

2020 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 2020 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 30 April 2021 at 08:14 AM by Joshua Sheffield (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 10:19 AM by Alana Steele (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 providing quality education and its progressive approach to educating students for the 21st century. Our school's vision is to provide a friendly, collaborative and inclusive environment to develop the students in our care to be resilient, lifelong, global learners. 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, again with an extensive range of sporting opportunities. 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 recognising that our core responsibility is optimising student learning. In 2020 Hampton Primary School had an enrolment of 684 students, spread across 29 classes from Foundation to Grade 6. The school's Student Family Occupation and Education (SFOE) Index is extremely low at .0891. The school has 44.5 equivalent full-time staff, which includes 3 Principal Class, 3 Learning Specialists, 1 Leading Teacher and 37.5 equivalent full-time teachers, and 4.8 equivalent education support staff.

Despite the challenges and closures associated with 2020, the school maintained its strong commitment to prioritising staff professional growth through a culture of high expectations, the utilisation of its large leadership team and the engagement of numerous educational consultants as critical friends.

Framework for Improving Student Outcomes (FISO)

In 2020, Hampton Primary School's AIP focused on the implementation of three Key Improvement Strategies (KIS) related to the FISO Dimension of Curriculum Planning and Assessment.

The three Key Improvement Strategies were:

1. Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning and build confidence in teacher judgment
2. Strengthen the capacity of all teachers to design and engage students in rich and rigorous learning opportunities
3. Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning

To support teachers to design rich and rigorous learning opportunities, the school continued to work with consultant Trent Ray, who specialises in curriculum innovation. This further developed staff knowledge and understanding of the key dimensions of the 21CLD framework and their connections to planning and curriculum documentation during the remote learning periods.

The school completed the second and final year of the Mathematics Association of Victoria (MAV) project, which guided the whole-school focus on developing professional knowledge and practice in the area of problem-solving. The staff involved in the MAV team developed the whole school 'Problem Solving' instructional model as well as methods to effectively assess problem-solving tasks and design problem-solving rubrics.

Achievement

In 2020, we continued to work towards our improvement targets despite the considerable impact caused by the COVID-19 pandemic. The cancellation of NAPLAN meant that we were not able to collect NAPLAN student

achievement data and subsequently measure our success in relation to those targets.

The teacher judgement data collected indicated that students across the school continued to make significant growth in Writing and Mathematics, however we fell just short of achieving our targets set prior to lengthy school closures. In Writing, students achieved an average growth of 0.98, slightly below the 12 month target of 1.02. In Mathematics, students achieved an average growth of 0.98, again only slightly below the 12 month target of 1.0. With students being off-site for approximately half of the year, accomplishing such strong growth data school-wide is highly pleasing. Due to the modified reporting requirements for all schools in both Semester 1 and Semester 2, we were unable to collect teacher judgement data to track our progress towards our Science goal.

Throughout the remote learning period, we developed an additional support program for students achieving below the expected level and students who were experiencing difficulties with engagement and general wellbeing. This program targeted approximately 80 students across the school and provided additional one-on-one support to students to ensure they continued to make growth and progress despite the challenges that remote learning presented.

DET Attitudes to School survey data evidenced the effectiveness of strategies put in place for 2020, such as:

- 92% positive endorsement in 'Differentiated Learning Challenge'; a 3% increase on 2019 and significantly above similar, state and network school averages.
- 89% positive endorsement in 'Effective Teaching Time'; consistent with 2019 and significantly above similar, state and network school averages.

In 2021, our Learning Enhancement program will continue 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 standard. We will further refine consistent approaches to the assessment, planning, and teaching of Mathematics and Writing and continue to build the assessment capability of teachers to identify, plan for and assess student learning growth.

Engagement

Student engagement was significantly impacted by COVID-19 and periods of remote learning, however, the school and staff responded to this challenging time with outstanding dedication and commitment to our students, colleagues and also to the many varied families in 2020.

Throughout remote learning the school provided targeted lessons and content that sought to engage students in their learning. Across all levels, but particularly in the junior years, this required a significant pedagogical shift with task design, work submission, teaching strategies and resources all being new or adapted for online experiences.

The use of synchronous (live) lessons online was vital to student engagement and successful learning outcomes. It was quickly apparent the advantages in engagement that synchronous teaching offered and the school invested heavily in supporting staff in these areas. Staff made significant progress in their capacity to deliver content virtually, utilise a suite of online tools and hardware and collaborate with colleagues in an online space.

