

Hampton Public School

Annual Report



2018



2129

Introduction

The Annual Report for **2018** 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.

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Principal

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School background

School vision statement

Achieving excellence through innovative, collaborative practice to develop outstanding global citizens.

School context

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.

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, cubbyhouse, vegetable and bush tucker gardens. There is a BER modular classroom, a separate library, an air-conditioned all weather playroom, a large storeroom and modern administrative building.

Staffing consists of 1 teaching Principal – filling the roles of Release from Face to Face (RFF) teacher and Learning and Support Teacher, 1 classroom teacher, 1 part time School Administration Manager (SAM) and 1 General Assistant (GA) 1 day per week.

The school has a current student enrolment of 5, including 20% Indigenous. Most families within the school community reside on working farms.

Hampton Public School has established active partnerships with the Lithgow Aboriginal Education Consultative Group and Aboriginal Elders from both the Wiradjuri and Gundungarra Peoples, who are the traditional custodians of the land in which Hampton Public School is situated. The school works collaboratively to ensure continuity of learning for students.

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

All students and staff engage in quality teaching and learning programs with a balanced, well-resourced focus on literacy and numeracy curriculum outcomes.

Established links with community agencies and businesses support our strong commitment to extra-curricular activities including Environmental and Farming education, Department of NSW Fisheries, Certified Sporting Programs and The Conservatorium of Music.

Hampton Public School offers a Kindergarten transition to school program for students enrolling in the prospective year and this program runs for the duration of the year. Currently the enrolment for the program stands at 3.

Hampton Public School is an active member of the One School Network, participating in weekly Video conferencing, cross-school excursions and sporting events, and staff professional learning.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school community have a good judgement of where our school is in relation to the School Excellence Framework and where we need to head next. The panel agreed with all areas of our submission which concluded that in the Learning Domain we were ranked as Sustaining and Growing, in the Teaching Domain we were at Delivering and in the Leadership Domain Sustaining and Growing.

Our self-assessment and the external validation 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

Learning

Purpose

Our purpose is to provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement.

Overall summary of progress

In the Strategic Direction 1–Learning, our staff have worked towards providing a school wide collective responsibility for personalising student learning and success. We have been able to do this with high levels of student, staff and community engagement and achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student growth across a range of external and internal measures – represented through data collection in Literacy and Numeracy.	\$500– casual cost	Staff were trained in PLAN 2 and this will be used to help track the student achievement.
Improved levels of well being across students and the community.	\$0.00	Students have demonstrated improved levels of overall wellbeing, as a result of school initiatives, such as One Schools.
100% of students achieving greater than or equal to expected growth from Yr3 to Yr5 in Literacy and Numeracy	\$0.00	100% of students achieved equal to or greater than expected growth for the year. This could be further improved in coming years..

Next Steps

- Establish tools for baseline data collection
- Collect Literacy and numeracy data as baseline data for learning goals
- Speech therapy program– implement for kindergarten students
- Analyse and document learning progressions for students in writing
- Develop an assessment plan
- Implement learning progressions as a whole school
- One Schools Longitudinal study of stage progressions in History /Science /Geography
- Focus on Teacher evaluation in programs
- Re–implement 3 Way interviews
- Develop students understanding and learning progressions and for students to be able to identify, understand and articulate their learning goals.
- Implement social skills program (to continue throughout year)
- Implement further social skills program in collaboration between partner schools
- Strengthen procedures for student LST support to ensure best practice in –student LST support

–Revise student welfare policy

–Develop school student wellbeing support processes, procedures and relationships to support ongoing student success, for a strong foundation for learning

Strategic Direction 2

Teaching

Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidenced based.

We will continue to build the capacity of each staff member, by extending their capabilities through personalised professional learning, to ensure the school is at the forefront of best practice.

