

2022 Annual Report to the School Community

School Name: Hampton Park Primary School (4062)



- 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 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 16 March 2023 at 04:43 PM by Dale Mills (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 22 March 2023 at 10:46 AM by Alison Arandall (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).

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)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Hampton Park Primary School is located in the south eastern suburbs of Melbourne. The school's SFOE was 0.5893 in 2022, remaining in the high School Level Band. The schools' enrolment at census in February was 395, which rose to 417 by the end of the year. There were 35 students on the PSD program and 3% of our student population identify as Aboriginal or Torres Strait Islanders. Close to 60% of our learners speak a language other than English at home. The school is an inclusive educational environment. We're proud of our diverse cultures and believe every child deserves a rich, varied and challenging educational experience.

Hampton Park Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.

Hampton Park Primary School's vision is to develop a safe and secure learning environment where students acquire the skills to:

- monitor and manage their learning,
- develop the mindset to be creative, flexible and innovative and
- learn to effectively problem solve by approaching issues logically and with an open mind.

To ensure that all students progress at their optimum level, staff:

- value each individual student in the classroom and understand their backgrounds, interests and perspectives
- help every student succeed by understanding their individual learning needs and providing a program to support these needs
- build strong literacy and numeracy skills in recognition of the importance these skills have in underpinning learning
- value active involvement and have high expectations of all students
- use assessment practices that reflect learning objectives and provide constructive feedback to the students which will drive future learning.

Staffing for 2022 consisted of 1 principal, an Assistant Principal, 27.3 FTE teaching staff and 23.9 FTE educational support staff. In 2022, the school has gone through a period of change, facing staffing challenges which are the same in many schools across the state. The long term Principal left in May to establish one of the new schools. A new substantive Principal was appointed and began the role in late November. There was also turnover in the teaching staff, with a number of retirements, periods of leave and staff successful in gaining opportunities at other schools. These staffing changes required a focus on inducting staff into programs and culture, and ensuring continuity of learning.

In 2018, the school opened a new \$5.7 million rebuild, which includes several new classrooms and innovative STEM learning spaces. The our STEM curriculum ensures that all students are equipped with the innovative skills and knowledge that will allow them to solve real world problems using the increasingly important and internationally recognised STEM competencies of Science, Technology, Engineering and Maths. The well-resourced specialist programs of Science, Digital Technologies, STEM and Physical Education are provided for all students each week and these specialist teachers provide a range of opportunities for students to use their new skills in different contexts. Mandarin is also taught across the Prep-6 grades. In Prep - 4, students are provided with intensive literacy support when they participate in a 50-minute session of literacy tutoring four times a week. Students in each class group are divided into small groups to work with a member of staff to address their individual literacy needs. In partnership with Community Hubs Australia and The Smith Family, the school also operates an onsite Community Hub. The Community Hub plays an integral role in the engagement of the local community by providing opportunities for community members to come together and socialise. The hub also offers weekly playgroup, English language, computer, citizenship and craft classes.

Hampton Park Primary School will continue its drive to improve student outcomes in literacy and numeracy. An instructional model has been implemented and data and feedback are important utilising an extensive assessment regime. Our future focus is on making the teaching and learning being more personalised for students and to continue to challenge them in their learning. A more rigorous approach to the teaching of writing is an emphasis including embedded delivery of a writing program with a focus on assessment. We are continuing to develop clarity of understanding about student voice and agency in learning and learning goals. This informs our work in building staff knowledge of student voice and agency and to enhance student agency, voice and leadership in their learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2022, in the attainment of improving literacy outcomes with a focus on writing, teachers continued to build their capacity to work collaboratively as part of a Professional Learning Community (PLC). Teachers spent time together analysing learner data and identifying starting points for instructional programs that addressed the needs of all learners. Teachers used their collaboration time to discuss instructional practices that supported the achievement and growth of learners in Reading, Writing and Numeracy. Teachers held robust discussions on how they could differentiate learning that allowed all learners to demonstrate some success.

