

2021 Annual Report

Hampton Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Message from the principal

2021 was another very difficult year, with more home schooling due to COVID. The staff rallied together to ensure that consistency and excellence in education continued for all students, whether they were at home or at school. The first three terms of 2021 had Relieving Principal Mrs Kristyne Smith, who worked with community to write the 2021-2024 school plan. In term 4, I returned as substantive principal 2 days a week with Mr Van den Dolder as Rel. Principal 3 days a week.

Although community events and fundraising were minimal due to covid, Hampton Public School still showed growth in all students and has continued to provide a safe and caring environment for all.

Belinda Greer and Mark Van den Dolder

Principal and Rel. Principal

Message from the school community

Hampton Public School is a special place where the student body may be better described as a broader family unit. A number families and community members continue to support this special school where strong bonds and friendships are formed in the classroom and community. In 2021, we were again plagued with the impact of COVID-19 and with this came the challenges of home learning and limited opportunity for events for assist P&C fund raising. Despite these challenges the school community was strong and supportive of school funded initiatives including new perimeter fences in line with state safety protocols.. Again, we were unable to hold the Trivia night, typically our largest event for fund raising, but nonetheless we did raise funds with sausage sizzles, cake stands and raffles.

Message from the students

Mona Year 3 "We're a very special school because we get to do lots of fun stuff, like cooking. There's less people so we are very lucky."

Quinn Year 3 "Hampton is the best school I've ever seen and we're very lucky to be here. I'll miss it when I have to go to high school".

Dominic Kindergarten "You learn lots of things at Hampton because it's a little school with great teachers who help me. I love the sandpit and we get lots of great stuff".

School vision

History, Pride and Success

Hampton Public school aims to achieve excellence through *innovation*, *inclusion* and *collaboration* to ensure everyone is known, is nurtured and succeeds always.

Our vision will be achieved by continuing to build strong connections with our families along with connections to the wider educational community.

Developed in collaboration with P&C Term 4 2020

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 almost 150 years. Hampton Public School has established active partnerships with the Lithgow Aboriginal Education Consultative Group and Aboriginal Elders from 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 covered outdoor learning area, oval, fixed play equipment, kitchen gardens as well as hand raised chickens who reside in the Hilton Hen house. There is a modular classroom, library, all weather playroom and 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 focus on literacy and numeracy 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, classroom teacher, School Administration Manager and General Assistant. The school partners with the Mitchell Conservatorium to provide Music programs each week with the support of the P&C. The school also employs a Creative and Practical Arts teacher and partners with Sporting in Schools to provide a diverse range of 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.

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 establish and maintain a systematic approach to continue our journey of quality teaching practice in Literacy, Numeracy and Wellbeing for every student.
2. to work collaboratively with our community and wider educational communities on our journey of school improvement.
3. to build a culture of collective efficacy where families, the school and wider educational communities work together to provide innovative, inclusive and collaborative learning opportunities for all.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
TEACHING: Professional standards	Sustaining and Growing
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

Strategic Direction 1: Student growth and attainment

Purpose

Throughout this journey of school improvement we will work collaboratively with the school community to maintain positive student growth in Reading and Numeracy and provide innovative teaching and learning programs through research, quality teaching practice and explicit management processes focused on continuous improvement and progress.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practice
- High Expectations Learning Culture

