

# 2025 Annual Report to the School Community

School Name: Hampton Park Secondary College (8709)



- 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 23 February 2026 at 09:55 AM by Wayne Haworth (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 26 February 2026 at 08:46 AM by Wayne Haworth (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)
  - Senior Secondary Completions and mean study score
- 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
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - 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 Secondary College is a large multi-cultural learning community situated in southeast metropolitan Melbourne. We currently have over 1250 students, from over 60 cultural backgrounds. We have approximately 190 staff, comprising of Teaching and Educational Support staff.

**Vision:** We are rich in diversity and, by empowering and engaging students, wholehearted in our pursuit of excellence.

**Values:** Respect, Learning and Working Together. Through our values, we hope that our students manifest the qualities of understanding the world with a global view, engaging in life-long learning, and always being critical and creative problem solvers.

As a college we are committed to providing education that is both broad and student-centred. The provides well rounded learning across all domains, while allowing students to follow their interests and passions. Our Sports Academy, with current programs on Rugby and Soccer is an example of supporting passions.

In 2022, we made structural changes to our Sub Schools. Following extensive collaboration and consultation with students and staff, our House System was launched. Students and staff are now aligned with one of our four Houses: Hollows, Freeman, Mabo, and Walton. Each House comprises of students from Years 7-12 and includes staff from a range of positions and teaching areas. Our new House System has already created a stronger sense of connection amongst both staff and students, and we see Houses as being a powerful way to enhance student engagement and sense of belonging.

At Hampton Park Secondary College, we are deeply committed to improving student learning outcomes and supporting the wellbeing of our students. Building upon our already extensive and intensive interventions that sit within our MTSS Framework, we have bolstered and extended these supports through refining our Literacy and Numeracy programs. As always, the programs for our 'Skills' and 'Support' students are mirrored by the opportunities offered to our High Ability students.

Following strategic and targeted work, recently we have achieved the strongest senior school results the college has seen since its establishment over 40 years ago. A median Study score of 29, has been achieved for the past 3 years. In 2025 we achieved the strongest NAPLAN results the College has received across both Year 7 and 9. In 8 out of 10 categories we were ahead of similar schools across the state.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our focus on Teaching and Learning at HPSC has continued to strengthen. We have prioritised implementing the VTLM 2.0 and the Victorian Curriculum 2.0 with integrity, aiming to reduce variability across classrooms.

In 2025, a new timetable was introduced to maximise face-to-face teaching time and ensure curriculum requirements were delivered across each two-year band. Effective teaching time is now endorsed at 70%, above similar schools, our network and the state. Redeveloped subjects have ensured a guaranteed and viable curriculum for all Years 7–10 students, who are now tracked by curriculum experts. Improved course counselling, deeper data analysis and stronger triangulation have ensured students are placed in appropriate pathways and taught at their point of need.

A particular focus on Years 7–10 English and Mathematics has led to significant growth, with some students achieving up to four years' progress within 12 months. High and medium relative growth in Reading for Years 7–9 has risen from 71% to 76%. Numeracy growth has remained strong at 77%, above similar schools at 71%. Numeracy NAS in Year 9 has reduced from 18% to 14%, and overall Year 9 numeracy proficiency has improved to 54%, again outperforming similar schools. VCE English mean scores, VCE/VM completion rates and Mathematics mean study scores have also improved, with the median study score maintained at 29 (up from 27).

We have developed and begun implementing a new instructional model grounded in explicit teaching. PLCs will begin in 2026 to deepen staff understanding of high-impact strategies. Instructional coaching for leaders and opt-in staff coaching has commenced, with Learning Walks and classroom observations as the next phase. Staff endorsement has increased across academic emphasis, collective efficacy, instructional leadership and collaboration. Stimulated learning has risen to 63% and differentiated challenge to 66%, both above similar schools.

Reporting processes were revised in 2025 to better reflect DE requirements, with instructional rubrics to support moderation in 2026. Teacher judgement continues to improve, with achievement in reading, viewing and writing now surpassing similar schools.