The school's approach to remote learning was refined for the second period of remote learning in Terms 3 and 4 and was successful in strengthening connections and engagement with students and families. An increase in synchronous time and structures led to an increase in whole class and small group learning engagement and social connections.

Class teachers also had regular 1:1 contact and connection with every student they taught. The school also set up an additional support program using Education Support and Specialist Staff for approximately 80 at-risk students to engage in their learning.

Staff, parent and student feedback of Term 3 remote learning was highly positive. DET Attitudes to School survey data evidenced the effectiveness of strategies put in place, such as:

- 84% positive endorsement in 'Sense of Connectedness'; a 2% increase on 2019 and significantly above similar, state and network school averages.
- 89% positive endorsement in 'Stimulating Learning'; a 6% increase on 2019 and significantly above similar, state and network school averages.
- 85% positive endorsement in 'Motivation and Interest'; a 2% decline on 2019 but significantly above similar, state and network school averages.
- 90% positive endorsement in 'Self-regulation and Goal Setting'; a 3% increase on 2019 and significantly above similar, state and network school averages.

- 84% positive endorsement in 'Sense of Confidence'; a 1% increase on 2019 and significantly above similar, state and network school averages.
In 2021 the school will continue to work with teachers to support them in effectively utilising elements of remote learning that can be translated into the classroom successfully.

Wellbeing

The Wellbeing of students, staff and the community was of paramount and increased importance in 2020. Stress, anxiety, increased workload and uncertainty for so much of the year meant the impact on the mental health of many school staff and students was dramatic.

When remote learning commenced staff and students alike were challenged with technological issues, new teaching and learning practices, fewer opportunities for peer/collegial support and limited access to engagements outside school. This resulted in the school focusing significant time and resources on supports for students and staff to improve wellbeing, connectedness and relationships.

The remote learning model supported wellbeing through increasing collaboration, sharing workload more consistently, increasing wellbeing activities, streamlined processes, increased professional learning and technological support and maintained connections within teams and classes. Wellbeing support and communication for staff and the community was also vital and families of students who were disengaged or challenged by the circumstances were provided with effective additional supports and strategies.

DET Attitudes to School survey data evidenced the effectiveness of strategies put in place, such as:

- 77% positive endorsement in 'Teacher Concern'; a 4% increase on 2019 and significantly above similar, state and network school averages.
- 86% positive endorsement in 'Managing Bullying'; consistent with 2019 and significantly above similar, state and network school averages.
- 90% positive endorsement in 'Attitude to Attendance'; consistent with 2019 and above similar, state and network school averages.

In 2021 our focus will centre on consolidating our learning from 2020 and applying what is relevant in an on-site environment. A heightened focus on wellbeing will see us prioritising the consistent implementation of wellbeing programs and interventions such as Restorative Practices and Positive Education.

Financial performance and position

Hampton Primary School maintained a strong financial position throughout 2020 despite the great many challenges that restrictions and closures presented. Revenue lost was significant throughout Terms 2,3 and 4 due to there being no external hirers permitted to use the facilities, a significant reduction in students using the Before and Aftercare Program and the reimbursement 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 2021.

Some of the projects planned for 2020 were not able to be carried out due to COVID restrictions, however the installation of a new playground (\$160,000) and Indigenous Garden and flagpoles at the entrance of the school were significant projects completed that have created outstanding facilities for our students to enjoy. Over \$40,000 was also invested in Professional Learning, evidencing the school's commitment to staff performance and development and resulting in the development of a new and innovative practise, particularly in pedagogy around remote and flexible learning.

For more detailed information regarding our school please visit our website at <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.

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 684 students were enrolled at this school in 2020, 324 female and 360 male.

7 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) which takes into account parents' occupations and education.

