2025 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 (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 26 March 2026 at 04:09 PM by Sharne Winstone (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 14 April 2026 at 12:09 PM by Sharne Winstone (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.

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.

About Our School

School context

Hampton Park Primary School is a vibrant and inclusive learning community committed to empowering students to become lifelong learners who thrive in a connected world. Our vision centres on creating a strong sense of belonging, where every child feels valued, supported, and motivated to succeed. This is underpinned by our core values of Respect, Responsibility, and Resilience, which guide our daily practice and interactions across the school.

In 2025, the school maintained a stable enrolment of approximately 430 students. Our structure continued to support consistent and high-quality teaching and learning, with three classes across most year levels and an average class size of around 21 students. Our staffing profile included a Principal, Assistant Principal, Learning Specialists, Leading Teachers, classroom teachers, specialist teachers, intervention staff, and a highly skilled education support team. A strong focus remained on the strategic use of education support staff within classrooms to enhance personalised learning and ensure targeted support for students.

Located in the City of Casey in Melbourne's south-east growth corridor, Hampton Park Primary School serves a diverse and evolving community. Our Community Hub continued to play a significant role in strengthening partnerships with families by offering playgroups, adult learning opportunities, and access to support services, further enhancing engagement and connection.

Cultural diversity remains a defining feature of our school, with a significant proportion of students speaking a language other than English at home. This diversity enriches our school environment and is celebrated through inclusive practices and events such as Harmony Week. Throughout 2025, we continued to prioritise inclusive education, student wellbeing, and strong community connections, ensuring that every student had the opportunity to succeed.

Hampton Park Primary School continues to be a place where students are supported to learn, grow, and thrive within a safe, inclusive, and high-expectations environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Hampton Park Primary School, our continued focus on evidence-based teaching, consistent instructional practices, and targeted interventions has supported strong progress towards our School Strategic Plan goals in 2025. Building on the gains achieved in 2024, we further strengthened teacher capability and refined our whole-school approach to literacy and numeracy, resulting in improved student learning outcomes across multiple cohorts.

A key highlight in 2025 has been the consolidation of our English Model 8+1, which has provided a consistent and structured approach to literacy instruction across all year levels. Through

targeted professional learning and ongoing coaching, teachers deepened their understanding of explicit instruction, systematic synthetic phonics, and reading fluency. This consistency has contributed to improved student outcomes in reading, with school-based data showing increased proportions of students achieving expected and above-expected growth.

In mathematics, a strong focus on building teacher curriculum knowledge and the use of explicit teaching strategies has supported improved student confidence and achievement in numeracy. Professional Learning Teams (PLTs) have continued to play a critical role, with teachers regularly analysing student data, identifying learning needs, and planning targeted teaching to address gaps. This has strengthened differentiation and ensured a more responsive approach to teaching.

Targeted intervention programs remained a priority in 2025, with structured literacy and numeracy support provided through small group and in-class interventions. Learning specialists and intervention staff worked alongside classroom teachers to ensure adjustments were purposeful and aligned to student needs. This approach has been particularly impactful for EAL learners and students supported through equity funding.

Our continued emphasis on formative assessment and data-informed practice has enabled early identification of student needs and timely intervention. As a result, students have demonstrated increased engagement in learning and improved outcomes, reflecting the collective and consistent efforts of staff across the school.

Wellbeing

At Hampton Park Primary School, student wellbeing and engagement remain central to our work as a school community. We recognise that students learn best when they feel safe, supported and connected, and we continue to prioritise a proactive and consistent approach to wellbeing.

In 2025, the school started implementing Schoolwide Positive Behaviour Support (SWPBS). This whole school framework focuses on explicitly teaching expected behaviours, building positive relationships and creating consistent responses to behaviour across all learning environments.

Clear expectations are taught, modelled and reinforced across the school through our shared values and behaviour matrix. Staff regularly revisit these expectations with students, ensuring that positive behaviour is recognised and celebrated. A strong emphasis is placed on proactive strategies such as positive reinforcement, active supervision and consistent classroom routines to support engagement in learning.

HPPS continues to provide a range of wellbeing supports to meet the needs of students. This includes access to wellbeing staff, targeted small group programs and strong partnerships with families and external services where required.

In 2025, the school also continued to strengthen its commitment to Disability Inclusion. Through the Disability Inclusion process, the school works closely with families, teachers and support staff to identify the individual learning and wellbeing needs of students and provide appropriate adjustments and supports. This includes developing Individual Education Plans (IEPs), implementing targeted interventions and ensuring students are supported to participate in all aspects of school life.

We also introduced an updated Social and Emotional Learning (SEL) Scope and Sequence to provide a more consistent and structured approach to teaching wellbeing across all year levels.

This scope and sequence incorporates the Resilience, Rights and Respectful Relationships program, supporting students to develop skills in emotional regulation, resilience, empathy, positive relationships and respectful behaviour.

Our wellbeing efforts are reflected in our Attitudes to School data. Notably, our four-year average for students in Years 4-6 not experiencing bullying remains at 86%, as compared to the statewide average of 82% . This reinforces the impact of our Wellbeing Hub, inclusive practices, and proactive processes in creating a safe and supportive learning environment.

Engagement

Hampton Park Primary School continues to prioritise student engagement as a key driver of both learning and wellbeing. In 2025, we strengthened our whole-school approach to student voice, agency, and connectedness, ensuring students feel known, valued, and actively involved in their learning.

Student attendance remained an ongoing focus. The average attendance rate remained consistent at approximately 88%, with 24% of students recording 30 or more days of absence. Extended family travel continued to contribute to higher absence rates for some students. The school maintained consistent processes to monitor and respond to absences, including daily follow-up with families and proactive support from the Wellbeing Team. A continued emphasis on attendance awareness, communication, and celebration supported families to understand the importance of regular attendance and its impact on learning outcomes.

A key highlight in 2025 was the strengthening of our Social and Emotional Learning (SEL) approach across the school. Explicit SEL lessons were embedded into classroom programs, supporting students to develop self-awareness, emotional regulation, and positive relationships. This was complemented by a structured approach to student voice in Years 3–6, where students participated in termly wellbeing surveys. Students analysed their class data and engaged in discussions about their sense of belonging, safety, and engagement. This data was then shared with the School Improvement Team (SIT) and leadership, informing targeted actions and responsive supports.

Student voice and agency were further strengthened through opportunities such as the Junior School Council, buddy programs, and a range of extracurricular activities. Lunchtime clubs and student-led initiatives provided inclusive opportunities for students to connect across year levels and build leadership skills.

Our Community Hub continued to play a vital role in strengthening family engagement and connection to the school. Through these combined approaches, Hampton Park Primary School has continued to foster a strong sense of belonging, ensuring students are engaged, supported, and ready to learn.

Other highlights from the school year

Hampton Park Primary School continued to provide a rich and vibrant range of experiences that strengthened our school community and enhanced student learning beyond the classroom. Throughout 2025, whole-school events such as Harmony Week, NAIDOC Week, Book Week, and our School Production and Art Show celebrated diversity, creativity, and student voice, bringing our community together in meaningful ways. Regular assemblies, including our termly Gold Assemblies, recognised student achievement and reinforced our school values of Respect, Responsibility, and Resilience.

Our transition programs remained a key strength, supporting students at critical stages of their learning journey. Strong partnerships with local kindergartens and secondary schools ensured smooth transitions into Foundation and from Grade 6 to Year 7. Foundation transition sessions and parent information opportunities supported families to feel confident and connected, while our Grade 6 students celebrated their final year through leadership opportunities, graduation, and transition activities.

Chess continued to thrive at HPPS in 2025 and remained an important extracurricular opportunity for many students. Students participated in external competitions, the school hosted several chess competitions onsite, and a number of students also engaged in external coaching to further develop their skills. Chess is valued not only as a competitive activity, but as an opportunity to build strategic thinking, problem-solving, concentration, persistence, and respectful sportsmanship. It has provided students with another avenue to experience success, represent their school with pride, and strengthen connections with peers through a shared interest.

Camp, excursions, beach safety programs, and sporting events also continued to provide valuable opportunities for students to build teamwork, resilience, and confidence. Our Community Hub remained central to strengthening partnerships with families, offering playgroups, adult learning, and access to support services, reinforcing our commitment to a connected and inclusive school community.

Financial performance

Hampton Park Primary School remains in a strong financial position. During the year, several minor building upgrades were completed, with a strong emphasis on improving safety across the school. These included upgrades to the outdated CCTV system, improvements to height safety assets, installation of automatic gates in staff car parks, installation of air conditioning and storage cabinets in the gym, and the widening of the pedestrian access path at the side gate.

The school continued to invest significantly in staffing throughout 2025 to strengthen educational programs. Additional teaching staff were employed, including a classroom teacher to help reduce class sizes, a specialist teacher to provide an extra weekly session for structured professional learning, and an EAL teacher to support the implementation of the English Language Foundation program for students requiring intensive support in English.

The school continued to receive approximately $46,000 in funding from Community Hubs Australia to operate the on-site Community Hub. This funding contributed to staffing,

consumables, and program resources, including English language classes and child-minding services.

In line with the Planned Maintenance Program set by the Department of Education and the Victorian School Building Authority, school funds were allocated to ensure facilities remain well maintained. By the end of 2025, the school recorded a surplus cash position.

For more detailed information regarding our school please visit our website at https://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 425 students were enrolled at this school in 2025, 214 female and 211 male. 67% had English as an additional language and 4% 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 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**	**86.7%**
	Similar schools	90.0%
	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**	**73.7%**
	Similar schools	75.3%
	State	77.4%

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**	**73.8%**
	Similar schools	76.2%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**66.4%**
	Similar schools	70.9%
	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**	**57.6%**	**53.9%**
	Similar schools	53.4%	52.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**63.3%**	**57.4%**
	Similar schools	59.1%	59.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**45.3%**	**39.1%**
	Similar schools	46.5%	46.5%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**45.0%**	**42.0%**
	Similar schools	51.3%	51.1%
	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**	**73.6%**
	Similar schools	75.4%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**76.9%**
	Similar schools	77.1%
	State	74.0%

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**	**81.8%**		**84.8%**
	Similar schools	80.8%		80.0%
	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**	**83.1%**		**84.1%**
	Similar schools	80.4%		77.8%
	State	76.4%		75.8%

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**	**24.3**	**23.3**
	Similar schools	22.5	23.2
	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**	**83.3%**
Year 1	**School**	**87.2%**
Year 2	**School**	**88.9%**
Year 3	**School**	**87.6%**
Year 4	**School**	**87.9%**
Year 5	**School**	**88.2%**
Year 6	**School**	**90.0%**

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	$6,234,042
Government Provided DET Grants	$953,959
Government Grants Commonwealth	$32,902
Government Grants State	$27,432
Revenue Other	$65,097
Locally Raised Funds	$64,146
Capital Grants	$0
Total Operating Revenue	**$7,377,578**

Equity	Actual
Equity (Social Disadvantage)	$1,017,628
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$1,017,628**

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

Expenditure	Actual
Student Resource Package[1]	$6,372,964
Adjustments	$0
Books & Publications	$22,192
Camps/Excursions/Activities	$113,090
Communication Costs	$4,764
Consumables	$111,286
Miscellaneous Expenses[2]	$11,603
Agency Staff	$219,992
Professional Development	$13,956
Equipment/Maintenance/Hire	$104,394
Property Services	$150,228
Salaries & Allowances[3]	$120,808
Support Services	$140,733

Expenditure	Actual
Trading & Fundraising	$2,497
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$46,413
Total Operating Expenditure	**$7,434,920**
Net Operating Surplus/-Deficit	**($57,343)**
Asset Acquisitions	**$97,310**

[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.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$1,329,972
Official Account	$81,188
Other Accounts	$0
Total Funds Available	**$1,411,159**

Financial Commitments	Actual
Operating Reserve	$176,993
Other Recurrent Expenditure	$7,777
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$3,000
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$12,000
Capital - Buildings/Grounds < 12 months	$17,375
Maintenance - Buildings/Grounds < 12 months	$32,680
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$249,825**

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.