

Singleton Heights Public School Annual Report

Singleton Heights Public School - School Captains



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Introduction

The Annual Report for **2017** is provided to the community of **Singleton Heights 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.

Mr Shaun Graham

Principal

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Message from the Principal

2017 was a period of transition in leadership and a year that reflected school cultural shifts across a number of areas. I was fortunate enough to receive the position of Principal at the beginning of 2017 and my goal was to begin the process of making significant gains in areas of student achievement, social and emotional wellbeing for students and developing positive relationships with community members who have a vested interest in this wonderful school. A process of continual evaluation of school systems and practices occurred throughout 2017, with small shifts in the way the school looks, feels and operates being made, based on feedback from students, parents and staff.

We had great success on the sporting field, with several students making it to state level, through regional representation in their chosen sport. Our Rugby League teams and Netball teams enjoyed great success in their knockout competitions, with our open boys rugby league team making it to the fourth round, to be defeated by eventual finalists Scone PS.

Our strong Creative Arts programs continue to inspire and nurture our students, with our school band and choir performing at several public events, as well as our Aboriginal Dance group performing at the Singleton Learning Community Education Week awards night. All classes contributed to our Art Show auction on School Fete Day and the works were very impressive, raising quite a substantial amount of funds. Several of our visiting Creative Arts shows were able to inspire our students, and our Learning and Support teachers provided students with the opportunity to perform public shows based on popular books.

Academically, students were introduced to a Numeracy assessment process in K–2 (Targeting Early Numeracy) and 3–6 (Taking Off with Numeracy), that provided teachers with explicit, student driven lessons to develop the ability of our students individually across the Numeracy Continuum. Our PDHPE curriculum delivery was enhanced by further professional learning in the Department of Education's Physical Literacy continuum.

NAPLAN results in Year 5 reflected positively in Reading and Numeracy growth, particularly for students in the lower bands from their Year 3 results.

We have a very strong Positive Behaviour for Learning (PBL) team, that is represented by staff, parents and students, to drive this process across the school, with explicit School Values (Respect, Responsibility and Excellence) that are reflected in core language indicators that all staff and students are encouraged to use across the school. The PBL team developed a school mascot, a kangaroo called Mari, named after the local aboriginal meaning for wallaby. The team have also established new and exciting rewards systems for students, with the Mari Card being very popular on a daily basis. This system will continue to be built upon in 2018.

Aesthetically, the school is improving gradually, with new fencing, garden edging, signage and general maintenance being undertaken for the purpose of improvement. One of the most exciting additions to our school appearance was the construction of painted Book Steps on the flight of stairs leading up to the library. The school hopes to engage the services of this company again in the near future, to develop several murals in the school grounds.

The P&C contributed significant funds to the development of Maths kits for classrooms and the Year 2 classes were able to have many resource kits available in their classroom, to support Numeracy development.

Finally, at the end of 2017, the school consultation process has resulted in the development of a new school vision, driven by three core strategic directions that will be the driving force within the purpose for our school from 2018 to 2020. Our new school vision will be Positive Relationships, High Expectations, Authentic Learning.

Message from the school community

Singleton Heights Public School Parents and Citizens Association is open for membership to any parent or carer of a child currently attending the school, as well as community members with an interest in the school. P&C meets on the third Tuesday of every month during school terms in the library at 7:30pm, and we welcome new members at any time throughout the year.

Our objectives are to:

- promote the interests of the school by bringing parents, citizens, students and teaching staff into close cooperation
- assist in providing facilities and equipment for the school
- promote the recreation and welfare of the students at the school

This year our executive committee consisted of:

President – Greg Bruce

Vice Presidents – Kathy O'Brien and Kasey Hoare

Secretary – Karen Hobson

Treasurer – Damien George

We also have a committee consisting of 12 general members (17 P&C members in total), many of who take on other roles within the P&C, including fundraising and sub-committees.

The P&C oversees the canteen and school uniform shop. All money raised from these entities is managed by the P&C. The canteen has had some changes this year with the Healthy School Strategy, and to the menu, with some positive feedback with the range and visual presentation of food. A big thank you to the supervisor/manager, Carol and the wonderful group of volunteers.

This year the P&C continued with its regular fundraisers, such as the Mother's Day and Father's Day Stalls, and our annual fete.