A whole focus on writing enabled teachers to explore assessments that could be used to pinpoint a learner's point of need. Teachers participated in moderation of writing samples to create a consistent understanding of what is required from learners at each year level. Teachers engaged with *The Writing Revolution* as a resource, that assisted in the planning of writing, bringing it back to the mastery of the basics on a sentence level before moving onto paragraphs.

Reading at Hampton Park Primary School continued to be supported by the Prep Oral Language, 1/2 Literacy Room 3/4 Reading Room programs. At levels 1 and 2, a greater emphasis was placed on the development of phonemic awareness skills through the introduction of the Heggerty phonemic awareness program. The 3/4 program focused on comprehension with the introduction of Fountas and Pinnell levelled intervention.

Numeracy continued to be focused on teacher practice around the delivery of Rich Tasks that provided learners with open-ended challenges and a chance to apply their knowledge attained in concept lessons.

Teacher judgement data for the number of learners working at or above the age expected level for Reading was 74.7 percent. This was slightly above similar schools (schools that are deemed alike by the Department of Education (DE) considering socioeconomic background and EAL status of learners as well as the school's size and location) and 13 percent lower than the state average. The same measures for reading placed the school at 70.8 percent for Mathematics slightly lower than similar schools and 15 percentage points below the state.

NAPLAN Reading data saw 59.6 percent of Year 3 learners achieving in the top three bands, slightly above the four year average. This result was slightly lower than similar schools and 17 percent lower than the state average. In Year 5 Reading, 46.3 percent of learners were assessed to be in the top three bands, 9 percentage points lower than similar schools and 24 points lower than state average.

NAPLAN Numeracy results for Year 3 showed that 25 percent of learners achieve in the top 3 bands, a 7 percent decrease in the four-year average and significantly below both similar schools and the state average. Year 5 Numeracy data showed that 22.2 percent of learners achieved a result in the top 3 bands a significant decrease in the four-year average and below similar schools and the state average.

The focus for 2023 is for teachers to further build their understanding of effective PLCs and use data to inform planning and teaching in Numeracy. Teachers will also focus on monitoring learner achievement and growth and appropriately differentiating learning to better cater for individual learning needs of all learners.

Wellbeing

The Wellbeing focus for 2022 was on effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable learners. To support learners, teachers conducted the Student Check-In screening tool each term. This screener enabled teachers to evaluate learners on their Social, Academic and Emotional behaviours presented in the classroom environment. The learners identified as being vulnerable socially, academically or emotionally, were provided with Individual Education Plans (IEPs) developed by their teachers to specifically support their needs. Throughout the year, with targeted intervention, there was a significant reduction of learners presenting as vulnerable.

This internal school data was supported by the Attitudes to School Survey (AtoSS) results with 92% of learners responding positively to feeling connected to the school, a result well above similar schools and the state average. This data linked to the implementation of Student Voice, Agency and Leadership (SVAL) more formally within the school. All school staff attended

professional learning with the Quaglia Institute to unpack what student voice was and developed a consistent approach to implementing SVAL within the classroom. This included revamping the school's student council and our High Ability learners developing a project to improve the environmental impact of litter within the school. The continued implementation of Learning Behaviours allowed for greater independence, curiosity, resilience, motivation, cooperation and reflectiveness as learners adjusted to being onsite fulltime.

To enable teachers and education support staff to provide support for learners' wellbeing and mental health a team of staff completed the Berry Street Education Model and the whole staff attended professional learning with Captain Eric from CHIPS (Christians Helping in Primary Schools) focusing on managing and supporting their own wellbeing and mental health.

Moving forward Hampton Park Primary School is working on expanding their tiered intervention approach to supporting learners' wellbeing and mental health, with a specific focus on providing Tier 2 interventions for those learners identified as requiring support with their social, academic and/or emotional behaviours.

Engagement

Student engagement at Hampton Park Primary School continues to be a strength, as is reflected in the our fantastic student 'Attitudes to School' survey results. These results highlight the connectedness of students to school and the way they feel a part of the Hampton Park team. 92% of students at Hampton Park feel a sense of connectedness to the school, compared to the state average of 78%. The Parent Survey data indicates a similar level of satisfaction, with our results 10% above the state average for primary schools.

