2015 Annual Report to the School Community

Hampton Primary School

School Number: 3754

Name of School Principal: Sue Knight

Name of School Council President: Jamie Smart

Date of Endorsement:

About Our School

School Context

Hampton Primary School is a proud state government school which dates back to its inaugural year of 1913. A long and esteemed history is notable and its reputation for providing quality education has been well established. The school is particularly proud of its progressive approach to educating students for the 21st century. The school leadership and staff of professional educators are intentional and purposeful in pursuing the optimal learning experiences for each and every student and as such, seek to provide all children with instruction that is personalised, contemporary, research-based, evidence-based and technologically rich. Our students from Foundation to Year 6 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.

Hampton Primary School is contemporary in its approach to educating our students. They learn in an environment that is conducive to preparing them for a rapidly changing world that demands technological capacity and intelligence, heightened interpersonal skills, significant emotional intelligence, resiliency and strong literacy and numeracy skills. Our students learn in flexible learning spaces and through collaborative structures with other students. They may learn in straight year home groups or, multi-aged or Level home groups and this can vary from year to year. Teams of teachers work together to plan for, instruct, assess, moderate student work and feed back to students to support personalised learning. The relationships developed between teachers and students, and students and students are integral to supporting an optimal learning environment. These relationships are intentionally and purposefully developed and cherished.

Professionalism, instructional capacity and accountability of our teachers are foundational to the education students receive ensuring each child's learning is scaffolded in their learning zone. Significant resources are applied to ensure our teachers provide quality instruction and evidence–based student outcomes. Teacher quality is crucial for optimal student outcomes and so our energies are directed towards coaching and capacity building of our teaching staff.

We have high expectations of our students and set challenges and opportunities for all students to strive to be the very best they can be both academically as well as morally. Drawing on values that include integrity, honesty, inclusiveness, kindness and thoughtfulness, our students are supported to develop as holistic and well balanced young people. 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 and pursuits provided. We are proud of our students and in turn they have much to be proud of as they adhere to the high expectations required of them.

Our school community works in partnership with the school in recognition that it is critical that the partnership is respectful, has a strong values base and is always student-centred, recognising that our school's core business is optimising student learning.

Hampton School has a current enrolment of 700 students. The school has 41.1 equivalent full time staff which includes 2 principal class, 4 leading teachers and 35.1 equivalent full time teachers, and 8.3 equivalent education support staff. We have a strong commitment to promote professional conversations and reflect on best practice using a team approach and educational consultants as critical friends. The school is in the second year of the Strategic Plan (2015-2018).

For further information about the school, please visit http://www.hamptonps.vic.edu.au

Achievement

Students have performed well above state medians in AusVELS and NAPLAN in English and Mathematics. In relation to NAPLAN learning gain from Year 3 to 5, our greatest gain was in writing where 40% made high gain and 45% made medium gain. The school has a strong focus on literacy and numeracy as part of our current School Strategic Plan. Additional strategies include a Reading Recovery program, a Levelled Literacy Intervention program, literacy support, use of individual learning improvement plans, personalised goal setting and extensive use of cross age tutors and buddies. There has been a pleasing improvement in the number of students assessed above the expected level in speaking and listening.

We utilised online learning programs for all year levels including Reading Eggs for Foundation, Literacy Planet, Mathletics and 'Fast ForWord'. Considerable professional learning for staff has been provided in Literacy, Numeracy and school data analysis.

The school continued its involvement in the local Mathematics cluster initiative which builds teacher knowledge and capacity in mathematics. The Year 4 staff worked closely with Professor Peter Sullivan on a research project exploring motivation, persistence and growth mindsets in children. Improvement in Numeracy will continue to be a priority in 2016 with the development of a whole school vision. The school will continue to draw on the expertise of existing staff and external consultants. Staff from Years 2-6 will work with Professor Peter Sullivan again in 2016 exploring the same focus area as in 2015.

In 2015, we officially introduced our 1:1 iPad program in Years 5 and 6. In addition, banks of iPads and laptops were purchased and additional interactive white boards installed and Google docs was utilised to further enrich learning opportunities for students using ICT. Embedding ICT practices across the curriculum will continue to be a priority at all levels.

In 2016 the school will continue to utilize Hattie's effective learning strategies (particularly self-reported grades) to maximise student learning outcomes and learning and teaching in Science will be a priority.

