

Singleton Heights Public School

Annual Report



2016



4486

Introduction

Message from the Principal

2016 was a year of change, a year of excellence and a year of quality teaching and learning at Singleton Heights Public School. The many successes and achievements in academic, sporting and arts arenas, shows that this school is a place where students grow, learn, make friends and enjoy the many aspects of school life. Our school is always looking for innovative and challenging ways to improve the quality of teaching and learning, there are many programs that we have run this year to achieve this, including: The introduction of the STEM – Science, Technology, Engineering, and Mathematics – program as well as an introduction to robotics. This begins in Kindergarten, Years 1 and 2 with our students learning about coding using simple programs and Beebots. This exciting program is set to expand in 2017 and I thank our P&C Association for their generous support with resources for this program. A graffiti art project was introduced this year – which saw the creation of an amazing mural by some of our students – this mural shows our school values of respect, responsibility and excellence. Another area of achievement this year has been the Quality Teaching Rounds professional learning. This has seen teachers from our school working collegially with other teachers from our school and other schools in the Hunter Valley in a process that involves teachers observing teachers, analysing lessons using the Quality Teaching model and giving quality feedback, improving our teaching, and therefore improving student learning. Teachers who have taken part in the Quality Teaching Rounds have said this is the best professional learning in which they have been involved. I am truly grateful for the ongoing support and commitment of the many parents, carers and community members who give their time to volunteer at Singleton Heights Public School. There are many ways in which this is evident; be it volunteering in classrooms, working in the school canteen, transporting students to sporting events, helping out on excursions, supporting fundraising activities and so on. Your support is invaluable and contributes to the culture of caring at Singleton Heights Public School. I acknowledge the dedication of our teachers, support staff and executive team of Singleton Heights Public School. Your commitment to providing educational and personal support to every student ensures that our students experience success and are building their love for learning. Congratulations to our students who have worked diligently and achieved success, be that in achieving a personal best, making improvement in an area of learning or being recognised for their accomplishments.

Message from the school community

P&C Presidents Report for 2017 AGM

I was honoured to be elected to represent Singleton Heights Public School P&C as president for 2016. Thank you to our vice presidents – Greg Bruce and Kasey Hoare, unfortunately we didn't have a secretary but thank you to everyone who took a turn taking the minutes, Treasurer Damien George, executive member Allison Pay, clothing shop coordinator Rhonda George, canteen convener Rhonda George and to all the general members who form our committee and subcommittees to serve our school. Our fundraising activities included the Mother's Day and Father's Day stalls, our annual fete which includes the raffle with the first prize being a week at Sea World to the value of \$3,000 plus second & third prizes. We also held the Walkathon for the 2nd year running and two (2) BBQ's at the school on Election days for the Federal and the Council Elections as well as several Bunnings BBQ's. In total P&C fundraising was able to raise \$36,224.30 for the school last year. The P&C Facebook page was commenced during 2016 and the canteen are making great use of this with photos of special items. A big thank you to the Admin team with a special mention to Sam Alvors for putting group rules up earlier this year. We are still having parents asking questions on this page instead of going to the school but they are mostly answered. We were able to contribute to school projects such as the new maths equipment, Bee Bots, OT workshop for teachers, PBL program, a donation of \$500 for each of the following: breakfast club, boys group to purchase tools and timber and also the gardening club. Significant funds were used in the refurbishment of the Uniform shop and 2 retirement gifts were purchased for staff. We made commitments for the Sensory garden (which has now been changed to beautification of the school grounds) and updating Sport team uniforms. Our school community was sad to see Mrs Maxine Lancaster resign as shared canteen manager at the end of term 3. The canteen has had other changes this year with Healthy School and to the menu with positive feedback with the range and visual of food. A big thank you to Carol and the wonderful group of volunteers. In May, we were unsuccessful in our campaign to retain the demountable building, Room 17, as a school asset after it was marked for removal. We are still working on storage of P&C equipment.

Thank you to everyone who has supported me throughout the year and I wish the incoming committee all the best in 2017.

Ann Fuller

P&C President

School background

School vision statement

To promote a culture of school excellence where every child is a creative, confident, life-long learner and a respectful, responsible citizen.

School context

At Singleton Heights Public School, our staff, students and community members work together for one common purpose – to fulfil the school's vision of learners and citizens. Built on the land of the Wanaruah people, the school draws students from families living in Singleton Heights, Hunter View, Darlington and The Pinnacle. Many families are linked with the mining and rural industries or local services, while a Defence Transition Aide supports families connected to the Singleton Army Barracks. 585 students are enrolled for 2016, with 80 students recognising their Aboriginal or Torres Strait Islander heritage. All students strive to achieve the school's core values of Respect, Responsibility and Excellence with quality teaching and learning practices evident in every classroom. The school has a talented, caring teaching staff, who are committed to an ethos of life-long learning. Collaborative and collegial practices contribute powerfully to a positive learning environment, where educational research, critical analysis and professional dialogue are highly valued within the school. Students engage with a variety of curricular activities, with specific programs for sport, debating and public speaking. The school band is highly regarded within the community and students also enjoy performance opportunities for dance, choir and guitar. A gardening club plays a significant role in the school's environmental program. All school programs and initiatives are well supported by an active parent community and P&C.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

Our self-assessment 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.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

For schools participating in external validation processes:

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 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.