Resources allocated to this strategic direction

School support allocation (principal support): \$12,604.80

Literacy and numeracy: \$1,365.30

Low level adjustment for disability: \$12,867.07

QTSS release: \$784.83

Professional learning: \$2,319.68

Summary of progress

High Expectations Learning Culture

Hampton PS is a small school with an enrolment in 2021 of just 6 children, each with their own learning strengths and challenges. To strengthen the ability of staff to cater for these differences, Hampton PS has engaged in numerous professional learning opportunities in 2021. This included quality teaching practices in literacy and numeracy and the importance of using data to design class, group and individual learning. Unfortunately, staff changes and interruptions due to Covid meant that changes to literacy and numeracy practice have not always been sustained and will need to be revisited in 2022. Fluency for the children has been improved through a program of daily reading and monitoring of fluency indicators with a School Learning Support Officer (SLSO). Fluency for 4 of the children improved by an average of 23%, while another student with reading delays markedly improved his knowledge of single letter phonemes. Vocabulary has been improved through the explicit teaching of vocabulary, with words discussed in speaking tasks, in writing and during shared reads. During Term 4, children who could write independently almost tripled the amount of advanced vocabulary they were using in their writing. While we have also started to explicitly teach reading strategies in daily shared reads with the children, our Term 4 focus on comprehension has been delayed by interruptions due to Covid 19. Engagement with other small schools in co-operative professional learning has led to significant progress in numeracy. Both students sitting the Year 3 NAPLAN this year achieved Band 6 for Numeracy and were significantly above the state-average in external assessments during Term 4. Students showed improved understanding of multiplicative strategies following our explicit focus this term.

Future Directions

In the next phase of this work, we will ensure appropriate resourcing is allocated to continue to collaboratively design and deliver lessons according to best practice teaching and learning strategies. We will develop a shared system of observing and reflecting on teaching to help develop teaching practice in the classroom.

Data Informed Practice

This year we have adopted an assessment framework that is based on that suggested by the Lithgow Small Schools Community of Practice (SSCOP). This ensures that formative and summative data is collected through running records, daily assessment by the SLSO, CESE check-in assessments, external assessments such as PAT and Essential Assessment, pre and post testing from teaching sprints and observations in the classroom. This is analysed collaboratively by the principal and classroom teacher and future teaching directions planned. Each term, student learning goals are developed collaboratively with students and families when each student's Individual Education Plan (IEP) is reviewed and updated. A data wall has been established in the school office that monitors individual student progress for all children across 7 target areas, enabling teaching and learning programs to be focused and data-driven.

While staff changes and Covid 19 requirements have restricted the implementation of these measures throughout the year, we have still managed to implement a detailed assessment framework that closely monitors and celebrates student achievement and provides important information towards future teaching directions.

Future Directions

In the next phase of this work, we will continue our focus of regularly assessing student progress by collecting data through a range of internal and external assessments. We will regularly review the means of data collected to ensure that it is meaningful and relevant to student progress. Staff will meet fortnightly and use data collected to map individual student progress toward learning goals using the learning progressions and syllabus requirements. Our small school situation allows us to continue to closely monitor each student's progress so we can tailor future programs according to individual learning needs.

Improving Attendance

During 2021, the school has focused attention on improving attendance rates for each student. The target set for the school was an attendance rate of 95% for 90% of students. Staff professional learning has been undertaken on roll marking procedures and school office staff ring home or communicate via Skoolbag whenever children are absent. Weekly awards have been presented for 100% attendance each week. Overall, the average attendance rate for the school was 95.48%, which exceeds the school target. Attendance at school during the second semester was affected by Department of Education Covid 19 requirements. However, almost all absences were explained by parents. This means that, when justified absences are accounted for, all students had an attendance rate well in excess of 95%.

Future Directions

In the next phase of this work, we will continue to set a 95% attendance target for all students. As a small school, we are able to monitor attendance closely and work with families to improve individual issues arising. We are doing this because we understand the importance of attendance in improving student progress, particularly in the earliest years of learning which account for much of our student cohort.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Achievement of System negotiated targets</p> <p>Achievement in the Top 2 Bands in NAPLAN Improvement in the percentage of students achieving in the Lithgow Network in the top 2 bands to be above the Lithgow Network lower bound system negotiated target in Reading of 44.2% for small schools</p> <p>Improvement in the percentage of students achieving in the Lithgow Network in the top 2 NAPLAN numeracy bands to be above the Lithgow Network lower bound system negotiated target of 25.9% for small schools</p> <p>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy by 10%</p> <p>Wellbeing 100% students attend school at least 95% of the time, maintaining the schools current and</p>	<ul style="list-style-type: none"> • 100% of students are now in the top two skill bands (NAPLAN) for both reading and numeracy, indicating achievement beyond the annual progress measure. • For the full year, the school's overall attendance rate exceeded 95%. After accounting for justified absences, all students had an attendance rate well in excess of our target of 95%. • Kindergarten growth in literacy and numeracy was affected by Covid 19 lockdowns during 2021. Nevertheless, 50% of our student cohort achieved well in excess of a year's growth during that time. Growth in literacy and numeracy outcomes was evident when school returned to face-to-face learning in term 4 for all Kindergarten students. For one student, due to SLSO fluency intervention, the words per minute count improved by 20%. For another student, recall of known phonemes improved from 6 to 23.

