emphasis on prioritising staff professional growth and supporting student wellbeing and social and emotional learning, eminently necessary post-remote learning. This was supported by a large and experienced leadership team, several specialists including an on-site psychologist and the utilisation of educational consultants as critical friends. This enabled us to further improve on already impressive results to accomplish many of our ambitious four-year strategic targets. Being the final year of our four-year Strategic Plan presented the opportunity to celebrate many successes from 2022 and the three preceding years, as well as identify areas for future direction.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Throughout the year professional learning was prioritised on reading instruction and differentiation, through a lens of increased levels of consistency, contemporary practise and collaboration. Throughout the year, substantial time and resources were prioritised toward the below areas, with the associated outcomes referenced afterwards.

- A whole-school Reading Instructional Model and associated consistent planning documentation were finalised, with professional learning focusing on each area of the model ongoing throughout the year.
- Leadership staff completed the Academy of Teaching and Leadership's Leading Literacy Course, subsequently supporting staff to implement contemporary practise, and establishing aligned, ongoing professional learning for all teaching staff with one of The Academy's consultants.
- Resources were invested in heavily, with over \$5,000 spent on teacher professional learning resources and over \$15,000 on student resources.
- Both literacy Learning Specialists completed Peer Observations for Professional Growth courses conducted by the Academy of Teaching and Leadership.
  - The Tutor Learning Initiative team, involving four staff, collectively worked with more than 100 students across the year focusing on reading, writing and phonics in one-on-one and small-group interventions.

Key outcomes achieved in reading include:

- An average reading growth across the school decreasing in low growth and increasing in high growth:
  - 6 months growth: 12.5% (2021) to 5.5% (2022)
  - 12 months growth: 68% (2021) to 66% (2022)
  - 18 months growth: 19.5% (2021) to 28.5% (2022)
- An increased scale score in 6 out of 8 literacy-related NAPLAN scores (Grade 3 & 5 scores for each of Reading, Writing, Spelling, Grammar and Punctuation)

- Above similar school performance in Top 3 bands in NAPLAN and students at or above the expected level in reading as noted in this report's data set.

Whilst most of the improvement emphasis was placed on Reading, considerable work was also placed on Mathematics in 2022, particularly in improving the use of data to effectively differentiate instruction. The most significant pieces of work undertaken and completed include:

- The completion of the Professional Learning Communities course by 10 leadership staff, in which the team used Mathematics as the vehicle to drive the initiative.
- The establishment of a scope and sequence based on the 'Big Ideas in Mathematics'
- The implementation of a Mathematics extension program for students in Grades 3-6

This work saw the school continue to achieve strongly in Mathematics, particularly in the below areas.

- A whole-school average of over 1 year's growth for individual students from 2021 to 2022 was achieved (1.07) with each year level surpassing 1 year's growth.
- Above similar school performance in Top 3 bands in NAPLAN and students at or above the expected level in reading as noted in this report's data set.

Throughout 2023, there will be a much stronger focus on Mathematics, with a view to lifting the performance of highly-able students, whilst also providing small group Mathematics intervention groups for the first time. Reading will also continue to be a strong priority as the school looks to further consolidate and embed consistent and collaborative practise that reflects the instructional model.

## Wellbeing

In 2022 there was a focused multi-faceted, approach to supporting the teaching, learning and living of wellbeing with significant strategies implemented at Hampton Primary School.

- **Creation and implementation of a wellbeing curriculum** – The school has developed a wellbeing curriculum that is supported by evidenced-based sources such as the Resilience Rights and Respectful Relationships (RRRR) program, the Resilience Project (TRP) and the Cybersafety Project. Lessons are explicitly taught for 50 minutes per week as well as another 50 minutes being allocated to strategies such as circle time.
- **Staff training** – The school has invested in training staff to deliver the RRRR curriculum and TRP as well as delivering professional learning around the new Child Safe Standards.
- **Auditing internal processes** – Significant work has been undertaken to finetune the documentation and processes aligned to Individual Education Plans (IEP) documents and the writing and reviewing of goals and including, but not limited to student identification and document storage. She has also participated in parent meetings and Student Support Group meetings. The school has successfully navigated the new Disability Inclusion Funding process to gain funding for one of our Foundation students.
- **Staffing** – Tier 2 funding has enabled us to employ a School Psychologist to support staff and students. The psychologist has conducted staff professional learning, undertaken classroom observations to inform student supports, conducted small group work in the area of friendship and emotional intelligence. The school has also trained an existing staff member in Multisensory Structured Language learning and she undertakes 1:1 sessions with students to support Reading and Spelling.
- **Parent engagement** – The school has actively engaged parents in promoting the wellbeing of their children. This has been achieved through online webinars, parent-teacher conferences and regular newsletter articles.
- **Community engagement** – The school has partnered with other schools to participate in programs such as Upstanders, a project focusing on anti-bullying. Our connection to the Bayside School Focused Youth Service (SFYS) has bought the Play Leaders program and the Butterfly Foundation in to support our students in leadership as well as understanding and appreciating our differences. The Resilient Youth Survey was delivered to students in years 3-6 through our connection with SFYS. Our RRRR Lead school has supported the implementation the program by providing staff training in the areas of understanding the 'why' and 'how' of RRRR.

The school's work in the area of Wellbeing has resulted in the following data as evidenced through the student Attitudes to School Survey:

	Hampton Primary	Similar Schools	State Schools
Emotional awareness and regulation	76%	69%	71%
Peer relationships	88%	85%	83%
Resilience	75%	73%	68%
Life satisfaction	82%	72%	71%
Sense of inclusion	93%	85%	87%
Sense of connectedness	80%	75%	78%

## Engagement

The full year of on-site learning presented an opportunity to focus on engagement, and re-engagement for students. This, at times, proved challenging with multiple periods of isolation for staff and students due to COVID-19 requirements. Whilst proceeding with caution, relaxed restrictions presented the opportunity to re-institute many extra-curricular activities that had not been possible for many years. This required considerable planning and a disposition that prioritised these community events as highly important, despite the logistical challenges that were associated. Student voice and agency was focused on with more intent than in previous years, with students engaging much more robustly in actions associated with inquiry units, student leadership groups and through an increased prioritisation on student agency, particularly in English. The most prominent actions undertaken in 2022 include:

- The provision of differentiated absence learning plans for all students that were required to isolate at various stages throughout the year, or those on extended holidays in the wake of international borders opening.
- Extra-curricular activities including five camps, a whole-school carnival, Grade 5/6 Production, sports carnivals, excursions, parent events, and much more took place throughout the year.
- The close monitoring of students that were absent for reasons other than isolation, and personalised re-engagement plans.
- Opportunities for students to have greater agency in literacy in particular, through greater book choice in reading sessions, writer's workshop activities and in class book clubs.

These actions resulted in the below outcomes for the year.

- Attitudes to School Survey data reflected very high positive endorsement in each of the four categories of 'Effective Teaching Practise for Cognitive Engagement', as below:
  - 91% Differentiated Learning Challenge. 11% above similar schools and above network and state schools.
  - 83% Stimulated Learning Challenge. 9% above similar schools and above network and state schools.
  - 89% Effective Teaching Time. 11% above similar schools and above network and state schools.
  - 84% Effective Classroom Behaviour. 9% above similar schools and above network and state schools.
- Our student attendance data for 2022 reflected higher levels of attendance when compared with the state, by an average of 3.6 days.
- Student attitude to attendance on the Attitudes to School Survey was 90%, which was above similar (83%), network (86%) and state schools (86%).
- Staff and Parent opinion surveys also showed higher levels of endorsement than comparative schools, evidencing strong engagement with these stakeholders.

The school is pleased by the actions and outcomes and looks forward to further opportunities to enhance engagement and agency in 2023, and increased attendance rates due to fewer illness-related isolations. The introduction of a specialist STEAM program will present further opportunities outside the classroom program to engage and challenge students.

## Financial performance

2022 marked what will be one of the most significant years in our school's history, when after years of campaigning, the school secured \$9.8 million of capital works funding from the state government. The school has been seeking such funding for the establishment of a multi-purpose indoor sports facility, as well as updated specialist rooms and re-developed and updated classrooms throughout our main building. The master planning process will begin in earnest in 2023.

The school held an incredibly successful community Twilight Carnival in 2022, raising significant funds for improvement works but also providing a much-needed opportunity for our broader community to come together and engage with our school. This event, and other smaller-scale but similar events such as a Dads-Kids Camp, social nights and Parents' Association events and fundraisers engaged our community most positively and supported our school to continue to invest in specific projects.

Throughout the year, the school undertook significant improvement works in painting, refurbishing, refurnishing and re-carpeting the whole junior school building and parts of the 3-6 buildings. This work has made a marked difference to the aesthetic of our school and learning spaces, but also addressed substantial facility defects along the way.

**For more detailed information regarding our school please visit our website at**  
**[www.hamptonps.vic.edu.au](http://www.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 2.0 (FISO 2.0).

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 592 students were enrolled at this school in 2022, 257 female and 335 male.