The results of this process indicated that in the School Excellence Framework domain of Learning the school has identified that in four of the five elements it is at a Sustaining and Growing level. The school's learning culture demonstrates a commitment to strengthen and deliver on school learning priorities. Positive, respectful relationships are clearly evident across student, staff and parent groups, promoting student wellbeing and striving towards optimum conditions for student learning. The school is currently addressing this element through the Wellbeing Team as well as the Literacy team within the school. The Literacy team has a strong focus on developing student self-reflection of their learning. Future focus will be on moving the school towards excelling through embedding

collective responsibility for student learning and success through continued differentiation in class programs and the use of student learning self-reflection strategies. Wellbeing has been a focus within the Singleton Heights school community. The school has consistently implemented a whole-school approach to well-being that addresses the needs of students, their families and staff. There are clearly defined behavioural expectations and positive teaching and learning environments are created as a result of this. The Well-being Team oversees the Learning Support Team, the Positive Behaviours for Learning group (comprising staff, students and parents) and a well-being program to address the needs of the school. The school is developing a pathway that supports a comprehensive and inclusive framework to support the cognitive, social, emotional, physical and spiritual well-being of all members of the school community. In the Curriculum and Learning element the school is currently focusing on differentiation of class programs to reflect individual student achievement as well as implementing the new syllabus documents. The Curriculum team (Literacy-Numeracy-Curriculum) is targeting the professional development of teachers in using the literacy and numeracy continuums as an effective tool for assisting in differentiation of curriculum delivery. The school aims to have functional data walls based in the continuums to allow parents and students as well as teachers to be involved in supporting student learning. Students use self-assessment strategies to reflect on their learning, this has become an integral part of the Assessment and Reporting cycle at the school and incorporates Student Performance Measures. In reporting to parents information is provided on the student's self-reflection of their learning, and includes specific goals that are set with teachers and students working together. This has been driven by the Curriculum Teams, and stems from addressing Objective E in the new English syllabus and transferred to other learning areas. The school is working towards aligning staff processes and systems to collect, analyse and report using consistent internal and external student performance data with the expectation of achieving excellent value-added results. The results of this process indicated that in the School Excellence Framework domain of Teaching there is evidence of teaching practices that reflect delivering criteria through to excelling criteria. Classrooms are well managed so that students can engage in productive learning, with effective classroom and school processes in place to support this. Many staff give high priority to evidence-based teaching practice to develop effective classroom practice. Through the leadership team of the school as well as the target teams, teachers are being supported to analyse and identify their impact in the classroom. Data analysis informs the school's learning goals and provides a scaffold to monitor progress towards achieving these. The Literacy/Numeracy teams, in conjunction with the school leadership team, has used NAPLAN data item analysis to provide a structured cycle to inform teaching and develop a process to plot student growth on continuums. Numeracy matrix analysis and literacy surveys enable school leaders to identify the professional learning needs of teachers, providing an effective platform for staff development. The school is working towards building the capacity of teachers to incorporate (external /internal performance measures) data analysis in their planning for learning. Collaborative practice is a strength across the school, with teachers working in stages and across stages as well as many participating in the Quality Teaching Rounds project and working with teachers from across schools in the Hunter Valley. The Quality Teaching Rounds project has seen the development of school-wide and inter-school relationships build on quality mentoring and coaching. The school aims to embed the Quality Teaching Rounds into its culture of practice. The school has a sustained focus in improving teaching methods in literacy and numeracy with professional learning activities that build teachers' understanding of effective teaching strategies in these areas. Staff participate in structured professional learning at staff meetings throughout the year. The literacy and numeracy teams identify the learning needs of the staff, set agendas and deliver quality workshops resulting in improved teacher understanding of the teaching practice. Future focus in learning and development is to align all professional learning with the school plan and provide effective sequentially based provision for professional learning. Teachers at this school are sustaining and growing their practice in personal responsibility for maintaining and developing their professional standards. They work beyond their classrooms to contribute to broader school programs as well as projects within the local learning community. Staff has high engagement in wellbeing programs as well as provision for student learning beyond the classroom. Australian Professional Standards are routinely addressed within their teaching and learning practice, contribution to the school community as well as professional learning. The school is working towards the development of a collective teaching staff that demonstrate and share expertise, with high levels of content knowledge and teaching practices underpinned by evidence-based teaching strategies. The results of this process indicated that in the School Excellence Framework domain of Leading the school is excelling in the elements of leadership and school resources, whilst delivering in both school planning, implementation and reporting and management processes and practices. The leadership team have purposeful roles based on professional expertise. It supports a culture of high expectations and community engagement with the goal of measurable sustainable whole-school improvement. The leadership team place importance on seeking and valuing feedback from all stakeholders within the school community. Working beyond the school, the leadership team is committed to the Systems Leadership Project (being one of only three \$100 000 projects awarded across the state) which has developed a Community of Practice across twenty schools of the Hunter Valley, NSW. School planning, implementation and reporting is identified as delivering. Staff, students and the community are welcomed and engaged in the development of the vision, values and purpose of the school. For future growth the school needs to make this a process that is embedded in school culture as well as identifying ways in which the process can be more inclusive of marginalised group across the broader community. The three-year school plan has annual iterations with the school needing to set clear processes to record purposeful data and evidence as well as annotating impact the processes and practices are having across the school. School resources are used to strategically to achieve improved student outcomes. Long-term financial planning is closely aligned within the school plan and future directions of the school in improving student outcomes. In undertaking this process staff have worked in Target Team groups across the school to drive different strategic directions, or part thereof. There are five evidence sets, each being prepared by a Target Team. They are: 1. Quality Teaching Rounds project 2. Literacy/Numeracy – Continuum implementation 3. Curriculum Development – Science Syllabus 4. Wellbeing and Student Engagement 5. Leading and Managing Each evidence set has a summary and folder containing referenced evidence. Also contained in this submission is the School Plan (2016

iteration), School Report 2015, Business Intelligence Report and School Excellence Framework Self-assessment Survey (August 2016). All documentation referenced is available at the school as well as additional evidence documents to further support teams' self assessment of their project using the SEF. Taking part in this process has given the school leadership team an opportunity to critically evaluate the school direction against the School Excellence Framework. This led to a deep understanding of the processes, practices and strategies that need to be implemented to achieve excellence in delivering education as well as the opportunity to analyse future directions for the school. All staff have been included in the process with many completing evaluations of their involvement reflecting that gathering and analysing evidence has, not only been a positive and affirming experience, but this process has built on their professional knowledge of whole school structures and processes involved in school improvement. The process has given the leadership team opportunities to refine our role across the school and to develop a clear understanding of future directions for the school.