All money raised by the P&C is used within our school. Some of the projects that we were able to contribute to include: Maths resources; school beautification and sports uniforms for our representative teams. We have also been able to set up a breakfast club with the support of a donation by Singleton Diggers Club through the community chest grant scheme.

The P&C Facebook page was continued this year and has been a great source of information relating to school, P&C, clothing shop and canteen activities.

All P&C members are volunteers who are elected at the AGM held in March each year. Thank you to everyone who has taken on a role within the P&C this year, helped with fundraising activities and attended meetings. Also, on behalf of the P&C, we wish to thank all of the parents, carers and families who support the P&C through our fundraising activities. If you would like to contact the P&C this can be done through the school office, through our email address shpspandc2330@gmail.com or the P&C box in the foyer.

Greg Bruce

P&C President 2017

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. 560 students are enrolled for 2017, 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 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 and chook club play 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

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.

A rigorous evaluation was undertaken by staff at the end of 2017 to provide consensus about where the school was seen to be operating in line with the School Excellence Framework. The following results were obtained:

2017 School Assessment:

Learning Culture – Sustaining and Growing

Wellbeing – Delivering

Curriculum – Sustaining and Growing

Assessment and Reporting – Delivering

Student performance measures – Delivering

Effective classroom practice – Sustaining and Growing

Data skills and use – Delivering

Professional standards – Sustaining and Growing

Learning and development – Sustaining and Growing

Educational leadership – Sustaining and Growing

School planning, implementation and reporting – Delivering

School resources – Sustaining and Growing

Management practices and processes – Delivering

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Successful involvement of whole staff in lesson observations resulting in effective professional dialogue and quality feedback. This process allowed teachers to reflect on their teacher practices that guided them towards the development of future goals and promoted collegial networking. In addition to this 15+ teachers were involved in Quality Teaching Rounds in partnership with Newcastle University.

Staff were exposed to the Performance and Development Framework at staff development sessions. Accreditation and maintenance procedures were shared and discussed. PDP processes were refined for teaching staff and executive closely monitored progress. PDPs aligned with School Plans, as well as personal/professional goals.

School Planning Committee – Meetings were conducted in Term 3 and Term 4, with staff, parents and community members actively evaluating school systems and practices, for the purpose of developing a new three-year school plan. Students participated in a homework task, Keep, Tweak, Chuck, to evaluate school practices.

Singleton Leadership Framework processes were impacted by changes to leadership positions across the learning community. Several executive attended several PEN meetings and the annual PEN conference. One relieving Assistant Principal completed the Aspiring Leaders training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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)	\$227,250.00	<p>No data was collected in 2017 from the Tell Them From Me Teacher survey. Staff evaluated school processes and systems using the What Works Best evaluation guide.</p> <p>Lesson observations were undertaken by all staff, to satisfy PDP requirements, and several options were made available for the type of observation conducted. These observations were conducted with teacher buddies.</p>

Next Steps

Significant budget will be aligned to Quality Teaching Rounds for 2018, to support collegial and collaborative practices, professional dialogue and further, deeper engagement in the QT Framework, when planning lessons and units of work.

Further develop staff knowledge, understanding and application of the Australian Teaching Standards and the Accreditation Process, through scheduled staff meetings, as well as a working party of interested teachers meeting regularly.

The focus for school planning will be to develop a consultative decision making group, consisting of a majority parent base, to meet five-weekly across three terms.

The Singleton Learning Community will commit funds to shared practices based on curriculum and wellbeing strategic directions.

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

NAPLAN data for Year 5 Writing reflected 40.9% of students achieving equal to or above expected growth. The State average scaled score for growth between Year 3 and Year 5 was 55.1. The school average was 41.2.

20 students were in the top 2 bands in Reading in Year 3. 15 students were in the top 2 bands in Numeracy.

22 students in Year 5 were in top 2 bands in Reading, compared to 16 in 2016. 19 students were in the top 2 bands in Numeracy in Year 5, compared to 8 in 2016.

Reading Benchmark data for each grade is as follows:

K– 60%, Year 1 – 53%, Year 2 83%, Year 3 – 79%, Year 4 87%, Year 5 – 85%, Year 6 – 86%.

Collaboration is paramount across all stages and within grades, as well as learning and support structures, and works very effectively to allow for consistency across classes and a functional workflow.