7 percent of students had English as an additional language and NDP 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).

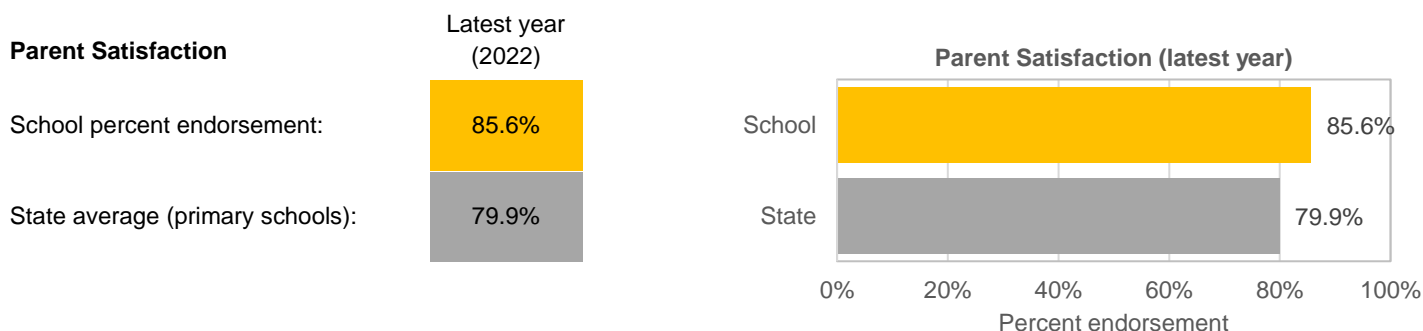
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

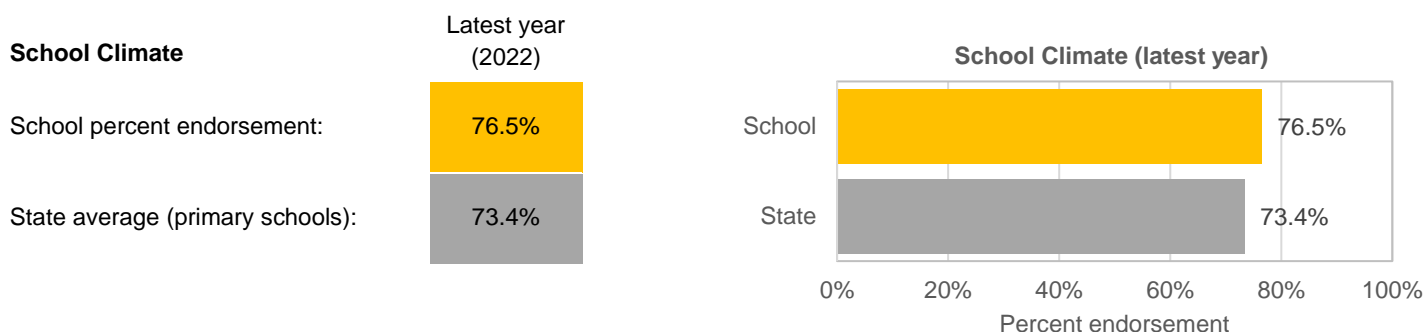


### School Staff Survey

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.





## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

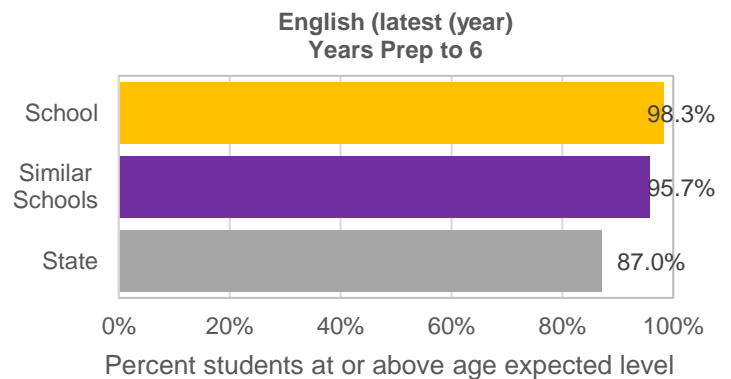
98.3%

Similar Schools average:

95.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

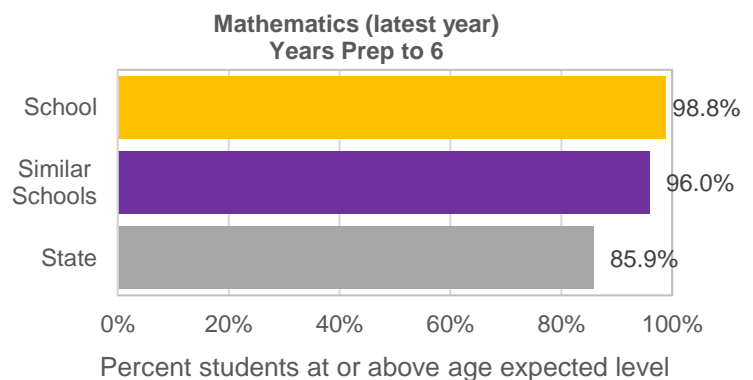
98.8%

Similar Schools average:

96.0%

State average:

85.9%



## LEARNING (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.

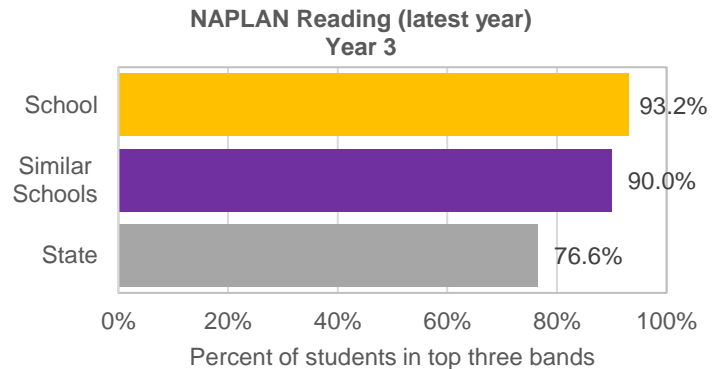
### NAPLAN

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 2019, 2021 and 2022 data.

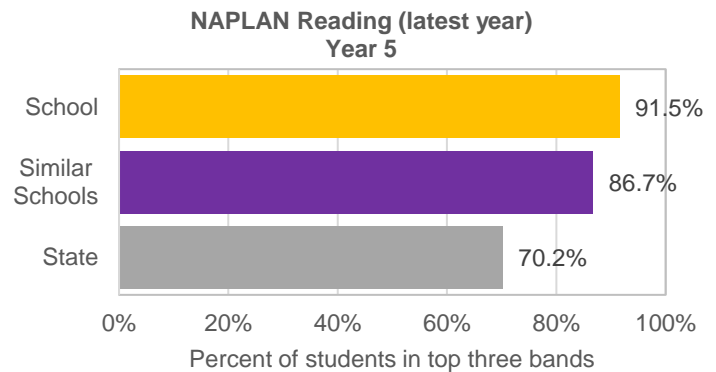
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.2%	93.6%
Similar Schools average:	90.0%	90.4%
State average:	76.6%	76.6%



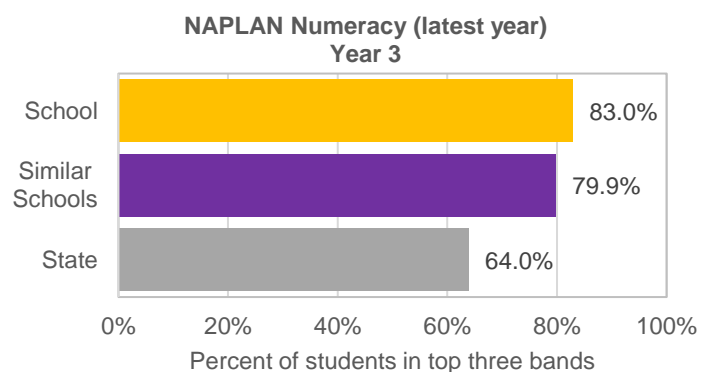
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.5%	90.8%
Similar Schools average:	86.7%	86.1%
State average:	70.2%	69.5%



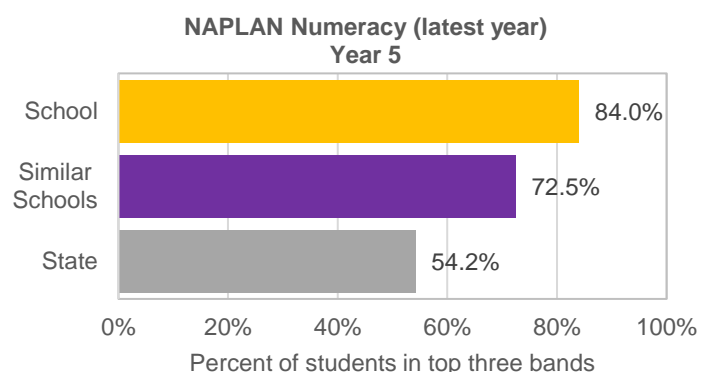
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.0%	86.9%
Similar Schools average:	79.9%	83.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.0%	87.6%
Similar Schools average:	72.5%	77.8%
State average:	54.2%	58.8%



