**School context statement:**

Hampton Public School is a small boutique school set in the village of Hampton. It is set within extensive gardens with mature trees, large curved-roof COLA, oval and fixed play equipment, cubby house, chicken coop, vegetable and bush tucker gardens as well as an all-weather enclosed play area known as “Club Hampton”. There is a BER modular classroom, an air conditioned separate library in the original building, large storeroom and modern administrative building. Hampton Public School has provided quality academic, social, cultural and sporting education opportunities, in partnership with the P&C and wider community, for 140 years.

In 2013, our enrolment was 24 students. Two classes were formed: a Stage 2 / Stage 3 class of 15 students and Early Stage 1 / Stage 1, of 9 students. These enrolment figures are anticipated to remain in place for 2013. Staffing consists of 1 part time Teacher, 1 teaching Principal - filling the roles of Release from Face to Face (RFF) teacher and Learning and Support Teacher, 1 part time School Administration Managers (SAM) and 1 part time General Assistant (GA).

At Hampton Public School, all students participate in all activities, taking on leadership roles and responsibilities and engaging in challenging tasks both in and out of the classroom. The school aims to develop a sense of community, care and responsibility for the environment and quality teaching and learning in all KLAs.

The school prides itself on recognising diversity and valuing differences amongst our students. We have a developing leadership program in conjunction with our two learning community groups: WGEC (Western Gateway Education Community) and BSSA (Bathurst Small Schools Association) and a long history of joint sporting and cultural programs with these sister schools. In 2010 we introduced an instrumental music program with a professional music teacher. All students K-6 are involved in an engaging music program. Our Years 5 and 6 students are currently receiving guitar instruction. Hampton Public School will continue to implement a more rigorous and inclusive sporting program in 2012-2014 which has seen in 2011, three students reach District and one to Region in PSSA sports. The Robotics program continued in 2014, building on our winning teams 2009-2010 in Central West "Robocup" Robotics competitions. In 2013 Hampton went on to take out 1st and 3rd place at the Competition.

Our students are assessed using NAPLAN, PLAN and Best Start Kindergarten assessment. Teachers are developing school wide assessment strategies over 2014 for the tracking of student achievement. Student academic growth is tracked from Kindergarten to Year 6 and reported each Semester to parents.

![Image](image.jpg)

At Hampton Public School all students and staff engage in quality teaching and learning programs with a balanced, well-resourced focus on literacy and numeracy curriculum outcomes. Our school has a strong commitment to Environmental education which is embedded in all Key Learning Areas and addressed as an integral part of our day to day school life and our school motto of History, Pride, Success.

**Principal’s Message**

2014 has proven to be a wonderful year for me at Hampton Public School. Hampton is a vibrant, inviting and beautiful school, with a deep sense of community embedded within it. It has been a pleasure to share in our students’ achievements, excursions and sporting events that have occurred and to witness their academic, physical, and emotional growth.

I would like to take the opportunity and thank the wonderful staff here at Hampton Public School, without their professionalism, knowledge,
dedication and hard work; our school would not be the special place that it is. The P&C have worked tirelessly to raise funds for our school to support the children’s learning needs and assisting in a myriad of other ways. I also need to especially thank the children for being a wonderful group of individuals that brighten each and every day.

Looking ahead, 2015 is shaping up to be a successful year with new programs and initiatives planned to further benefit our most precious resource, our children.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jacqui Taylor
Principal

P & C and/or School Council message
In the final year of my 9 year association as a parent at Hampton Public School, it has been my privilege to serve as P&C President for 2014, where we were again fortunate in being able to form a dedicated and hardworking committee. I would like to take this opportunity to thank both our office bearers and general committee members for their considerable contribution to the successful running of our committee. In particular Barb Cook for her fantastic support as Secretary, Leah Tracy on her excellent job as Treasurer, and whilst without official title, Jackie Vogel for her logistics and organisational role including publicity, behind the scenes. As a small school, we do have a good proportion of parents actively involved with our P&C, however there is always room for more. With 6 year 6 students departing this year and currently only one student entering Kindergarten in 2015, our school needs the support of the existing parent body more than ever.

