

# 2022 Annual Report

## Hampton Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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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

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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

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**AP Curriculum & Instruction:** \$30,114.20

**Professional learning:** \$4,691.71

**Low level adjustment for disability:** \$5,000.00

**English language proficiency:** \$2,400.00

### Summary of progress

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#### Data Informed Practice

A regular system of student assessment was implemented, according to the Lithgow small schools assessment framework, to measure student progress and inform future teaching practice. This included using online assessments such as the Phonics diagnostic assessment, the Phonological diagnostic assessment, and the PAT adaptive reading and numeracy tests, as well as internal assessments such as writing work samples and running records, to form a complete and accurate picture of the learning progress for each of our children at Hampton PS.

Further, we developed an observation artefact that recorded anecdotal information about student progress that was accessible to classroom teachers. This artefact, while developed as planned and used by staff to update the literacy and numeracy progressions for each students every term, was too broad-ranging to be a realistic, long-term way of capturing information. The implementation of the artefact was also impeded by the changing staff structure and staff absences at Hampton PS toward the end of the year.

The lack of casual teachers and staffing changes also made it difficult to meet every 5 weeks for scheduled planning meetings, so these had to be conducted during the term breaks.

#### Future Directions

For 2023, we will narrow the focus of observation artefact, using a selected number of indicators over a short time frame, and we will base these around teaching sprints. This will allow the anecdotal observations to focus on targeted skills in a deeper way, and by a broader range of staff, and will promote this strategy as being an integral part of the teaching and learning cycle. We will also nominate co-operative planning days earlier in each term so that we can book casuals and ensure that these take place. This will mean that student progress is regularly assessed and teacher programs are responsive and differentiated.

#### High Expectations Learning Culture

During term 3 and 4 we implemented individualised 'I can' learning goals for writing. At each lesson, where appropriate, students were directed to their learning goals and, at the end of the lesson, asked if they thought these had been achieved. The original plan was also to include maths and reading, but this was narrowed to writing to commence the process.

At the end of Term 3, a Bump It Up wall for writing was developed to help students see how they need to improve as they progressed. This wall was referenced in writing lessons, though not as extensively as hoped. While, together with the 'I can' statements, this helped to provide direction for the students' learning, in 2023 it will need to be more accessible

and referred to daily in lessons.

For IEP meetings conducted in the second half of 2023, students brought work samples along to show their parents in 3-way meetings. This worked well as being an indication that students were aware of success in their learning, although some of our students did suffer from 'stage fright' when presenting their work. This will improve as they become more comfortable with being involved in the meetings. 'I can' statements were referred to when setting future goals during the meetings.

Attendance at Hampton PS remained high throughout 2022. The recording system for absences was moved online which allowed for easier tracking of attendance each week by the principal. We had an attendance rate in excess of 95%, and all children attended more than 90% of the time. When children were absent, families were contacted within 2 days by the school office or principal for explanation.

### **Future Directions**

In the light of the new curriculum and the established best-practice methods it supports, we need to change some of the teaching and learning for Hampton PS next year. Sample units will help us to establish clearer lessons that link directly to the syllabus in both literacy and numeracy. We will ensure that teaching is 'narrow and deep' by using teaching sprints so learning goals can be focused and more meaningful to students and teachers. We also need to broaden these learning goals to reading and numeracy, which will be assisted by the introduction of teaching sprints and number talks.

In addition to teaching ideas sourced through the Department of Education's Universal Resource Hub, participation in the Leading Improvement in Mathematics project with other Lithgow schools will help to drive a change to the way we program and deliver numeracy lessons.

During 2023 we will extend the idea of students introducing their work in 3-way interviews by having the children develop a brief work sample 'folder' of pieces of work, with each student briefly describing why they are proud of their work and giving parents get a clearer picture of their child's progress during meetings.

Due to the success of attendance patterns among the students of Hampton PS in 2022, we will continue to pursue the same strategies for 2023, including awards for excellent attendance each term, notices about attendance in the school newsletter and regularly following up attendance issues with families.