Overall summary of progress

In strategic direction 2– Teaching, the school and staff engaged in professional learning in order to ensure that we deliver quality teaching practice that is engaging and evidenced based. We will continue to build the capacity of each staff member, by extending their capabilities through personalised professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of teachers using evidence informed teaching strategies.	\$1000 casual teacher costs \$600 Professional learning courses	Changes of staff in 2018 has impacted this, however some PL was conducted and this was shared with other staff members at staff meetings.
Student progress and achievement data strategically used to identify strategic priorities, and develop and implement plans for continuous improvement.	\$1000 casual costs	Staff undertook training in PLAN 2 which will be implemented fully in 2019.
Teaching staff across the One School network share professional learning and consistently reflect and provide informed feedback on teaching practice.	\$0.00	Some professional learning and reflection was carried out across the One Schools Network, as well as conversations around consistency in teacher judgement and baseline writing data. Professional Learning has been scheduled for 2019.

Next Steps

- Professional Learning in multistage programming with curriculum directorate through One Schools initiative
- Professional Learning in new science syllabus
- Professional Learning in Learning goal/ success criteria through One Schools Initiative
- Professional Learning in formative assessment through One Schools Initiative
- Professional Learning in new PDHPE syllabus
- Principal to attend State PPA conference for admin and Leadership Professional Learning
- In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.
- Re establish classroom management strategies and processes to suit significant change in students and staff
- Implement daily brain break/ fruit break sessions to support concentration

- Implement new best start and record on PLAN2
- Upskill staff and provide PL in use of learning progressions and PLAN2
- Upskill staff in effective evaluating in programs
- Develop comprehensive school assessment plan
- Develop literacy data wall
- Through Lithgow Cluster of One Schools Initiative, staff participate in across school CTJ sessions for One Schools Units and student writing
- Literacy data wall is regularly utilised as part of routine practice
- Through collaboration in One Schools Initiative and Lithgow Network, enhance teachers capacity to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence–based teaching strategies.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	6	6	4	3
Girls	5	2	2	3

Student enrolments are lower as there aren't a lot of families with young children situated around the school. We currently have three families attending HPS. Next year we have 3 new Kindergarten students and losing 2 of our older students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.8	88.1	94.6	100
1		94		94.7
2	95.7	88.1	96.8	
3	98.9	95.7		
4	87.5	98.9	96.2	
5	98.9	96.7	98.9	94.7
6	89.8	87	95.7	98.9
All Years	92.4	94	96.4	96.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1		93.9		93.4
2	94	94.1	94	
3	94.1	94.2		
4	94	93.9	93.9	
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.2

Management of non-attendance

Our student attendance has been excellent this year as with previous years. If students are away a not is sent home to parents to remind them to provide appropriate documentation for absences.

We encourage attendance through recognition of high attendance and in day to day activities.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.8

*Full Time Equivalent

There are no Aboriginal teaching staff at Hampton PS

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 2018 staff undertook training in:

- Plan 2
- Evaluating Essentials
- Leadership
- Coding and STEM
- 3D printing

100% of teaching staff are accredited.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	43,293
Revenue	313,614
Appropriation	307,568
Sale of Goods and Services	11
Grants and Contributions	5,486
Gain and Loss	0
Other Revenue	0
Investment Income	550
Expenses	-313,825
Recurrent Expenses	-313,825
Employee Related	-286,181
Operating Expenses	-27,644
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-211
Balance Carried Forward	43,082

Our school uses our school plan to determine where money should be spent. This is developed in collaboration with all community stakeholders. Money carried forward will go towards attaining new play equipment for the school. All expenditures have benefited the students greatly and impacted positively on their learning outcomes.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	272,238
Base Per Capita	1,160
Base Location	1,473
Other Base	269,605
Equity Total	19,050
Equity Aboriginal	6,714
Equity Socio economic	445
Equity Language	0
Equity Disability	11,891
Targeted Total	0
Other Total	8,142
Grand Total	299,430

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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.

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<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

The parent community continued to show high levels of participation in school and community events in 2018. 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 2018 were very supportive.

Policy requirements

Aboriginal education

Our programs incorporate the 8 Ways of Indigenous Education and always provide students with differing viewpoints. We have good involvement with the Lithgow AECG and have had elders from both Gundungurra and Wiradjuri come in and work with the students on numerous occasions.

Multicultural and anti-racism education

Multicultural perspectives are embedded in teaching and learning programs across all stages. Students completed studies on different countries with particular focus being Australia's place in Asia.