historical positive attendance rate	
<p>School Excellence Framework</p> <p><i>Aspirational improvement as measured by the School Excellence Framework.</i></p> <p>In the Teaching Domain; Data Skills and Use; transition from Working towards delivering to Delivering</p> <p>In the Learning Domain; Assessment; transition from Working towards delivering to Delivering</p>	<ul style="list-style-type: none"> • In the Teaching Domain: Data Skills and Use, it was determined that Data Analysis was at Delivering, which means that the leadership team regularly uses data to inform key decisions such as resourcing and the implementation of new programs. A future focus for the school in 2022 will be around data literacy, and the use of data in planning and teaching. These were assessed as still being at Working towards delivering. The schools has already taken steps in 2022 to make data collection more robust, with the use of a clear assessment framework, regular and meaningful data collection of student progress, and regular meetings to address learning needs as indicated by data. • In the Learning Domain: Assessment, the school's overall on-balance judgement for this element was assessed as Delivering. In fact, due to the adoption of the SSCOP Assessment Framework and the adoption of various internal and external assessments, the area of Summative assessment was judged to be at Sustaining and growing. In addition, our program of regular IEP meetings with families and the setting of student learning targets saw Student engagement also assessed as Sustaining and Growing.
<p>School Generated Targets</p> <p>Most students demonstrate one years growth for one years learning on external and internal data measures in Reading and Numeracy.</p>	<p>Results in NAPLAN tests over the last 5 years indicate that levels in Hampton PS are significantly above state and SSSG average for Year 3 Reading, Writing and Numeracy. Both students sitting the Year 3 NAPLAN for 2021 achieved Band 6 in Reading and numeracy, and Band 5 or above in Writing. Unfortunately, no Value-added results were available in NAPLAN analysis. In addition, the online Check-in assessments completed by both Year 3 students in term 4 showed school results for literacy and numeracy being well in excess of state and SSSG averages (around school 83% v state / SSSG 64% in both cases). Vocabulary and comprehension were strengths in literacy, while statistics and probability was a particular strength in numeracy. Likewise, internal testing for numeracy in term 4 showed results of around 93% for our primary students. Reading assessment indicated that most students were reading at or in excess of recommended reading levels for their age. External PAT testing indicated particular strengths in numeracy, with students completing the assessment being at an average 71st percentile grouping. Results in literacy were mixed, and a future focus for 2022 is on comprehension strategies in reading. For our students on special learning programs, pleasing improvements have been recorded since the return to school in term 4.</p>



Strategic Direction 2: Educational Leadership

Purpose

Leading with moral purpose means having a commitment to make a difference in the lives and outcomes of students as a result of their experiences at school.

At Hampton Public School the Principal is the primary instructional leader who promotes a culture of high expectations, collaboration and community engagement. We will lead and collaborate within educational communities of practice to improve teaching and learning and promote educational excellence to ensure every student, every teacher and our community are committed to a journey of sustained improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership
- Community Collaboration

Resources allocated to this strategic direction

Location: \$1,073.51

Socio-economic background: \$929.42

School support allocation (principal support): \$1,000.00

Professional learning: \$2,000.00

Per capita: \$986.07

Summary of progress

Small School Collaboration

Hampton PS is a small school with only 6 students, 1 full-time and 4 part-time teaching staff. With this in mind, one of the goals this year was to improve collaboration between ourselves and other local small schools. We planned to provide opportunities for Hampton students to learn together with other schools' students, and also share professional learning with colleagues from other small schools.

Despite the Covid 19 restrictions imposed during the year, many of our planned events were able to proceed. We participated in Life Education and Harmony Day activities with the students of 5 other small schools at Cullen Bullen Public School; the students of Megalong Public School travelled over for weekly lessons during Semester 1; and throughout Term 2 we engaged in weekly online learning on Aboriginal Culture run by the Bathurst elders, together with several Bathurst/Lithgow small schools.

