

Hampton Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

Increased student growth across a range of external and internal measures – represented through data collection in Literacy and Numeracy.

Improved levels of well being across students and the community.

100% of students achieving greater than or equal to expected growth from Yr3 to Yr5 in Literacy and Numeracy

Progress towards achieving improvement measures

Process 1: Curriculum and learning

Deliver quality student centred and self-regulated learning experiences which enables students to understand how they learn and to achieve a year's growth in a year worth of learning.

Evaluation	Funds Expended (Resources)
<p><i>Progress on Data Collection & Tracking</i></p> <p>Question– How are staff tracking students in Literacy and Numeracy?</p> <p>Data– Students are plotted on PLAN2. Sena testing has been carried out in Term 2 for all students. Post testing to be done in Term 4. The results are as follows #. 100% of students have learning goals and intentions and are working towards achieving them. Maths data has been collected ##, ensuring consistency when collecting baseline data through developing a school data wall and assessment schedule.</p> <p>Analysis– As a staff, we have attended Professional Learning to assist our judgment and find efficient and ensure quality teaching and learning programs and implemented at Hampton Public School. We are working on updating regularly our Data Walls and PLAN2.</p> <p>Implication– We are working towards making data collection and tracking a whole staff priority, making it regularly and consistently in order for us to identify areas where student trajectory is shown.</p> <p><i>Teacher consistency</i></p> <p>Questions– How are we as a small school ensuring teacher consistency for our students?</p> <p>Data– One Schools network are developing SCOUT data collection to identify trends across the One Schools network. Glenn Alice, Hill End and Hampton Public have collaborated collegially to discuss writing samples and share graded samples against rubrics.</p> <p>Analysis– As a staff, we are trying to implement CTJ regularly. Utilising our school assessment schedule to help collect consistent data throughout the year. Due to time constraints, parent interviews were not carried out face to face. Phonecalls were made however in 2020 three way interviews will be conducted. PL needs to happen in this area to update teachers knowledge.</p> <p>Implication– ACARA to be utilised when grading work samples ensuring</p>	

Progress towards achieving improvement measures

consistency of teacher judgment. We are working on building a shared drive between the small schools to refer to making this process easier.

External assessment

Questions– How are we as a small school are we utilising relevant external assessment to track student data and growth?

Data– Through developing a whole school assessment schedule we will be able to track baseline data and growth throughout the year, highlighting student growth within the year or areas that need to be addressed. Therabee program was implemented with Kindergarten and strategies implemented to correct student articulation in both class and home. PM data shows % growth for all students. South Australian Spelling test shows growth %, Sena testing %

Analysis– This year has been planning how to track student baseline data for this year and next year. Due to staff changes assessment schedule was only developed in term 4. More baseline data need to be collected by completing PAT M & R.

Implication– Through comparing external assessments carried out in term 2–4 we are able to see student growth allowing our school to identify areas for future teaching.

Process 2: Student Wellbeing

Implement a One Schools integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Learning & Social Opportunities</p> <p>Question– Are we as a small school providing adequate opportunities for our students to engage with the wider community?</p> <p>Data– Focus group feedback from One Schools combined days show 100% data that it was a positive experience, VC schedule shows regular groupings of students, Schedules of combined activities, VC Survey Results (One School's principals) show that meaningful social opportunities increased once joining.</p> <p>Analysis– As a small school we have strong connections within our One Schools network to ensure all students have these experiences, feedback needs to be more consistent and regular.</p> <p>Implications– At times, school terms have not allowed for VC's or combined days to occur.</p> <p>Wellbeing</p> <p>Question– Are all staff ensuring every student is known, valued and cared for?</p> <p>Data– ILPs and student goals are set throughout the year. Digital data wall is available however not utilised to its full extent. Second Step program implemented Term 4– no data collected. Staff meeting minutes show student welfare being discussed.</p> <p>Analysis– Lacking data in this area.</p> <p>Implications– Wellbeing survey needs to implemented Term 4 to assist with baseline data.</p>	

Progress towards achieving improvement measures

Assessment/Feedback

Question– Are we providing opportunities for students to succeed in each stage of learning?

Data– interview and focus groups have expressed that **, Meeting minutes at One Schools and Hampton show **, work samples displayed to students showing quality work for them to achieve. Explicit teaching occurs for students to model improvement. Staff have done PL in formative assessment, learning intentions and success criteria.

Analysis– With the assessment schedule being developed staff will be able to track growth throughout the year and ensure quality feedback is being given in a timely fashion.

Implications– More staff PL needs to be carried out regarding student achievement, ACARA document to be utilised more throughout the teaching and learning programs,

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.

Improvement Measures

An increased proportion of teachers using evidence informed teaching strategies.

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.

Progress towards achieving improvement measures

Process 1: Effective teaching practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Evaluation	Funds Expended (Resources)
<p>Data Collection & Tracking</p> <p>Question– How are teachers collecting and tracking data to inform teaching.</p> <p>Data– Assessment schedule, data wall, literacy trackers are now available to use, PM Benchmark, SENA, South Australian Spelling, PAT R & M (term 4)</p> <p>Analysis– Assessment schedule to be implemented in 2020. Data being collected as baseline data.</p> <p>Implications– Due to staff changes consistency has not been fluent. Working towards embedding it in our everyday practice.</p> <p>Professional Learning</p> <p>Question– How are staff giving the highest priority to evidence-based teaching strategies?</p> <p>Data– My PL, James Hoffman twilight sessions, Kate Wooden training, Quality Teaching Rounds implemented.</p> <p>Analysis– Staff have greater knowledge on how to implement programs, assess and reflect however still working on embedding into our every day practice.</p> <p>Implications– Due to staff changes, PL has not been targeted to professional growth in needed areas.</p>	

Process 2: Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Quality Teaching Rounds</p> <p>Question– How have staff implemented QTR?</p> <p>Data– Timetable of QTR, Professional Readings, Coding Sheets (unable to share due to privacy), video recordings of lessons</p> <p>Analysis– Staff were able to engage in QTR sessions identifying areas of need to enhance PL opportunities</p> <p>Implications– Due to our location some training was not able to be offered to staff.</p> <p>One Schools</p> <p>Question– What PL has One Schools engaged in and what is the impact?</p> <p>Data– James Hoffman, Kate Woodem training, Adobe Connect Recordings, completed set tasks for PL, Feedback from staff,</p> <p>Analysis– Positive feedback from staff was given, unable to measure impact in individual schools as of yet.</p> <p>Implications– Some staff were unable to attend due to the time of the PL</p> <p>Assessment /CTJ</p> <p>Question– How are staff ensuring explicit systems for collaboration is being evaluated?</p> <p>Data– QTR, Data walls, One Schools meeting minutes, One Schools QDAI (end of term 4)</p> <p>Analysis– This has begun but is not to a consistent level at this point.</p> <p>Implications– ensuring all staff can attend meetings.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5035	<p>Aboriginal money was allocated to providing important cultural awareness days including having Indigenous dance groups come and complete workshops for students at HPS.</p> <p>Money will also be spent on more home reader books to ensure the students have access to a wide range of texts appropriate for their level.</p>
Low level adjustment for disability	\$12207	Funds were spent on teaching staff wages to assist students with disability. Staff worked one to one with students to help their growth in literacy and numeracy.
Socio-economic background	\$3121	The funds for low socio-economic were used towards teaching staff to run specialised, intensive writing programs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	6	4	3	2
Girls	2	2	3	3

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.1	94.6	100	91
1	94		94.7	100
2	88.1	96.8		89.5
3	95.7			
4	98.9	96.2		
5	96.7	98.9	94.7	
6	87	95.7	98.9	88.7
All Years	94	96.4	96.6	91.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9		93.4	92.7
2	94.1	94		93
3	94.2			
4	93.9	93.9		
5	93.9	93.8	93.2	
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.2	92.7

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	43,082
Revenue	335,873
Appropriation	326,354
Sale of Goods and Services	314
Grants and contributions	8,789
Investment income	416
Expenses	-340,448
Employee related	-313,967
Operating expenses	-26,481
Surplus / deficit for the year	-4,575

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	20,363
Equity - Aboriginal	5,035
Equity - Socio-economic	3,121
Equity - Language	0
Equity - Disability	12,207
Base Total	286,933
Base - Per Capita	1,408
Base - Location	1,325
Base - Other	284,200
Other Total	15,672
Grand Total	322,968

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The parent community continued to show high levels of participation in school and community events in 2019. 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 2019 were very supportive.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.