

# 2020 Annual Report

## Hampton Public School



2129

# Introduction

The Annual Report for 2020 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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## Message from the principal

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Hampton Public School is an extraordinary community where families and the community work together to support every student, every teacher and every leader grow every year.

The year 2020 was a difficult year for many. We began the year with bushfires within our local region and this was quickly followed by COVID. Throughout this time our Principal and relieving Principal, who were job sharing, were required to work from home. Whilst they supported learning from home, our classroom teacher, school administration manager and student learning support officer worked together to support learning at school, catering for children of essential workers and vulnerable students. Our community worked together and supported their children to complete their learning tasks, engage with their learning programs and maintain relationships within the school community. As 2020 came to end it was wonderful to be able to celebrate our whole student attendance rate of 97% with our community at our annual school presentation day event and celebrate our students achievements.

As a new relieving Principal to Hampton Public School I am proud of what the community accomplished in 2020 and as we engage in our Situational Analysis and begin the 2021-24 School Improvement Plan I am looking forward to the year ahead. Our revised school vision; Hampton Public school aims to achieve excellence through *innovation*, *inclusion* and *collaboration* to ensure everyone is known, is nurtured and succeeds always, was developed consultation with families at the end of 2020 and provides us with guidance as we develop our next steps and move forward into 2021.

Mrs Kristyne Smith

### ***History, Pride and Success***

## Message from the school community

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In our 2020 school community surveys our families described our school as a very special place where every child is welcomed and supported to attain their learning goals. Families embrace the opportunities we provide their children and feel welcomed. The school has an active P&C who are looking forward to our next Trivia night, post COVID.

## Message from the students

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Each term we ask our students about their learning.

Our students tell us and show us they are achieving their goals. They are growing and developing skills in Reading and Numeracy. The care for each other and know their teachers care. When we asked our school leaders to tell us about their learning, they say everything!

Each and every student is beginning to articulate their learning goals and share these with their families.



School Leaders Assembly 2020

## School vision

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

## School context

Hampton Public School has provided high quality academic, social, cultural and sporting education opportunities, in partnership with the P&C and wider Hampton community for over 140 years.

Hampton Public School has established active partnerships with the Lithgow Aboriginal Education Consultative Group and Aboriginal Elders from both the Wiradjuri and Gundungarra People, who are the traditional custodians of the land in which Hampton Public School is situated. The school actively engages in the newly established Small Schools Community of Practice, Greater Lithgow Valley Community of Practice and the Greater Lithgow Network.

Hampton Public School is a small rural school in the village of Hampton, west of the Blue Mountains within the Lithgow Region. The school is set within manicured gardens with mature trees. The school has a large oval, fixed play equipment, kitchen gardens as well as hand raised chickens who reside in the Hilton Hen house. There is one modular classroom, a library, an all weather playroom and an administrative building.

The school works collaboratively to ensure continuity of learning for students. We aim to develop a sense of community, collaborating to develop quality teaching and learning programs as well as ensure care and responsibility for the environment. All students and staff engage in quality teaching and learning programs with a balanced, well-resourced focus on literacy and numeracy curriculum outcomes. The school's 'Transition to Kindergarten' program begins in Term 2 of each year so that newly enrolling Kindergarten students and their families have the opportunity to be familiar with the school environment and community.

The staffing at Hampton Public School consists of a teaching Principal, a part time classroom teacher, School Administration Manager and General Assistant. The school partners with the Mitchell Conservatorium to provide specialised Music program with the support of the P&C. The school also employs a specialised Creative Arts and Practical Arts teacher and partners with Sport in Schools to provide a diverse range of sporting activities.

The school has a current student enrolment of seven students with a wide range of abilities. Most families within the school community reside on working farms and many are second or third generation Hampton Public School students. All of our students are local enrolments. We anticipate an increase in enrolments during this planning cycle as younger siblings begin their transition to school from 2021.



Hampton Public School 2020



## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2020 when undertaking the Situation Analysis for the 2021-24 School Plan the school focused on three areas of the School Excellence Framework (SEF). These areas included

In Learning we focused on Assessment,

In Teaching we focused on Data Skills and Use,

and Leading we focused on Educational Leadership.

The growth in these areas can be viewed when comparing 2019 SEF-S-aS and 2020 SEF S-aS.

