

# Hampton Public School

## Annual Report



2017



2129

## Introduction

The Annual Report for 2017 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.

Adam Gill

Relieving Principal

## School contact details

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## 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 2017 our enrolment numbers are at 6 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

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.

**Learning:** The domain of Assessment indicated Hampton Public School is at the Delivering level. The domains of Learning Culture, Wellbeing, Curriculum, Reporting and Student performance measures indicated Hampton Public School is at the Sustaining and Growing level.

**Teaching:** The domain of Data skills and use indicated Hampton Public School is at the Working towards Delivering level. The domain of Learning and development indicated Hampton Public School is at the Delivering level. The domain of Professional standards indicated Hampton Public School is at the Sustaining and Growing level. The domain of Effective classroom practice indicated Hampton Public School is at the Excelling level.

**Leading:** The domain of Management practices and processes, and School planning, implementation and reporting indicated Hampton Public School is at the Delivering level. The domain of Educational Leadership and School resources indicated Hampton Public School is at the Sustaining and Growing level.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Success was achieved in this Strategic Direction by:

- \* Implemented Literacy program across K–6 that includes explicit teaching in Jolly Phonics and Jolly Grammar
- \* Involvement of all parties in the development and review processes of ILP's
- \* PLAN software used to track student progress
- \* Sustained application in the One Schools Network resulting in cross school collaboration, sharing resources and expertise.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase of student's achievement</li></ul> &/or exceeding grade appropriate level as indicated by continuums.	RAM Funding	PLAN data entered for Literacy and Numeracy  Student achievement/progress mapped against the continuum  Variety of assessments implemented to reflect student learning and achievement
Will align staff processes and school systems for data on student performance through evidence.	RAM Funding	Collecting, analysing and reporting on student performance streamlined and observations were taken.

#### Next Steps

Improved levels of well being across students and the community.

An increased proportion of teachers using evidence informed teaching strategies across the One School Network

Student progress and achievement data strategically used to identify strategic priorities, and develop and implement plans for continuous improvement.

Teaching staff across the One School network share professional learning and consistently reflect and provide informed feedback on teaching practice.

PLAN data entered 5 weekly

## 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

Success was achieved in this Strategic Direction by:

- \* Sustained consultation with the P & C group.
- \* Development of the One Schools Network with a total of 10 more schools joining the network.
- \* Sustained involvement in the AECG group, including visits from local Aboriginal elders
- \* 8 Ways of Aboriginal Learning embedded in all teaching and learning activities

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
WGEC partnerships strengthened through increased collaboration from current levels.		Partnerships between schools within the One School Network developed and maintained through collaboration of unit developments and shared excursions
Collective responsibility for student learning through student data evidenced by achieving outcomes.		A collective responsibility for student learning was achieved through the use of consistent teacher judgement and quality units of work.  Assessments were developed in accordance with the Literacy and a Numeracy continuum and syllabus to show student learning.
Increased school involvement in the Hampton Progress Association and the Lowther Memorial Trust.		Hampton Public School have been present and involved in community events such as Daffodils at Rydal, Community acknowledgement of the crossing of the blue mountains, and the annual Rydal show

#### Next Steps

Improved levels of well being across students and the community.

Learning opportunities provided for families and community members within the school context.

Continued consultation with the P & C group

Continued commitment and involvement in the Lithgow Aboriginal Education Consultative Group.

Continued presence and involvement in local community, and surrounding community events and functions.

## 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

Success was achieved in this Strategic Direction by:

- \* All teaching and non teaching staff have a PDP
- \* All teaching and non teaching staff completed mandatory training
- \* Teaching staff combine with other small schools for professional learning – developing the School Plan 2018 – 2020

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff develop quality Performance and Development Plans.	Location Loading	Staff Professional Development Plans were reviewed throughout the year. This enabled the school to provide rich professional learning for all staff.
Teaching and Learning Programs are high quality and a reflection of quality professional learning.	Location Loading	In 2017 Hampton Public School worked in collaboration with Capertee Public School, Glen Alice Public School and Hill End Public School to develop high quality units and cross school teaching and learning opportunities.
Staff demonstrate instructional leadership as is evidenced by modelling evidenced based practice.		Working in collaboration with schools within the One Schools network staff had the opportunity to demonstrate instructional leadership in the form of leading professional development sessions for colleagues.