Collaborative professional learning similarly went ahead despite the Covid 19 interruptions. As there is some distance between the small schools of the Lithgow and Bathurst districts, collaborating online was always going to be the best way to share ideas between colleagues. Staff were involved in two separate online groups of small schools, each sharing ideas relating to additive and multiplicative strategies. One group of schools shared teaching ideas between each other fortnightly. The other accessed professional learning together through the Lithgow Small Schools Numeracy Pilot. Each school participated in 5 week teaching sprints and shared practice together at the end of Term 4.

While external testing indicated strong student growth in mathematics, staff changes and Covid restrictions during 2021 meant that the collaborative professional learning wasn't able to create a sustained change in practice in the teaching of additive and multiplicative strategies.

In addition, non-teaching staff between the Lithgow small schools completed trauma-based professional learning together. The principal completed professional learning, together with other small school principals, on best-practice school improvement strategies.

Future Directions

Further collaboration in numeracy, literacy and wellbeing ensures the sharing of ideas and fosters a consistent approach to teaching and learning in all small schools. Just as importantly, where students in small schools share their learning experiences together, they have opportunities for social development in a larger cohort of students beyond their own school.

Unfortunately staff changes and Covid restrictions during 2021 meant that the collaborative professional learning wasn't able to create a sustained change in practice in the teaching of additive and multiplicative strategies. During 2022, a future focus will be to pursue additional opportunities to strengthen teaching practices through shared learning partnerships with other small schools.

In 2022, we will continue our links with other Lithgow small schools and with Megalong Public School. We will look to establish learning partnerships to give our students opportunities in a broad range of curriculum areas. This could be extended to public speaking and sport, and shared teaching units in science and history.

Community Collaboration

During 2021, Hampton PS has initiated student-centred learning plan meetings for each student. Families meet toward the end of each term with teaching staff and, where appropriate, the LAST to co-design and share student learning goals. Progress is discussed and learning goals established for the following term in an Individual Education Plan (IEP). Clear literacy, numeracy and wellbeing goals are written, linked to syllabus requirements and the learning progressions. Parents and carers feel that they are heard and are made to feel a part of their children's learning journey. Despite interruptions due to the Covid 19 lockdown and changes of staff, these meetings have continued for each term during 2021. In Term 3 these were completed by telephone.

Future Directions

In the next phase of this work, we will continue to meet each term with parents and carers to discuss the progress of each student and establish appropriate learning goals. As a small school, we are fortunate to be able to review and update individual learning goals for each student regularly with families, so they can be sure that their children are all 'known, valued and cared for.'

School Communications

During 2021, a school communications program was implemented that promoted efficient communication with school families, providing advice about school events and celebrating student successes. The SkoolBag application allowed the school to provide clear communication around school events. All parent bulletins and notes are sent through SkoolBag, and parents have the opportunity to provide feedback or sign permission notes online. The FaceBook page is also updated 2/3 times per week, with photos of weekly school activities shared with parents. The school has developed a communication schedule that clearly sets out when and how various communications with staff and families are sent out (newsletter, staff bulletin, Skoolbag, Facebook).

The Skoolbag and Facebook apps are regularly used by families, and alternate methods of communication are used when parents do not have these online applications. All families access SkoolBag for notes, newsletters and communications and regularly 'Like' and comment on school posts on FaceBook. In surveys since the change, 100% of parents now communicate digitally where 50% previously used physical notes.

Future directions

In the next phase of this work, we will continue to use the Facebook and Skoolbag applications to communicate with the Hampton school community. In addition, we will implement a program updating the school's webpage more regularly to ensure we present a positive image of the school to potential families and the broader community.

Connection to Country

During 2021, we have aimed to deepen the students' understanding of Aboriginal Culture. We were able to engage with Bathurst Wiradjuri elders in an online series of weekly workshops held with other small schools in the Lithgow / Bathurst area. Students learnt about local Wiradjuri customs, stories and beliefs. Unfortunately changes due to Covid meant that the final project for this program could not be collected and shared with other small schools.

In addition, we worked with local Wiradjuri elder Uncle Owen to plan an Aboriginal 'Yarning Circle' that will be completed in the garden outside the classroom. This will be a space for the students to learn and discuss Aboriginal culture through local elders, visitors and their own teachers. Staff attended professional learning organised through the Lithgow network on Aboriginal history and culture, as well as new agreements between the DoE and AECGs.

While changes to the original plan were necessitated by the disbanding of the Lithgow AECG and interruptions due to Covid 19, we were able to make some progress. The 'Yarning Circle' will be completed at the commencement of 2022 and will act as a focus for classroom learning and discussion. In addition, we added a weekly Acknowledgement of Country to the classroom routine in order to promote awareness of the original custodians of the land and our responsibility in caring for the environment in which we live. Staff were also able to complete significant professional learning on Aboriginal history, culture and future directions.

Future Directions

In the next phase of this work, we will open the 'Yarning Circle' early in 2022 and ensure that is used as a focus for developing an appreciation of the rich Aboriginal history and culture of the Hampton region, and for outdoor learning and the appreciation of our environment. We will use the space for invited guest speakers and for shared readings, discussions and other outdoor learning. We will continue to engage with local Wiradjuri elders, and join the DoE Art unit's HOME program to explore the work of 4 Aboriginal artists from across NSW. We will invite local elders to help us draft a new Acknowledgement of Country that recognises local Aboriginal history and our responsibility to care for this special place.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>School Excellence Framework</p> <p>Aspirational improvement as measured by the School Excellence Framework</p> <p>Instructional Leadership In the Leading Domain; Educational leadership; maintain Sustaining and Growing</p> <p>In the Leading Domain; Management Practices and Processes; transition from Delivering to Sustaining and Growing</p> <p>Community Collaboration In the Learning domain; Learning Culture; transition from Delivering to Sustaining& Growing</p>	<p>* In the Leading Domain: Management Practices and Processes, the school's judgement for this area was the target of Sustaining and Growing. This was because the school has a strong relationship with the community, with regular meetings on student progress, high and well-communicated expectations and strong attendance results.</p> <p>* Additionally, the school also judged that it was Sustaining and Growing with regards to the Leading Domain: Management Practices and Processes. This is due largely to high levels of community cooperation and satisfaction.</p> <p>* In the Leading Domain: Educational Leadership, the school judged that it was still achieving at Delivering. This has been due in part to the interruptions to staff professional learning because of COVID-19 during 2021. A future focus for 2022 has been an improvement in assessment practices, and collaboration in using this data to inform teaching and learning programs.</p>
<p>Instructional Leadership 100% of staff engage in the Performance and Development Process</p> <p>80% of staff engage in Professional learning through the Performance and Development process that is aligned to student needs and the school's Strategic Improvement Plan</p> <p>Community Collaboration 80% of families participate in student centred learning plan meetings</p> <p>80% of families participate in school Reading programs, supporting student learning at school and at home</p> <p>80% of parents are satisfied with the high levels of communication between home and school.</p>	<p>* All staff participate in the Performance and Development Process during 2021.</p> <p>* All staff participated in professional learning that was linked to the school's Strategic Improvement Plan during 2021.</p> <p>* All families participated in student centred learning plan meetings each term, despite the challenges presented by the Covid 19 interruptions during 2021.</p> <p>* All students and families participated in school reading programs to support student progress.</p> <p>* All surveyed parents engaged with the school's digital school communications and had a high level of satisfaction with communications between home and school.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$58,734.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hampton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into all staff meeting agendas to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$929.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hampton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • engage with external providers to support student engagement and retention • equitable access to specialist resources <p>The allocation of this funding has resulted in: This funding has helped supplement excursions to allow equitable access for all students. The funding also allowed us to provide transport to ensure all students could attend external community events such as Healthy Harold and Harmony Day at Cullen Bullen PS. It has allowed our students to form friendships with students from the wider community and connect staff with other staff from different schools for Professional Learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to make all opportunities accessible to all students and create partnerships between both staff and students at different schools.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