TOWN and TEN Professional Learning – All 3–6 teaching staff received two full days of explicit training in TOWN processes, as well as allocated time to undertake specific assessment. K–2 teaching staff received two full days of explicit training in TEN processes, as well as receiving release to undertake assessment. K–2 staff were involved in collegial discussion with TEN trainers, including observations. Teachers received one-to-one conference time with Deputy Principal (Instructional Leader).

Executive staff attended the Seven Steps of Writing Success professional learning day, and Deputy Principal attended the coaching Professional Learning workshop. Two of these training sessions were then delivered to staff across timetabled learning days

Data analysis processes were introduced and teachers engaged in professional learning to build skills and confidence in interpreting data for student progress and achievement.

Literacy and Numeracy workshops were provided to parents regularly throughout the year. The Choose Maths family night was a very successful workshop, with students and parents involved in games and problem solving activities in a rotational format. The practice of delivering these workshops has been embedded into school planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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 benchmarkIncrease percentage of students in the top two NAPLAN bands for reading and numeracy by 8% (2019) 2015– Yr 3 = 39% / Yr 5 = 19%	\$125,300.00	<p>NAPLAN data for Year 5 Writing reflected 40.9% of students achieving equal to or above expected growth. The State average scaled score for growth between Year 3 and Year 5 was 55.1. The school average was 41.2.</p> <p>20 students were in the top 2 bands in Reading in Year 3. 15 students were in the top 2 bands in Numeracy.</p> <p>22 students in Year 5 were in top 2 bands in Reading, compared to 16 in 2016. 19 students were in the top 2 bands in Numeracy in Year 5, compared to 8 in 2016.</p> <p>Reading Benchmark data for each grade is as follows:</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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%		K– 60%, Year 1 – 53%, Year 2 83%, Year 3 – 79%, Year 4 87%, Year 5 – 85%, Year 6 – 86%.waq

Next Steps

Teachers will be supported to more explicitly evaluate student understanding of lesson content in Maths and Writing.

Seven Steps to Writing Success professional learning will continue, with teachers being supported to embed practice into classroom planning and lesson delivery.

Focuses for writing in 2018 and beyond will be on the explicit teaching of sentence structure and paragraphing.

Staff professional learning in the explicit teaching of grammar and punctuation.

Numeracy professional learning will focus on the consolidation of understanding of TEN and TOWN processes. Teachers will focus on the assessment to guide their teaching practices in explicitly teaching students to select appropriate strategies to solve problems.

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

The school participated in strategic professional learning in the process of Positive Behaviour for Learning. The PBL team established a mascot, Mari, to support our schoolwide rewards systems, revamped our values to include specific universal indicators and updated signage. New lessons were developed to support the universal indicators that are taught across the school weekly. New brochures were developed and up to date information was included in the school information booklet.

Staff participated in professional learning called Speaking in Colours, and revisited the 8 ways of learning, to support the delivery of cultural perspectives across the curriculum. Teachers were expected to develop PLPs for Aboriginal students. An AEO was employed to oversee the Aboriginal student cultural and dance group, as well as supporting individual student wellbeing.

The Assistant Principal – Wellbeing role works as a point of contact to support students, families and staff around wellbeing.

Learning and support processes had a strong focus on individual students with disabilities, with many support staff employed to assist teachers to provide quality teaching and learning practices. Weekly Learning and Support team meetings productively assist families and students to seek relevant resources and support, as the need arises.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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)	\$223,400.00	<p>Students that value schooling outcomes – Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.</p> <p>Students with positive behaviour at school – Students that do not get in trouble at school for disruptive or inappropriate behaviour.</p> <p>Effort – Students try hard to succeed in their learning.</p>

Next Steps

A PBL values matrix for families will be sent home to create a stronger link between home and school around the language and expectations of our school values.

A more concise approach to developing Aboriginal student PLPs will be developed, with a revamped PLP document delivered to staff.

Individual Education Plans (IEPs) will be adjusted to suit relevant changes in legislation.