### Wellbeing

In 2024 and 2025, Attitudes to School Survey data in the Student Wellbeing domain continued to rank in the 'high' range across multiple learning measures, including emotional awareness, bullying management, school connectedness, stimulated learning and student voice. These results reflect the College's sustained commitment to fostering a safe, inclusive and engaging learning environment.

The Wellbeing Team provided comprehensive mental health support and case management for students, working collaboratively with a range of allied health professionals, including counsellors, social workers, psychologists, a speech pathologist and youth workers. The addition of a paediatrician, complementing our Doctors in Schools program, proved to be a vital and highly utilised service for students and their parents/carers.

A range of early intervention programs was delivered across the College to strengthen student resilience, promote healthy relationships, build conflict resolution skills and support stress management through mindfulness practices. Students were also guided in accessing appropriate local support services when required. The Breakfast Club continued to operate five days per week, serving 8,306 meals throughout the year. Theme days were also successfully delivered, promoting important national initiatives such as 'R U OK?' Day, Wear It Purple Day and the 16 Days of Activism campaign.

The Disability Inclusion Profile (DIP) was fully implemented, with 100% of submitted applications approved. This success reflects the dedication of staff supporting students with disability and diverse learning needs. Additional funding enabled the employment of Learning Support Officers, specialist teachers and the provision of targeted whole-staff professional learning. Students supported through the DIP each had an Individual Learning Plan and worked consistently towards achieving their academic, social and emotional goals.

## Engagement

Engagement in attendance processes at Hampton Park Secondary College has been strong for the last four years. As a result, we are seeing stronger results than similar schools and the state average. In 2025, 44% of student had 20 more days absent, below that of similar schools and the state at 47%. However, we know that improvement is still needed. For example, in 2025, 27% or 363 students had 30+ days absent, with equity-funded students and years 7 and 12 females more highly represented. Going into our College Review in 2026, this will be a focus of our new strategic plan.

Our Student Led Conferences (formally known as Parent/Teacher Interviews), saw a significant increase in engagement from our students and community. In 2024, we had engagement with bookings from only 25% of our students and families at Conferences during Term One. In 2025 Term One we saw 89% of our students and families engage in booking Conferences. Anecdotally, this led to far more students and families being present at the College and engaging in conversation with staff about student learning and wellbeing.

Our College participated in the annual department mandated Attitudes to School Survey for students. Our College achieved resounding overall success. We were ahead of similar schools, network and state averages in all but two factors. These two factors centre around racism, perceptions of LGBTIQ+ phobic discrimination. We as a College are focusing on this area moving into 2026, as is our local network and state system, as this is an area of improvement for all schools.

Our College continues to run a successful engagement program in Sports, our Academies Program and our Student Voice and Agency team. These three areas of our College attract significant interest from our students and community every year.

## Financial performance

The 2025 Financial Performance resulted in a surplus compared to total expenditure. Majority of funding the college received was through the Student Resource Package and Equity funding.

The funding targeted programs to directly improve outcomes for all students, such as providing additional support to improve numeracy and literacy outcomes, wellbeing programs and pathway support. The funding enabled our school to provide resources to support the educational priorities and goals. In 2025 the College invested in professional learning for staff to attend training in the Berry Street Model.

An audit was completed in 2025. The overall result reported proper accounts and records were kept and internal controls monitored.

The College continues to commit to the effective resourcing of all initiatives aligned with our strategic plan and continuing provision of high-quality educational opportunities for all students.

Overall, our college remained in a sound financial position over the 2025 year.