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
<b>School Excellence Framework</b>  Aspirational improvement as measured by the School Excellence Framework.  In the Teaching Domain; Data Skills and Use; transition from Delivering to Sustaining and Growing  In the Learning Domain; Assessment; transition from Delivering to Sustaining and Growing	<p>Self-assessment against the School Excellence Framework shows the school still performing at delivering in the element of data skills and use. One pleasing aspect was that data literacy and the use of data in planning and teaching improved from working towards to delivering. This was because during 2022 we developed a clear assessment framework that allowed us to regularly collect data on student progress. Our teaching team still need to build their skills in analysing and interpreting this data, which is already being addressed in 2023 through the professional learning and discussion opportunities made by providing teacher planning days twice per term.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of assessment. It was determined that teachers had improved their ability to use summative and formative student data, from online assessments to internal testing, to record student progress and inform teaching and learning. The assessment of students will be refined further during 2023 through the targeting of assessment around teaching sprints.</p>
<b>School Generated Targets</b>  Most students demonstrate one years growth for one years learning on external and internal data measures in Reading.	<p>External reading data indicated strong results for most of the Stage 1 and 2 students at our school. The average achievement for those completing external testing was a scaled score in the 74th percentile, with two students achieving scores above the 90th percentile.</p> <p>Student achievement measured by internal data found similar results. Both of our new kindergarten learners were reading at or above the level</p>

<b>School Generated Targets</b>  Most students demonstrate one years growth for one years learning on external and internal data measures in Reading.	expected at this age.
Most students demonstrate one years growth for one years learning on external and internal data measures in Numeracy	<p>External mathematics data similarly indicated that most of our students are gaining a thorough understanding of mathematics concepts.</p> <p>The average achievement for those completing external testing was a scaled score in the 75th percentile, with three students achieving scores above the 80th percentile.</p> <p>Student achievement measured by internal data found even greater improvement. Our new Kindergarten learners were also developing a good understanding of number as indicated by an improvement of at least three levels in the sub-elements of Quantifying Numbers and Additive Strategies in the Numeracy Progression.</p> <p>A focus on providing more open-ended and hands-on activities in 2023 should further foster student engagement and understanding in mathematics.</p>
<b>Achievement in the Top 2 Bands in NAPLAN</b> 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  Value Add shifts to an upward trend for K-3 and 3-6	Hampton Public School did not have students sitting NAPLAN in 2022.
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.  Value Add shifts to an upward trend for K-3 and 3-6	Hampton Public School did not have students sitting NAPLAN in 2022.
100% students attend school at least 95% of the time, maintaining the schools current and historical positive attendance rate	<p>For the full year, the school's overall attendance rate exceeded 90%. After accounting for justified absences, such as illness or approved leave, all students had an attendance rate well in excess of our target of 97%. This has maintained the long-term rate of excellent attendance at Hampton Public School.</p> <p>75% students were attending school &gt;90% of the time.</p>
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy by 10%	Hampton Public School did not have students sitting NAPLAN in 2022.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading by 10%	Hampton Public School did not have students sitting NAPLAN in 2022.
Most student will achieve one years growth for one years learning as measured by the Best Start/ learning progressions for Understanding text, Phonological Awareness and Additive Strategies	<p>Kindergarten assessments indicated that our students improved by at least four levels in the sub-element Understanding Texts in the Literacy Progression during 2022.</p> <p>Phonic and phonological testing similarly showed both students gaining a good understanding in these areas.</p>

<p>Most student will achieve one years growth for one years learning as measured by the Best Start/ learning progressions for Understanding text, Phonological Awareness and Additive Strategies</p>	<p>Identified areas of improvement in rhyming words and syllabification at mid-year were remedied through targeted teaching programs in Terms 3 and 4. Targeted programs in fluency also continue to help our K-3 students improve their speed and expression when reading aloud.</p> <p>Our new Kindergarten learners were also developing a good understanding of number as indicated by an improvement of at least three levels in the sub-elements of Quantifying Numbers and Additive Strategies in the Numeracy Progression.</p> <p>A focus on providing more open-ended and hands-on activities in 2023 should further foster student engagement and understanding in mathematics.</p>
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## 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

**Socio-economic background:** \$1,169.86

**Low level adjustment for disability:** \$8,110.34

**QTSS release:** \$1,379.05

**Per capita:** \$1,516.08

**Location:** \$966.16

### Summary of progress

#### Instructional Leadership

During the latter half of 2022, all teaching staff at Hampton PS completed the Department of Education's Curriculum Reform modules for literacy and numeracy. The principal also joined and participated in meetings with other principals as a member of the Curriculum Reform Community; and the APCI attended additional online professional learning around curriculum change. Changes to the way the new curriculum is structured and the provision of new resources was well-received by teaching staff. Unfortunately, plans to trial aspects of the new curriculum in Term 4 through sample units were not possible due to the later release of the units than was anticipated. Future planning was also affected by unforeseen changes in staffing at Hampton PS, which means that planning and implementation will commence with our new staff in 2023.