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.

At Singleton Heights PS the future focus will be on moving the school towards excelling through embedding collective responsibility for student learning and success through continued differentiation in class programs and the use of student learning self-reflection strategies. The school will develop a process for teachers to involve students and parents in planning to support students as they progress through stages of education. The school aims to have functional data walls based in the continuums to allow parents and students as well as teachers to be involved in supporting student learning. The school will continue collaborative teaching practices that demonstrate and share expertise, with high levels of content knowledge and practices underpinned by evidence-based teaching strategies. Clear and sustainable processes need to be embedded into school practice to collect and use both internal and external student and school data. This data is used to inform and monitor growth and improvement and is used to provide quality reflective feedback to students, their families and teachers. The school will embed the Wellbeing Framework into current PBL practices to support the cognitive, emotional, social, physical and spiritual wellbeing of students, staff and the broader community. The school will develop a formalised policy for succession planning, leadership development and workforce planning designed to drive whole-school improvement.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Learning – To enhance the capacity of teachers, leaders, and systems across the school.

Purpose

To improve student, teacher and leader learning outcomes and to enhance the efficacy of current school systems.

Overall summary of progress

In 2016

The Great Teaching, Inspired Learning multi-school project, funded through a grant from the DOE, enabled staff from Singleton Heights, as well as teachers from 20 other schools in the Upper Hunter, to participate in Quality Teaching Rounds. 70% of teachers were involved in the project. The catalyst for this increased participation came about because of the initial involvement of 8 teachers working in collaboration with the University of Newcastle in 2015.

The focus of this professional development was to create a community of practice, with the objective to code lessons guided by the Quality Teaching framework. This promoted quality feedback and rich dialogue to support current teaching pedagogues. Strong practices for self-reflection, allowed teachers to identify areas of strength and learning. Across the teaching staff, a greater knowledge and implementation of the Quality Teaching framework is improving teachers' practice.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|-------------------------------|
| <ul style="list-style-type: none">• School data will exceed state norms for the <i>Focus on Learning</i> survey in the areas of:<ul style="list-style-type: none">• Collaboration• Learning Culture• Teaching Strategies• School Leadership• 100% staff participation in collegial discussion and observation (Sahlberg) based on elements and dimensions of the Quality Teaching Framework (QTF) | <p>The Focus on Learning teacher survey reflected the following results in the specified domains for improvement:</p> <p>Collaboration – School – 7.8/10, State norm 7.6</p> <p>Learning Culture – School – 7.5/10, State norm – 8.2</p> <p>Teaching Strategies – 7.9/10, State norm – 8</p> <p>School Leadership – 7.5/10, State norm – 7.5</p> <p>All staff participated in collegial discuss and 17 teaching staff participated in QT rounds over two terms in 2016.</p> | Funds allocated – \$36660 |

Next Steps

In 2017, a focus of the GTIL priority team is supporting teachers to commence registration of professional development with BOSTES. The GTIL team will continue to implement the Quality Teaching rounds within Singleton Heights Public School.

Strategic Direction 2

Curriculum – To deliver a balanced, connected curriculum through explicit teaching and learning practices.

Purpose

To develop student capabilities that enable them to engage effectively with their world.

Overall summary of progress

- All stages have a scope and sequence. Whole school scope and sequences exist for maths and punctuation and grammar.

All staff have engaged in professional learning to understand and implement science, history and future NSW syllabus documents and learning continuums.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| <ul style="list-style-type: none">• Using NAPLAN results, student NAPLAN growth will equal or exceed the state average for writing.• 75% of students in each grade will achieve their reading benchmark• Increase percentage of students in the top two NAPLAN bands for reading and numeracy by 8% (2019) 2015– Yr 3 = 39% / Yr 5 = 19% | <p>No growth data was available for Writing in 2016, however, NAPLAN data reflected an average scale score growth of 88.9 in Year 5 Reading. The state average was 80.1, reflecting a strong improvement in this area, for the school.</p> <p>Grade benchmark data is unavailable.</p> <p>Percentage of students in top two bands for Reading was 21% (26% in 2015).</p> <p>Percentage of students in top two bands for numeracy was 10% (15% in 2015).</p> | Funds allocated – \$119996 |

Next Steps

In 2017, the Deputy Principal will undertake an Instructional Leadership role, to explicitly train, mentor and conference with Stage 2 and Stage 3 teaching staff, in the implementation of TOWN practices and using the Numeracy Continuum to assess and track students. In Semester 2, 2017, K–2 staff will be trained and supported in the same way, through the lens of TEN training.

Staff will also receive professional learning from Executive supervisors, as well as our Instructional Leader, in training for Seven Steps to Writing Success.

Strategic Direction 3

Wellbeing – To grow students into healthy, resilient, creative, respectful citizens who are aware of others and self.

Purpose

To build wellbeing within the school learning community through increased teacher and student capacity, fostering resilience, social skill, and cultural awareness to ensure equity for all.

Overall summary of progress

Aboriginal Education

At Singleton Heights Public School Aboriginal Education has continued to be a high priority in addressing student wellbeing, student learning outcomes and staff development. There was a significant rise in the number of students who stated in the Tell Them From Me survey that "I feel good about my culture when I'm at school" going from 81% in 2015 to 93% in 2016. Selected Wellbeing staff were trained in 8 Ways pedagogy for the purpose of presenting a whole staff professional development session which enabled teachers to implement the strategies in their classroom programs. The trainers also collaborated with other schools in their planning and implementation of 8 Ways training. The 8 Ways pedagogy is now used in all classroom programming across the school. The Waraya Homework Centre continues to operate with many dedicated teachers volunteering their time to support Aboriginal and Torres Strait Islander students. The Banda Ra dance and cultural group continued to delight audiences with their meaningful performances and knowledge sharing.