**For more detailed information regarding our school please visit our website at  
<https://hpsc.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

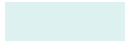

A total of 1,227 students were enrolled at this school in 2025, 590 female and 636 male. 65% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

### 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	87.7%	
	Similar schools	79.8%	
	State	74.1%	

### 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	58.2%	
	Similar schools	57.5%	
	State	59.3%	

## 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	
<b>English Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>70.0%</b>	
	Similar schools	65.0%	
	State	74.9%	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>41.2%</b>	
	Similar schools	59.8%	
	State	70.5%	

## NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


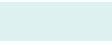


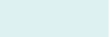

		2025	3-year average
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>55.9%</b>	<b>54.9%</b>
	Similar schools	55.4%	55.8%
	State	65.9%	65.7%
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>51.5%</b>	<b>48.4%</b>
	Similar schools	50.6%	48.0%
	State	62.7%	61.0%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>53.5%</b>	<b>49.0%</b>
	Similar schools	54.3%	51.4%
	State	65.6%	63.5%
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>54.2%</b>	<b>47.2%</b>
	Similar schools	47.7%	46.1%
	State	61.9%	60.2%

### 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'.


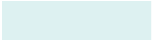

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>76.2%</b>	
	Similar schools	73.3%	
	State	74.1%	
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>77.0%</b>	
	Similar schools	71.3%	
	State	73.5%	

### Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).




This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025		3-year average
<b>VCE/VCE VM completion rate</b>	<b>School</b>	<b>99.3%</b>		<b>97.1%</b>
	Similar schools	97.0%		96.3%
	State	97.2%		96.9%
<b>Mean VCE study score</b>	<b>School</b>	<b>28.8</b>		<b>NDA</b>
<b>Total VCE VM students</b>	<b>School</b>	<b>53</b>		<b>NDA</b>
<b>Total VPC students</b>	<b>School</b>	<b>7</b>		<b>NDA</b>

## 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
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>55.1%</b>		<b>51.9%</b>
	Similar schools	50.7%		48.0%
	State	49.8%		47.7%

### 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
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>53.1%</b>		<b>51.8%</b>
	Similar schools	52.1%		49.1%
	State	50.8%		48.6%

## ENGAGEMENT


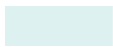

### Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	93.0%		84.5%
	Similar schools	79.7%		82.4%
	State	81.5%		81.2%

### Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	80.1%		76.0%
	Similar schools	71.5%		72.6%
	State	68.8%		68.7%







### 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
Year 7 - 12	School	27.1		25.1
	Similar schools	30.3		29.8
	State	30.2		29.4

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Year 7	School	88.5%	
Year 8	School	83.4%	
Year 9	School	86.2%	
Year 10	School	84.1%	
Year 11	School	89.0%	
Year 12	School	88.6%	



## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$18,798,318
Government Provided DET Grants	\$4,273,809
Government Grants Commonwealth	\$29,188
Government Grants State	\$7,438
Revenue Other	\$249,789
Locally Raised Funds	\$397,210
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$23,755,751</b>

Equity	Actual
Equity (Social Disadvantage)	\$3,083,965
Equity (Catch Up)	\$244,897
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$3,328,862</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$18,806,536
Adjustments	\$0
Books & Publications	\$16,518
Camps/Excursions/Activities	\$246,662
Communication Costs	\$29,047
Consumables	\$410,724
Miscellaneous Expenses <sup>2</sup>	\$138,715
Agency Staff	\$479,617
Professional Development	\$116,113
Equipment/Maintenance/Hire	\$449,463
Property Services	\$555,544
Salaries & Allowances <sup>3</sup>	\$147,936
Support Services	\$633,810

Expenditure	Actual
Trading & Fundraising	\$26,633
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$213,159
<b>Total Operating Expenditure</b>	<b>\$22,270,475</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,485,276</b>
<b>Asset Acquisitions</b>	<b>\$711,544</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$4,013,951
Official Account	\$400,808
Other Accounts	\$14,176
<b>Total Funds Available</b>	<b>\$4,428,936</b>

Financial Commitments	Actual
Operating Reserve	\$577,323
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$522,405
School Based Programs	\$96,764
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$169,500
Capital - Buildings/Grounds < 12 months	\$85,000
Maintenance - Buildings/Grounds < 12 months	\$337,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$592,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,380,492</b>

*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.*