

Singleton Public School

Annual Report



2016



3070

Introduction

The Annual Report for **2016** is provided to the community of **Singleton Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

David Crowe

Principal

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Message from the Principal

Singleton Public School continues to develop students with solid academic skills and wonderful personalities that reflect the school's core values of Respect, Responsibility and Quality. Our school environment and ethos is about engagement and involvement in all aspects of growth and development including academic, sporting, cultural, artistic and student well-being.

Throughout 2016, our students and staff have been busy learning and developing new skills and enhancing their knowledge. Of significant impact has been the focused professional learning occurring in teacher professional standards, literacy and numeracy program development and Aboriginal Education. I extend sincere thanks to the teachers and staff of Singleton Public School for their ongoing dedication towards the students and families of our school.

Our school benefits through the efforts of a highly engaged Parents' and Citizens' Association who have worked tirelessly to continue to support our school's goals. Extensive growth in our band program is being supported through specific lessons in Music delivered on a weekly basis by qualified staff. Our children and families are supported through a Breakfast Club program that caters for approximately 40 students on a daily basis. Our P&C Association provides valuable support in kind and financial to make regular improvements to our learning environment, technology, and specific school resources.

Singleton Public School is a wonderful place where students, staff and the community combine to enhance opportunities for all.

School background

School vision statement

Singleton Public School educates its students to be respectful, responsible and quality members in a global community. It provides an inclusive working and learning environment where students, staff and the local community feel valued and supported through strong collaborative leadership.

We will achieve this by:

- Continuing to focus on our core values Respect, Responsibility and Quality.
- Encouraging hard work, resilience, excellence and collaborative leadership.
- Valuing all students in an inclusive environment
- Implementing and sustaining our learning programs within the school
- Making strong connections with the local and global community to support our students in 21st Century learning.

School context

Singleton Public School is situated in a semi-rural and mining township 60km west of Newcastle. The school attracts a diverse student population with enrolments often fluctuating due to the economic climate of the mining industry. The school has had steady growth since 2011 with a current population 460 students which includes 15 students enrolled in our two Multi-Categorical support classes.

Singleton Public School has a wonderful mixture of experienced and new teachers who work together to foster a quality, learning environment that reflects our school's core values of Respect, Responsibility and Quality. Singleton Public School provides an all rounded curriculum with a wonderful balance of academics, sporting and cultural activities.

Student achievement has generally been comparable to (at or slightly above) State averages in the key areas of Literacy and Numeracy. A number of significant programs are being implemented to ensure students are provided best practices to improve learning outcomes.

Students have the opportunity to represent the school in carnivals, PSSA Knockout competitions, gala days and trials. In recent years more than 12 students have represented the Hunter PSSA with four students representing NSWPSA. The school provides wonderful opportunities with several cultural activities provided throughout the year. The annual pantomime creates a wonderful spectacle for the whole school community and majority of students participate in this amazing event

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In late 2015, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Self-assessment in 2016 indicated that our school is Sustaining and Growing across each of the three strands; being Learning, Teaching and Leading domains. There are two elements identified as being at a Delivering stage which include Data Skills and Use and Management Practices and Processes. Findings from the initial External Validation process have contributed to our current 2015 – 2017 School Plan which includes specific focus upon Assessment and Reporting processes, the use of data to drive teaching and learning, as well as Professional Learning and Development .

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. Analysis of findings for a similar review to be conducted in 2017 shall provide a clearer picture of the improvement being achieved by Singleton Public School in each of the three Domains.

Strategic Direction 1

Quality & excellence in student learning

Purpose

To improve the quality of teaching and excellence in all key learning areas by encouraging students to challenge themselves and work hard to produce quality work samples and learning outcomes.

