## School background 2015 - 2017

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<th>School vision statement</th>
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<tr>
<td>At Hampton Public School we aim to continue to build upon our past success. The staff at Hampton aim to inspire and enhance student capabilities in all academic areas through Quality Teaching and to promote excellence in all students. We celebrate and recognise student achievement and aim to provide a caring, supportive and motivated learning environment that promotes student success.</td>
<td>Hampton Public School is a small boutique style rural school in the village of Hampton. It is set within extensive gardens with mature trees, manicured gardens, a large COLA, oval and fixed play equipment, cubby house, vegetable and bush tucker gardens. There is a new BER modular classroom, a separate library in the original building, an air-conditioned all weather playroom, a large storeroom and modern administrative building. Hampton Public School has provided quality academic, social, cultural and sporting education opportunities, in partnership with the P&amp;C and wider community, for over 140 years. In 2015 our enrolment numbers are at 13 students from K-6. Staffing consists of 1 classroom 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 Manager (SAM) and 1 part time General Assistant (GA). 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 learning community group: WGEC (Western Gateway</td>
<td>The consultation process that Hampton Public School undertook when preparing for and writing the new plan began with community planning beginning in mid-2014. The process was initiated with the review of current trends and practises, opportunities, successes and challenges. Review of the collated data from past student results, engagement and successful programs provided a collective view of Hampton’s priorities for the 2015-2017 plan. The ongoing process included several meetings with the community, staff and P&amp;C to review what the collated data revealed and how best to implement the findings into the new plan successfully. The outcomes were segregated into 3 strategic domains and were identified as our main focus and shared commitment for 2015-2017 at Hampton Public School.</td>
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</tbody>
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### School background 2015 - 2017

| Education Community) and a long history of joint sporting and cultural programs with sister schools. All students K-6 are involved in an engaging music program. Our Years 3-6 students receive guitar instruction. The Robotics program will continue in 2015, building on our winning teams 2009-2010 & 2013-2014 in Central West "Robocup" Robotics competitions. 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. |

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Planning template – V2.0
Hampton Public School provides every student with opportunities to achieve their personal best through active, lifelong learning and engagement in a safe, respectful and safe school environment.

**Purpose:**
To improve student achievement through Quality Teaching and learning in the areas of Writing, Reading, Spelling, Grammar, Comprehension and Numeracy throughout the transition to the new Australian Curriculum, the NSW BOS Syllabus documents and the Literacy and Numeracy Continuums.

**STRATEGIC DIRECTION 1**
Quality Teaching & Learning Environment

**Purpose:**
That school, parent, staff and community partnerships are encouraged and enhanced in order to enrich student outcomes. To improve the educational outcomes of students by working together with WGEC to harness collective skills and resources to lead the development of lifelong learners.

**STRATEGIC DIRECTION 2**
Community Partnerships

**Purpose:**
Staff at Hampton Public School have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of all students. Teachers engage in individualised, team and shared professional learning (with WGEC) for the 21st Century and future leadership demands.

**STRATEGIC DIRECTION 3**
Professional Learning & Leadership
## Strategic Direction 1: Quality Teaching & Learning Environment

### Purpose
To improve student achievement through Quality Teaching and learning in the areas of Writing, Reading, Spelling, Grammar, Comprehension and Numeracy throughout the transition to the new Australian Curriculum, the NSW BOS Syllabus documents and the Literacy and Numeracy Continuums.

### People
How do we develop the capabilities of our people to bring about transformation?

**Students:**
To Engage all students in being quality learners of literacy and numeracy in both the class and home environments.

**Staff:**
All staff to engage in professional learning to apply evidence based pedagogy that will support excellence in practice.

**Parents/Carers:**
To continue to build on the existing collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs within the school.

**Community Partners:**
Collaborative planning and consulting with professional learning communities to build capacity laterally across the WGEC group of schools.

### Processes
How do we do it and how will we know?
- Implementation of rigorous assessment schedule K-6 that is adhered to each term and growth is monitored & entered on PLAN.
- Personalise learning through development of Personalised Learning Support Plans and implementation of these plans into everyday classroom practice.
- Target teacher professional learning as identified through school directions, professional learning plans and the Performance and Development Framework.
- Streamline scope and sequences and programming frameworks across KLAs K-6 in order to provide consistency and quality for students and teachers.
- Collaborate with community of schools (WGEC) to build capacity and to share resources and expertise to promote best practice.

### Products and Practices
What is achieved and how do we measure?

**Product:**
- Increase of student’s achievement &/or exceeding grade appropriate levels as indicated by continuums in Literacy and Numeracy.
- The school will align staff processes and school systems for collecting, analysing and reporting data on student performance through anecdotal evidence, Teaching and Learning Programs and whole school Scope and Sequences.

**Practice:**
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
- All staff have a high level of understanding of New Syllabus documents demonstrated across all teaching areas.
- Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments to improve student achievement.
- The school analyses student performance data and is aware and responds to individual student achievement levels.

### Improvement Measures
- Increase of student’s achievement &/or exceeding grade appropriate levels as indicated by continuums in Literacy and Numeracy.
- The school will align staff processes and school systems for collecting, analysing and reporting data on student performance through anecdotal evidence, Teaching and Learning Programs and whole school Scope and Sequences.
Strategic Direction 2: Community Partnerships

### Purpose
That school, parent, staff and community partnerships are encouraged and enhanced in order to enrich student outcomes. To improve the educational outcomes of students by working together with WGEC to harness collective skills and resources to lead the development of lifelong learners.

### Improvement Measures
- WGEC partnerships strengthened through increased collaboration from current levels.
- There is a school-wide collective responsibility for student learning and success through individual student data as evidenced by students achieving individual and targeted outcomes.
- Increased school involvement in the Hampton Progress Association and the Lowther Memorial Trust.

### People
**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Students will engage in purposeful and challenging stage appropriate learning experiences differentiated to suit individual needs. Students will have multiple opportunities to demonstrate skills and understanding and be involved in a range of community based projects.

**Staff:**
Liaise and work alongside parents, community members and community groups – (Lowther Memorial Trust, Hampton Artisan Markets and Hampton Progress Association). Engage in professional development and learning opportunities. Staff will collaborate and liaise with fellow colleagues in other learning centres such as WGEC and BSS to share experience and strengthen teaching and learning experiences.

**Parents/Carers:**
Communication structures support parent/school collaboration and provide opportunities for parent/carers to be consulted and have the opportunity to collaborate with educational decision making for their child and the school.

**Community Partners:**
Community partnerships utilised to recognise and celebrate academic achievements. Community groups’

### Processes
**How do we do it and how will we know?**
- Develop parent workshops to support understanding of student learning and improve participation in other collaborative and community groups.
- Increase school community involvement in Hampton Progress Association and the Lowther Memorial Trust. Aim to build authentic school and community partnerships.
- Yearly event planner developed in conjunction with the P&C and community groups.
- Increased involvement with local AECG.
- Scheduled enriched learning and social interactions for students between local like schools.

**Evaluation Plan**
- Parent and community surveys developed in conjunction with P&C and community groups.
- Ongoing review of school programming and practices.

### Products and Practices
**What is achieved and how do we measure?**

**Product:**
- WGEC partnerships strengthened through increased collaboration from current levels.
- There is a school-wide collective responsibility for student learning and success through individual student data as evidenced by students achieving individual and targeted outcomes.
- Increased school involvement in the Hampton Progress Association and the Lowther Memorial Trust.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Community groups, parents, P&C and school work as a cohesive team to coordinate and plan ahead for future events.
- Strong lines of communication between all stakeholders.
- Working closely with WGEC to build school capacity and to strengthen bonds with “like Schools”.
- There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
knowledge and experiences combined into school projects as well as used to strengthen community bonds.

**Leaders:**
Aspiring leaders identified and supported to clarify aspirations, identify pathways, to be given leadership opportunities and be supported to achieve personal goals. Existing leaders supported to continue their professional learning and development allowing them to be quality leaders and educational mentors to the teams they work with both in the school educational and community settings.
### Strategic Direction 3: Professional Learning & Leadership

#### Purpose
Staff at Hampton Public School has the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of all students. Teachers engage in individualised, team, and shared professional learning in conjunction with WGEC and BSS) for the 21st Century.

#### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Students will have access to high quality, cutting edge quality teaching and learning provided by highly experienced and accomplished teachers.

**Staff:** Staff will identify their professional areas of need as indicated in their Personal Professional Learning Plans and with professional dialogue with the Principal to further expand their professional knowledge.

**Parents/Carers:** Parents and Carers will be provided opportunity to communicate their goals for their children, as a parent body, and as the P&C in an ongoing capacity. All staff professional learning is clearly communicated and integrated into the school to further assist with learning outcomes for the children.

**Community Partners:** WGEC and BSS learning communities work and liaise together under a united vision of excellence through cohesive collaboration and collegial support. Working with school networks to implement the “How 2Learn” teaching strategies.

**Leaders:** WGEC and BSS school leaders plan together and provide staff access to high quality ongoing professional learning in

#### Processes

**How do we do it and how will we know?**

- Staff provided with high quality PL opportunities in line with PDPs and school targets.
- Ongoing WGEC leadership PL. Including Growth Coaching and HBDI Instructional Rounds as per leadership PDP.
- Implementing current documentation to promote deep knowledge and understanding of current practises. For example the National School Improvement Tool, Melbourne Declaration on Educational Goals for Young Australians, National Professional Standards, the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools and Great Teaching Inspired Learning.
- Ongoing review of current Professional Development Plans (PDPs) to update and reflect on current practise and how improvements can be made.

**Evaluation Plan**
- Evaluations of school, WGEC and BSS Professional learning by all participants are reviewed and reflected upon to create appropriate updated and relevant future professional development opportunities.
- Evaluations of Professional development Plans (PDPs).
- Staff surveys across school,

#### Products and Practices

**What is achieved and how do we measure?**

**Product:**
- Staff develop quality Performance and Development Plans are reflective of school targets and focus areas and personal career aspirations.
- Teaching and Learning Programs are high quality and a reflection of quality professional learning.
- School staff demonstrates instructional leadership as is evidenced by modelling effective, evidenced based practice.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- All staff develop high level, quality Professional Development Plans. (PDPs)
- All staff have access to quality professional learning opportunities as identified in their PDPs.
- Whole school development of professional learning timeframe to outline needs and to ensure goals, both personal and whole school are met in a timely fashion according to the school plan.
- Ongoing collaboration between network schools, both WGEC and BSS to support mutual growth and to increase opportunities for all staff.
accordance with their Professional Development Plan (PDP) and collaboratively with ‘like’ schools.

- To improve professional learning on the “How2 Learn” teaching strategies.
- To advance the school learning culture by developing teacher skills in “How2Learn” strategies in conjunction with BSS and WGEC.
- Teacher PL that focuses on differentiated learning in the classroom and analyses the effect on student learning outcomes.
- Develop and expand leadership opportunities for the staff and students to participate in the cyclic review process.
- WGEC Leadership Learning. Ongoing PL based on individual plans in the areas of Growth Coaching, HBDI Instructional Rounds.

WGEC, BSS and the Leading Learning Network.