## WELLBEING

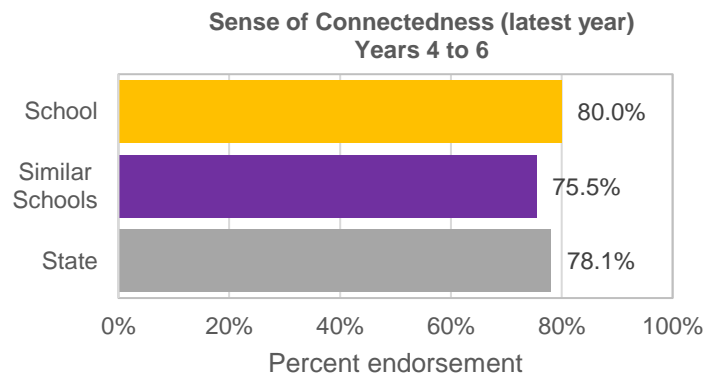
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School percent endorsement:	80.0%	82.4%
Similar Schools average:	75.5%	77.3%
State average:	78.1%	79.5%

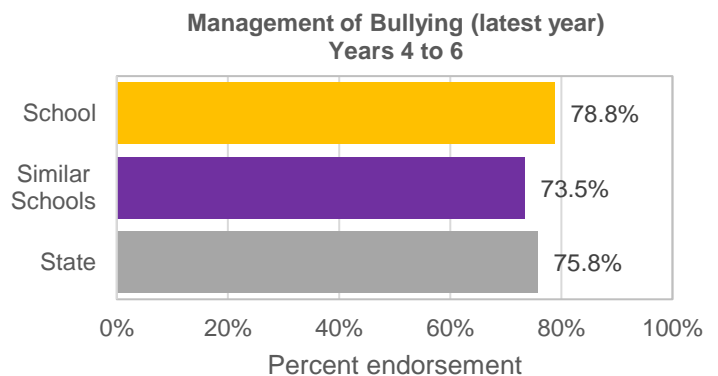


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	78.8%	84.0%
Similar Schools average:	73.5%	76.1%
State average:	75.8%	78.3%



## ENGAGEMENT

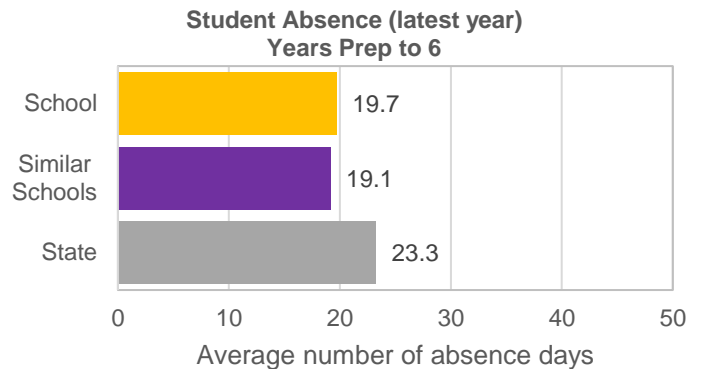
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.7	13.1
Similar Schools average:	19.1	12.6
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	91%	92%	89%	89%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,909,847
Government Provided DET Grants	\$494,840
Government Grants Commonwealth	\$2,900
Government Grants State	\$0
Revenue Other	\$23,804
Locally Raised Funds	\$1,148,601
Capital Grants	\$18,208
<b>Total Operating Revenue</b>	<b>\$6,598,199</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,929
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,929</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,798,211
Adjustments	\$0
Books & Publications	\$12,022
Camps/Excursions/Activities	\$350,804
Communication Costs	\$7,369
Consumables	\$132,493
Miscellaneous Expense <sup>3</sup>	\$70,983
Professional Development	\$31,079
Equipment/Maintenance/Hire	\$85,866
Property Services	\$321,628
Salaries & Allowances <sup>4</sup>	\$130,638
Support Services	\$277,756
Trading & Fundraising	\$96,759
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,849
<b>Total Operating Expenditure</b>	<b>\$6,357,458</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$222,533</b>
<b>Asset Acquisitions</b>	<b>\$17,904</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$618,437
Official Account	\$179,759
Other Accounts	\$56,386
<b>Total Funds Available</b>	<b>\$854,583</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$209,042
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$177,111
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	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$586,153</b>

*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.*