Hampton Primary School

Hampton Primary is situated in a quiet bayside suburb 13 kilometres southeast from the Melbourne CBD. The school was established in 1913 and has strong community participation. The school fosters a caring atmosphere with clearly defined expectations, where students can develop in a supportive and safe learning environment. We educate our students to be enthusiastic, curious learners who are individuals and productive community members. Today’s child needs to become a highly literate and numerate student who will develop, thrive and contribute as tomorrow’s adult by being a confident life-long learner. We strive for excellence in academic achievement and promote the development of the whole child. The provision of a strong co-curriculum that values the arts including visual arts, music, dance and drama; in addition, an extensive range of after school activities and active participation in sport further enriches the education at Hampton Primary School. The school values drive the management of student welfare including the development of norm based classroom environments. The student wellbeing program and inquiry learning assist students to develop independence, confidence and resilience. The school has 5 students funded under the Programs for Students with Disabilities with varying needs. The staffing composition includes 35.6 equivalent full time staff which includes 2 principal class, 3 leading teachers and 32.6 equivalent full time teachers, and 6 equivalent education support staff. We have a strong commitment to promote professional conversations and reflecting on best practice using the Learning and Teaching Action Research Teams and educational consultants as critical friends. The school worked in the second year of the Strategic Plan (2011-2014).

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have performed well above state medians in VELS and NAPLAN in English and Mathematics. The school has a strong focus on literacy and numeracy as part of the current School Strategic Plan. Additional strategies include a Reading Recovery program, a Levelled Literacy Intervention program, literacy support program, use of individual learning plans, a numeracy intervention support program (EMU) for students in Years 2-4. We utilised online programs for all year levels including Literacy Planet, Mathletics and Fast ForWord. Considerable professional learning for staff has been provided in Literacy, Numeracy and school data analysis. Improvement in Numeracy will continue to be a priority in 2013; utilising the expertise of staff and the continuation of the recently established action research teams. The focus on literacy will be maintained with emphasis on</td>
<td>The school attendance data is very similar to the median for all government schools. The results reflect a school based focus over the last 4 years to improve attendance. Attendance data is closely monitored and individual cases are followed up regularly via phone calls and staged response processes are followed. A significant proportion of families take the opportunity to travel interstate or overseas during school time. Student connectedness to school is slightly below the median for Victorian schools for 2012. Student leadership involving numerous initiatives in the local community will continue to be a focus. The school’s Start Up and restorative practice programs continue to be implemented to support student wellbeing and engagement. The student engagement policy will be reviewed to ensure that student engagement and wellbeing continue to be a</td>
<td>During the last 4 years considerable time and energy has been devoted to improving student pathways and transitions. A comprehensive kindergarten to preparatory program operates which begins with story time sessions mid-year, with a follow up of 4 weeks transition to school program commencing in November. The Year 6 transition to secondary college program has an ongoing focus throughout the year. These include: school orientation visits, meet and greet secondary teachers, discussion forums with past students and student leadership activities and conferences. Level 4 students are involved in a number of academic (eg debating at Brighton Secondary College) and sporting activities and joint community projects, culminating in orientation in early December. During Term 4 all year levels participate in a 4 week transition program across the school to mark</td>
</tr>
</tbody>
</table>
Writing, spelling and speaking and listening with particular attention to accurate assessment and reporting of speaking and listening. Two professional learning projects operated in 2012; the ACU Numeracy local cluster initiative continued building teacher knowledge and capacity in mathematics and a school based Year 1 Numeracy project commenced. In 2013 the school will utilise Hattie’s effective learning strategies. We will continue to maximise student learning through embedding ICT practices that include the use of handhelds – such as iPod and iPad learning, digital learning tools and programs and the LOTE online program for Years 5/6.

Priority at the school. The utilisation of Year 6 students as peacemakers provided a valuable layer of additional support and assistance for students in P-4. In 2013 a school welfare team will be formed to utilise the staff expertise, interest and passion to support our students and to work in collaboration with the Student Support Services Officers. Furthermore, the junior school council will be reviewed and refined to maximise student voice.

