

# Hampton Public School

## Annual Report



### ***Hampton Public School***

**2016**



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Isaac Derwent, Joshua Derwent, Seth Wilson, Noah Blofield, Olive

2016



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## Introduction

The Annual Report for 2016 is provided to the community of Hampton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Belinda Greer

Principal

## School contact details

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## Message from the Principal

2016 has been a wonderful year of learning at our school and both students and staff have enjoyed the extensive variety of programs that Hampton Public School has to offer. The school was represented at District, Regional and State levels in Athletics, District and Regional in Cross Country and District and Regional for Swimming events. Academically students performed extremely well in the NAPLAN testing.

I would like to thank our community members for their participation and commitment in supporting our school in 2016. Our students have truly benefited from the close working partnership that our school enjoys with its parents and community. Thank you to all the efforts of our staff members, who have worked tirelessly through the year. This year we farewelled Sasha Noble, who enters Year 7 in 2017. Sasha should be very proud of her efforts at Hampton. She has also acted as an excellent role model for the younger students and I wish her all the best for High School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## School background

### School vision statement

At Hampton Public School we aim to continue to build upon our past success. The staff at Hampton aim to inspire and enhance student capabilities in all academic areas through Quality Teaching and to promote excellence in all students. We celebrate and recognise student achievement and aim to provide a caring, supportive and motivated learning environment that promotes student success.

### School context

Hampton Public School is a small boutique style rural school in the village of Hampton. It is set within extensive gardens with mature trees, manicured gardens, a large COLA, oval and fixed play equipment, cubby house, vegetable and bush tucker gardens. There is a new BER modular classroom, a separate library in the original building, an air-conditioned all weather playroom, a large storeroom and modern administrative building. Hampton Public School has provided quality academic, social, cultural and sporting education opportunities, in partnership with the P&C and wider community, for over 140 years.

In 2016 our enrolment numbers are at 8 students from K–6. Staffing consists of 1 classroom teacher, 1 teaching Principal – filling the roles of Release from Face to Face (RFF) teacher and Learning and Support Teacher, 1 part time School Administration Manager (SAM) and 1 part time General Assistant (GA).

The school aims to develop a sense of community, care and responsibility for the environment and quality teaching and learning in all KLAS.

Education Community) and a long history of joint sporting and cultural programs with sister schools.

All students K–6 are involved in an engaging music program. The Robotics program will continue in 2016, with new Lego Robotics purchased for the school.

At Hampton Public School all students and staff engage in quality teaching and learning programs with a balanced, well-resourced focus on literacy and numeracy curriculum outcomes. Our school has a strong commitment to Environmental education which is embedded in all Key Learning Areas and addressed as an integral part of our day to day school life and our school motto of History, Pride, Success.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated that on average in all domains, Hampton Public School is Sustaining and Growing.

The results of this process indicated that in the School Excellence Framework domain of Teaching, Hampton PS is sustaining and growing.

The results of this process indicated that in the School Excellence Framework domain of Learning, Hampton PS is sustaining and growing.

The results of this process indicated that in the School Excellence Framework domain of Leading, Hampton PS is sustaining and growing.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching & Learning Environment

#### Purpose

To improve student achievement through Quality Teaching and learning in the areas of Writing, Reading, Spelling, Grammar, Comprehension and Numeracy throughout the transition to the new Australian Curriculum, the NSW BOS Syllabus documents and the Literacy and Numeracy Continuums.

#### Overall summary of progress

In 2015 the school set out to maintain and improve student achievement through Quality teaching and learning in Literacy and Numeracy. Success was achieved in this strategic direction by:

- The continued development and implementation of a rigorous assessment schedule across K–6. This allowed staff to focus on tracking student progress against the literacy and numeracy continuums.
- The revision and implementation of Independent Learning Plans. This was successful in identifying key learning goals for students across K–6.
- Teacher professional learning in the Performance and Development Framework, which allowed staff to set goals and identify areas of improvement.
- Greater collegiality and across school learning between Capertee and Hampton Public Schools through the ongoing development of the 'One Schools' network. This was extremely successful in promoting quality learning experiences for all students, as well as greater collaboration between school staff.
- The development and implementation of a streamlined scope and sequence integrating History, Geography and Science. This allowed staff to have greater clarity and direction about what should be taught and when it should be taught.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Increase of student's achievement</li></ul> &/or exceeding grade appropriate level as indicated by continuums.	The school continued to implement the K–6 Assessment schedule, with a focus on recording student assessment data on the PLAN software in literacy and numeracy.	RAM Funding \$18218
Will align staff processes and school systems for data on student performance through evidence.	A scope and sequence was developed and implemented part way through 2016. Collecting, analysing and reporting on student performance have been streamlined and observations were taken.	RAM Funding \$18218

#### Next Steps

In 2017 the school will continue to pursue a quality teaching and learning environment through the implementation of:

- A rigorous literacy program across K–6 that includes explicit teaching in Jolly Phonics and Jolly Grammar.
- Continued involvement of all parties in the development and review process of ILP's.
- A review of the new assessment schedule and scope and sequences
- A focus on quality delivery of the History, Science and Geography syllabi.
- Greater use of PLAN software to track student progress.
- Continuation of the One Schools network to allow schools of a similar size and nature to share resources and expertise,

as well as increased implementation of rich, inter-school programs for students.



## Strategic Direction 2

### Community Partnerships

#### Purpose

That school, parent, staff and community partnerships are encouraged and enhanced in order to enrich student outcomes.

To improve the educational outcomes of students by working together with WGEC to harness collective skills and resources to lead the development of lifelong learners.

#### Overall summary of progress

In 2016 the school has endeavoured to increase community involvement within the school, as well as enhancing school, parent, staff and community relationships. We have done this through:

- Increasing the school's community involvement in Hampton Hilltop Markets and the Lowther Memorial Trust, in which students have a sense of community within the school and out in the wider community. It also has helped to increase student knowledge of the community and the importance of this relationship.
- A very strong partnership between Capertee and Hampton Public School, with combined teaching and learning, professional development and excursions. This partnership was highly successful in improving outcomes for all students.
- Increased involvement with local AECG and Aboriginal elders, through school visits, demonstrations, storytelling and Aboriginal art work.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
WGEC partnerships strengthened through increased collaboration from current levels.	Staff regularly attended WGEC meetings in Lithgow.	N/A
Collective responsibility for student learning through student data evidenced by achieving outcomes.	Through the expansion of the One Schools Network, a collective responsibility for student learning was achieved through the use of consistency of teacher judgement, quality units of work and assessments that allowed us to ensure students were meeting outcomes.	RAM Location Loading \$1818
Increased school involvement in the Hampton Progress Association and the Lowther Memorial Trust.	Staff were involved in meetings and discussions with both the Hampton Progress Association and Lowther Memorial trust.	N/A

#### Next Steps

In 2017 the school will continue to pursue a future focussed school and community partnership through the implementation of:

- Continued consultation with the P&C group.
- Continued development of the One Schools network of small schools.
- Increased involvement in AECG group, including visits from elders.
- Continued training and implementation of 8 Ways of Aboriginal Learning.
- Positive school image portrayed throughout the community.
- Increased 'Giving back' to community.

### Strategic Direction 3

#### Professional Learning

#### Purpose

Staff at Hampton Public School have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of all students.

Teachers engage in individualised, team and shared professional learning (with WGEC) for the 21st Century and future leadership demands.

#### Overall summary of progress

In 2016, staff at Hampton Public School actively pursued excellence in professional practice through the following means:

- Training and implementation in PDP process.
- Access to high quality professional learning.
- Local Principals leadership collaborative planning.
- Implementation of current DoE documentation and procedures
- The initiation and development of the One Schools network, leading to pursuing excellence in many areas of professional practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff develop quality Performance and Development Plans.	Staff Professional Development Plans were reviewed throughout the year, with learning goals determined for 2016. This enabled the school to provide rich, engaging and relevant professional learning for all staff. The learning goals were a combination of the school's targets and individual goals.	Location Loading \$1818
Teaching and Learning Programs are high quality and a reflection of quality professional learning.	In 2016 Staff in Hampton and Capertee Schools worked in collaboration as a part of the One Schools Network which ensured that Teaching and Learning programs were of high quality and all professional learning allowed personal reflection.	Location Loading \$1818
Staff demonstrate instructional leadership as is evidenced by modelling evidenced based practice.	As part of the One Schools Network, staff in all schools were given opportunities to demonstrate instructional leadership.	N/A

#### Next Steps

In 2017 the school will continue to pursue excellence in professional practice through the implementation of:

- PDP's for all teaching staff.
- Collaborative leadership of 'One Schools' program.
- Access to high quality professional learning.
- Implementation of current DoE documentation and procedures.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>–Personalised Learning plans for students.</li> <li>–Attendance at AECG Meetings.</li> <li>–Ways of Learning used in teaching and learning.</li> <li>–Professional Learning in Aboriginal Pathways document</li> <li>–Engagement of Aboriginal Elders in the school and it's programs.</li> </ul>	RAM \$2300 Aboriginal Loading
<b>Low level adjustment for disability</b>	Employment of additional teacher for targeted literacy and numeracy programs K–6	RAM \$4641 Low level adjustment for disability loading
<b>Quality Teaching, Successful Students (QTSS)</b>		
<b>Socio–economic background</b>	Employment of additional teacher for targeted literacy and numeracy programs K–6	RAM \$3943 Equity Loading

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	11	7	6	6
Girls	17	16	5	2

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	92.4	97.8	88.1
1	95.9	92		94
2	97.5	96.7	95.7	88.1
3	94.4	97	98.9	95.7
4	97.8	100	87.5	98.9
5	95.8	95.2	98.9	96.7
6	96.6	97.6	89.8	87
All Years	96.1	95.4	92.4	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7		93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Class sizes

Class	Total
K-6	6

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

In 2016 staff undertook training in:

- Jolly Phonics/Grammar
- 8 Ways of Indigenous learning; Personalised learning plans
- Implementing the new Geography syllabus
- Lego Mindstorms EV3 Robotics

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>14 967.44</b>
Global funds	48 059.07
Tied funds	20 187.38
School & community sources	11 653.03
Interest	487.12
Trust receipts	2 953.00
Canteen	0.00
<b>Total income</b>	<b>98 307.04</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	2 166.41
Excursions	6 296.73
Extracurricular dissections	20 195.74
Library	697.87
Training & development	2 889.64
Tied funds	19 877.51
Short term relief	2 294.62
Administration & office	7 481.95
School-operated canteen	0.00
Utilities	5 099.05
Maintenance	1 962.25
Trust accounts	2 953.00
Capital programs	0.00
<b>Total expenditure</b>	<b>71 914.77</b>
<b>Balance carried forward</b>	<b>26 392.27</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary

includes reporting from <insert date> to 31 December 2016.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

## **NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Due to the small cohort of students in Years 3 and 5 we are unable to report on this area to protect anonymity of the students.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

In 2016 Hampton Public School has ensured:

- The embedding of authentic perspectives and activities, across the KLAs, has impacted positively on the learning outcomes for all students.
- All staff have adopted the 8 Ways of Indigenous Learning.
- All students have engaged in a variety of cultural learning activities with a range of local Aboriginal Elders.

## **Parent/caregiver, student, teacher satisfaction**

The parent community continued to show high levels of participation in school and community events in 2016. The school P&C had an extremely high percentage of families represented during the year. Parents were involved in parent-teacher interviews and the development of individual student learning plans. Parental feedback on the school and its programs in 2016 were very supportive.