Overall summary of progress

Extensive professional development and review of school practices in the teaching of Writing and evidenced based numeracy programs has occurred throughout 2016. The information contained below is a summary of programs being implemented at Singleton Public School and does not fully reflect the breadth and depth of programs provided for our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Greater than 90% of students will experience academic growth based on school based assessment.	<ul style="list-style-type: none">• Reviews conducted in the delivery and assessment of writing• Greater use of cross Stage assessments has increased teacher consistency and enabled better comparative assessments• Engagement with AMSI Schools Outreach program to enhance staff knowledge and application in Numeracy• Students with issues impacting learning are identified and supported through Learning Support Team structures• Kindergarten classes are supported with additional School Learning Support Officer (SLSO) time full-time throughout Term 1	Literacy & Numeracy Programs – \$1,730 Equity Programs – Kinder – \$20,000 Additional planning and Stage Days are arranged and covered 'in-house' therefore do not incur financial costs.
All students provided with programs developed to enhance growth and development.	<ul style="list-style-type: none">• Staff actively engaged in Seven Steps of Writing program• Teacher professional learning as seen the introduction and regular use of evidence based numeracy programs (TEN/TOWN)• Specific programs in Music in K–2, Information Technology as a specific subject in 3–6. Science is taught K–6 as part of RFF.• Additional utilisation of Learning and Support Teachers to support lower achieving students and extend talented cohorts.• Targeted program of support offered for ATSI students.• Weekly program provided for students from backgrounds where English may be a second	Literacy & Numeracy Programs – \$9,132 Teacher Professional Learning – \$ 2,173 English Language Proficiency – \$9,255 Aboriginal Student Support – \$20,000* (based on casual salary 1 day pw)
Staff are supported through professional learning in Curriculum Assessment and Reporting Policy	<ul style="list-style-type: none">• Teachers are assessing and recording student progress every five weeks. K–2 students' results are recorded on PLAN software• Allocated grade meetings to compare assessments and aid planning• Six staff participated in Quality Teaching Rounds• Conducted staff development session based on the 'Aspects' in the NSW Numeracy Continuum, its relationship to the syllabus and its use for assessment of fundamental numeracy skills (ChooseMaths)	Quality Teaching Rounds – \$ 3, 200

Next Steps

- Continued support and implementation of both TEN and TOWN numeracy programs
- Strategic plan days provided for Literacy and Numeracy committees to develop and embed school based assessment processes
- School based Intensive literacy program to be trialled in place of Reading Recovery.



Strategic Direction 2

Develop Quality professional practices & leadership with staff supporting all students

Purpose

To create a positive school culture where staff members are responsible for their own educational journey through self-reflection, feedback, aspirations for leadership, striving for excellence within the classroom and a love of learning.

Overall summary of progress

Staff at Singleton Public School continue to enhance their skills and capacity to be effective classroom practitioners. Due to the ongoing complexity of today's schools, staff are required to diversify their knowledge base and work collaboratively to provide an all-round, balanced environment in which students grow and prosper. The information contained below is a summary of programs being implemented at Singleton Public School and does not fully reflect the breadth and depth of programs provided for our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Greater than 90% of staff have a professional learning plan and are addressing accreditation standards.	<ul style="list-style-type: none">• 100% of permanent and temporary teaching staff have developed a Professional Learning Plan to guide their growth and development.• Our Aboriginal Action Team continue to provide support students and staff to enhance deeper understanding of Aboriginal culture and history as well as enhance leadership.	Teacher Professional Learning – \$ 1,526 RAM – Aboriginal Background – \$ 3,450
Development of an explicit timetable plan for accreditation and evidence as part of the milestone process.	<ul style="list-style-type: none">• Throughout 2016 staff have been regularly provided training in the Australian Professional Standards for Teachers and the reform policy, Great Teaching, Inspired Learning• Current and aspiring Assistant Principals have been involved in local Primary Executive Network meetings• Introduction of regulatory requirements for accreditation maintenance for staff	Teacher Professional Learning – \$4,679 Quality Teaching Rounds – \$ 10,000
Individual class programs reflect current government policies and strategies.	<ul style="list-style-type: none">• Peer observations of lessons with supervisors commenced with 70% engagement in 2016.• Staff readily engaged in the development of Individual Learning Plans and Personalised Learning Programs to address specific needs of individuals.• Rigorous collection of NCCD data	<ul style="list-style-type: none">• Quality Teaching, Successful Students – time allocation 8 hour p/w• Nationally Consistent Collection Data program – \$ 3,373

Next Steps

- Aim to have 100% of staff develop an PLP and engage in peer observations each semester
- Increase the opportunities for staff to learn from each other through peer mentoring and coaching opportunities
- 100% of staff are able to articulate where they are positioned in the Australian Professional Standards for Teachers

Strategic Direction 3

Making Connection

Purpose

To build strong and sustainable connections with the local, educational and global communities to empower and encourage students and staff to be life-long learners within the 21st Century.