Learning and Support processes will continue to focus explicitly on supporting students with disabilities. Support staff will develop PDPs to enhance their own professional learning and stay up to date on current best practice approaches.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$14 794	PPT teacher was allocated to support students requiring EALD support. This allocation equated to approximately 3 hours per week. Resources were purchased for English support, in areas of sequencing and reading comprehension. Several teachers received EALD professional Learning training, including Gateways to Learning.
Low level adjustment for disability	\$60 301	The school Learning and Support team were the drivers behind this key initiative, explicitly planning for targeted intervention for students across K–6, with strategic staffing allocated for small group or individual intervention for literacy, numeracy and wellbeing.
Quality Teaching, Successful Students (QTSS)	Staffing allocation of 0.956	Executive staff developed specific role statements across the school, directly related to either class/stage supervision and/or leading aspects of the school's strategic directions. Executive release was provided for APs on class, and specific planning days were allocated for evaluation and further strategic planning. Several staff were given higher duties roles in AP positions to build leadership capacity. During Principal professional learning, executive staff were given opportunities to lead the school.
Socio–economic background	\$362 140	<p>Quality Teaching Rounds Project – 15+ teachers involved in collaborative lesson observations and feedback to enhance teaching pedagogy</p> <p>Positive Behaviour for Learning – continuation of a whole–school approach to positive behaviour with consistent values and expectations taught, signage displayed, reward systems developed and behaviour management techniques acquired. This initiative focuses on the Systems and Practice across the school and data is tracked to determine areas of success and areas for further development</p> <p>School Environmental initiatives – upgraded play areas, new sports equipment and technology devices</p> <p>Extra teacher employed for student wellbeing initiatives including a boys group, and extra curricular activities</p> <p>SLSO support for students with low level adjustment for disability</p> <p>Strategic Professional Learning in Numeracy pedagogy and assessment</p> <p>Strategic Professional Learning in explicit Writing pedagogy</p>
Support for beginning teachers	\$4063	Extra RFF allocation was provided for beginning teacher support. Explicit, targeted professional learning was designed for Beginning Teachers, and a mentor, Deputy

Support for beginning teachers	\$4063	Principal, met regularly to support this professional learning and induction processes, as they arose.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	307	306	281	272
Girls	287	291	292	299

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	94.4	93.6	93.3
1	93.3	92.8	93.1	93.1
2	94	93.3	92.5	94
3	94.9	93.7	92.4	92.7
4	94.4	94.7	92.3	92.6
5	93.8	92.6	94	93.8
6	93.6	93.3	93.1	94.1
All Years	94.1	93.6	93	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Positive attendance is encouraged with the awarding of a weekly trophy and certificate for the class that has the best attendance for the previous week.

Non-Attendance Procedures:

1. If a student is absent for 2 days with no explanation, on the third day, the classroom teacher completes a *Student Attendance* slip and sends this to the school office in the class roll OR hands the slip directly to the deputy principal. Additional copies of Student Attendance slips are located in the staffroom under the WHS noticeboard

2. The deputy principal phones the parent/caregiver to

seek an explanation for the student's absence—support is also offered with the aim of establishing ongoing satisfactory attendance. Feedback is given to the class teacher as well as details of any support strategies. This information is noted on the *Student Attendance* slip – these are retained by the school in accordance with DoE policies.

3. If there is an unsatisfactory explanation for the absence or the parent/caregiver is unable to be contacted and the absence continues or there is a pattern of non-attendance a letter is posted to the student's parent/caregiver requesting a meeting at which support is offered to help the student return to satisfactory attendance. The DoE information sheet: *Compulsory School Attendance* may also be included with the letter.

4. If there is no satisfactory outcome to the meeting and attendance remains unsatisfactory an application for Home School Liaison support is made. A letter informing the parent/caregiver of this process is sent to the parent/caregiver and the application for HSLO support is sent to district office.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.35
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

5% of overall staff surveyed identify as Aboriginal or Torres Strait Islander within the school workforce composition.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Beginning Teachers and those requiring accreditation are assigned a mentor, usually a member of the executive team. Accreditation meetings occur regularly, to ensure that information is kept up to date.

Professional Learning in 2017 was focused on Targeting Early Numeracy and Taking Off With Numeracy. Seven Steps to Writing Success was also identified as an area for Professional Learning delivery.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,064,388
Appropriation	976,079
Sale of Goods and Services	0
Grants and Contributions	87,887
Gain and Loss	0
Other Revenue	0
Investment Income	422
Expenses	-626,214
Recurrent Expenses	-626,214
Employee Related	-407,819
Operating Expenses	-218,396
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	438,174
Balance Carried Forward	438,174

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,705,470
Base Per Capita	87,569
Base Location	7,268
Other Base	3,610,632
Equity Total	651,811
Equity Aboriginal	62,214
Equity Socio economic	362,140
Equity Language	14,794
Equity Disability	212,662
Targeted Total	211,560
Other Total	152,211
Grand Total	4,721,052

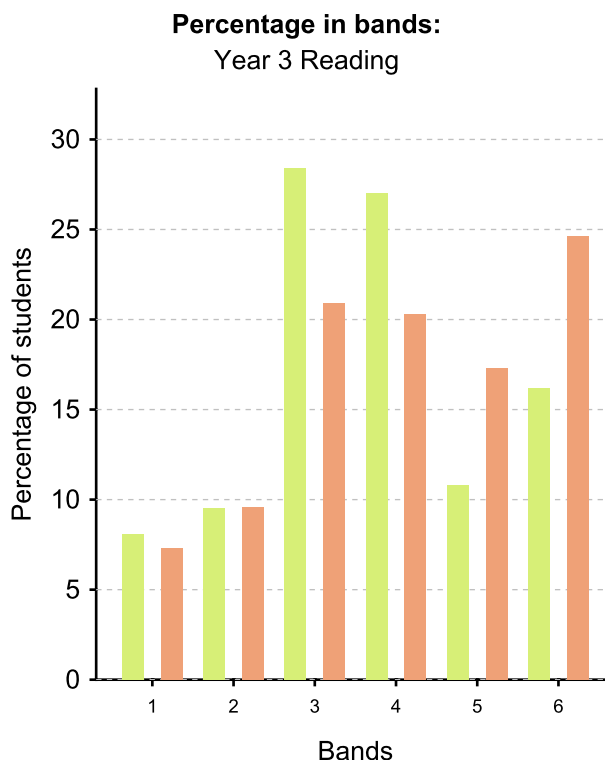
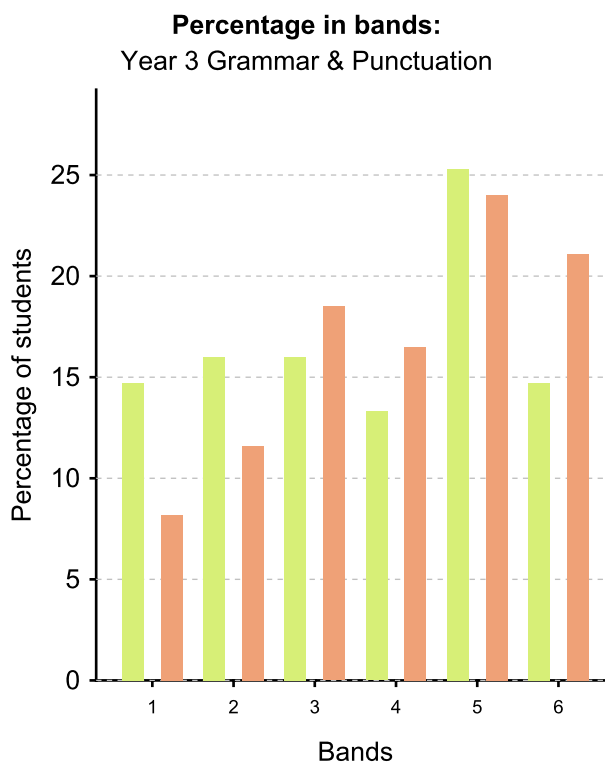
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