For more detailed information regarding our school please visit our website at [enter school URL/website here]

or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/SReg
Hampton Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key:
- Range of results for the middle 60% of Victorian government schools:
- Result for this school: ●
- Median of all Victorian government schools: ●

School Profile

- Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
- Average level of staff satisfaction with the school, as derived from the annual Staff Opinion survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- Overall socio-economic profile
  - Based on the school's Student Family Occupation index which takes into account parents' occupations.
  - Proportion of students with English as a second language
  - 595 students (282 female, 313 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg
### How this school compares to all Victorian government schools

#### Student Learning

1. **Teacher assessments from the Victorian Essential Learning Standards (VELS)**
   - Percentage of students in Years Prep to 6 with a grade of C or above in:
     - English and Mathematics
     - All other subjects
   - The grades are the same as those used in your child’s end of year report.
   - A ‘C’ rating means that a student is at the standard expected at the time of reporting.

   **Key:**
   - Range of results for the middle 60% of Victorian government schools:
   - Result for this school: 
   - Median of all Victorian government schools:

2. **NAPLAN Year 3**
   - Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
   - Year 3 assessments are reported on a scale from Bands 1-6.
   - Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

3. **NAPLAN Year 5**
   - Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
   - Year 5 assessments are reported on a scale from Bands 3-8.
   - Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

#### Student Outcomes

<table>
<thead>
<tr>
<th>Results: English and Mathematics 2011</th>
<th>0 1 2 3 4 5 6 100</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Results: English and Mathematics 2008 - 2011 (4-year average)</th>
<th>0 1 2 3 4 5 6 100</th>
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</table>

<table>
<thead>
<tr>
<th>Results: All other subjects 2011</th>
<th>0 1 2 3 4 5 6 100</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Results: All other subjects 2008 - 2011 (4-year average)</th>
<th>0 1 2 3 4 5 6 100</th>
</tr>
</thead>
</table>

#### School Comparison

- Lower
- Similar
- Higher

- Band 1 2 3 4 5 6
- Band 1 2 3 4 5 6
- Band 1 2 3 4 5 6
- Band 3 4 5 6 7 8
- Band 3 4 5 6 7 8
- Band 3 4 5 6 7 8

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

### Version 2, March 2013
4. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2011 attendance rate by year level:

<table>
<thead>
<tr>
<th></th>
<th>Prep</th>
<th>Yr1</th>
<th>Yr2</th>
<th>Yr3</th>
<th>Yr4</th>
<th>Yr5</th>
<th>Yr6</th>
</tr>
</thead>
<tbody>
<tr>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>

5. Student attitudes to school

Derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students’ engagement in and enjoyment of school. The school’s average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2012

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>5</th>
</tr>
</thead>
</table>

Results: 2009 - 2012 (4-year average)

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<tr>
<th></th>
<th>1</th>
<th>5</th>
</tr>
</thead>
</table>
What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

The *School comparison* measures show that most schools are doing well and are achieving results that are *similar* to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have *higher* performance.

Some schools have *lower* performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘What our school is doing’ statement provides a summary of this school’s improvement plan.
Financial performance and position commentary

In 2012 the school received $84,240 less in revenue compared to 2011, furthermore our planned expenditure was significantly less in 2012 compared to 2011. The school allocated $150,000 to asphalt an area to the north of the BER building and the area to the east of the Snack Shack and art room, replace storm water pipes, repair sewerage pipes serving the Arts building, install retaining walls, create garden boxes, install decking around the oak tree and build and plant the vegetable garden boxes. In addition, the school allocated significant funds to further develop the ICT infrastructure and associated support with the installation of 9 new Promethean interactive whiteboards and 50 PC laptops for use with level 3, the employment of a local technician for 3 days a week and the release of a teacher for one a day week to coordinate ICT across the school and liaise with technicians. Future plans include: the installation of soccer, netball and basketball goals, re-carpeting three classrooms, installing another panel in the fence around the oval and resurfacing the area around the BER building.