Mindfulness

The Wellbeing team researched the benefits of incorporating Mindfulness into the daily routines across the school. All staff participated in a professional development session on the benefits of Mindfulness for the brain and general wellbeing. During this time staff practised the skills to be able to introduce and trial Mindfulness in the classroom. The feedback has been extremely positive from both students and teachers in Stage 2 and 3.

Positive Behaviours for Learning(PBL)

The strong presence of PBL has been a sustained focus throughout the school's daily workings with PBL stickers, Positive Playground tickets and specific PBL targets set weekly. A number of students who had been identified as continually making good choices participated in Golden Ticket activities to reward positive behaviours.

Learning Support continued to play a key role in investigating interventions and supports for students within the classroom, school and community.

Crunch n Sip

Crunch n Sip practices have continued to develop throughout the school with an increased number of students participating in the initiatives. Over the year many endeavours were carried out to encourage and foster healthy food choices and reduce waste. With specific focuses on fruit and vegetables students were able to taste a variety of new and unusual seasonal products with the health benefits and healthy recipes also being shared in the school newsletter. Through the Gardening Club students were able to grow and eat a selection of fresh vegetables increasing their knowledge and awareness of where foods come from.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| <ul style="list-style-type: none">• School engagement data from the <i>Tell them from Me</i> survey will equal or exceed state norms• Increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% (2019) | <p>Students with a positive sense of belonging. Students feel accepted and valued by their peers and by others at their school. • 86% of students in this school had a high sense of belonging; the NSW Govt norm for these years is 81%. • 85% of the girls and 86% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.</p> <p>Students with positive relationships. Students have</p> | Funds allocated – \$125419 |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> • School engagement data from the <i>Tell them from Me</i> survey will equal or exceed state norms • Increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% (2019) | <p>friends at school they can trust and who encourage them to make positive choices. • In this school, 90% of students had positive relationships; the NSW Govt norm for these years is 85%.</p> <p>• 91% of the girls and 89% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.</p> <p>Students with positive behaviour at school. Students that do not get in trouble at school for disruptive or inappropriate behaviour. • In this school, 90% of students had positive behaviour; the NSW Govt norm for these years is 83%.</p> <p>• 95% of the girls and 86% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.</p> <p>Year 3 aboriginal students – 28% in top two bands (0% in 2015) in Reading.) 0% in Numeracy.</p> <p>Year 5 Aboriginal students – 12.5% in top two bands (20% in 2015).</p> | |

Next Steps

There will be a continuation of the strong PBL focus that the school has built. Intervention support will be provided to students with low-level adjustments for disability. Aboriginal students will participated in timetabled cultural group lessons in Creative Arts and culture. A major focus on sport and extra-curricular activities for all students, including a boys group and a curriculum enrichment group in Stage 3. Several SLSO staff. Community Consultation procedures will need to be timetabled for new School Plan procedures.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|--------------------|
| English language proficiency | Several targeted students received individual intervention both within the classroom and during withdrawal sessions. | \$2150 |
| Low level adjustment for disability | <p>Students requiring low level support were identified to specific LST Meetings. SLSOs were utilised for specific reading programs as well as for individual class and playground support.</p> <p>This funding also reflects a staffing allocation for a Learning and Support Teacher of 1.5 teachers.</p> | \$210,900 |
| Quality Teaching, Successful Students (QTSS) | | |
| Socio-economic background | <p>Funding was allocated to programs and initiatives such as K-2 Literacy intervention, Quality Teaching Rounds.</p> <p>Extra release provided to executive staff for administration and supervision purposes. Executive staff were also allocated to specific target teams.</p> | \$171,826 |
| Support for beginning teachers | Each targeted beginning teacher was allocated an extra hour per week for administrative tasks as well as accessing personalised professional learning. | \$13377.89 |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2013 | 2014 | 2015 | 2016 |
| Boys | 302 | 307 | 306 | 281 |
| Girls | 287 | 287 | 291 | 292 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 94.5 | 94.8 | 94.4 | 93.6 |
| 1 | 94 | 93.3 | 92.8 | 93.1 |
| 2 | 94.3 | 94 | 93.3 | 92.5 |
| 3 | 94.6 | 94.9 | 93.7 | 92.4 |
| 4 | 94.2 | 94.4 | 94.7 | 92.3 |
| 5 | 93.6 | 93.8 | 92.6 | 94 |
| 6 | 91.2 | 93.6 | 93.3 | 93.1 |
| All Years | 93.8 | 94.1 | 93.6 | 93 |
| 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 |

Management of non-attendance

Home–School liaison officer checks. Individual plans produced.

Class sizes

| Class | Total |
|-------------------|-------|
| KINDER WARATAHS | 21 |
| KINDER ROSES | 22 |
| KINDER LAVENDER | 21 |
| KINDER JACARANDAS | 22 |
| 1A | 22 |
| 1T | 21 |
| 1L | 21 |
| 1K | 20 |
| 2/3W | 24 |
| 2S | 22 |
| 2C | 24 |
| 2A | 24 |
| 3B | 29 |
| 3A | 29 |
| 3C | 29 |
| 4W | 30 |
| 4N | 31 |
| 4/5O | 30 |
| 5J | 29 |
| 5H | 27 |
| 5/6S | 29 |
| 6V | 30 |
| 6C | 29 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 21.05 |
| Learning and Support Teacher(s) | 1.5 |
| Teacher Librarian | 1 |
| School Administration & Support Staff | 4.06 |
| Other Positions | 1 |

*Full Time Equivalent

The school employs two indigenous teaching staff and one indigenous AEO.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 40 |
| Postgraduate degree | 60 |

Professional learning and teacher accreditation

100% of staff completed professional development plans (PDPs) which reflect National Standards (AITSL) and align with the priorities of the School Plan. Significant professional learning was undertaken by Singleton Heights Public School staff in 2016 as noted in the previous summary section for each strategic direction. The school has two beginning teachers who are working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient. Eleven teachers are maintaining accreditation at the Proficient level. No teachers are voluntarily seeking accreditation (or maintaining accreditation) at Highly Accomplished or Lead Teacher level. In 2015, five staff professional development days were undertaken, with all staff participating. On these days staff received professional development in the following areas:

Quality Teaching

National Curriculum

Assessment and Reporting

Aboriginal Cultural Competency

School Planning and validation with the School Excellence Framework.