Monies raised by the P&C this year paid for important services such as student transport, the ‘Digi Ed’ programme, the school music programme, the tennis programme, the beautiful Hampton Mosaic and also heavily subsidised school excursions and teacher wages. The P&C Association plays a vital role in enhancing the educational experience of the children at Hampton School.

During 2014, we had as our major fundraiser the inaugural Hampton Trivia Night held at the Hampton Halfway Hotel Motel on Saturday 30th August. This was a tremendously enjoyable and successful event, receiving very positive feedback from the community. Most importantly, it raised $3335 for the school. Along with parent helpers, I would particularly like to thank our Principal Ms Taylor and teacher Ms Manton for their dedication and unstinting efforts in the organisation of this event.

At school itself, we also continued the tradition of the ever popular Special Canteen in Terms 2 and 3, raising a total of $586. Thank you very much to all those parents and caregivers who cooked delicious meals for the children for Special Canteen. We again provided volunteer labour serving morning teas and lunch for coach groups visiting ‘Bark Ridge’ at the annual Daffodils at Rydal over two days in September, for which we received $5 per person served. The Green/ Fragar families again cooked the huge number of delicious scones required for the morning teas. This event raised $635 for the school and we were able to promote Hampton School at the venue. A sincere thank you to those parents who donated their time to work at this event.

In October, a number of parents and caregivers and even a former student gave up their day and provided volunteer labour
for the magnificent MOK’S luncheon in the Kanimbla Valley, raising considerable funds which go directly to the school. Unfortunately this was the last one of these very significant fundraisers to be held. We are now involved in providing a food stall and the barbeque at a new initiative and one which it is hoped is a major profile-raising event for our school, the monthly Artisan Markets held in the grounds of Hampton. Thank you very much again to those hardworking parents and caregivers who gave generously of their time to support our fundraising activities this year and all the very best to the incoming 2015 committee. I would also like to thank most sincerely our teachers and support staff who have provided such valuable services to our students throughout 2014.

Mrs Margie Lowe.
President
Hampton P & C Association

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

In 2013 Hampton Public School reached an enrolment of 32 from 18 different families. There were 7 new kindergarten enrolments and 2 new enrolments across other grades throughout the year.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are currently no Indigenous staff employed at Hampton Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>N/A</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>

Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
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</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>17,282.51</td>
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<tr>
<td>Excursions</td>
<td>4,937.73</td>
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<tr>
<td>Extracurricular dissections</td>
<td>28,392.89</td>
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<tr>
<td>Library</td>
<td>214.89</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
<td>2,818.99</td>
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<td>Administration &amp; office</td>
<td>23,214.19</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>11,323.82</td>
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<tr>
<td>Maintenance</td>
<td>9,016.96</td>
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<tr>
<td>Trust accounts</td>
<td>628.50</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td>Total expenditure</td>
<td>113,865.26</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>13,941.80</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Hampton Public School demonstrated their skills and creativity to a wide audience in 2014. Our achievements in this area included:

- Student participation in the WGEC school choir as part of the Education Week celebrations
- Continued exhibits of student artwork in the school library and on the community noticeboard as well as entering the Small Schools Creative Arts Festival at BMEC.
- A rich weekly music program based upon the “Jozz Beat” Jellybeans and other Suites classroom percussion kit.
- Specialised guitar tutoring to all Stage 2 & 3 students who performed at the end of year Presentation evening
- K-6 performance at the Annual Presentation evening.
• Weekly whole school singing program and Red Ed Dance program.

Sport

Hampton is a very well-equipped school with a large array of sporting equipment for the students to use. All students are encouraged to participate in a wide range of sporting activities including daily fitness and weekly sporting lessons with a focus on students developing a range of motor skills and a keen sense of sportsmanship. In 2014 our highlights were:

• All students participating in athletics, swimming and Cross Country carnivals as part of the WGEC and Bathurst small schools program
• Triangle and Gala Sporting days
• The whole school participates in Personal Fitness Training with Sports Instructor and Personal Trainer Kate Binder.
• Numerous students represented the school at District and Zone levels throughout the year
• Specialised tennis coaching program K-6 with Tennis Coach Tracey Green.

Other

Programs and activities at Hampton Public School focus on enhancing a high level of student engagement and welfare. This year students have been provided with an amazing range of opportunities including:

• Easter Celebrations and Egg Hunt
• Life Education Program.