Student leadership is encouraged through cross-age team activities where students can work together and act as role models and leaders for others. Older students act as buddies for the juniors, ensuring they have a positive role model and helping them to feel a part of the Hampton Park family. Our attendance rate is similar to that of like schools and we continue to promote the importance that Every Day Counts. Attendance is followed up on a daily basis by our attendance officer and contact from the classroom teacher to build the connection between home and school. Absences of greater than three days are followed up by the school wellbeing team. This has seen our average number of school days absent drop below the average of similar schools and be much closer to the state average.

To support access to opportunity, the school has funded school excursions and learning opportunities for all families, and connected with DET run initiatives, to ensure that no child misses out. In 2022 this included free camps for students in years 3-6, along with free excursions and incursions each term for students in all year levels.

Connections have also been built with the broader community through the fantastic work of our Community Hub. The program, funded in conjunction with Community Hubs Australia, has been offering programs in English language, citizenship, computers as well as the ever popular Little Owls playgroup. The Hub also supports connecting families with community services and accessing school information. This work is helping to support a broader range of families to become familiar with education in Australia, and set up a team of support around the learners at school.

Financial performance

The school is in a healthy financial position. Throughout 2022, we maintained a surplus in our SRP as a result of staffing shortages, and the inability to find suitable replacement staff to cover leave. This money is carried forward in to the new year to enable us to target interventions as staff become available, and continue our successful literacy intervention programs. These programs in 2022 have been fully funded through equity funding.

Funds in 2022 were also spent on updating technology across the school, as well as purchasing additional literacy, numeracy and humanities resources. The school continued to employ a leadership coach and a numeracy coach in line with the stated goal of building staff capacity. The STEM Centre continued to be resourced to maintain our high-quality STEM program. Equity funds were also used to continue to employ an additional Student Wellbeing Teacher, Speech Therapist and Psychologist to support student wellbeing and engagement for our new families. Equity funding was used to provide enriched learning opportunities for all students, including camps, excursions and incursions for students in all year levels, at no cost to families.

The school continued to receive funding of approximately \$46,000 from Community Hubs Australia to run the Community Hub within the school. The grant covers some of the cost of salaries and consumables as well as resources to support implementation, including English language class funding and child minding. We were also recipients of funding through the National School Chaplaincy Program, enabling us to access a chaplain through Christians Helping in Primary Schools (CHiPS).

The 2022 net surplus will continue to support improved student learning outcomes and drive learning programs. This allocation will be used to support the required flexibility in the leadership structure and planning that best suit our school's strategic plan and will continue the work of our AIP and Strategic Plan as we develop our new plan for the next four years.

For more detailed information regarding our school please visit our website at
<http://www.hpps.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 399 students were enrolled at this school in 2022, 192 female and 207 male.

58 percent of students had English as an additional language and 3 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).

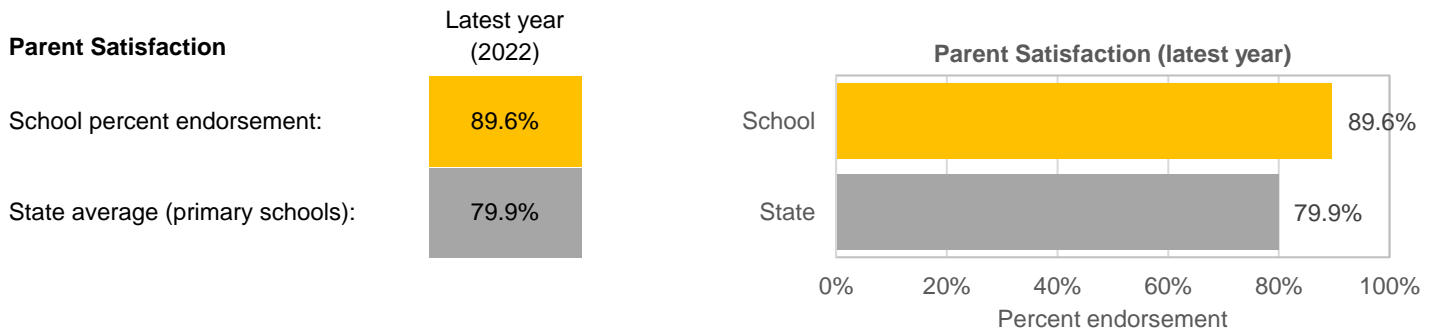
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