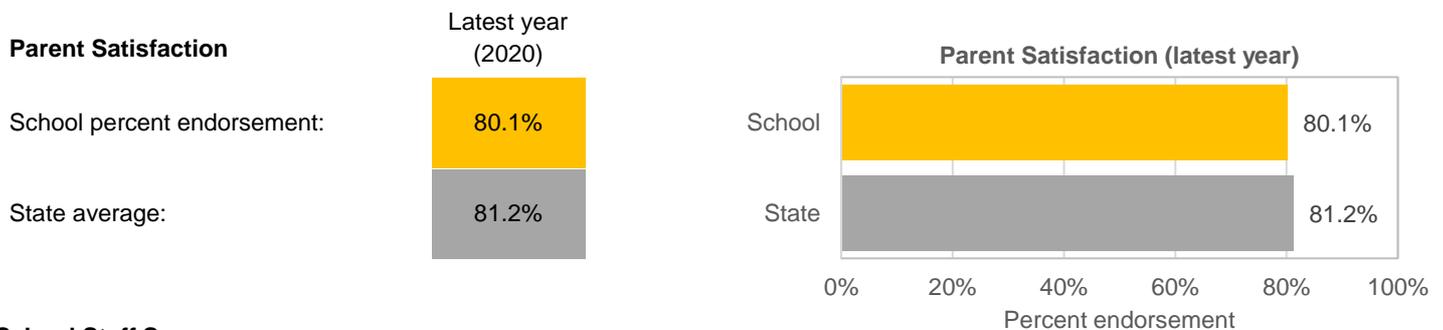
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

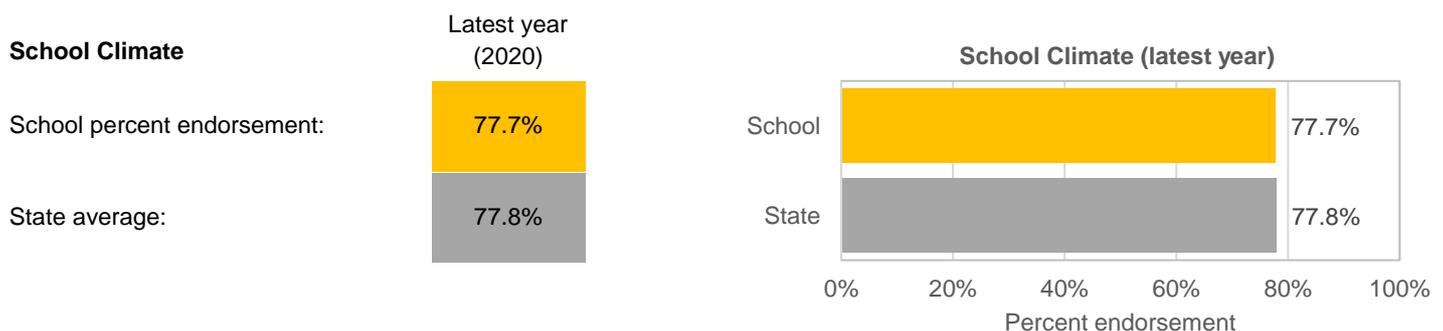


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

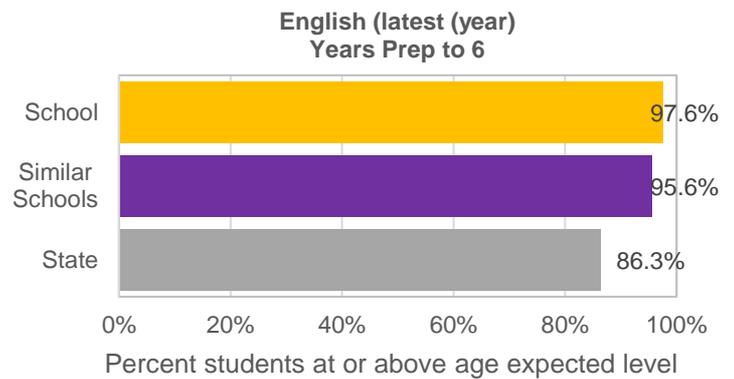
97.6%

Similar Schools average:

95.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

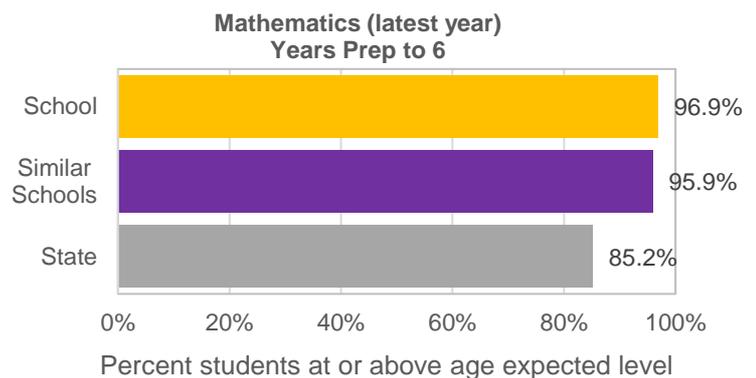
96.9%

Similar Schools average:

95.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

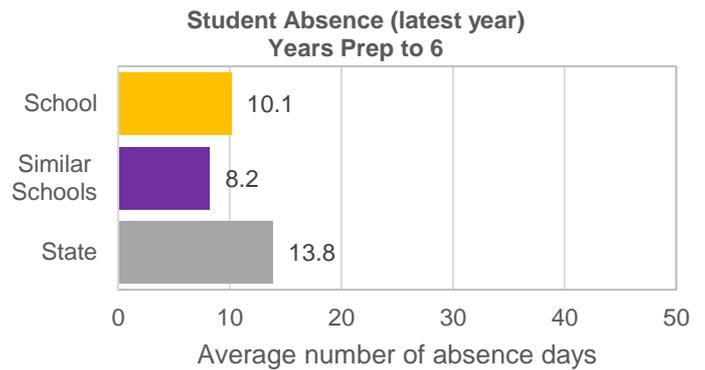
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.1	12.7
Similar Schools average:	8.2	12.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	94%	96%	95%	95%	95%	93%

WELLBEING

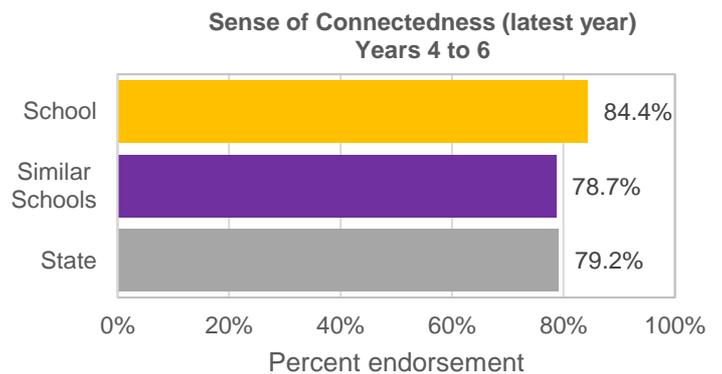
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	84.4%	83.6%
Similar Schools average:	78.7%	79.7%
State average:	79.2%	81.0%



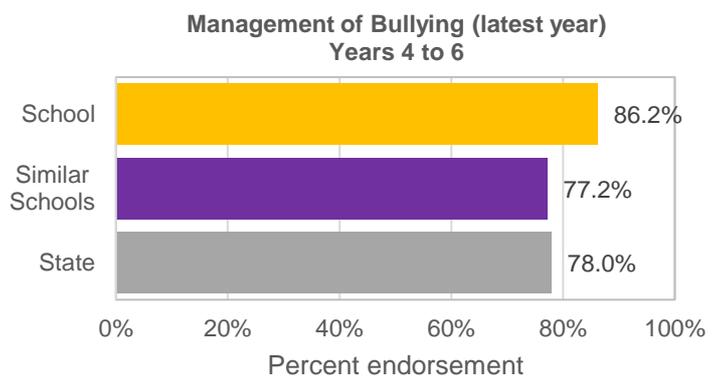
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	86.2%	86.3%
Similar Schools average:	77.2%	79.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$5,170,621
Government Provided DET Grants	\$507,921
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$6,476
Locally Raised Funds	\$641,765
Capital Grants	NDA
Total Operating Revenue	\$6,326,782

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,584
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$16,584

Expenditure	Actual
Student Resource Package ²	\$5,062,042
Adjustments	NDA
Books & Publications	\$5,652
Camps/Excursions/Activities	\$148,506
Communication Costs	\$9,940
Consumables	\$104,728
Miscellaneous Expense ³	\$56,374
Professional Development	\$44,200
Equipment/Maintenance/Hire	\$95,417
Property Services	\$269,212
Salaries & Allowances ⁴	\$148,408
Support Services	\$114,638
Trading & Fundraising	\$32,412
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$35,056
Total Operating Expenditure	\$6,126,586
Net Operating Surplus/-Deficit	\$200,196
Asset Acquisitions	\$5,865

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$716,336
Official Account	\$81,313
Other Accounts	\$68,450
Total Funds Available	\$866,100

Financial Commitments	Actual
Operating Reserve	\$134,300
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$230,483
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$90,000
Maintenance - Buildings/Grounds < 12 months	\$28,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$482,782

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.