

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2024 at 01:58 PM by Joshua Sheffield (Principal)

- This 2023 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 26 March 2024 at 01:14 AM 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 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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Hampton Primary School is a proud, system-leading school with a rich history, dating back to 1913. It is located in Hampton, 13 kms 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 and STEAM programs both during and after school hours. Strong emphasis is placed on both physical and mental health, accompanied by an extensive sporting program. A Mandarin language program is enriched by a flourishing sister school relationship and tertiary links. Our community works in partnership with the school in recognition that this connection yields mutual benefits and enriches students' outcomes. In 2023 Hampton Primary School had an enrolment of 595 students (currently 615 in 2024), spread across 27 classes from Foundation to Grade 6. The school's Student Family Occupation and Education (SFOE) Index was extremely low at .0779. The school had approximately equivalent full-time staff, which included 62 total staff, including 3 Principal Class, 3 Learning Specialists, 1 Leading Teacher and 0 Aboriginal and Torres Strait Islander staff.

2023 marked the first year of the school's new Strategic Plan. This ensured a renewed focus on the refinement of consistent assessment and pedagogical practices, significant investment in the development of all staff and embarking on a more embedded (Visible) wellbeing approach. Deepening work in these areas that have been in focus from 2022 has yielded strong growth in teacher capacity and consequently strong results for students in both academic and wellbeing outcomes. This emphasis continues in 2024 and beyond with a vision to further enhance learning and wellbeing outcomes for all students across the school by empowering staff to continue to evolve practice through professional learning, collaboration and endeavour.

Progress towards strategic goals, student outcomes and student engagement

Learning

To support teachers' ability to consistently implement the four phases of the Reading Instructional Model the school continued to work with literacy consultant Paula Heenan. This further developed staff knowledge and understanding of how each phase of the instructional model can be applied consistently across the school. Staff further developed their knowledge with Paula Heenan to build student understanding and application to write about reading through a range of teaching practices and execute the application of conferencing with students to further differentiate students points of learning.

The school continued to work with mathematics consultant Michael Minas from Love Maths. Whilst working closely with the school's Strategic Leaders in improving the development of grade level learning sequence planners and assessment opportunities, Michael provided insightful professional learning to all staff which deepened the understanding of methods of formative data collection and tools to analyse such datasets.

In 2023, we continued to work towards our improvement targets despite changes to the levels of proficiency within the NAPLAN Assessment. It did see that the school achieved results of 'strong and exceeding' in the learning areas of reading and numeracy that are above the state and similar schools for both Grade 3 & 5.

The teacher judgement data collected indicated that students across the school continued to make significant growth in english and mathematics. The school percentage of students to receive judgments of at or above the expected standard are greater than the state and similar school average in both english and mathematics.

In 2023, our Learning Enhancement program continued to 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. We will further refine consistent approaches to the assessment and planning within reading, writing and mathematics to continue the growth achieved by such students.

Wellbeing

The main focus of the work undertaken in the Wellbeing space involved a review of current resources used to support the teaching

and learning of wellbeing. Teachers had expressed their dissatisfaction with the relevance and depth of teaching that was achieved through the implementation of The Resilience Project. In response to this feedback, teachers worked in collaborative groups to analyse four frameworks, including The Resilience Project (TRP). As a result, a unanimous decision was made to pursue a collaboration with Visible Wellbeing to support teachers to be able to provide a rigorous program for our students. This will be implemented in 2024 supplemented by the Resilience, Rights and Respectful Relationships (RRRR) which is a requirement of the Education Department.

Staff were inducted into the Visible Wellbeing program during a curriculum day and through other activities provided by the Visible Wellbeing team to provide exposure prior to beginning our implementation in 2024. Teachers have also undertaken learning provided by our school RRRR department representative, our school psychologist and the Inclusion Outreach Coach who has worked with our staff since July 2023. Through our connection to TRP teachers attended workshops aimed at supporting their wellbeing as well as their students.

Teachers have used approved resources to implement a consistent wellbeing curriculum which is captured in required planning documents and reviewed both horizontally and vertically to ensure the program flows developmentally from year to year. Our liaison with Visible Wellbeing encompasses support by a consultant to work through our implantation plan, a leader's portal and resources to support the delivery of our wellbeing curriculum.

Concurrent to this work, an analysis of inclusion resources and documentation was undertaken by the school psychologist and the wellbeing Assistant Principal. This has resulted in the development of consistent documentation for Individual Education Plans, Behaviour Support Plans and the associated processes surrounding these documents. A review of the way Compass is used to record student information has also been reviewed and documented. There were three Disability Inclusion Profile meetings successfully undertaken resulting in funding for students and the employment of staff to provide support aligned to the funding allocation.

Engagement

We understand that student engagement is a pre-requisite to learning and thus place significant emphasis on strategies associated with enhancing this year on year. In 2023 we saw an increase in student engagement, evidenced by a notable reduction in student absence days. In 2023, our absence rate dropped to 16.4 days, from 19.7 days in 2022. Whilst still more days than we would like, it still outperforms both state and similar school averages, and includes a total of 8.3 days on average which were classified as 'Family holiday'. A concerted focus on monitoring student absence and implementing targeted follow-up interventions has proven instrumental in addressing potential barriers to engagement. Parent engagement was also enhanced from 2022 to 2023, some of which is no doubt attributable to greater opportunities to engage post-COVID. This is evidenced by the Parent Opinion Survey data in which the positive response rate for 'Parent Engagement' was 83%, surpassing similar schools by 8%, as well as being above State and Network schools. It is important to also acknowledge some metrics in which growth was not witnessed. In the Student Attitudes to School Survey, Attitudes to Attendance (84% down from 90%) and Motivation and Interest (79% down from 82%). Whilst acknowledging that these percentages are still equal to or greater than Similar, Network and State Schools, we endeavour to improve these numbers in 2024 through a more integrated wellbeing approach (Visible Wellbeing), further investing in inclusive approaches and presenting additional opportunities for student voice and leadership.

As we reflect on the year's achievements, we reaffirm our commitment to nurturing a culture of engagement that empowers every member of our school community to flourish.

Financial performance

Hampton Primary School proudly presents a robust financial performance for the fiscal year. Despite significant investments in capital improvements and the ongoing maintenance of our school environment, our strong financial position remains uncompromised. Both our cash (general expenditure) and credit (staffing) budgets reflect this stability, underscoring our prudent financial management practices. Our commitment to enhancing the learning environment for our students while ensuring fiscal responsibility has been unwavering. Major projects for 2023 included:

- Continuing painting and re-carpeting works, an investment of over \$150,000.
- Investing fundraising funds into resurfacing the quadrangle which is used for gatherings, assemblies and other purposes.
- Re-landscaping many areas of the school, as a result of hiring a part-time gardener to support the maintenance staff.
- Significant investment in the purchase of upgraded technology infrastructure to support our iPad program.
- Investing tens of thousands of dollars in books for Classroom Libraries.

We are very grateful to the support of our school community in helping to raise funds for these projects, which would not otherwise be possible.

For more detailed information regarding our school please visit our website at
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 586 students were enrolled at this school in 2023, 262 female and 324 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).

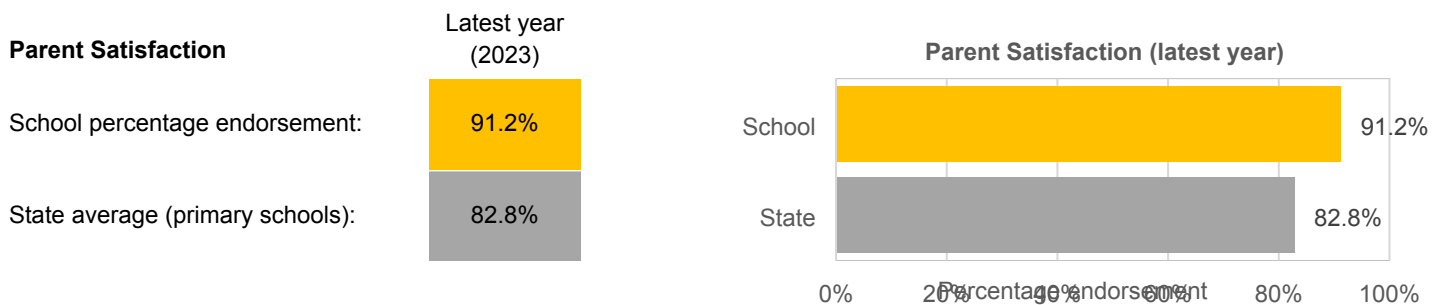
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