#### Future Directions

During 2023, Hampton PS needs to initiate weekly Case Management meetings between the SLSOs and Principal. This will allow us to set and monitor learning goals based on the progressions/syllabus to be discussed. Monitoring learning achievements and future directions regularly will be a more manageable way of ensuring that SLSOs understand their role and that the student achievements are recognised.

#### Community Collaboration

The school worked closely with the P&C during 2022. Fundraising activities were co-ordinated (Trivia Night, fundraising BBQs) that led to the purchase of 4 laptops for the children of Hampton PS. Meetings were held at least twice a term. SIP and EV processes were described at some of our P&C meetings. A communication survey held in Term 2 indicated that parents were satisfied with the level of communication between home and school. The introduction of the SeeSaw application as a means of showcasing student work was investigated but found not to be suitable. Three-way interviews were introduced in Term 3, where students showcased some of the work they had been doing in class for their parents. The goal of this activity was to strengthen the learning partnership between home and school and give students some ownership over their learning.

A daily check-in system was established in Term 1 that allowed students to communicate their feelings to the teacher each morning as they entered the classroom. This meant that student concerns could be addressed immediately. Though a formal assessment matrix for Cody was only trialed in 2023, his SLSO continued to monitor Cody's learning in a daily journal that was reviewed by the classroom teacher. Interactive activities such as 'Photo voice' and body mapping were also completed by the SLSO with Cody. The principal undertook the Westmead Feelings program when it became available in Term 3. Unfortunately, staff changes and absences meant that the program wasn't fully implemented with

parents during Term 4.

During 2022, the Aboriginal Yarning Circle was completed and surrounding garden planted, and this became a space for outdoor learning. At the end of 2022 we were awaiting a stone plaque being created by Aboriginal elder Uncle Owen and signage before the space is officially opened in 2023. The children were engaged in several lessons around Aboriginal culture, including writing two of their own books using Wiradjuri language. They attended a workshop at the Bathurst Regional Art Gallery that featured Wiradjuri artists and elders, and completed a class artwork inspired by Aboriginal artist Karla Dickens that was digitally displayed in Bathurst. They also completed an online lesson featuring Aboriginal artist Andy Snelgar. The Principal engaged with Three Rivers learning and with the newly reformed AECG.

Plans to engage with other small schools in 2022 once again were hampered by interruptions due to COVID or by staffing problems at fellow small schools. Shared activities with Cullen Bullen PS and Megalong PS were unfortunately not possible to go ahead as planned.

### **Future Directions**

The children were highly engaged in the Aboriginal art and language activities we participated in throughout the year. For 2023, we have once again applied to participate in the HOME program run through the Bathurst Regional Art Gallery and the DoE Arts Unit. Signage will be purchased for the Yarning Circle and it will be officially opened early in 2023. The principal will continue his involvement with the Lithgow AECG.

During 2023, Three-way interviews will continue to take place each term. We plan to re-visit the recording of student learning and use it as a way of children sharing their learning with parents. In P&C meetings, we will set aside a portion at the beginning of each meeting to discuss changes around the new curriculum and the EV process (postponed until August 2023) as part of the principal's report. During 2023, planned events surrounding the 150th anniversary of Hampton PS mean that we will need to have a very close relationship with the P&C.