#### Next Steps

Teaching staff across the One School network share professional learning and consistently reflect and provide informed feedback on teaching practice.

Teaching staff across the One School network share knowledge through the development and implementation of One School learning units of work. This collaboration is extended through cross school teaching in a variety of forms such as video conferencing and combined school activities/excursions.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM \$1000	* Attending the local Aboriginal Education Consultative Group meetings regularly  * Local Aboriginal elders involved in the school and specialised programs/activities delivered  * Resources
<b>Low level adjustment for disability</b>	RAM \$3869	* Employment of additional teacher for targeted Literacy program
<b>Quality Teaching, Successful Students (QTSS)</b>		
<b>Socio-economic background</b>		



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	7	6	6	4
Girls	16	5	2	2

In 2017 there were 6 students enrolled at Hampton Public School. 50% of students identified as Aboriginal or Torres–Strait Islander.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.4	97.8	88.1	94.6
1	92		94	
2	96.7	95.7	88.1	96.8
3	97	98.9	95.7	
4	100	87.5	98.9	96.2
5	95.2	98.9	96.7	98.9
6	97.6	89.8	87	95.7
All Years	95.4	92.4	94	96.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7		93.9	
2	94.9	94	94.1	94
3	95	94.1	94.2	
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance rates at Hampton Public School are sustained at a high percentage. A regular review of non–attendance is undertaken at school staff meetings.

### Class sizes

Class	Total
K-6	6

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

Hampton Public School have no teaching staff who identify as Aboriginal or Torres Strait Islander.

Hampton Public School is a committed and active member in the Lithgow Aboriginal Education Consultative Group.

### Workforce retention

Principal Mrs Belinda Greer went on leave from .... and was replaced by Mr Adam Gill

### 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	0

### Professional learning and teacher accreditation

In 2017 Hampton Public School staff participated in a range of Professional Learning such as:

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

## Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>26,392</b>
Global funds	62,236
Tied funds	13,099
School & community sources	4,220
Interest	412
Trust receipts	3,259
Canteen	0
<b>Total Receipts</b>	<b>83,228</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	4,670
Excursions	2,768
Extracurricular dissections	15,825
Library	790
Training & Development	5,773
Tied Funds Payments	6,350
Short Term Relief	1,209
Administration & Office	4,961
Canteen Payments	0
Utilities	2,840
Maintenance	1,246
Trust Payments	3,225
Capital Programs	0
<b>Total Payments</b>	<b>49,657</b>
<b>Balance carried forward</b>	<b>59,963</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>68,189</b>
Appropriation	60,032
Sale of Goods and Services	102
Grants and Contributions	8,002
Gain and Loss	0
Other Revenue	0
Investment Income	53
<b>Expenses</b>	<b>-24,896</b>
Recurrent Expenses	-24,896
Employee Related	-16,810
Operating Expenses	-8,086
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>43,293</b>
<b>Balance Carried Forward</b>	<b>43,293</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	253,953
Base Per Capita	1,223
Base Location	1,636
Other Base	251,094
<b>Equity Total</b>	26,966
Equity Aboriginal	5,380
Equity Socio economic	126
Equity Language	0
Equity Disability	21,460
<b>Targeted Total</b>	0
<b>Other Total</b>	14,121
<b>Grand Total</b>	295,040

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

### 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.

## Parent/caregiver, student, teacher satisfaction

The parent community continued to show high levels of participation in school and community events in 2017. 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 2017 were very supportive.

## Policy requirements

### Aboriginal education

Hampton Public School is very proud of the achievements of our students who identify as Aboriginal or Torres Strait Islander. In 2017, 3 students who identified as Aboriginal were enrolled from Year 2 to Year 5. This was 50% of our total enrolment. The school enjoys the collaboration with the Lithgow Aboriginal Education Consultative Group and local Aboriginal elders who work closely with the students. The school is committed to improving Literacy and Numeracy outcomes for our Aboriginal students and educating all students and staff about the culture of Aboriginal Australians. Throughout the year Indigenous students are encouraged to present the 'Acknowledgement to Country' at our school assemblies, school functions and inter school meetings and visits.

### Multicultural and anti-racism education

Throughout 2017 students participated in Harmony Day activities, NAIDOC Week activities and other activities relating to multicultural educations in their classroom learning.