The school has supported two beginning teachers in 2016 through the allocation of extra teacher release and the support of a mentor. In total, 32 teaching staff engaged in professional learning in 2016.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|---------------------|
| Balance brought forward | 458 011.00 |
| Global funds | 522 655.19 |
| Tied funds | 679 521.78 |
| School & community sources | 140 611.69 |
| Interest | 10 232.96 |
| Trust receipts | 13 487.65 |
| Canteen | 0.00 |
| Total income | 1 824 520.27 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 59 772.94 |
| Excursions | 95 101.88 |
| Extracurricular dissections | 34 551.95 |
| Library | 5 931.67 |
| Training & development | 3 593.52 |
| Tied funds | 755 023.46 |
| Short term relief | 216 901.27 |
| Administration & office | 96 766.30 |
| School-operated canteen | 0.00 |
| Utilities | 106 769.24 |
| Maintenance | 29 843.78 |
| Trust accounts | 18 856.49 |
| Capital programs | 24 710.20 |
| Total expenditure | 1 447 822.70 |
| Balance carried forward | 376 697.57 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Income | \$ |
|--------------------------------|---------------------|
| Balance brought forward | 458 011.00 |
| Global funds | 522 655.19 |
| Tied funds | 679 521.78 |
| School & community sources | 140 611.69 |
| Interest | 10 232.96 |
| Trust receipts | 13 487.65 |
| Canteen | 0.00 |
| Total income | 1 824 520.27 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 59 772.94 |
| Excursions | 95 101.88 |
| Extracurricular dissections | 34 551.95 |
| Library | 5 931.67 |
| Training & development | 3 593.52 |
| Tied funds | 755 023.46 |
| Short term relief | 216 901.27 |
| Administration & office | 96 766.30 |
| School-operated canteen | 0.00 |
| Utilities | 106 769.24 |
| Maintenance | 29 843.78 |
| Trust accounts | 18 856.49 |
| Capital programs | 24 710.20 |
| Total expenditure | 1 447 822.70 |
| Balance carried forward | 376 697.57 |

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

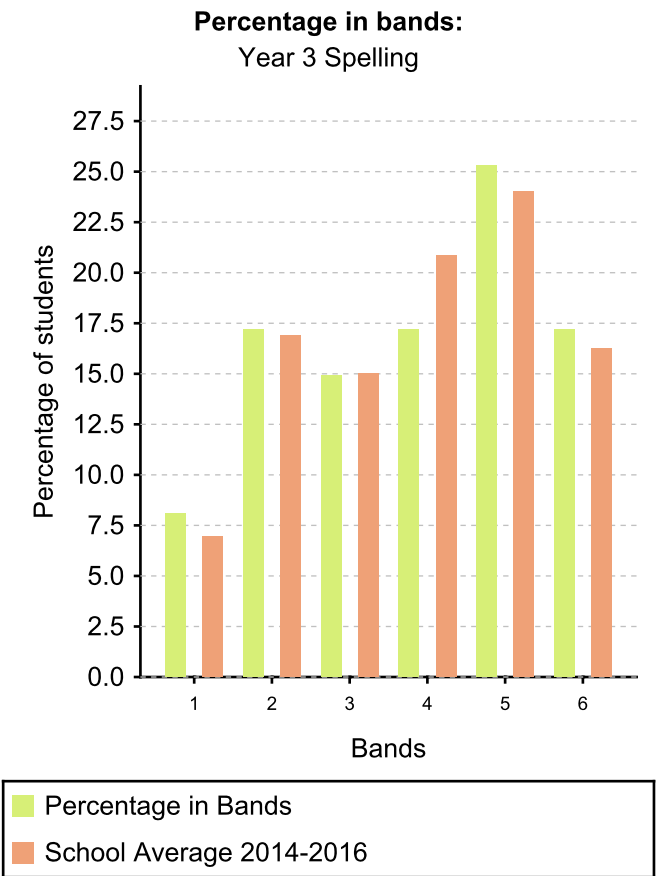
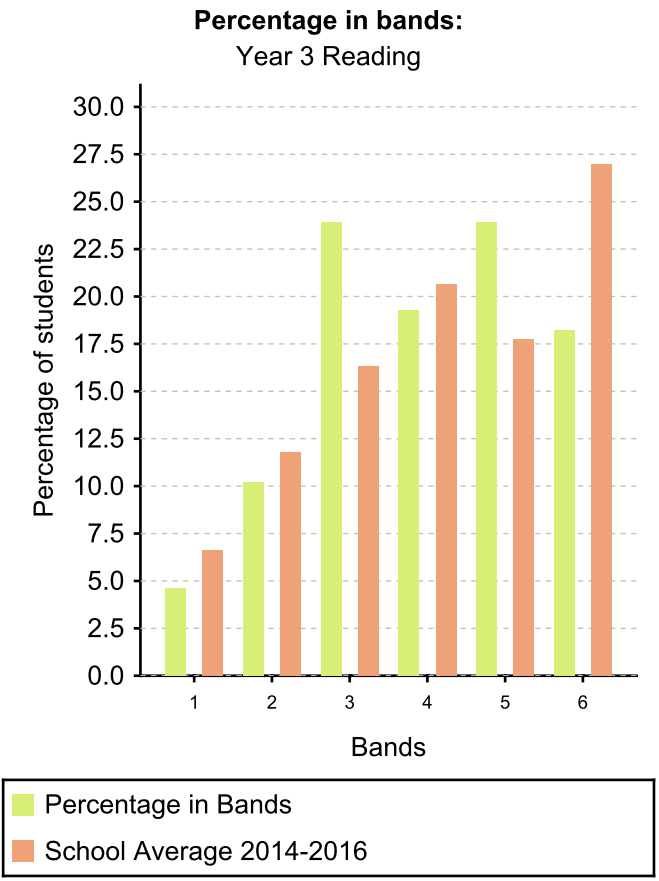
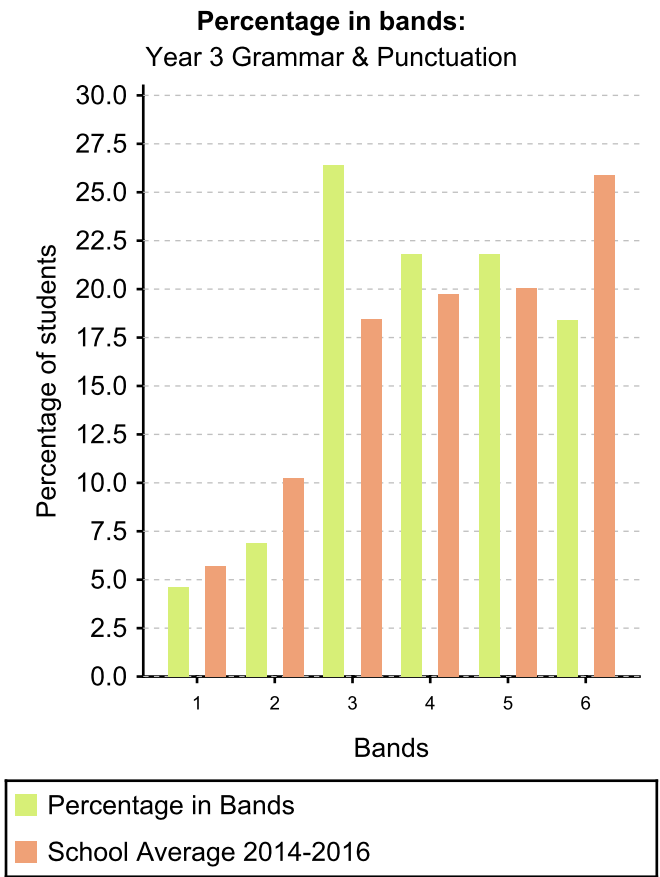
The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