Overall summary of progress

This component of the 2015–17 School Plan relates to developing greater links with local, national and international agencies. It encompasses community liaison, technology skills and creating relationships with other schools. With much of the work being achieved in 2015, this current report focuses upon maintenance of programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Directory of resources with external agencies to support students, families and staff.	<ul style="list-style-type: none">• Utilisation of funds to develop a Community Liaison Officer role within school administration.• Continued development of links with local pre-schools and non-government agencies to support students and families.	Community Liaison Officer – \$3,268
Pre/post evaluation on technology skills, utilisation rates, ability to develop	<ul style="list-style-type: none">• Through staff meetings teachers have been provided training in basic Microsoft programs.• Google Chrome installed throughout site.• Reimaging of all computers to remove antiquated programs.• Increase in the number of computer tablets and iPads being utilised in educational programs.• Allocation of 2 hr per week to Computer Coordinator to manage school's technology resources.	Computer Coordination – \$24,858
Effective cultural links made to enhance student learning	<ul style="list-style-type: none">• Japanese being introduced as a language to some K–2 classes• Continuation of video conference relationship with schools in South Korea• Rewrite of School's Acknowledgement of Country to include all cultures	

Next Steps

- Ready reference document produced to support staff and families identify available services and processes
- Evaluation of staff knowledge, skills and engagement with technology
- Staff professional learning in existing commercial programs to undertaken in Semester 1
- Expand portal tablet resources to enable flexible learning to occur throughout school
- Expand links with South Korea and other 'global' schools

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • All Aboriginal students were provided opportunities to develop Personalised Learning Plans through the MGoals program. • Our Culture Club met each Friday morning to enhance knowledge and understanding of local and cultural history. • Identified Aboriginal students were provided additional academic assistance by one of our Aboriginal teachers. • Culturally appropriate excursions and performances at school enhanced learning. • Students, staff and families engaged in developing our 'Culture Garden' including a gathering circle, humpy and fire-pit. 	RAM allocation – \$31,200 Local Lands Service donation – \$10,000
English language proficiency	<ul style="list-style-type: none"> • Small group support was provided to a small number of students that qualified under the Department of Education's guidelines for English language proficiency. 	RAM allocation – \$ 9,255
Low level adjustment for disability	<ul style="list-style-type: none"> • Significant numbers of students with a wide range of learning and other needs were supported by our Learning and Support Teachers, as well as provided in class and playground help through SLSO allocations. 	RAM allocation – \$33, 829
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Provision of additional time for executive staff to work with or observe teachers in class. 	RAM allocation – \$17,344 (equivalent to two hours extra per week release for each Assistant Principal)
Socio-economic background	<ul style="list-style-type: none"> • Conducted the pre-Kindergarten Introduction program Small Steps for children with little or no pre-school experience or those requiring additional transition. • Annual Sydney Theatre excursion – Matilda • Funding assistance with various school excursions and other school related costs. • Provision of additional in-class and playground assistance through the allocation of SLSO time. 	RAM allocation – \$37,265 School based funds – \$ 18,822
Support for beginning teachers	<ul style="list-style-type: none"> • Provision of additional time to enable new career teachers to consolidate their professional practice. 	RAM allocation – \$ 7,949

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	237	225	232	231
Girls	191	200	207	231

Over the past five years the school has had steady growth and is now approaching its current maximum for enrolments. Our school continues to gain much public recognition and praise for the capacity of the school, and its staff, to cater for students requiring additional support or attention both within the classroom and in less structured areas.

Projected enrolments for our Support Unit suggest that this district resource will also be functioning at capacity in coming years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	96	94.4	93
1	94.5	96.5	92.5	92.5
2	95	94.1	95.1	92.3
3	94.4	94.3	93.5	93.8
4	93.4	94	94.1	91.2
5	92.6	93.8	93.2	93.4
6	94.3	91.9	93.7	91.3
All Years	94.5	94.4	93.8	92.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

School attendance rates parallel the state Department of Education statistics although varying year groups being 2.70 to 0.50% below state average.

Many of the absences can be related to extended family holidays that must occurred during school periods due to work restrictions or expenses through sick leave. The school works closely with the district Home School Liaison Officer (HSLO) to monitor and pursue regular cases of absenteeism.

Class sizes

Class	Total
KS	20
KM	18
KJ	18
K/1L	21
1/2H	26
1FL	23
1E	24
2P	24
2L	26
3S	30
3A	30
3/4R	30
4Z	30
4/5B	29
5I	30
5E	29
6M	28
6D	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.72
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	5.58
Other Positions	2.17

Singleton Public School has a diverse staff with many

highly experienced teachers balanced with new career educators. This balance enables our staff to share knowledge and ideas that ultimately benefit our students.

Three of our staff identify as being of Aboriginal descent and this has contributed to the successful development of Aboriginal programs and awareness across the school.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

As a component of our 2015 – 2017 School Plan, staff at Singleton Public School are being well versed in the educational reforms contained with in ***Great Teaching, Inspired Learning***.

A number of staff have achieved accreditation at proficient standard against the National Teaching Standards, with one teacher now working towards accreditation at Highly Achieved.

Staff are engaged in regular staff meetings to development professional knowledge and understanding as well as participation in professional development opportunities identified from their Performance & Development Plan. The school has utilised School Development Days to enhance knowledge in numeracy and student well-being, as well as addressing a number of mandatory procedures including First Aid and CPR training, as well as Child Protection legislation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2106 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	311 170.00
Global funds	367 575.00
Tied funds	478 316.00
School & community sources	213 680.00
Interest	7 233.00
Trust receipts	78 688.00
Canteen	0.00
Total income	1 456 662.00
Expenditure	
Teaching & learning	
Key learning areas	56 043.00
Excursions	104 154.00
Extracurricular dissections	49 864.00
Library	12 177.00
Training & development	3 965.00
Tied funds	468 934.00
Short term relief	152 702.00
Administration & office	86 406.00
School-operated canteen	0.00
Utilities	55 328.00
Maintenance	39 836.00
Trust accounts	84 448.00
Capital programs	70 000.00
Total expenditure	1 183 857.00
Balance carried forward	272 805.00

School performance

NAPLAN

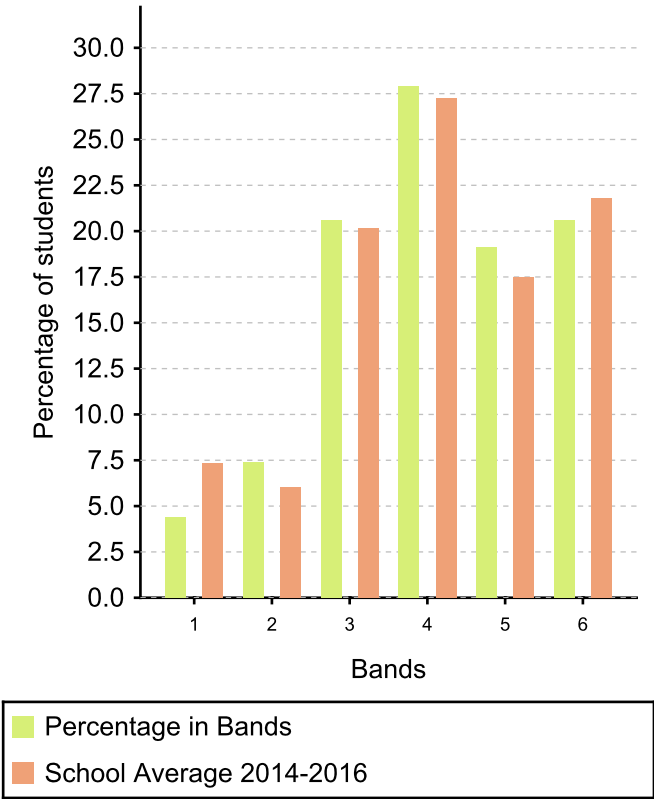
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our Year 3 Literacy results regularly show that more than 85% of students are achieving above minimum National standards in each aspect of the NAPLAN assessments.

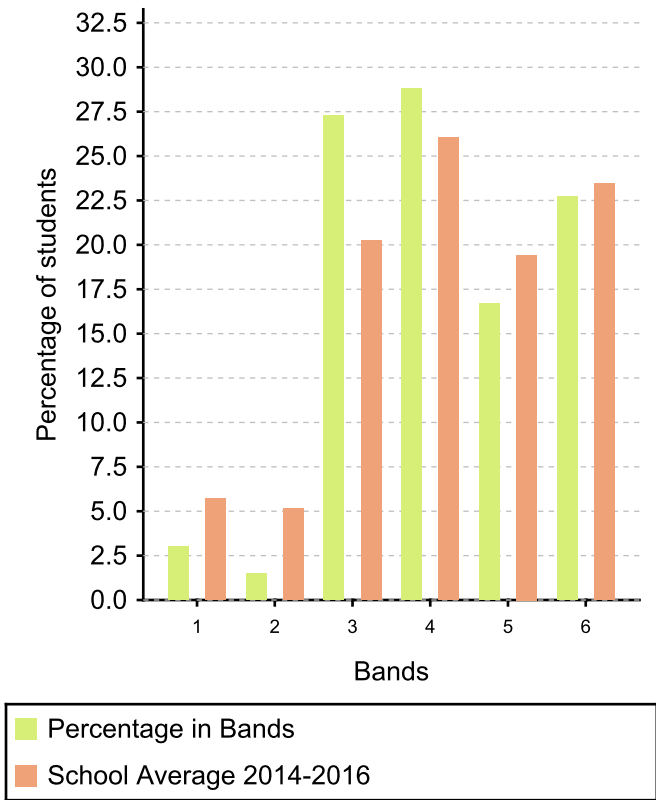
Our Year 5 Literacy results also shows that, on average, approximately 85% of students sitting the NAPLAN assessments will achieve results above minimum National standards.

Our staff have identified a need to increase the number of students in both Year 3 and Year 5 obtaining higher grades (i.e. the top 2 bands) in all aspects of Literacy with a particular focus on Writing.