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
<b>School Excellence Framework</b> Aspirational improvement as measured by the School Excellence Framework  <b>Instructional Leadership</b> In the Leading Domain; Educational leadership; transition from Sustaining and Growing to Excelling  In the Leading Domain; Management Practices and Processes; maintain Sustaining and Growing  <b>Community Collaboration</b> In the Learning domain; Learning Culture; transition from Sustaining to Excelling	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Management Practices and Processes.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.</li></ul>
<b>Instructional Leadership</b> 100% of staff engage in the Performance and Development Process  85% 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  <b>Community Collaboration</b> 85% of families participate in student centred learning plan meetings	All staff participated in the Performance and Development Process.  85 % of families participated in student centred learning plan meetings.

85% of families participate in school Reading programs, supporting student learning at school and at home

90% of parents are satisfied with the high levels of communication between home and school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$89,212.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with additional learning needs were supported and achieved growth in all areas, including literacy, numeracy and wellbeing. Both students are beginning to write sentences independently, read more challenging simple texts and complete simple addition tasks. Fluency programs have seen consistent improvements in reading speed, text complexity and expression.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support by School Support Learning Officers supported by the principal and teachers through weekly Case Management Meetings.</p>
<p>Socio-economic background</p> <p>\$1,169.86</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the learning needs of identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hampton Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>Low level adjustment for disability</p> <p>\$13,110.34</p>	<p>Low level adjustment for disability equity loading provides support for 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations Learning Culture</li> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions by supporting collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> for the school to continue to provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$966.16</p>	<p>The location funding allocation is provided to Hampton Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased opportunities and choices for students to participate in excursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$4,691.71</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hampton Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul>

<p>Professional learning</p> <p>\$4,691.71</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging casual teachers so that classroom teachers can unpack the changes to programming necessary under the new curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers feel confident when implementing the new English and mathematics curriculum through classroom programming.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide opportunities for our small staff to develop differentiated teaching strategies according to current best-practice.</p>
<p>QTSS release</p> <p>\$1,379.05</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$8,619.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing intensive small group tuition for identified students who needed to improve fluency in reading.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.20</p>	<ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• High Expectations Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• identifying effective practices to improve student literacy and numeracy outcomes through curriculum.</li> <li>• working in partnership with the principal and classroom teachers to plan changes required for effective curriculum implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> We implemented a regular system of assessing student progress. Teachers improved their ability to use this data to inform best-practice teaching strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The AP curriculum &amp; Instruction will continue to work closely with the principal to explore literacy and numeracy professional learning needs of teachers.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	2	1	3	4
Girls	3	3	3	4

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.0	95.7	93.6	92.4
1	100.0	98.4	93.4	90.6
2	89.5	98.7	93.4	80.2
3			93.1	96.9
4				88.0
6	88.7			
All Years	91.4	97.9	93.4	89.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3			92.7	87.6
4				87.4
6	92.1			
All Years	92.7	92.1	92.7	87.6

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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
Assistant Principal(s)	0.2
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

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	25,089
<b>Revenue</b>	504,431
Appropriation	489,624
Sale of Goods and Services	87
Grants and contributions	14,522
Investment income	198
<b>Expenses</b>	-476,046
Employee related	-415,322
Operating expenses	-60,724
<b>Surplus / deficit for the year</b>	28,385
<b>Closing Balance</b>	53,474

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	89,212
<b>Equity Total</b>	16,680
Equity - Aboriginal	0
Equity - Socio-economic	1,170
Equity - Language	2,400
Equity - Disability	13,110
<b>Base Total</b>	309,481
Base - Per Capita	1,516
Base - Location	966
Base - Other	306,999
<b>Other Total</b>	52,077
<b>Grand Total</b>	467,450

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.

## Parent/caregiver, student, teacher satisfaction

50% of parents/ caregivers responded when surveyed as to their satisfaction with Hampton Public School. All parents indicated that they were happy with the education and atmosphere provided by the school. Parents commented on the extra ability the school had to meet specific needs in the classroom and playground, and of the 'close, supportive (school) community' at Hampton. Another commented that 'Hampton PS already go above and beyond'.

Likewise, when asked how they felt about the school, students rated Hampton at or above 4 out of 5. The sandpit, bikes and extra equipment provided by the school were particularly popular. Almost all students said that they felt good about the learning at Hampton school and thought they were improving.

100% of staff rated Hampton Public School as a great place to work, with one staff member commenting how much she looks forward to working here every day.



# 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.

## Anti-Racism Policy

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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

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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.