• Operation Art 2014 in support of the Westmead Children’s Hospital.
• Digi-Ed workshop.
• Stage 2 Camp to Sydney
• Stage 3 Camp to Canberra.
• Annual Billy Cart Race Day at Cullen Bullen Public School
• Robo-Cup at Charles Sturt University, Bathurst
• Stage 3 National Leaders Conference in Sydney.
• Stage 2 and 3 ‘St Johns First Aid in Schools’ student workshop
• Kindergarten Transition Program
• Education and Book Week open classrooms.
• Participation in Clean Up Australia Day
• Whole school participation in Remembrance Day Assembly
• Winners of Local MP Paul Toole’s 2014 Christmas Card competition

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select **GO** to access the school data.

Alternatively:

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014 three students completed the NAPLAN tests. These students performed well in literacy but unfortunately the results cannot be reported due to student numbers being small.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014 four students completed the NAPLAN tests. These students performed well in literacy but unfortunately the results cannot be reported due to student numbers being small.

**NAPLAN Year 3 - Numeracy**

In 2014 three students completed the NAPLAN tests. These students performed well in numeracy but unfortunately the results cannot be reported due to student numbers being small.

**NAPLAN Year 5 - Numeracy**

In 2014 four students completed the NAPLAN tests. These students performed well in numeracy but unfortunately the results cannot be reported due to student numbers being small.

**Significant programs and initiatives**
Hampton Public School continues to develop and implement a broad range of quality teaching and learning programs to suit the individual needs of our students.

All students have daily access to a range of technologies including laptops, computers, interactive whiteboard activities, iPods and iPads. 2015 will see the purchase of a bank of iPads to further enhance student learning through 21st Century Learning Principles. The students continue to participate in the Robotics Program with continued 1st place success at the Western Region Robo-Cup. Digi-Ed workshops also build on existing knowledge of iMovie and Claymation.

Aboriginal education

Hampton Public School has ensured that indigenous perspectives have been incorporated into all teaching units taught this year.

In 2012 all staff completed training on the ‘8 Ways Aboriginal Pedagogies’ program and continue to incorporate elements of the program into their teaching pedagogy throughout the year. Utilizing the children’s artistic skills, 3 symbols based on Aboriginal artwork were chosen to represent the schools ‘Positive Behaviour for Learning’ model of Respect, Responsibility and Kindness. In 2015 we aim to have these symbols painted around the school to promote PBL.

Multicultural education

Multi-cultural perspectives have been a part of our classroom programs and Multi-cultural perspectives were particularly highlighted in the second Semester with a combined study of countries and cultures from around the world. As part of our classroom programs we were able to study other cultures from around the world and students were given the opportunity to compare the Australian culture with other cultures as well as participating in a study of world religions.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. As part of Hampton Public School’s annual review process, targets outlined in the 2012 Annual School Report have been adjusted to best meet the needs of the school community. These targets are listed below.

School planning 2012—2014: progress in 2014

School priority 1

Literacy

Improved literacy outcomes and performance for all students with an explicit focus on quality teaching elements within a balanced, well-resourced literacy program.

Outcomes from 2012–2014

- Achievement of Regional Benchmark reading data for all students in Kindergarten to Year 2.
- School based assessment data will show each student K-6, achieving individual learning goals in relation to stage outcomes in literacy.
- NAPLAN data will demonstrate student growth consistent with state data.
- Increased student performance within the reading, writing and spelling strands through consistent Teacher programming and implementation of the new NSW English Syllabus for the Australian Curriculum.
Evidence of progress towards outcomes in 2013:

- Qualitative data indicates that students are achieving individual growth in literacy.
- Quantitative data indicates that Early Stage 1 and Stage 1 students have met Best Start literacy benchmarks.
- Quantitative data indicates that Stage 2 and Stage 3 students have achieved at or above expected growth in school based assessment and NAPLAN results in literacy.