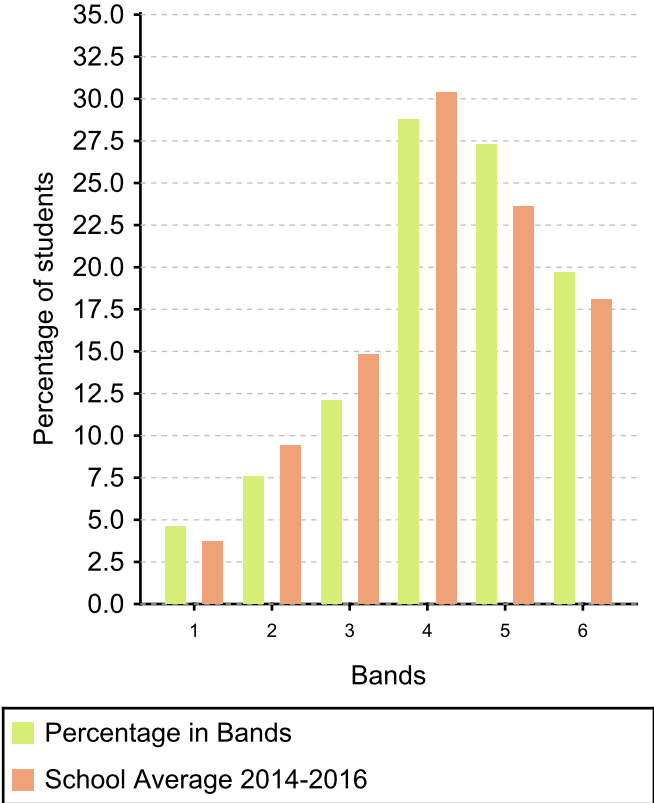
Percentage in bands:
Year 3 Reading



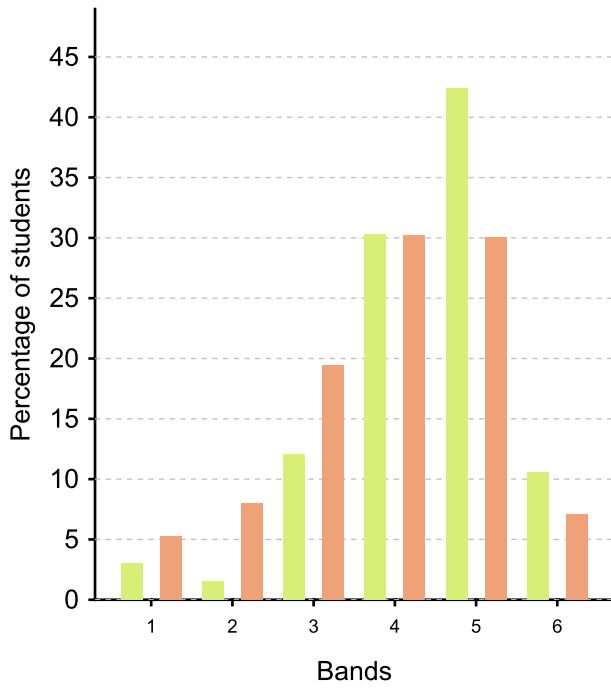
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Spelling

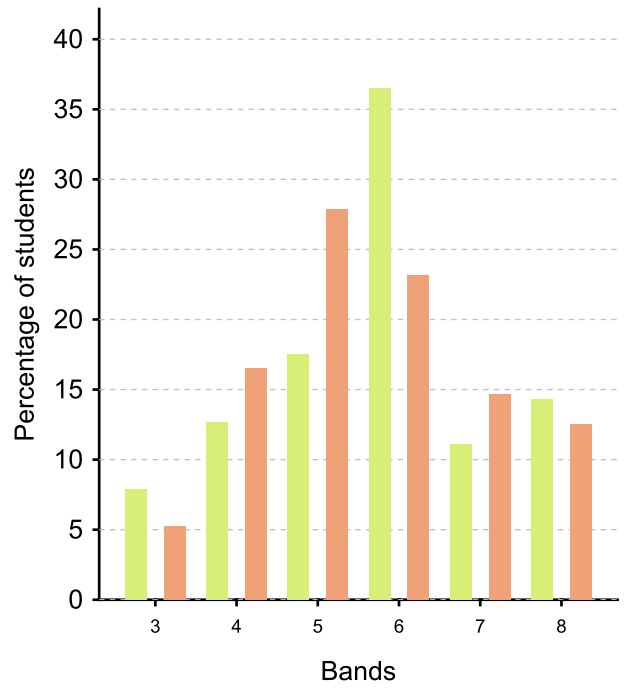


Percentage in bands:
Year 3 Writing



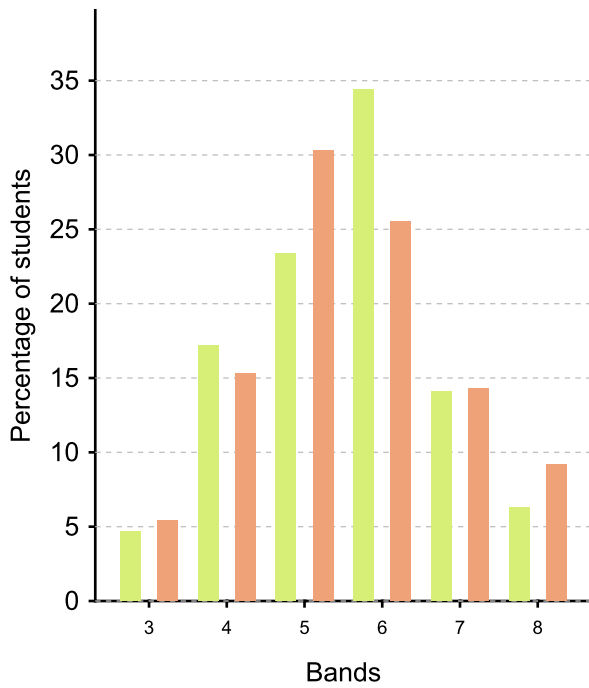
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