Over the next four years the school will continue to work towards excelling in these areas and other as identified in the 2021-24 School Plan.

## 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)
Students are beginning to demonstrate skills as self regulated learners. Some students can identify their learning goals and are beginning to seek help to support their learning from sources other than their teachers. Over the period of this plan students consistently demonstrated high levels of achievement in Reading. The school will continue to work towards generalising skills and knowledge from Reading to Numeracy, with the aim to support all student to achieve proficiency or above in Reading and Numeracy. Development of Individual learning plans for each student, to target student centered learning goals strengths and areas of need is a future priority for the school.	Literacy and Numeracy Funds and Low Level adjustment for disability staffing funds were utilised to support attainment of this strategic direction.

##### 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)
The school will continue to monitor student engagement and wellbeing throughout the next school improvement plan using the five key questions for students. Connecting with families regarding their children's wellbeing and learning needs remains a priority to support student learning and sustain partnerships between home and school. Future implications include considering the evidence we have to understand family knowledge of the school wellbeing framework.	Socio economic background and location funds were utilised to support students access small school network excursions post COVID.

#### Next Steps

The school undertook a Situational Analysis in 2020 to inform the next school planning cycle. As a result of this thorough analysis our focus areas for improvement in the 2021-2024 Strategic Improvement Plan will be;

1. to work collaboratively with our community and wider educational communities on our journey of school improvement.
2. to establish and maintain a systematic approach to continue our journey of quality teaching practice in Literacy, Numeracy and Wellbeing for every student.

3. to build a culture of collective efficacy where families, the school and wider community work together to provide innovative, inclusive and collaborative learning opportunities for all.



## 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)
Teachers have undertaken an increasing number of professional learning opportunities through changing educational context throughout 2020. Teachers have begun to undertake What Works Best professional learning in evidence based practice and quality teaching.  Future considerations as we transition to a new School Improvement Planning cycle include developing/ reviewing school PDP system and process to enable regular lesson observations and coaching conversations.	Professional learning funds and School support allocation (Principal Support) funds were utilised to employ staff to engage in professional learning focused on What Works Best and explicitly teach small groups of students.

##### 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.

Evaluation	Funds Expended (Resources)
Prioritising reflective practice and regular Teacher Professional Learning to collaborate and provide feedback will be essential as we evaluate quality teaching practice and evidence based teaching practice at Hampton Public School. Systems are being developed to support development of action plans and building capacity of part time staff.  Future implications for Professional learning could consider that all teacher professional learning is aligned with the school plan and provides a strong basis as we transition to a new School Improvement Plan.	Professional learning funds and School support allocation (Principal Support) funds were utilised to employ staff to engage in professional learning focused on CESE's What Works Best.

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Key Initiatives	Resources (annual)	Impact achieved this year
<b>Integration funding support</b>	<p>Employment of a Student Learning and Support Officer</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Integration funding support (\$58 000.00)</li> </ul>	<p>Integration Funding Support was utilised to support one student with complex needs. Students at Hampton Public School with complex learning needs have a Learning and Support Plan with personalised learning goals. This student who began school with a negotiated attendance and is now attending full time. Staff demonstrate an increased level of confidence to support students with complex needs and continue to engage in Professional learning to build their capacity. This student continues to engage in school at and the educational program with an increasing level of success that is celebrated.</p>
<b>Low level adjustment for disability</b>	<p>Employment of additional teacher</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$13 000.00)</li> </ul>	<p>Funding was utilised to employ a class teacher. The Principal worked together with the class teacher and families to build capacity in managing and supporting all students, including students with complex learning needs. Staff attended professional learning Autism Spectrum Disorder and worked with Complex Case Management team to identify effective teaching strategies to support students with complex needs. Staff also attended professional learning in Phonological Awareness to deepen their understanding of evidence based practice and effective teaching strategies.</p>
<b>Socio-economic background</b>	<p>Quality and instructional texts</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1 000.00)</li> </ul>	<p>Funding was utilised to support the purchase on reading text. Both instructional readers and Quality teaching texts nominated through the Children's Book Awards 2020.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	4	3	2	1
Girls	2	3	3	3

At Hampton Public School the school is developing a transition to school program to support newly enrolling families to connect with the school community. In 2020 three enrolling families participated in this program which was shortened due to the impact of COVID. Each of these children began Kindergarten in 2021.