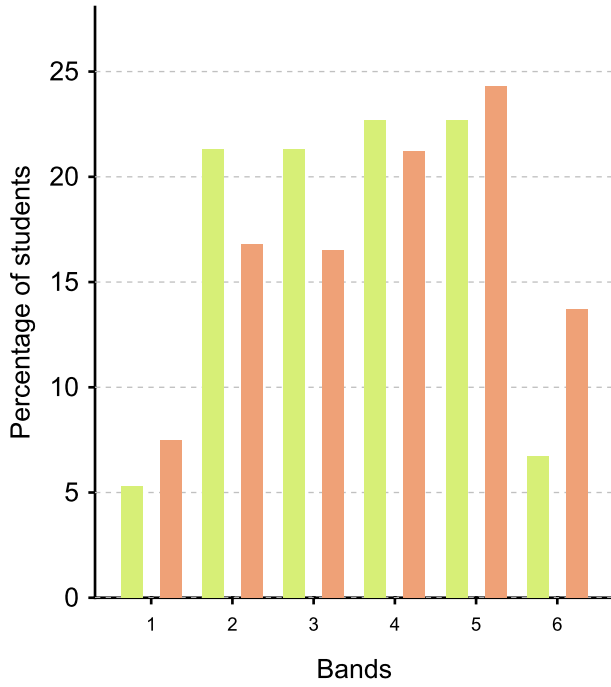
School performance

NAPLAN

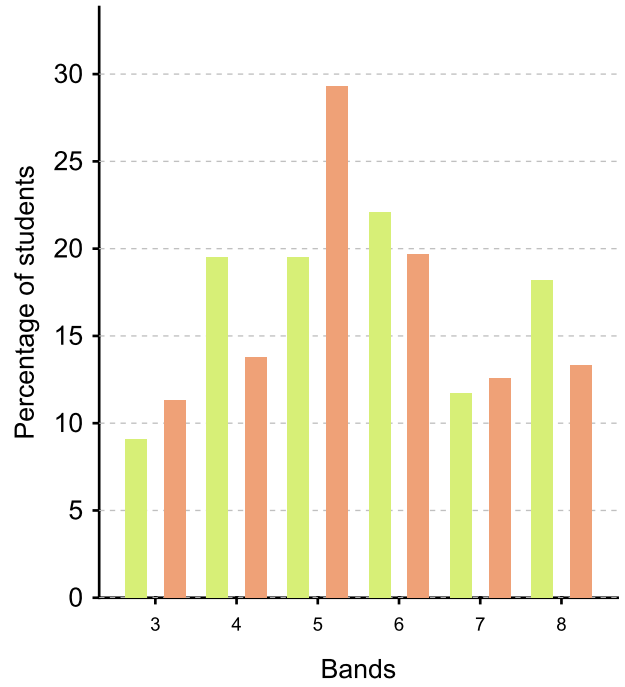
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



Percentage in bands:
Year 3 Spelling



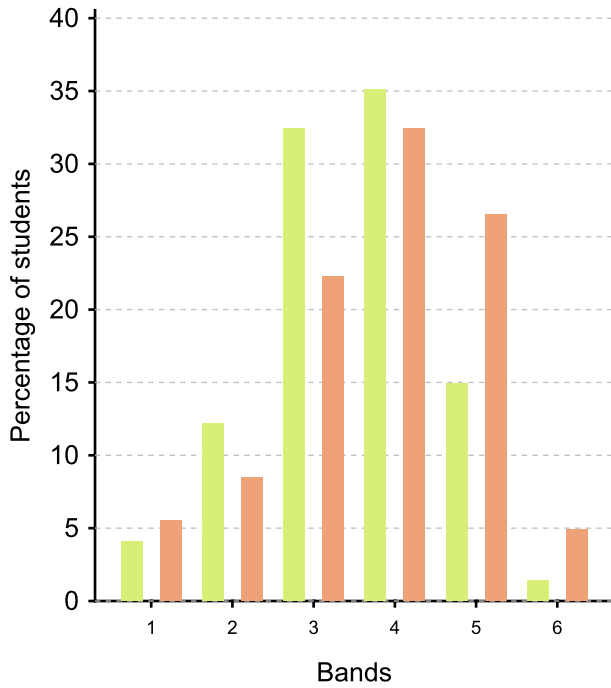
Percentage in bands:
Year 5 Grammar & Punctuation



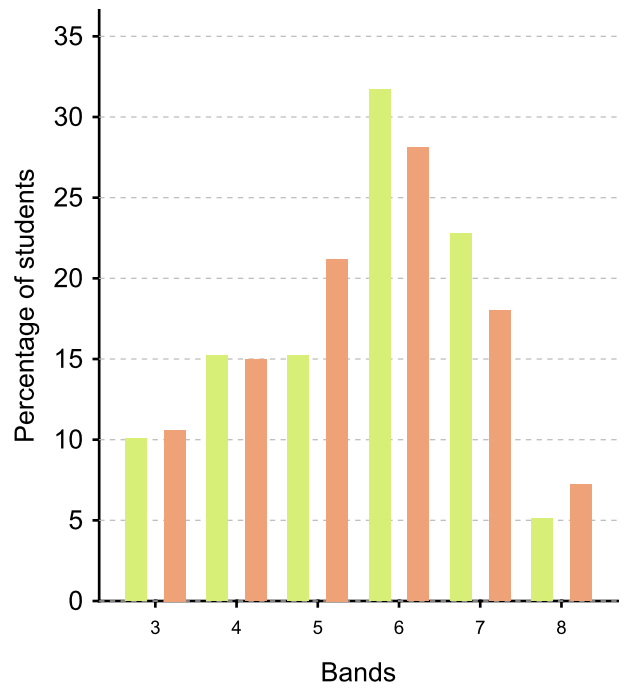
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