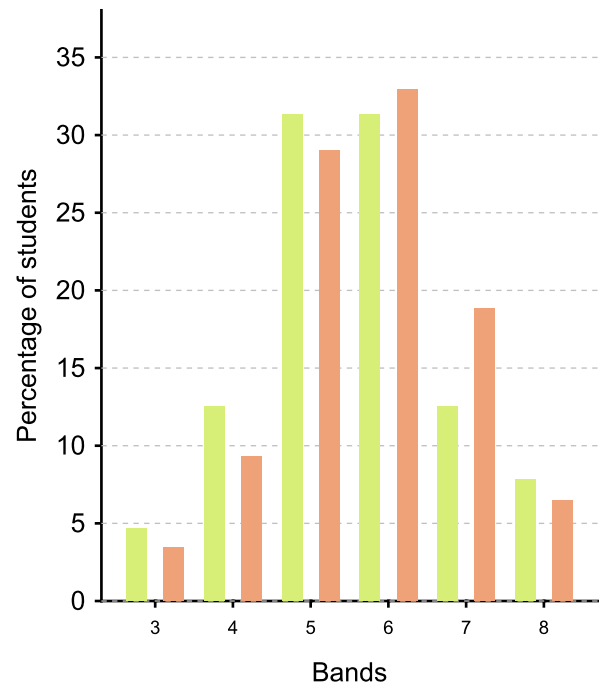
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



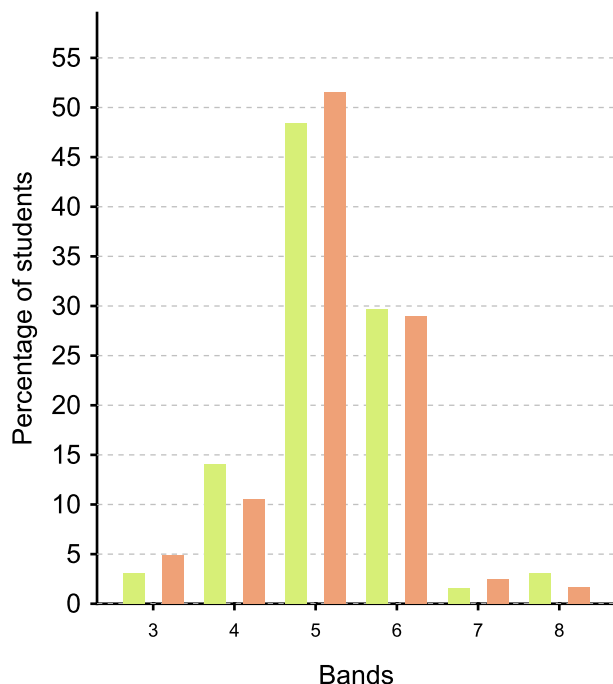
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

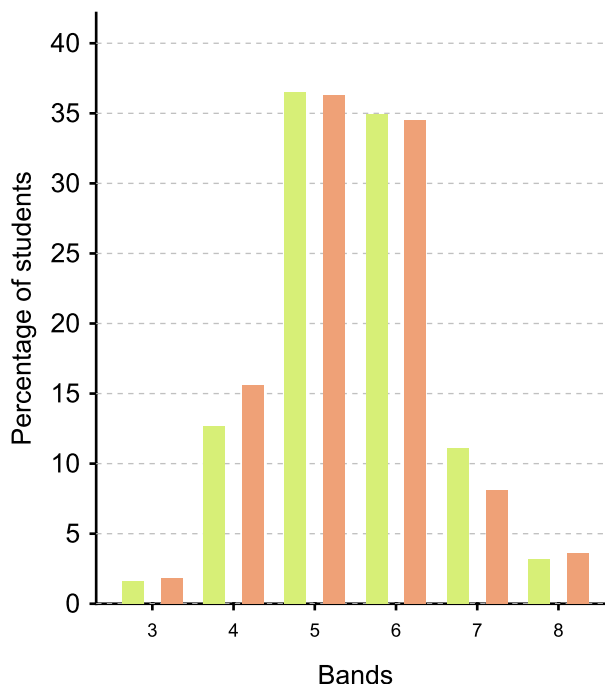
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Year 3 Numeracy results indicate that just over 80% of students achieve results above the National minimum standards, however there is a 5–6% increase by the time students complete the NAPLAN assessments in Year 5. In an effort to enhance results at Year 3, and subsequently increase Year 5 data, specific numeracy programs will be implemented across the school.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