Engagement

Student engagement continues to be a priority at Hampton. The school's Start up and Restorative Practice programs were implemented to support and promote student engagement and wellbeing. In addition, our school has been involved in the 'KidsMatter' mental health and wellbeing initiative for the past 3 years and continues to explore ways to further enact the principles of belonging and the development of happy and well balanced children which underpin the program. Staff members attended the KidsMatter Cluster Network meetings. The school trialed a Mindfulness program to further develop the social and emotional learning. In addition, Friends for Life has been incorporated into the Year 2, 4 and 6 curriculum. This program promotes students' emotional intelligence, which is a well-documented pathway to enhancing wellbeing; in so doing addressing the growing prevalence of mental illness in youth today.

Discussions with students confirm the highlights from 2015 included: Relay for Life – raising money for cancer, leadership opportunities, public speaking and debating, school camps, the extensive range of sports available particularly interschool sports , using iPads, Science invention conventions, Music – learning to play ukulele, making sculptures using wire, attending and working at the Twilight Carnival, using an interactive, electronic approach to learning a second language, participating in the Dance Fit program, organising and conducting fundraising activities to support charities, being a buddy for the preps.

The Junior School Council was active in fundraising and community action projects, particularly those involving the Bully Stoppers program. Many were actively engaged in making an iMovie which focused on the detrimental impact of bullying; the movie was shown at the Dendy Theatre along with other schools involved in the program. The process involved and presentation of the movie had a profound impact on the individuals involved and the audience.

Student opinion data showed results were a little higher than 2014 for all variables. The opinion data does not match the supplementary data collected from the children throughout the year.

Wellbeing

The school attendance data is very similar to the median for all government schools and almost identical to the attendance rates by year level for 2014. The results reflect a school based focus over the last 5 years to improve attendance. Attendance data is closely monitored and individual cases are followed up regularly via phone calls and staged responses processes are followed. The school has adopted the department's 'It's Not Okay to be Away' practices. We have a significant proportion of families take the opportunity to travel interstate or overseas during school time.

The utilization of Year 6 students as peacemakers provided a valuable layer of additional support and assistance for students in F-4. The school wellbeing team has met regularly to capitalize on the staff interest, passion and expertise to support our students and to work in collaboration with the department's Student Support Services Officers. The Buddy benches in the yard for less confident students to access over recess and lunchtime has proven to be an effective strategy in developing connectedness amongst peers and a stimulus for play. Lunchtime clubs for art, lego, music and library were well patronized by our students.

Over the last 5 years, considerable time and energy has been devoted to improving student pathways and transitions. The comprehensive kindergarten to preparatory program begins in September with story time sessions and follows with a 4 week transition to school program in November. The teachers from Hampton visit all the local kindergartens and liaise

closely with the directors accordingly.

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 culminating in orientation day in December.

During Term 4, all year levels participate in a 5 week transition program across the school. Transition milestones are celebrated in the following ways: Foundation and Year 6 buddies, the magical mystery night for the Year 2s transitioning to Year 3, timetabled sessions for Year 4s in the Year 5/6 learning space, graduation for Year 6 students going into Year 7 and an opportunity for all children to meet their class and teacher for the following year early in December.

Productivity

School Council budgets and locally raised funds have supported the effective use of Information Communication Technology resources including: electronic whiteboards, LED screen televisions, banks of laptops, iPads and iPods to support 21st century learning practices and ensured that all teaching spaces are air conditioned.

The Year 5/6 Languages Other than English program is provided electronically with students choosing to learn Mandarin, French, Italian, Swedish or Thai languages. We have utilized the existing staff's skills in language to conduct conversational sessions with the students in addition to the electronic learning.

The school has utilized Education Support Staff to assist with supporting individual and small groups of students with specific learning needs. The support staff regularly attends specialized tuition in Reading Recovery, Levelled Literacy Intervention, private and departmental speech pathology and occupational therapy and Bayside Community Health occupational therapy and social skills sessions. Attendance at these sessions further develops their knowledge and skills and ultimately benefits our students. The use of electronic programs including Literacy Planet, Mathletics, Reading Eggs and Fast ForWord has proven to be beneficial for learning. The data tracking of students on Fast ForWord is extensive and confirms that all students on this program have improved noticeably.

During 2015, streamlining communication between home and school has been a focus. The introduction of blogs at year levels and for specialists and the addition of year level parent coordinators, in addition to class coordinators have enhanced the communication.