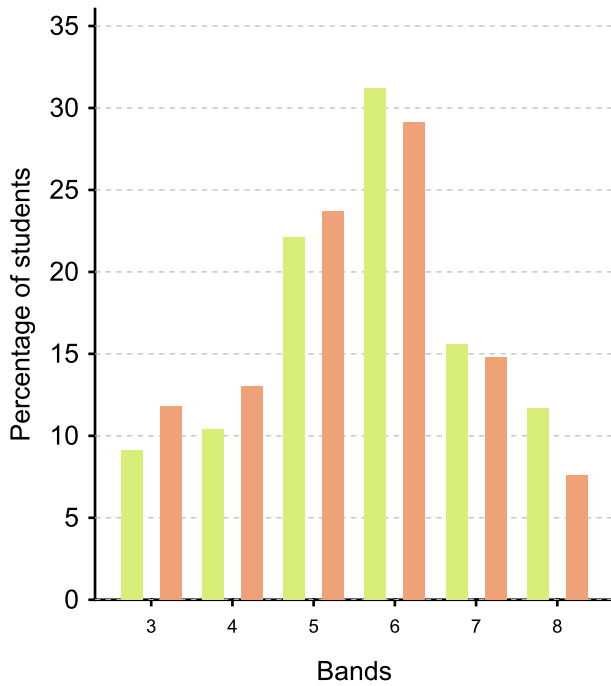
Percentage in bands:
Year 5 Reading



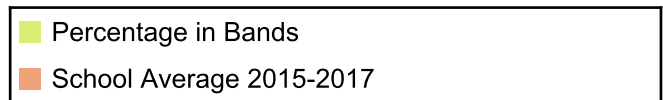
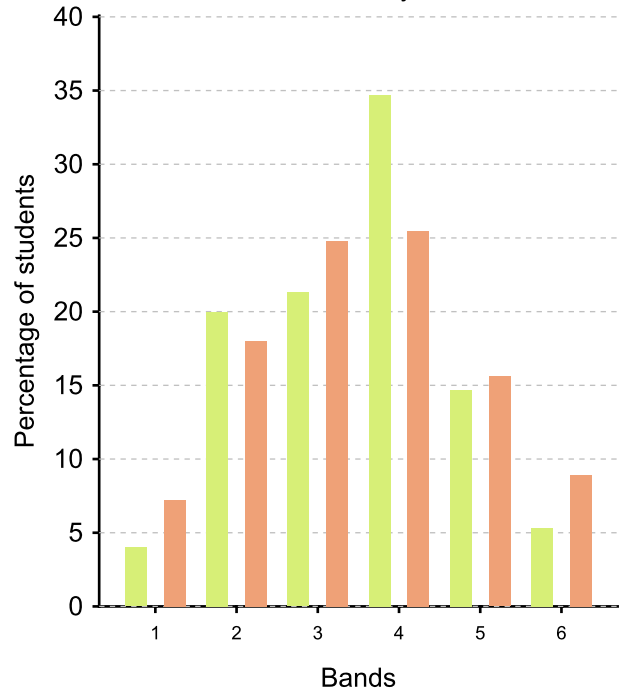
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