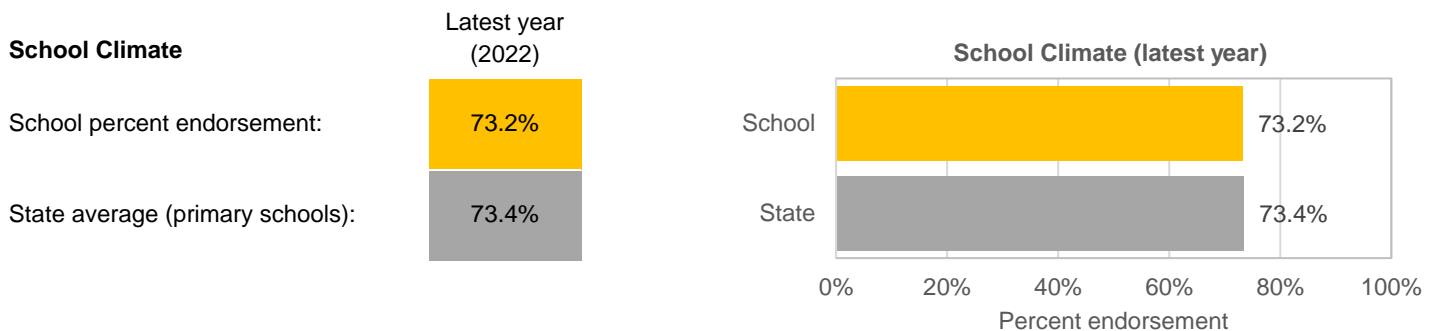


School Staff Survey

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:

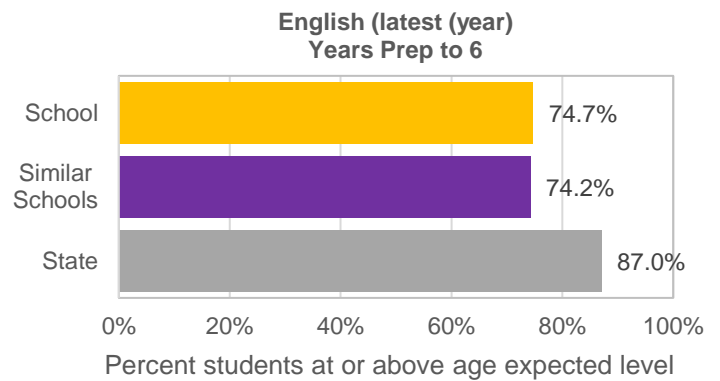
74.7%

Similar Schools average:

74.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

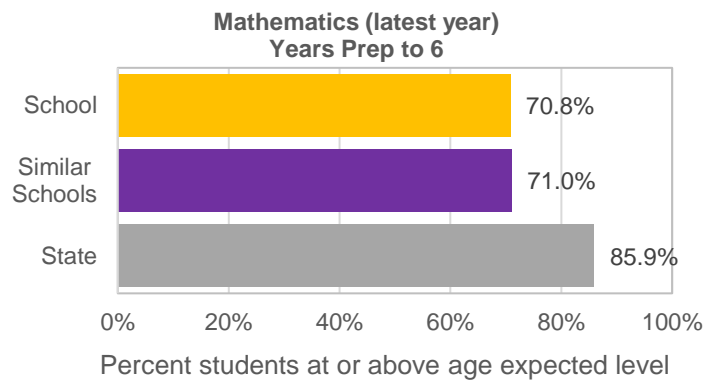
70.8%

Similar Schools average:

71.0%

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.