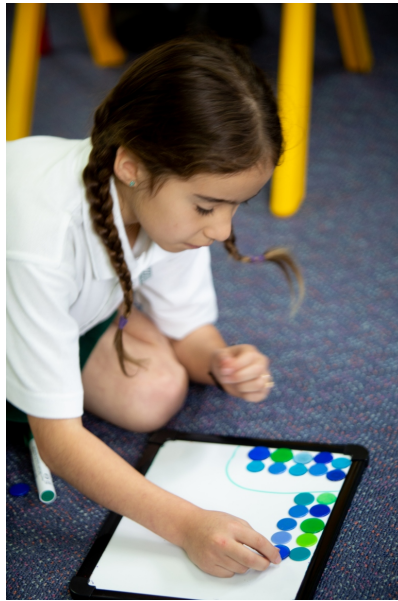
<p>\$12,867.07</p>	<p>students at Hampton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations Learning Culture • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention program to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions and subsequent collaborative learning support activities. It has impacted communication positively between school and home, through effective ILP meetings.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, we will create a formal process for implementing three way interviews and continue to co design targets.</p>
<p>Location</p> <p>\$1,073.51</p>	<p>The location funding allocation is provided to Hampton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hampton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching,

<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>learning and assessment</p> <p>The allocation of this funding has resulted in: Staff have engaged in a variety of literacy and numeracy PL to ensure that staff are providing evidence based teaching strategies in the classroom. This has shown positive growth in some literacy and numeracy areas, however with staffing changes, some need to be revisited.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff will collect and analyse the data to indicate where our students need further assistance. Once identified, staff will complete any training (if appropriate) and implement within the classroom.</p>
<p>QTSS release</p> <p>\$784.83</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hampton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are now embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: engaging with a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. In particular Phonics and decodeables</p>
<p>COVID ILSP</p> <p>\$5,606.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular</p>

COVID ILSP

\$5,606.00

monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	3	2	1	3
Girls	3	3	3	3

Student attendance profile

School				
Year	2018	2019	2020	2021
K	100	91	95.7	93.6
1	94.7	100	98.4	93.4
2		89.5	98.7	93.4
3				93.1
5	94.7			
6	98.9	88.7		
All Years	96.6	91.4	97.9	93.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2		93	92	92.6
3				92.7
5	93.2			
6	92.5	92.1		
All Years	93.2	92.7	92.1	92.7

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	47,997
Revenue	452,150
Appropriation	443,603
Sale of Goods and Services	836
Grants and contributions	7,672
Investment income	39
Expenses	-467,946
Employee related	-408,515
Operating expenses	-59,431
Surplus / deficit for the year	-15,796
Closing Balance	32,201

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.

	2021 SBAR Adjustments (\$)
Targeted Total	58,734
Equity Total	13,796
Equity - Aboriginal	0
Equity - Socio-economic	929
Equity - Language	0
Equity - Disability	12,867
Base Total	303,995
Base - Per Capita	986
Base - Location	1,074
Base - Other	301,936
Other Total	15,758
Grand Total	392,284

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 to access the school data.



Parent/caregiver, student, teacher satisfaction

Hampton Public School have engaged with students, staff and families to seek feedback about our school. Although there was no feedback around areas for improvement, we will continue to survey parents and community in order to stay on top of feedback.

Through Term 1 and term 2 of 2022, community members were encouraged to provide feedback to the school. The community members provided a wide variety of positive feedback which can be read below.

Some of the feedback from students included;

Mona Year 3 "We're a very special school because we get to do lots of fun stuff, like cooking. There's less people so we are very lucky."

Quinn Year 3 "Hampton is the best school I've ever seen and we're very lucky to be here. I'll miss it when I have to go to high school".

Dominic Kindergarten "You learn lots of things at Hampton because it's a little school with great teachers who help me. I love the sandpit and we get lots of great stuff".

Some of the feedback from families included;

At Hampton Public School we value

- Small school size, allows for individualised learning and lots of one to one attention for students

- Small school size allows for catering for diversity and levels of each student-Family style environment, quality training in staff and educators, communication is frequent and lots of collaboration in planning/learning.

- Great knowledgeable staff, who go above and beyond for all students

- Connections with the other small schools

Staff feedback was that it was another difficult year with COVID meaning there needed to be flexibility in teaching styles and learning and hard mentally as they felt a huge work load was added. They were proud of the students achievements and look forward to watching them continue to grow in 2022.



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.