2025 Annual Report to the School Community

School Name: Hampton Primary School (3754)

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- 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 27 March 2026 at 09:44 AM by Joshua Sheffield (Principal)

- As executive officer of the school council, I attest that this 2025 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 27 March 2026 at 09:45 AM by Joshua Sheffield (Principal)

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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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.

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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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

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About Our School

School context

Hampton Primary School is a proud, system-leading school with a rich history dating back to 1913. Located in Hampton, 13 kilometres south east of Melbourne, the school is widely recognised for achieving strong outcomes for students both academically and holistically. The school's vision is to develop lifelong learners who flourish and positively contribute to the world. Staff draw on evidence-informed approaches to teaching and wellbeing that are collaboratively developed and consistently enacted, supported by strong instructional leadership. As a result, students engage in a broad, rich and differentiated curriculum that enables individual strengths, talents and learning styles to be identified, nurtured and celebrated.

Hampton Primary School offers a broad range of learning opportunities beyond the classroom, including strong arts, Mandarin language, STEAM and sporting programs. Student wellbeing is prioritised through a focus on both physical and mental health, supported by strong community partnerships that enrich learning and engagement.

In 2025, Hampton Primary School had an enrolment of 628 students across Foundation to Grade 6, including 41 students with English as an Additional Language. The school's Student Family Occupation and Education (SFOE) Index remained extremely low at 0.0789. Staffing structures continued to support high-quality teaching and learning, with instructional leadership playing a key role in building collective teacher capacity.

The school's priority focus areas in 2025 centred on strengthening instructional consistency and learning environments across the school. A key initiative was the development and initial implementation of an Instructional Playbook, designed to clearly articulate and align the school's instructional model with the Victorian Teaching and Learning Model 2.0. In parallel, the school prioritised consistently orderly and predictable learning environments through the school-wide implementation of Positive Classroom Management Strategies (PCMS), strengthening learning conditions and supporting improved student engagement.

Alongside these priorities, Hampton Primary School worked closely with the Victorian School Building Authority to prepare for major building works, including the staged removal of portable classrooms, construction of new learning spaces and development of a multipurpose gymnasium. These initiatives represent a significant investment in the future of the school and support continued growth and improvement.

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Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Hampton Primary School's AIP focused on the implementation of one key improvement strategy related to the area of learning:

- Develop a consistent, whole school approach to instruction and planning

To achieve this, significant steps have been taken with the development of our Instructional Playbook, grounded in seven core principles that align to the Victorian Teaching and Learning Model 2.0. The identified core principles are Retrieval Practice, Lesson Objectives, Explanation, Modelling, Checking for Understanding, Responsive Teaching and Gathering Data. This work was strengthened through a year-long professional learning partnership with Bronwyn Ryrie Jones, who is a well known and respected educational leader in explicit instruction across many platforms. The consistent application of these practices is critical, as it reduces variability between classrooms, strengthens students' confidence through predictable routines and ensures every learner experiences the same high standard of instruction regardless of the teacher or grade level.

In 2025, we continued to work towards our improvement targets. 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 2025, 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

Student wellbeing continues to be a key priority for our school. In the 2025 Student Attitudes to School Survey, Years 4–6 students reported a 63.9% positive endorsement for Sense of Connectedness, compared with our four-year average of 74.0%. This result sits below similar schools (75.3%) and the state average (77.1%) and highlights an important focus for strengthening students' sense of belonging, inclusion and connection with peers and staff.

In the area of Managing Bullying, 66.8% of students reported a positive endorsement in 2025, compared with our four-year average of 75.0%. While this result is below similar schools (74.2%) and the state average (76.4%), it provides clear direction for our ongoing improvement work.

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Throughout 2025, a range of strategies have been implemented to strengthen student wellbeing. Staff have engaged in professional learning focused on proactive and consistent approaches to behaviour and inclusion. The Respectful Relationships program continues to be embedded across all year levels, while our Positive Classroom Management Strategies support clear expectations and positive classroom cultures. In addition, the use of Pulse wellbeing monitoring has enabled regular student check-ins and early identification of support needs. Together, these initiatives aim to strengthen connectedness and ensure every student feels safe, valued and supported at school.

Engagement

Student attendance remains an important indicator of engagement, as regular attendance supports learning continuity and academic growth. In 2025, the average number of absence days per student (Prep–Year 6) was 19.3 days, slightly above our four-year average of 18.9 days. This is higher than similar schools (17.2 days) but remains below the state average of 21.5 days.

Attendance data shows strong engagement in the early years, with rates above 91% from Prep to Year 3. Attendance declines in the upper years, with 89.3% in Year 4, 88.5% in Year 5 and 85.0% in Year 6, highlighting an area for continued focus.