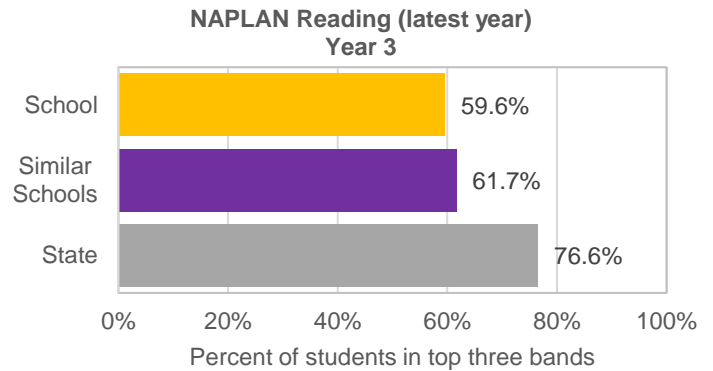
NAPLAN

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.

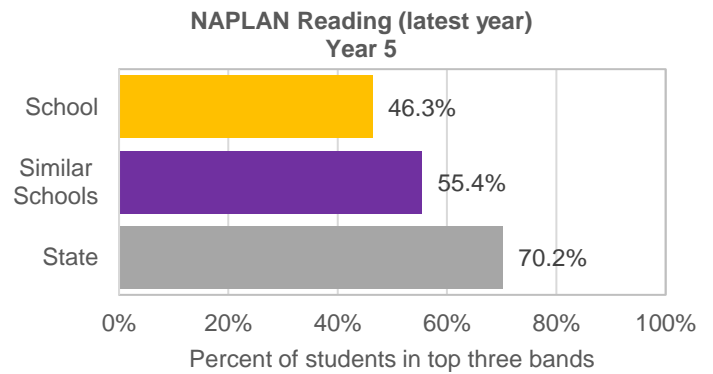
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.6%	59.4%
Similar Schools average:	61.7%	62.3%
State average:	76.6%	76.6%



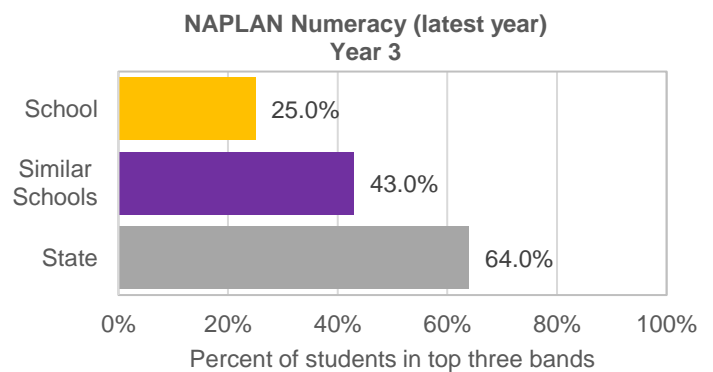
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.3%	52.9%
Similar Schools average:	55.4%	53.3%
State average:	70.2%	69.5%



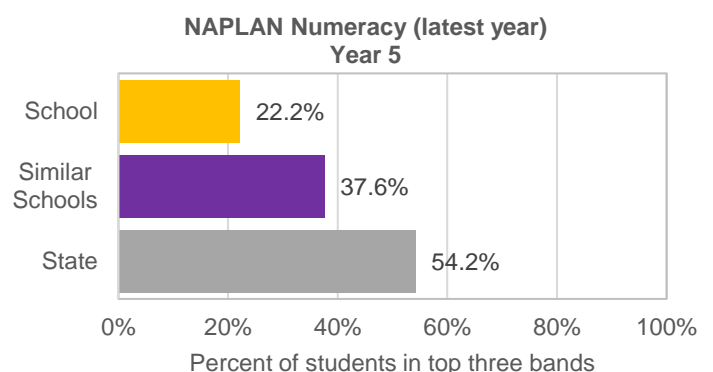
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	32.9%
Similar Schools average:	43.0%	46.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	22.2%	37.2%
Similar Schools average:	37.6%	41.6%
State average:	54.2%	58.8%



WELLBEING

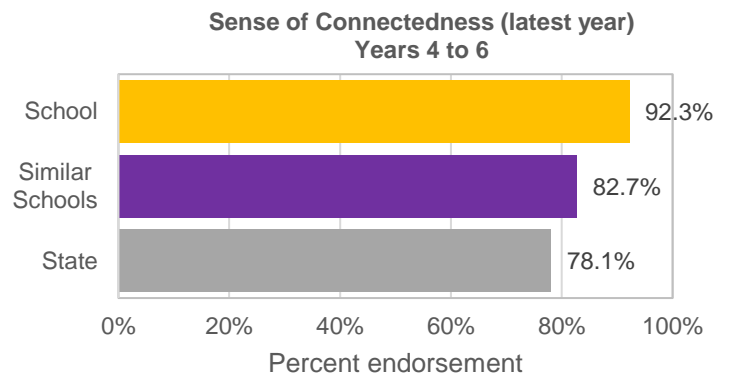
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	92.3%	89.8%
Similar Schools average:	82.7%	83.3%
State average:	78.1%	79.5%

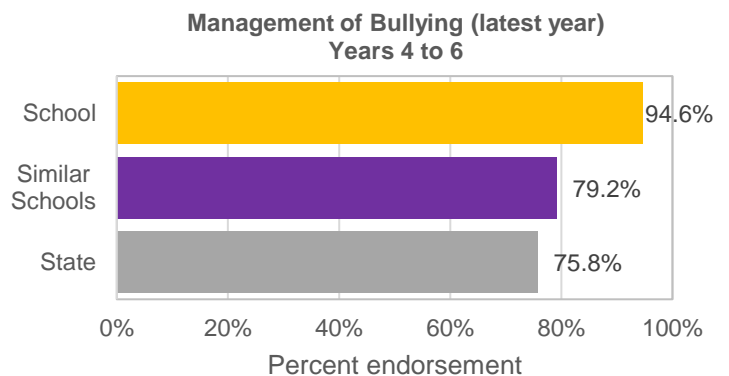


Student Attitudes to School – Management of Bullying

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:	94.6%	92.0%
Similar Schools average:	79.2%	81.2%
State average:	75.8%	78.3%



ENGAGEMENT

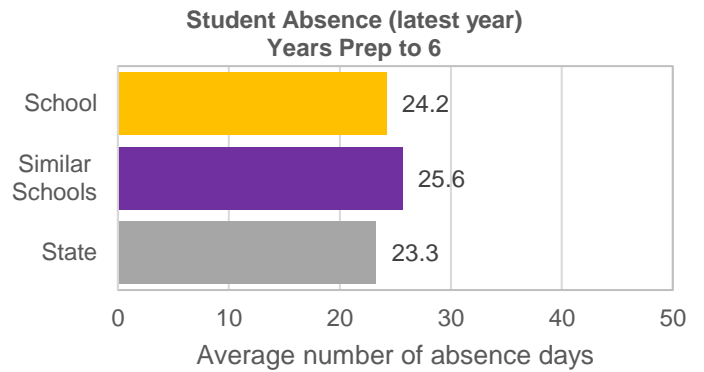
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.2	21.3
Similar Schools average:	25.6	20.2
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):	83%	88%	88%	89%	90%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,265,809
Government Provided DET Grants	\$941,184
Government Grants Commonwealth	\$21,450
Government Grants State	\$0
Revenue Other	\$67,340
Locally Raised Funds	\$44,397
Capital Grants	\$0
Total Operating Revenue	\$6,340,180

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,063,453
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,063,453

Expenditure	Actual
Student Resource Package ²	\$5,021,052
Adjustments	\$0
Books & Publications	\$44,902
Camps/Excursions/Activities	\$120,185
Communication Costs	\$6,761
Consumables	\$86,953
Miscellaneous Expense ³	\$4,744
Professional Development	\$18,173
Equipment/Maintenance/Hire	\$242,865
Property Services	\$77,800
Salaries & Allowances ⁴	\$84,129
Support Services	\$347,698
Trading & Fundraising	\$18,223
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$46
Utilities	\$34,440
Total Operating Expenditure	\$6,107,973
Net Operating Surplus/-Deficit	\$232,208
Asset Acquisitions	\$71,360

- (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

Funds available	Actual
High Yield Investment Account	\$1,556,733
Official Account	\$31,242
Other Accounts	\$0
Total Funds Available	\$1,587,976

Financial Commitments	Actual
Operating Reserve	\$172,211
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$158,629
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	\$112,679
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$160,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$603,518

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.