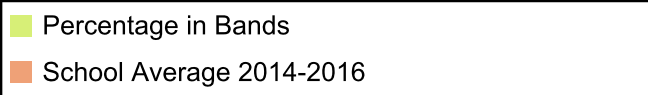
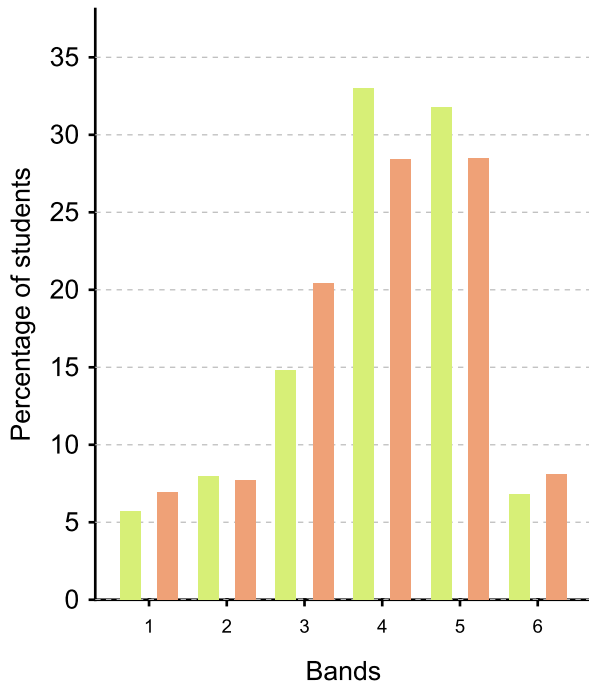
School performance

NAPLAN

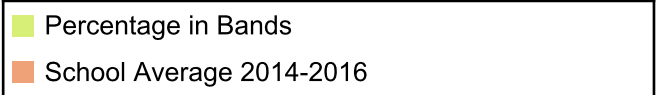
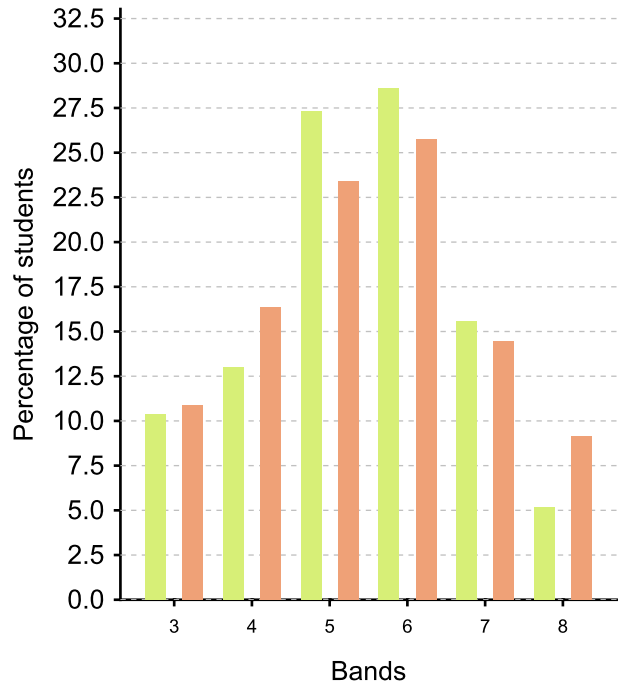
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



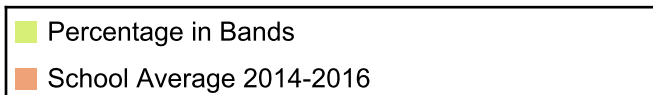
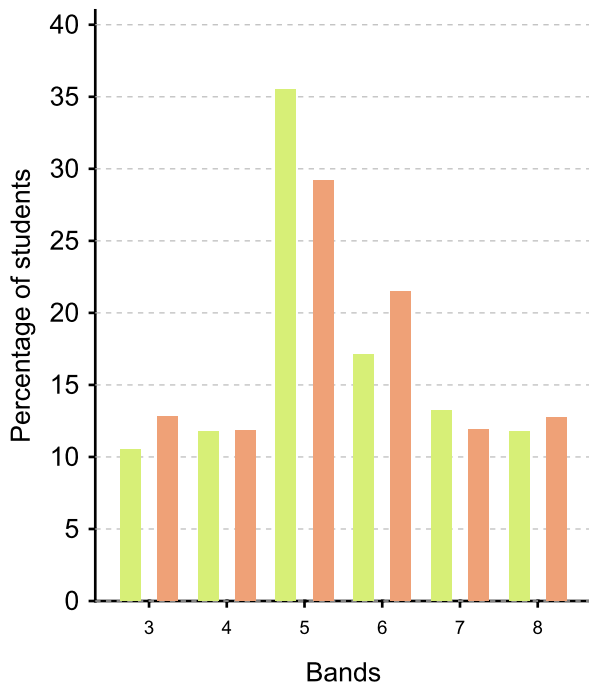
Percentage in bands:
Year 3 Writing



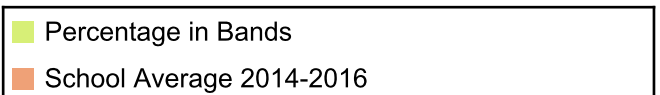
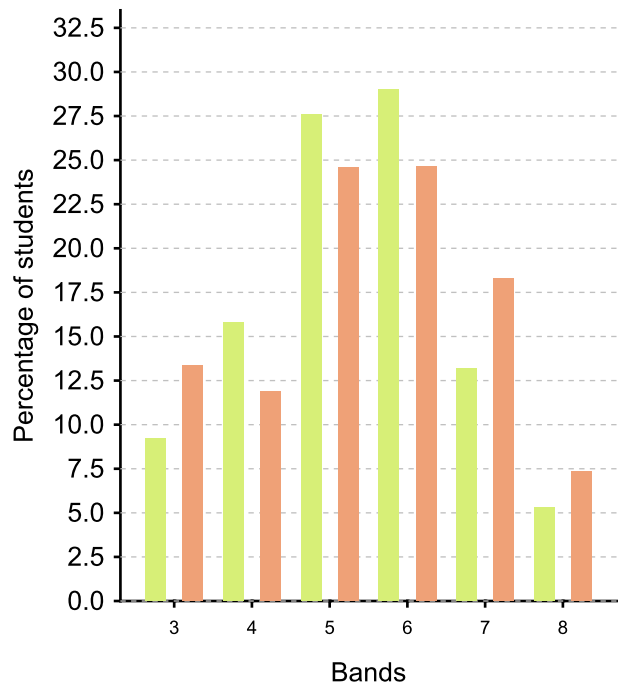
Percentage in bands:
Year 5 Reading



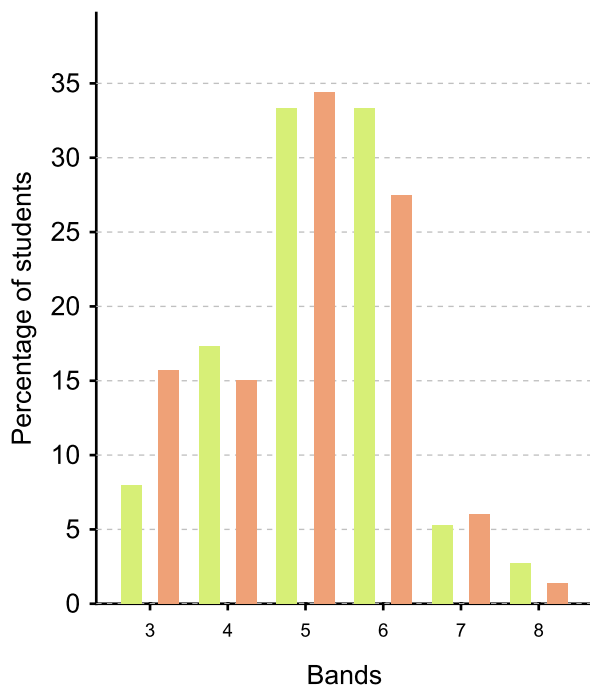
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

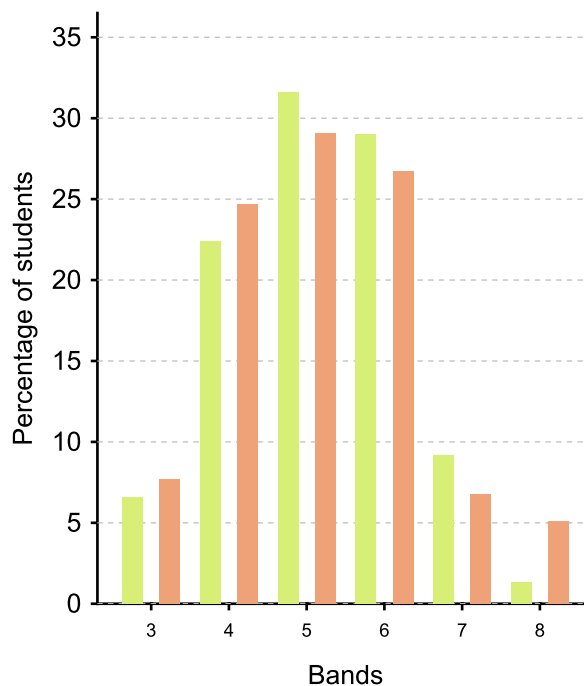


Percentage in bands:
Year 5 Writing



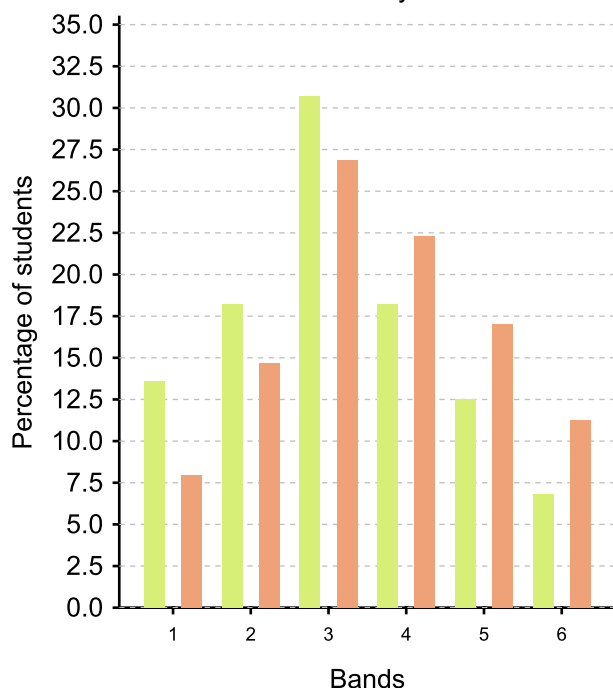
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 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

172 students in years 4 to 6 undertook the Tell Them From Me survey in March 2016. The following statements reflect some of the responses the students identified in relation to Social/Emotional Outcomes and Drivers of Student Learning.

Students with a positive sense of belonging. Students feel accepted and valued by their peers and by others at their school. • 86% of students in this school had a high sense of belonging; the NSW Govt norm for these years is 81%. • 85% of the girls and 86% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

Students with positive relationships. Students have friends at school they can trust and who encourage them to make positive choices. • In this school, 90% of students had positive relationships; the NSW Govt norm for these years is 85%.

• 91% of the girls and 89% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

Students with positive behaviour at school. Students that do not get in trouble at school for disruptive or

inappropriate behaviour. • In this school, 90% of students had positive behaviour; the NSW Govt norm for these years is 83%.

• 95% of the girls and 86% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.

Positive teacher–student relations. Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. • In this school, Positive Teacher–Student Relations were rated 8.9 out of 10; the NSW Govt norm for these years is 8.4. • In this school, Positive Teacher–Student Relations were rated 9.1 out of 10 by girls and 8.7 out of 10 by boys. The NSW Govt norm for girls is 8.6 and for boys is 8.2.

Expectations for success. The school staff emphasises academic skills and hold high expectations for all students to succeed. • In this school, students rated Teachers' Expectations for Academic Success 9 out of 10; the NSW Govt norm for these years is 8.7. • In this school, Teachers' Expectations for Academic Success were rated 9.2 out of 10 by girls and 8.9 out of 10 by boys. The NSW Govt norm for girls is 8.8 and for boys is 8.6.

Teacher Survey Feedback

From the Focus on Learning Teacher Survey, which contained feedback in eight domains, identified as the drivers of student learning, teaching staff identified the following strengths:

In the domain of leadership, working with school leaders to create a safe and orderly school environment; school leaders help to create new learning opportunities for students.

In the domain of collaboration, talking with other teachers about strategies that increase student engagement and discussing learning goals with other teachers, scored highly.

In the domain of learning culture, setting high expectations for students and giving students written feedback on their work.

In the domain of data informs practice, teachers identified the element of using results of formal assessment tasks to inform teaching.

In the domain of teaching strategies, teachers identified predominantly that they use previous learnt knowledge to connect with new concepts and that they use two or more strategies in each lesson.

In the domain of technology, the lowest score of all domains, teachers identified that technology is mostly used for research purposes.

In the domain of inclusive schools, almost all teachers identified the establishment of clear expectations for behaviour in the classroom, as well as striving to understand the learning needs of students with special learning needs.

The final domain of parent involvement reflected a high score in the element of working with parents to solve problems that interfere with their child's progress.

Policy requirements

Aboriginal education

At Singleton Heights Public School Aboriginal Education has continued to be a high priority in addressing student wellbeing, student learning outcomes and staff development. There was a significant rise in the number of students who stated in the Tell Them From Me survey that "I feel good about my culture when I'm at school" going from 81% in 2015 to 93% in 2016. Selected Wellbeing staff were trained in 8 Ways pedagogy for the purpose of presenting a whole staff professional development session which enabled teachers to implement the strategies in their classroom programs. The trainers also collaborated with other schools in their planning and implementation of 8 Ways training. The 8 Ways pedagogy is now used in all classroom programming across the school. The Waraya Homework Centre continues to operate with many dedicated teachers volunteering their time to support Aboriginal and Torres Strait Islander students. The Banda Ra dance and cultural group continued to delight audiences with their meaningful performances and knowledge sharing.

Multicultural and anti-racism education

Every student at Singleton Heights Public School was given the opportunity to celebrate Harmony Day in March this year. Students arrived at school in a wonderful array of colours, predominantly the harmony colour orange.

EALD support is provided to several students, with a teacher specifically trained to provide intervention for these students.

An anti-racism contact officer is elected each year to respond to allegations and complaints.

Other school programs

The school has a very strong focus on Learning and Support in all areas of literacy. A Reading Garden operates during Term 2, to provide students with a unique, comfortable environment in which to read and learn. The Learning and Support also continues through to visual prompts being strategically placed in the playground to stimulate student interest in Literacy. This fabulous initiative will continue to encourage children to connect with Literacy in meaningful ways.