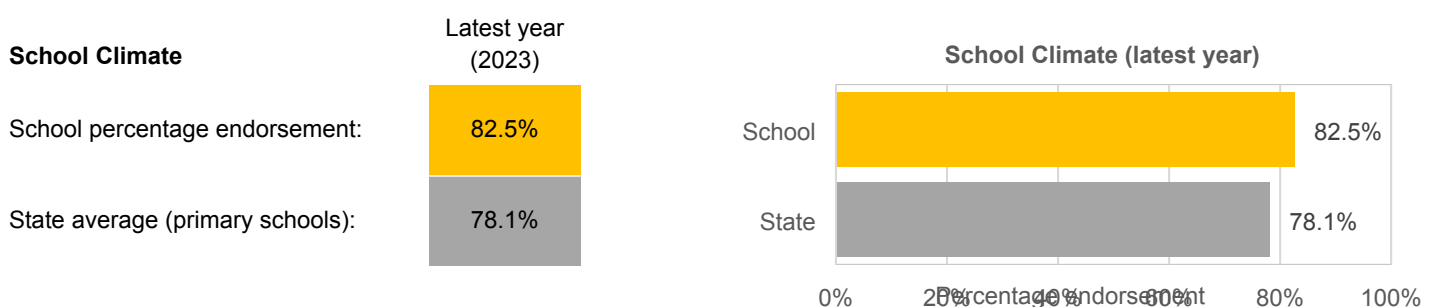


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

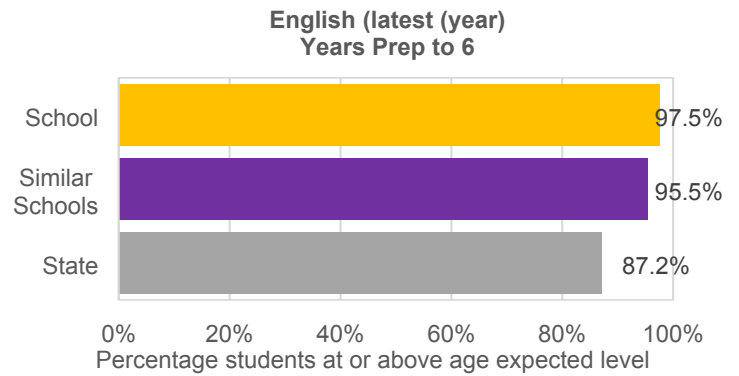
97.5%

Similar Schools average:

95.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

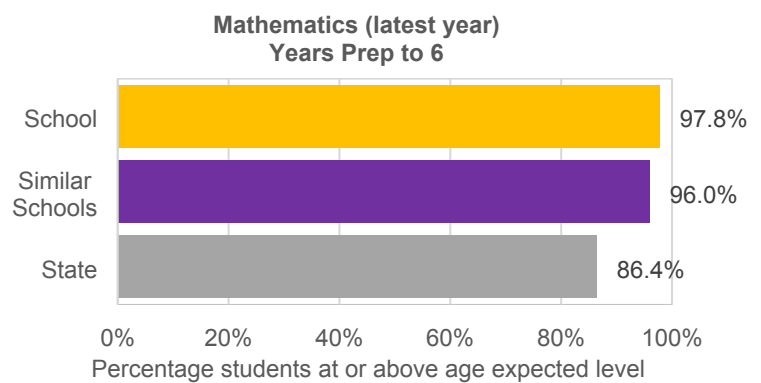
97.8%

Similar Schools average:

96.0%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.4%

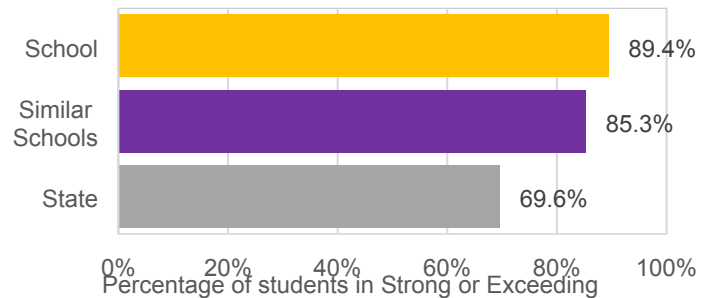
Similar Schools average:

85.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.0%

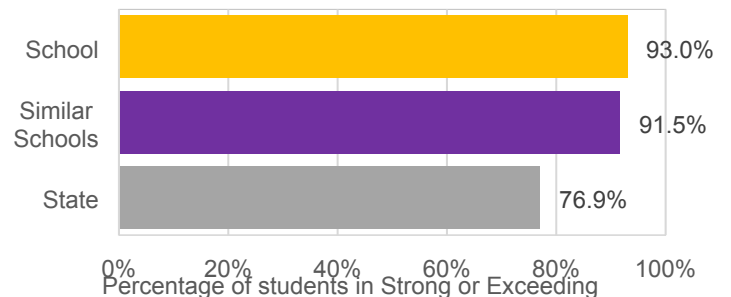
Similar Schools average:

91.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.1%

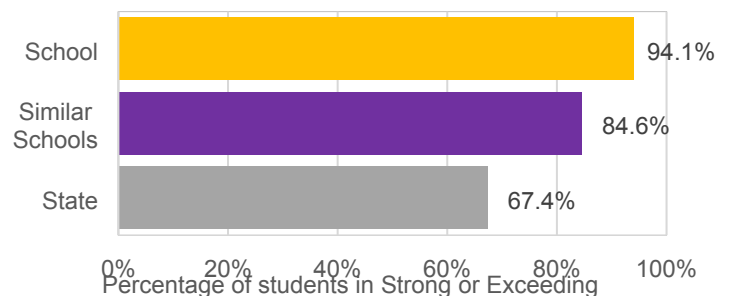
Similar Schools average:

84.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.4%

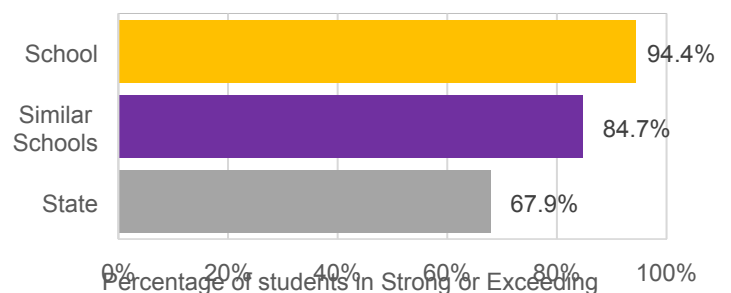
Similar Schools average:

84.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

93.2%

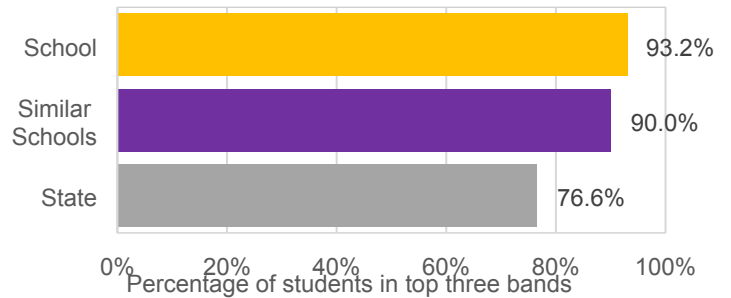
Similar Schools average:

90.0%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

91.5%

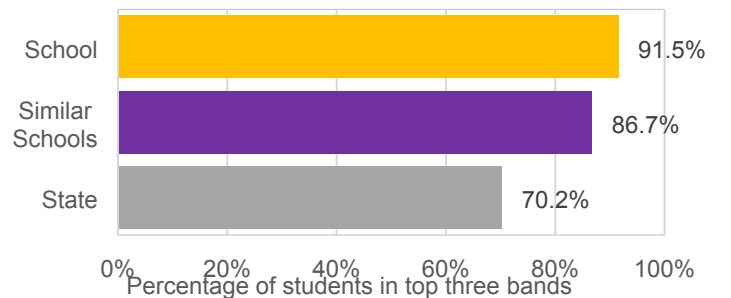
Similar Schools average:

86.7%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

83.0%

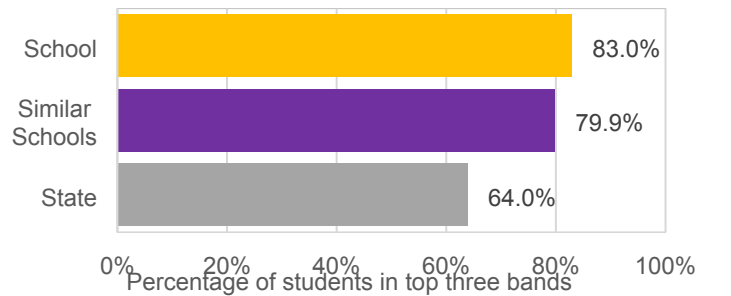
Similar Schools average:

79.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

84.0%

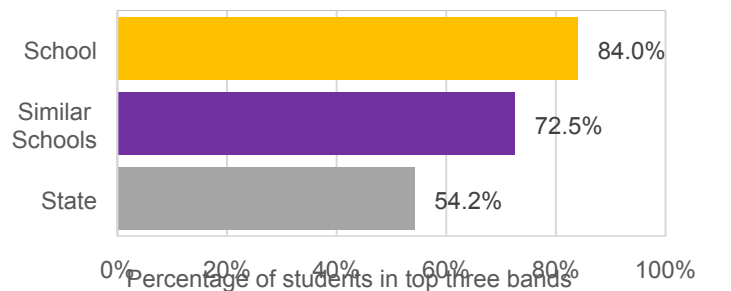
Similar Schools average:

72.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

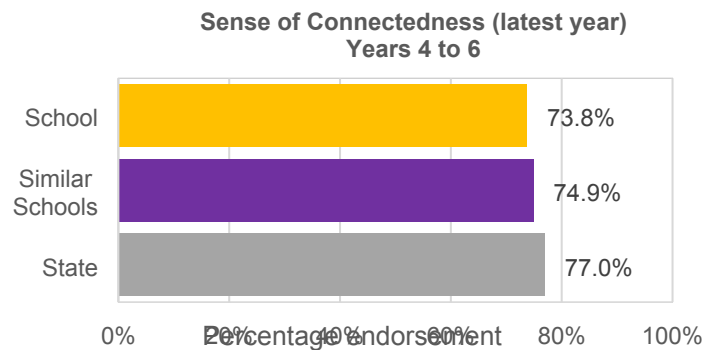
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	73.8%	80.8%
Similar Schools average:	74.9%	76.4%
State average:	77.0%	78.5%

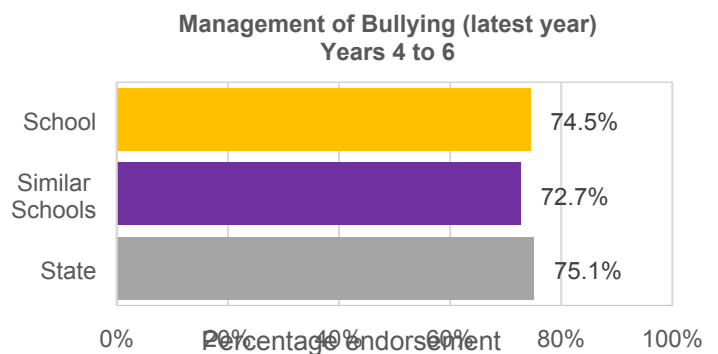


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	74.5%	81.5%
Similar Schools average:	72.7%	74.6%
State average:	75.1%	76.9%



ENGAGEMENT

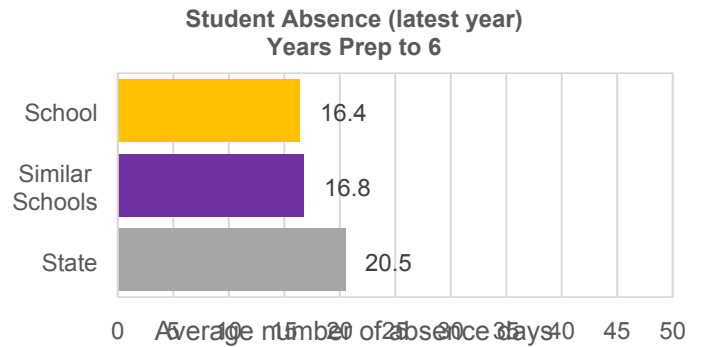
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	16.4	13.6
Similar Schools average:	16.8	13.3
State average:	20.5	18.1



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 (2023):	94%	93%	92%	92%	91%	92%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,178,025
Government Provided DET Grants	\$597,122
Government Grants Commonwealth	\$15,348
Government Grants State	\$500
Revenue Other	\$40,203
Locally Raised Funds	\$742,901
Capital Grants	\$0
Total Operating Revenue	\$6,574,100

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,266
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,266

Expenditure	Actual
Student Resource Package ²	\$5,072,434
Adjustments	\$0
Books & Publications	\$1,816
Camps/Excursions/Activities	\$354,358
Communication Costs	\$6,510
Consumables	\$148,737
Miscellaneous Expense ³	\$80,758
Professional Development	\$48,351
Equipment/Maintenance/Hire	\$79,579
Property Services	\$210,842
Salaries & Allowances ⁴	\$168,102
Support Services	\$280,690
Trading & Fundraising	\$33,887
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$187
Utilities	\$40,311
Total Operating Expenditure	\$6,526,562
Net Operating Surplus/-Deficit	\$47,538
Asset Acquisitions	\$33,000

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$636,420
Official Account	\$60,532
Other Accounts	\$39,714
Total Funds Available	\$736,666

Financial Commitments	Actual
Operating Reserve	\$210,709
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$115,625
School Based Programs	\$20,000
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	\$150,000
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
Total Financial Commitments	\$596,334

All funds received from the Department of Education, 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.