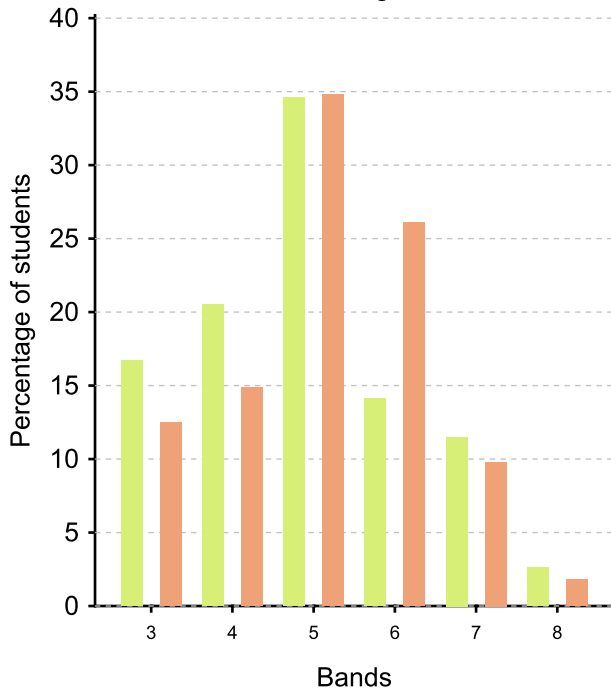
Percentage in bands:
Year 5 Spelling



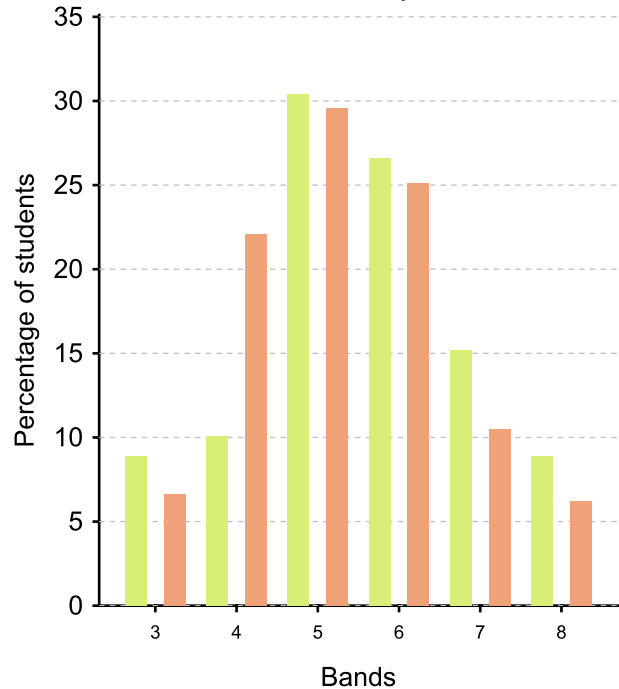
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Students in top two bands for Reading Year 3: 20
(Aboriginal students – 4)

Students in top two bands for Numeracy Year 3: 15
(Aboriginal students – 3)

Students in top two bands for Reading Year 5: 22
(Aboriginal students – 0)

Students in top two bands for Numeracy Year 5: 19
(Aboriginal students – 0)

Parent/caregiver, student, teacher satisfaction

The Partners in Learning **Parent** Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The survey includes seven separate measures, which were scored on a ten-point scale. 28 respondents participated in the survey. The results were as follows:

Parents Feel Welcome – 7.3 (State 7.4)

Inclusive School – 6.7 (State 6.7)

Safety at School – 6.6 (State 7.4)

School Supports Positive Behaviour – 7.8 (State 7.7)

School Supports Learning – 7.0 (State 7.3)

Parents Support Learning at Home – 6.6 (State 6.3)

Parents are informed – 6.4 (State 6.6)

Tell Them From Me – This student survey provides results based on data from 195 students in this school that participated in the survey between 17 Sep 2017 and 21 Sep 2017.

Policy requirements

Aboriginal education

The school employed an SLSO to oversee Indigenous cultural groups on a weekly basis. This also incorporated a learning community dance instructor. This student group also performed several dances at the Singleton Learning Community Education Week awards night.

Staff actively engaged students and parents in the process of developing Personalised Learning Pathways for all Aboriginal and Torres Strait Islander students.

The aboriginal cultural group created murals around the school, including Indigenous artwork depicting the welcome to country language, Anigunya Kimbay, as well as welcome poles depicting student totems.

An aboriginal Homework Centre operates on a Monday afternoon for ATSI students. An afternoon tea is also provided for students.

All teaching staff participated in professional learning in embedding the 8 Ways of Aboriginal learning into all curriculum areas, as well as a Speaking in Colours workshop that included ways of utilising resources to support the teaching of cultural aspects of traditional Aboriginal life.

The school's NAIDOC celebrations included a welcome to country from a local elder, as well as many culturally significant activities across the school.

Multicultural and anti-racism education

The school had a strong focus on celebrating Harmony Day with a whole school assembly, with dance performances by several of our families that originated from the Philippines, as well as many students dressing in traditional costume from the countries of their family's origins.

During the week of Harmony Day, all classes delivered explicit lessons on diversity and utilised the Harmony Day literacy resources that were collated for this week.

Our school had several student representatives attend the Zone Multicultural Public Speaking competition, which was a focus for all classes to participate in.

One staff member received ARCO (Anti-racism contact officer) training in 2017.