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	100	91	95.7
1		94.7	100	98.4
2	96.8		89.5	98.7
4	96.2			
5	98.9	94.7		
6	95.7	98.9	88.7	
All Years	96.4	96.6	91.4	97.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1		93.4	92.7	91.7
2	94		93	92
4	93.9			
5	93.8	93.2		
6	93.3	92.5	92.1	
All Years	93.9	93.2	92.7	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Students attended Hampton Public School 97.9% of the time during 2020. During COVID student activity engaged in Learning from Home or Learning from School programs. This impact of each students high attendance rate is reflected in the student growth and attainment data.

## Management of non-attendance

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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)	0.14
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The staff at Hampton Public School completed more than 200 hours of Professional learning in 2020. Staff engaged in mandatory training as well as targeted professional learning linked to student needs and the school's focus on Literacy.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	38,507
<b>Revenue</b>	406,912
Appropriation	397,685
Sale of Goods and Services	632
Grants and contributions	8,480
Investment income	115
<b>Expenses</b>	-397,421
Employee related	-350,851
Operating expenses	-46,570
<b>Surplus / deficit for the year</b>	9,491
<b>Closing Balance</b>	47,997

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	57,304
<b>Equity Total</b>	24,104
Equity - Aboriginal	0
Equity - Socio-economic	11,510
Equity - Language	0
Equity - Disability	12,594
<b>Base Total</b>	297,554
Base - Per Capita	1,203
Base - Location	1,193
Base - Other	295,159
<b>Other Total</b>	15,840
<b>Grand Total</b>	394,801

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Hampton Public School followed the Small School Community of Practice assessment framework to collate and analyse student data throughout 2020. Student summative and formative data included Assessing Literacy and Numeracy Learning progressions (ALAN), essential assessment, PAT Reading, Comprehension and Numeracy, reading fluency and levels and work samples.

## Parent/caregiver, student, teacher satisfaction

Hampton Public School have engaged with students, staff and families to seek feedback about our school. Through Term 4 2020 and Term 1 2021 community members were encouraged to provide feedback to the school. Whilst there were no suggestions for improvement (except to maintain our focus on learning) the community members provided a wide variety of positive feedback which can be read below.

Some of the feedback from students included;

- I love to cook with Mrs Bailey
- We have lots of sporting activities
- We are good readers
- I like that I can use the computers and iPads
- Everyone is my friend

Some of the feedback from families included;

At Hampton Public School we value

- the personalised approach to learning and the wide variety of opportunities our children can access.
- how the school provides detailed progress reports on their children's learning.
- that the school is community based, inclusive and diverse.
- the variety of teachers; class teacher, specialist teachers and teaching Principal.
- opportunities for our children to socialise and learn with students from other schools in the Lithgow region.



Hampton Public School 2020

# Policy requirements

## Aboriginal Education Policy

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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.

Hampton Public School is an active member of the Lithgow Aboriginal Education Consultative Group. Students engage in learning activities to deepen their understand of Aboriginal peoples and and Torres Strait Islander communities both locally and throughout Australia.

The school community have made a commitment to the Partnership Agreement between the NSW AECG INC and NSW Department of Education from 2020-2030.

## Anti-Racism Policy

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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.

At Hampton Public School staff review the Anti-Racism Policy annually. The schools current officer is the Principal. In 2021 staff will need to undertake the most recent training.

## Multicultural Education Policy

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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.

At Hampton Public School students engage in a wide variety of activities learning about their own heritage and the heritage of others. Teaching programs include multicultural perspectives and are evaluated throughout the school year.

## Other School Programs (optional)

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### Kitchen Garden Program

Hampton Public school is supported by members of the wider Lithgow Community to maintain a sustainable Kitchen garden program. Students plant, grow and cook from their garden and using locally sourced produce. This program engage students to engage in the curriculum by developing lifelong skills in Numeracy, Science and Personal Development and Health.

### Mitchell Conservatorium Music Program

The P&C and school work in partnership to provide the students at Hampton Public School with weekly group music lessons through the Mitchell Conservatorium. Mrs Anna Smith has worked with the school over many years to support class teachers to implement and provide a thorough music program for all students.



Kitchen Garden Program



Mitchell Conservatorium Music Program