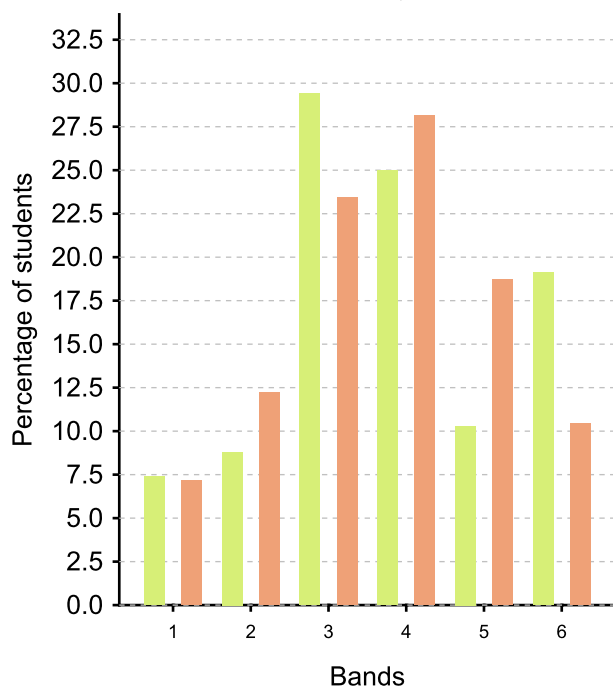
Student Satisfaction

In 2016, 170 senior students (Years 4 –6) participated in the **Tell Them For Me** student survey which focused upon Socio–Emotional outcomes and Drivers of student outcomes. Whilst many of the findings were equal to or a slight deviation from state averages, the following areas were identified as being significantly diverse from state average;

- Only 56% of students had positive homework behaviours; the NSW norm for these years is 74%
- SPS students reported the 88% of students had positive behaviour (not getting into trouble for disruptive or inappropriate behaviours), this compares to a State average of 83%
- 93% of students at Singleton PS reported that they tried hard to succeed in their learning. This compares directly to the NSW average of 88%
- Only 70% of students surveyed were both interested and motivated; this compares to a State average for these years of 78%.
- 60% of students surveyed responded that they believe that they will attend university when they complete high school.

Teacher Satisfaction

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Twenty-seven staff responded to a survey on 'Focus on Learning' during Term 3, 2016. The collated results were scaled on a ten point scale with 10 indicating strong agreement. The following significant results reflect the views of the staff that participated;

- Three areas of the survey scored an averaged result of 7.7 (**Collaboration, Learning Culture, Teaching Strategies**) whilst one achieved 7.8 (**Inclusive School**). The poorest result was recorded against questions responding to the use and application of **Technology (5.9)**.
- Staff indicated that they believed strengths existed in their capacity to share strategies for student engagement and for catering for the specific learning needs of individual students; setting high classroom expectations; and establishing clear expectations for classroom behaviour and strive to understanding the learning needs of all students.
- Eighty-eight percent of respondents identified that they received support to improve their teaching quality throughout the year.
- Analysis of data showed that new career teachers were more positive about the use and application of technology within their Teaching and Learning program.



Policy requirements

Aboriginal education

Aboriginal Education has been an area of great improvement at Singleton Public School over the past five years. We now have over 50 students that readily identify and are engaged in regular Aboriginal Education programs. On a weekly basis students and staff combine to explore aspects of their Aboriginal culture, heritage and local history.

A significant renovation of our school grounds was undertaken in 2016 with the development of a "Cultural Garden" which now provides all students and staff an outdoor learning space or quiet area for reflection. The success of this project has been achieved through the combined efforts of our 'Aboriginal Action Team', members of the local community and family members.

Students that face challenges in class are being supported in 2016 through a new initiative through working in small groups with one of our Aboriginal teachers. This program has, anecdotally, provided a much needed level of support for our students and is benefiting the students across many subject areas.



Multicultural and anti-racism education

Approximately 10% of students attending Singleton Public School were born outside of Australia. The students, and their families, help to strengthen the diversity of our school community as we continue to learn and appreciate the backgrounds, cultures and customs of people from all around the world.

To enhance cultural awareness, our students are engaged in lessons that bring different perspectives and cultures into the classroom. Our Kindergarten children learn rudimentary Japanese, whilst students in Year 5 are introduced and then interact on a regular basis with a school from South Korea. These types of experiences hopefully increase knowledge and awareness of cultures but also assist in debunking racism and anti-social behaviours.

We have an identified Anti-Racism Contact Officer trained in the Department of Education policies and procedures.