The community is most fortunate to have generous spirited parents who provide an outstanding layer of support for many events and programs which contribute significantly to the development of a positive school culture and enhanced productivity. This support has included practical in-kind assistance and project and event management in the area of buildings and grounds, fundraising that has resulted in significant savings and benefit to the school. Specific examples in 2015 include:
- the project management of the Twilight Carnival which generated $60,000 in profit for the school, in addition we had numerous volunteers planning prior to the event and hundreds working on the night of the carnival
- project management of the construction of the basketball/netball court saving the school at least $12,000
- labour involved to construct a separate withdrawal room in the Arts building $4,000
- labour involved to repair/replace timber in a retainer wall, remove existing soil and replace with nutrient rich soil - $8,000

For more detailed information regarding our school please visit our website at http://www

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
Result for this school: ⬤ Median of all Victorian government primary year levels: 🔶

School Profile

Enrolment Profile

A total of 655 students were enrolled at this school in 2015, 312 female and 343 male.
There were 5% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

low	low-mid	mid	mid-high	high

Parent Satisfaction Summary

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.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics 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.	Results: English 0 ——————— 100 Results: Mathematics 0 ——————— 100	⬤ Higher ⬤ Higher
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	**English** No Data Available **Mathematics** No Data Available	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

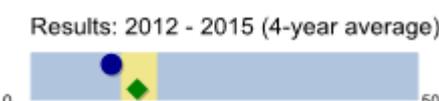| Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Higher Higher Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 23 % / 59 % / 18 % Low / Medium / High **Numeracy** 17 % / 52 % / 31 % Low / Medium / High **Writing** 14 % / 46 % / 40 % Low / Medium / High **Spelling** 29 % / 46 % / 25 % Low / Medium / High **Grammar and Punctuation** 20 % / 59 % / 20 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Student Outcomes

Results: 2015

Results: 2012 - 2015 (4-year average)

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	94 %	94 %	94 %	94 %	95 %	95 %

School Comparison

● Similar

● Similar

Performance Summary

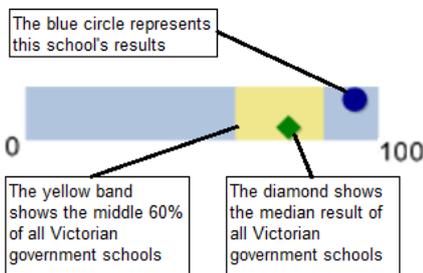| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.
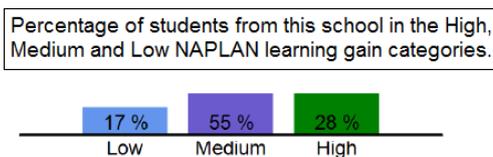
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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 blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

17 % Low   55 % Medium   28 % High

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

28 % Below   46 % At   26 % Above
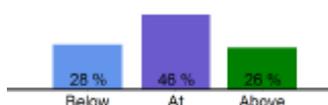
What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

Higher

Similar

Lower

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.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

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 '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	

Revenue	Actual	Funds Available	Actual
Student Resource Package	$4,503,540	High Yield Investment Account	$712,060
Government Provided DET Grants	$417,040	Official Account	$56,966
Government Grants Commonwealth	$4,677	Other Accounts	$65,620
Revenue Other	$29,960	**Total Funds Available**	**$834,646**
Locally Raised Funds	$1,019,273		
Total Operating Revenue	**$5,974,491**		

Expenditure		Financial Commitments	
Student Resource Package	$3,988,672	Operating Reserve	$201,476
Books & Publications	$17,487	Capital - Buildings/Grounds incl SMS<12 months	$32,994
Communication Costs	$6,769	Maintenance - Buildings/Grounds incl SMS<12 months	$32,994
Consumables	$87,830	Revenue Receipted in Advance	$567,183
Miscellaneous Expense	$511,207	**Total Financial Commitments**	**$834,646**
Professional Development	$17,374		
Property and Equipment Services	$375,188		
Salaries & Allowances	$228,832		
Trading & Fundraising	$137,313		
Utilities	$42,265		

Total Operating Expenditure	$5,412,939

Net Operating Surplus/-Deficit	$561,552

Asset Acquisitions	$0

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

The school allocated $140,000 for the completion of the basketball court and fencing, $5,000 to new carpet for classrooms, $3,000 to the creation of a new withdrawal area in the Arts building, $16,000 to painting, $3,500 to tree pruning and tree removal, $6,000 to repairing windows and floors, $4,500 to install new blinds. In addition, the school allocated $122,000 to further develop the ICT infrastructure and associated support with installation of 53 iPads including covers, 3 whiteboards and computers, cabinets for iPads and technical support for three days a week and $97,000 on teaching support.

Future plans include: resurfacing of the front entrance to school, construction and edging of a new garden bed and replanting in the car park, the construction of a 7th teaching space in the BER building, installation of new concertina doors in the 3 portable classrooms, installation of wall and door panels to improve acoustics in the SLS, greening of the garden beds throughout the school.