The main factors contributing to the overall absence rate are family holidays, illness and a small number of students with very high levels of absenteeism. The school is working closely with families of those with chronic absenteeism and the Department of Education Attendance Officers to support these students to reconnect with school and improve attendance. Data also shows that 24.8% of absences were due to extended family holidays and 33% related to illness or medical reasons. We will continue strengthening attendance monitoring, family partnerships and engagement strategies to support consistent attendance for all students.

Other highlights from the school year

The year also saw a broad range of enriching experiences and achievements beyond the classroom. Students in Years 4 to 6 participated in a wide variety of camps, including an optional ski camp, supporting the development of independence, resilience and strong peer connections. The school hosted an instrumental music Soirée, showcasing student talent and celebrating the strength of the music program, alongside a comprehensive lifesaving program that built students' confidence, safety awareness and practical skills.

Hampton Primary School also partnered with community groups to deliver multiple parent cyber safety information sessions, strengthening home–school partnerships and supporting student wellbeing in a digital world. In sport, students achieved strong success in interschool competitions, reaching state finals across a number of disciplines, including basketball and soccer.

Alongside these programs, significant progress was made in preparing for major building works, with planning finalised for construction to commence in early 2026. Strengthened NAPLAN results

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across almost all domains and improved attendance data further reflect a vibrant, engaged school community committed to excellence, growth and opportunity.

Financial performance

Hampton Primary School demonstrated a strong and sustainable financial position throughout the year, underpinned by careful planning and responsible financial management. This stability has enabled the school to continue investing strategically in initiatives that directly support student learning, wellbeing and long-term growth.

A key priority was maintaining small class sizes (school average of 21.5), ensuring students benefit from personalised learning and strong teacher-student connections. The school continued to invest heavily in professional learning, strengthening staff capacity and supporting consistent, high-quality instructional practice. Funding was also prioritised to deliver a learning support program well beyond the school's funding allocation, providing targeted assistance for students requiring additional support and enrichment.

Significant capital investment included new perimeter fencing to enhance safety and amenity, as well as substantial upgrades to the Kitchen Garden area to support curriculum delivery and student engagement. In preparation for future infrastructure development, the school also committed $300,000 towards the new gymnasium build, reflecting a strong focus on future-focused learning environments.

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

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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 607 students were enrolled at this school in 2025, 267 female and 340 male. 9% had English as an additional language and NDP 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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**85.3%**
	Similar schools	76.8%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**75.2%**
	Similar schools	77.2%
	State	77.4%

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LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**96.5%**
	Similar schools	95.4%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**95.8%**
	Similar schools	94.9%
	State	84.2%

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**90.2%**	**89.3%**
	Similar schools	85.1%	85.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**93.1%**	**91.1%**
	Similar schools	89.3%	89.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**89.2%**	**91.5%**
	Similar schools	84.2%	84.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**91.7%**	**91.1%**
	Similar schools	86.2%	85.2%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**76.1%**
	Similar schools	79.3%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**79.1%**
	Similar schools	77.2%
	State	74.0%

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WELLBEING

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).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**63.9%**	**74.0%**
	Similar schools	75.6%	76.7%
	State	77.1%	77.3%

Student Attitudes to School – Managing 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).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**66.8%**	**75.0%**
	Similar schools	74.2%	74.4%
	State	76.4%	75.8%

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ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	**School**	**19.3**	**18.9**
	Similar schools	17.2	17.7
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**91.3%**
Year 1	**School**	**92.3%**
Year 2	**School**	**91.6%**
Year 3	**School**	**92.1%**
Year 4	**School**	**89.3%**
Year 5	**School**	**88.5%**
Year 6	**School**	**85.0%**

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FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$5,755,218
Government Provided DET Grants	$615,578
Government Grants Commonwealth	$8,267
Government Grants State	$0
Revenue Other	$427,262
Locally Raised Funds	$936,322
Capital Grants	$0
Total Operating Revenue	**$7,742,648**

Equity	Actual
Equity (Social Disadvantage)	$9,453
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$9,453**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$5,912,560
Adjustments	$3,097
Books & Publications	$5,035
Camps/Excursions/Activities	$373,539
Communication Costs	$6,002
Consumables	$101,045
Miscellaneous Expenses[2]	$83,205
Agency Staff	$93,103
Professional Development	$110,287
Equipment/Maintenance/Hire	$57,998
Property Services	$271,632
Salaries & Allowances[3]	$242,512
Support Services	$51,416

Expenditure	Actual
Trading & Fundraising	$66,047
Motor Vehicle Expenses	$0
Travel & Subsistence	$76
Utilities	$53,049
Total Operating Expenditure	**$7,430,601**
Net Operating Surplus/-Deficit	**$312,046**
Asset Acquisitions	**$329,071**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

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FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$749,995
Official Account	$301,032
Other Accounts	$22,591
Total Funds Available	**$1,073,618**

Financial Commitments	Actual
Operating Reserve	$252,491
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$409,973
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	$0
Maintenance - Buildings/Grounds < 12 months	$96,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$100,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$878,464**

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.