Strategies to achieve these outcomes in 2014

- Continued whole school Best Start assessment mapping in line with the Literacy Continuum K-6. Use the literacy continuum and PLAN to further identify student capability and to track student progress.
- Individual Learning Plans, aligned to the Literacy Continuum, developed in consultation with all stakeholders for all children K-6.
- Continued implementation of the Jolly Phonics and Jolly Grammar program in teaching and learning programs K-2.
- Implementation of the New NSW English Syllabus for the Australian Curriculum and provide professional learning to apply this K-6.
- Effectively utilize whole school assessment schedule to enhance quality teaching and learning programs.
- Teaching staff from the Lithgow WGEC Small Schools will meet to share and compare student work based on assessment tasks and work samples created to track students on the literacy and Numeracy Continuums with a focus on Consistency of Teacher Judgement for the purposes of reporting on individual student achievement in literacy.

School priority 2
Numeracy

Improved Numeracy outcomes and performance for all students, with an explicit focus on quality teaching elements within a balanced, well-resourced numeracy program.

Outcomes from 2012–2014

- All Kindergarten to Year 2 students will achieve TEN (Targeting Early Numeracy) benchmark levels.
- School based assessment data will show each student K-6 achieving individual learning goals in relation to stage outcomes in numeracy.
- NAPLAN will demonstrate student growth consistent with state data.

Evidence of progress towards outcomes in 2013:

- Qualitative data indicates that students have achieved individual learning growth as indicated in Best Start Numeracy benchmarks.
- Quantitative data indicates that Stage 2 and 3 students have achieved at or above expected growth in school based assessment tasks in numeracy.

Strategies to achieve these outcomes in 2014:

- Development of programs in line with TEN, CMIT and syllabus documents.
- Staff in-serviced on the Numeracy Continuum K-10.
Students K-6 participation in the Mathletics online program
All K-2 students assessed against the Regional TEN benchmarks
Baseline assessment data informs ES1 programming strategies

**School priority 3**
**Curriculum**
Focused professional learning opportunities for all staff to strengthen capacity to improve student learning outcomes and engagement.

**Outcomes from 2012–2014**

- Develop and implement scope and sequence documents for all KLAs from 2013-2014.
- Apply learning by design principles to Professional Learning.
- Embed Aboriginal Education pedagogy into classroom teaching and learning programs.
- Improve the tracking process for student learning outcomes including structured assessment procedures
- Expand awareness around aspects of the Australian National Curriculum.
- Increase parental and community awareness and understanding of assessment and reporting processes
- Review of Fair Discipline and Student welfare policies and procedures.

**Evidence of progress towards outcomes in 2013:**

- Provision of ongoing staff professional development in the Australian National Curriculum.
- Improved tracking of student assessment data in place and continually updated and monitored.
- Development of whole school PBL rules based upon the 8 Ways Aboriginal Pedagogy from Western NSW.

**Strategies to achieve these outcomes in 2014:**

- Teachers base all programming on new scope and sequence documents to ensure consistency.
- Attend SEG training – Leadership Development by Design
- Participate in WGEC and Bathurst Small School collegial activities.
- Review of assessment timelines, assessment procedures and assessment tracking procedures.
- Prepare staff and community on the implementation of the new Australian Syllabus.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Background**

NSW Public Schools conduct evaluations and surveys to support the effective implementation of the School Management Plan.

In 2014 Hampton Public School carried out a survey to collect and analyse data based upon School Communication. Staff, parents and children were asked to complete a survey to assist in developing a picture of the school’s operations.
Findings and conclusions

- 98% of parents responded “Excellent” to the statements in the areas of School Communication Practices.
- 96% of children responded “Excellent” in the areas of School Communication Practices.

The survey asked participants to expand in the areas of “Would you like us to” and these findings have been implemented into current school practices.

A school improvement team has been formed to work on the evaluation, findings and conclusions as well as the future directions of the school.

Greatest strengths were identified in the student responses in school communication through consultation and newsletters.

Areas for improvement were identified in the parent responses in showcasing more student work samples in the school newsletter and emailing school newsletter as well as paper format.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Jacqui Taylor, Principal
Cathy Loadsman, Senior Admin. Manager.
Margie Lowe, P&C President.

School contact information

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19 Old Bindo Road, Hampton
Ph: 63593231
Fax: 63593235
Email: hampton-p.school@det.nsw.edu.au
Web: hampton-p.schools@det.nsw.edu.au
School Code: 2129

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: