Singleton Public School

Annual Report

2018

3070

Introduction

The Annual Report for **2018** 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.

Ms Deanne Brown

Principal

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Message from the Principal

Singleton Public School continues to enhance a long history of developing the 'whole' student with a focus on academic improvement, social and emotional wellbeing and opportunities for involvement, attainment and success across sporting, cultural and performing arts domains. The students embrace the core expectations of Respect, Responsibility and Quality, while working together to help one another demonstrate our expected behaviours and attributes.

Our school band program has continued to grow at a rapid rate, supported by our teachers and expert tuition from experienced music teachers. The annual Pantomime engages our wider community and local schools, while providing our students with a highly professional and exceptional opportunity to perform on stage.

As my first year at Singleton Public School rolls over on the calendar, I am proud to say we continue to aim high and raise our expectations of learning, achievement, professional development and quality teaching.

Our staff are dedicated to our students and our school. I thank them for their commitment to 'raising the bar' and leading our school to higher levels of attainment.

Our school community is lead by an extremely active P&C who have embraced our directions, our student's learning and wellbeing and our future goals and plans. Breakfast Club has certainly surged in 2018, with student attendance increasing and lunches being provided for during times of need. The P&C and parent community of our school provide valuable support and financial contributions to improving the school environment and student learning environments. The playground project has been a long term plan with years of fundraising to manifest the funds needed and it looks like 2019 will see this massive project come into fruition.

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.

Our students will grow;

Our staff will grow professionally;

Professional practice across the school supports growth

We will achieve this by:

* Continuing to focus on our core values Respect, Responsibility and Quality.

* Ensuring that all staff are refining their skills and knowledge.

* Valuing all students in an inclusive environment

* Implementing and sustaining our teaching and learning programs within the school

* Evaluating the professional practise of all areas of the school to maximise our delivery of quality service

School context

Singleton Public School is situated in a semi–rural and mining township 60km west of Newcastle. It is a part of the Upper Hunter Principals' Network as of April 2018. . The school has 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. Over the past seven years, Value Added results have been steadily increasing in all measurement groups (i.e. K–3, 3–5, 5–7) to a point that Singleton Public School achieves expected growth rates. A number of significant programs are being implemented to ensure students are provided consistently targeted practices to improve learning outcomes.

The school provides wonderful opportunities with several cultural and sporting activities provided throughout the year. The annual pantomime which involves several hundred children annually creates a wonderful spectacle for the whole school community.

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.

In the Learning Domain, the school's on–balance judgement for 2018 is that we are currently **Delivering** in the key areas of **Learning Culture, Wellbeing, Curriculum and Learning**, and **Student Performance Measures**, with elements of these domains reflecting 'Sustaining and Growing.' We feel that with our continued focus on improvement and with further enhancements of practice our next self assessment will reflect our growth and development. Similar judgements were made in the Teaching Domain with **Effective Classroom Practice, Collaborative Practice, Learning and Development and Professional Standards** judged to be at the **Delivering** level. Whilst **Working Towards Delivering**

in the area of **Data Skills and Use**, has been identified as an area for specific focus for the refreshed 2018–2020 school plan. In the Leading Domain, the self–assessment reflected **Educational Leadership, School Planning Implementation and Reporting, Management Practices and Process** as **Delivering,** while **School Resources** is at the **Sustaining and Growing** level.

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

All students will grow

Purpose

Our goal is that all students will achieve one years' growth for one year of education. Programs will exist to support student growth and development in all personal domains.

Within SD1, there will be three focus areas:

1. Academic programs are implemented to allow students to effectively learn – addressing the Premier's Priority areas for both literacy and numeracy including developing staff capacity to support student learning through effective data analysis and planning. Ensuring content prescribed by NESA is thoroughly delivered in ways that cater for individual differences.

2. Structured wellbeing and behaviour management programs ensure students thrive in a safe, caring environment which includes developing greater awareness and appreciation for cultural identity and personal difference.

3. Effective assessment and reporting inform staff, students and families to monitor growth and development – effective progression tracking; efficient intervention programs; student directed critical thinking skills.

Overall summary of progress

Students identified for Literacy and Numeracy support using internal and external data and small group instruction being implemented on a daily basis.

Structured wellbeing programs are being implemented and modified to best suit the needs of students.

Staff working to embed engaging lessons and strategies for wellbeing into everyday practice through active participation with positive education and mindfulness.

Data collection for writing commenced and electronic systems being utilised to track student growth and areas for focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data, both internal and external, shows that SPS students on average are above expected growth rates.	Literacy and Numeracy Intervention – staff allocation of 0.525 plus Equity $20000 – linked to Key Initiatives Linked to Key Initiatives –Aboriginal Background Funding Linked to Key Initiatives – EALD Linked to Key Initiatives – QTSS Executive team PL whole staff and stage meetings focused on data, including writing analysis and consistent teacher judgement Network meetings and	Intensive Literacy and Numeracy program to enable support to be provided to students across the school by specialist staff. Aboriginal students supported in class and playground by SLSO and Learning and Support staff. EALD students provided with support in small groups to target improvements in literacy and numeracy. Professional learning in collation and tracking of data.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Data, both internal and external, shows that SPS students on average are above expected growth rates.	LaST network support.	Intensive Literacy and Numeracy program to enable support to be provided to students across the school by specialist staff. Aboriginal students supported in class and playground by SLSO and Learning and Support staff. EALD students provided with support in small groups to target improvements in literacy and numeracy. Professional learning in collation and tracking of data.
Supervision ensures that 100% of teaching programs demonstrate effective strategies to deliver differentiated learning that caters for all students as well as thorough data collection of progress.	Linked to Key Initiatives – QTSS Assistant Principals and Executive Team	Professional learning opportunities conducted to enhance staff awareness and use of effective teaching strategies and differentiated learning opportunities through students. Professional learning and tracking against syllabus, NAPLAN and Continuum markers when analysing writing for 'where to next' teaching strategies.
Staff across the school are engaged in targeted programs that provide consistent delivery of numeracy, phonics and writing.	Staff Professional Learning (Including Seven Steps of Writing Training) $9080 Staff meetings for Choose Maths Workshops and Lesson Demonstrations	Seven Steps of Writing Training Professional Learning with Choose Maths Professional learning and tracking against syllabus, NAPLAN and Continuum markers when analysing writing for 'where to next' teaching strategies. Staff engaged in professional dialogue and stage meetings to analyse works samples, share strategies and adjust teaching strategies to meet the needs of students.

Next Steps

Systematic tracking of student data in Reading and Writing, on monitoring graphs and spreadsheets, leading towards future data also being entered in PLAN2 and moderated against the Literacy and Numeracy Progressions.

Implementation of Explicit Instruction model to embed quality teaching, explicit instruction during lessons and targeted point of need teaching – to increase the achievement of students, continue to increase quality teaching and learning experiences, with a strong focus on Reading, Writing and Maths.

Alignment of school behaviour, wellbeing and discipline processes and systems with Positive Behaviour for Learning (PBL) and relaunch of core expectations, mascot and recognition and reward systems.

A refresh of the school plan will occur during early 2019, to reflect adjusted school Strategic Directions and Improvement Measures.

Strategic Direction 2

All staff will grow professionally

Purpose

Our staff will engage in professional development which will enhance their capacity to engage effectively with students, parents and colleagues. By developing our staff capacity we will enhance learning opportunities for our students and our colleague staff.

Within SD2, there will be two focus areas:

1. Teachers work with teachers to improve teaching – collaborative practices to improve teaching and learning; both within and externally of the school

2. Staff engage in professional development to improve their practice – framed by the Professional Development Framework staff will engage in professional learning to enhance their capacity; meet mandatory requirements of the Department; and lead to further level of accreditation.

Overall summary of progress

Staff developed Professional Development Plans in conjunction with their supervisor to build capacity and identified areas of professional learning required.

Majority of staff teams targeted collaboration and grade engagement for embedding wellbeing and quality teaching of writing into classroom practice.

Improvements in the consistency of efficient data collection to support individual tracking of student progress through updated Learning and Support Files, class monitoring and strengthened partnerships with the school counsellor.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are genuinely engaged in collaborative practices that support quality teaching and learning as measured by staff feedback through the TTFM survey.	Linked to Key Initiatives – Aboriginal Background Stage meetings and weekly staff meetings Executive Planning Day – Linked to Key Initiatives – QTSS	Collaboration of class teachers with families to design quality learning goals for Aboriginal students. Increase in number of LST referrals and meetings to support student learning needs through quality teaching. Increased communication with class teachers, assistant principals and parents to capture point in time support for students. Lesson observation and feedback conducted through collaboration with Upper Hunter Principal Network and Director Educational Leadership to enhance teacher engagement with Quality Teaching.
100% of staff actively engage with the Professional Development Plan process and can reflect with their supervisors actions that reflect areas of professional growth and improvement (including increase in accreditation levels).	Assistant Principals and Administration Manager Linked to Key Initiatives – QTSS Staff Professional Learning (including course fees, casual wages accommodation, etc) $37000	Professional Development opportunities provided to enhance staff skills, awareness and understanding including, Literacy and Numeracy strategies, Trauma Informed Practices and data analysis; Finance operations and administration systems for SASS Staff. SASS staff completed PDP processes to enhance learning goals and professional development.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Staff delivery school wide programs in a consistent manner which is reflected in efficient data transfers between years and consistency in individual student progress tracking.	Professional learning for staff in consistent teacher judgement	Staff engaged in professional stage meetings and collegial discussion to share information about specific student progress, adjustments and target areas.

Next Steps

Implementation of Collaboration and Professional Learning Days for Stages in 2019.

Implementation of Explicit Instruction model to embed quality teaching, explicit instruction during lessons and targeted point of need teaching – to increase the achievement of students, continue to increase quality teaching and learning experiences, with a strong focus on Reading, Writing and Maths.

School procedure and timeline for a more consistent Professional Development Plan process across K–6 to enhance professional growth and improvement while supporting maintenance of accreditation and proficiency. Strengthen alignment of PDP goals with Standards, Department Priorities and School Plan priorities and identified areas for professional growth and development.

Formalise the handover process of student information at the end of each school year to provide work sample evidence, consistent school wide data and Learning and Support information.

A refresh of the school plan will occur during early 2019, to reflect adjusted school Strategic Directions and Improvement Measures.

Strategic Direction 3

Professional practice enables growth

Purpose

Our school will provide a professional and highly effective service for all members of our school community. School systems and processes support the growth and development of all. Effective practice optimises time management enabling more time to be focused on quality Teaching and Learning.

With SD3, there will be two focus areas:

1. Engaging with our community to enhance what we do within the school.

2. Working strategically to deliver efficient school planning and accountability processes which in turn will enable better delivery of teaching and learning in the school.

Overall summary of progress

Continued review of school implementation procedures and review of systems and processes to maintain alignment with Department policy.

Whole school community events to engage with our community and enhance school activities. Introduction of DUGS Day and (MAGS Day 2019) to acknowledge our parents and carers.

Successful school and P&C Fete day with full community engagement.

Continued growth of school programs and involvement from community sources in school based activities. eg Band, music, sport, CAPA/Pantomime

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Current and new DoE Policies and school based procedures are reviewed (at least) every three years as measured by A–Z Tool. Annual customer service surveys show improved levels of satisfaction	Linked to Key Initiatives – QTSS and Executive planning and collaboration time Department Resources – Home School Liaison Officer	Continuation of NDIS providers partnership and support inline with process and procedure for Singleton Public School. Refinement of Attendance Procedures for Singleton Public School in conjunction with Home School Liaison Officer.

Next Steps

Continued review and updating of Singleton Public School Implementation procedures for Department of Education Policies and Procedures.

Review of school based Learning Support processes and procedures.

Internal monitoring and adjustments of customer service and upskilling of staff from Executive Team and Senior Administration Manager for unified school voice, image and service to parents and community.

Establishment of cross network support for future direction in professional learning to enhance professional partnerships in conjunction with Singleton Learning Community focus areas in Maths and Wellbeing/Positive Psychology.

A refresh of the school plan will occur during early 2019, to reflect adjusted school Strategic Directions and Improvement Measures.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Team planning and Culture Group lessons $5000 Literacy and Numeracy Support $21000 Resource purchases, excursions and activities $5000 SLSO Support for targeted student support $40000 Stringer Smarter course fees and wages $3000 NAIDOC and visiting show $2100 • Aboriginal background loading ($0.00)	Weekly Culture Groups for students K–6. Groups facilitated to support and develop cultural understanding and pride for students, teachers and community. Intervention support for Aboriginal students in Literacy and Numeracy and individual student needs. Sharing of cultural perspectives and knowledge with staff to support Aboriginal and Torres Strait Islander perspectives across the curriculum. PLP events to engage all families and members of our Singleton Public School Community in supporting student goals. Resources to ensure our school is welcoming and engaging for all members of our Aboriginal and Torres Strait Islander community. Excursion for students and activities to enhance student wellbeing and learning.
English language proficiency	Teacher wages $17500	Instructional program to assess, plan and support students. Withdrawal and in class support for students as identified through assessment.
Low level adjustment for disability	Staff wages $25000 In class support $15171	Additional SLSO allocation and Learning and Support teacher time to maximise the intervention and support provided to students with additional needs and requiring adjustments to engage and enhance learning outcomes. Playground support for students with additional needs requiring accommodations and social support.
Quality Teaching, Successful Students (QTSS)	Staffing allocation as provided by the Department of Education Growth Coaching – 3 Executive staff $8000	Executive staff released from class 1 day per week to undertake class support, provide teacher professional learning and collaboration, assist with school procedure and implementation of policy. Professional learning conducted for executive team to enhance their leadership capacity and PDP goals.
Socio–economic background	Educational Resources and Staffing $20000 $20800	Educational resources to assist with teaching and learning and implementation of the curriculum. Staffing and support for Wellbeing Wednesday program.

Socio–economic background	Teacher support for Kindergarten – SLSO wages $34380 Additional LaST staffing and Wellbeing Wednesday Program $31240 $11000 Student Assistance $5000 Teacher support for Planning and Assessment and Reporting to Parents $10000 Extra curricular programs, including entry fees and wages $10000 Kinder Transition to School Program (Small Steps) $8700 Community Liaison Officer and additional Administration Support $17885	Support with educational expenses (including uniforms, resources, excursions, equipment) Transition to School – in school program and support (Small Steps) Community Liaison Officer to facilitate communication and engagement with the community.
Support for beginning teachers	Teacher release, courses and casual salaries $10154	Teacher release for mentoring, professional learning, training and courses. Targeted areas of professional learning to enhance classroom practice and management, quality teaching and assessment and reporting. 1 staff member qualified for the program at commencement of 2018 and another received notification in Semester 2 of Beginning Teacher Support.

Student information

Student enrolment profile

	Enrolments			
Students	**2015**	**2016**	**2017**	**2018**
Boys	232	231	252	247
Girls	207	231	222	219

Total school enrolments have continued to remain stable again in 2018. All permanent classrooms are utilised with 18 mainstream classes and 2 Multi–Categorical Support Unit classes.

The school continues to hold great public recognition and praise for the standard and capacity of the school, staff and community to cater for students requiring additional support and integration within a mainstream setting.

Projected enrolments for our Support Unit classes indicate these will continue to function at capacity in coming years.

Student attendance profile

School				
Year	**2015**	**2016**	**2017**	**2018**
K	94.4	93	95.1	94.6
1	92.5	92.5	92.6	93.2
2	95.1	92.3	93.6	92.1
3	93.5	93.8	93.1	92.5
4	94.1	91.2	93.5	92.5
5	93.2	93.4	93.9	92.4
6	93.7	91.3	92.7	92.5
All Years	93.8	92.6	93.5	92.8
State DoE				
Year	**2015**	**2016**	**2017**	**2018**
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance at Singleton Public School is monitored closely and regularly by the assigned Assistant Principal (Attendance). Daily attendance is maintained and recorded through SENTRAL. Non–attendance concerns are flagged, monitored and followed up to ensure all students remain above 85% attendance levels. Staff follow a flow chart to ensure non–attendance issues are quickly addressed. Close liaison between the Home School Liaison Officer (HSLO), the Assistant Principal (Attendance), the Learning and Support Team (LST) and the Principal ensures the monitoring and pursuit of regular cases of lateness and absenteeism. Singleton Public School's attendance profile is generally positive with minimal intervention required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	18.56
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.58
Other Positions	2

*Full Time Equivalent

The staff at Singleton Public School bring a wealth of diversity in experience, culture, talents and skills to provide a balanced educational experience for our students. Three of our staff identify as being of Aboriginal descent and contribute to the development of cultural programs and increased awareness, understanding and inclusion of Aboriginal perspectives across our school.

Two long serving and long standing Assistant Principal's retired from Singleton Public School in 2018 resulting in new additions to our executive team to work with staff and lead the school into 2019 and beyond.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Staff have engaged in a range professional learning based around the targets of the 2018–2020 school plan, Singleton Learning Community priorities and staff requirements. Professional development of staff occurs through external courses, scheduled weekly staff meetings, Staff School Development Days and Extended Twilight Sessions. These have been implemented to best meet the needs of the school, staff and our students.

Courses have included Cardio–Pulmonary Resuscitation and Anaphylaxis face–to–face training, Asthma Awareness training, Trauma Informed Practices and Wellbeing strategies, Mindfulness, Positive Education, Seven Steps of Writing, Data and the Literacy Continuum and Choose Maths Initiative.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	305,397
Revenue	5,176,163
Appropriation	4,977,473
Sale of Goods and Services	3,548
Grants and Contributions	192,220
Gain and Loss	0
Other Revenue	833
Investment Income	2,087
Expenses	-4,998,216
Recurrent Expenses	-4,998,216
Employee Related	-4,590,754
Operating Expenses	-407,462
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	177,946
Balance Carried Forward	483,344

The schools financial management processes are aligned with the new eFPT Budget tool and regular updates and meetings are held to monitor expenditure and target areas.

A number of significant events impacting on staffing throughout 2018 has had an impact on the short term relief budget. Budget adjustments and reimbursement of sections of this leave will assist in balancing the expenditure.

Major renovations for the playground artificial turf and surrounding areas are required with the hope of an outdoor educational space and classroom area to be constructed. Funds for this project continue to be quarantined as future expenditure savings to assist with meeting the significant costs associated with this. Significant funds are being held to combine with the P&C Association to jointly fund the project in the coming 12 months. School equipment, communication systems and smaller maintenance projects are also targeted for areas of expenditure with available funds.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	3,128,052
Base Per Capita	93,985
Base Location	5,461
Other Base	3,028,605
Equity Total	384,326
Equity Aboriginal	52,834
Equity Socio economic	167,644
Equity Language	11,737
Equity Disability	152,111
Targeted Total	581,312
Other Total	597,896
Grand Total	4,691,586

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

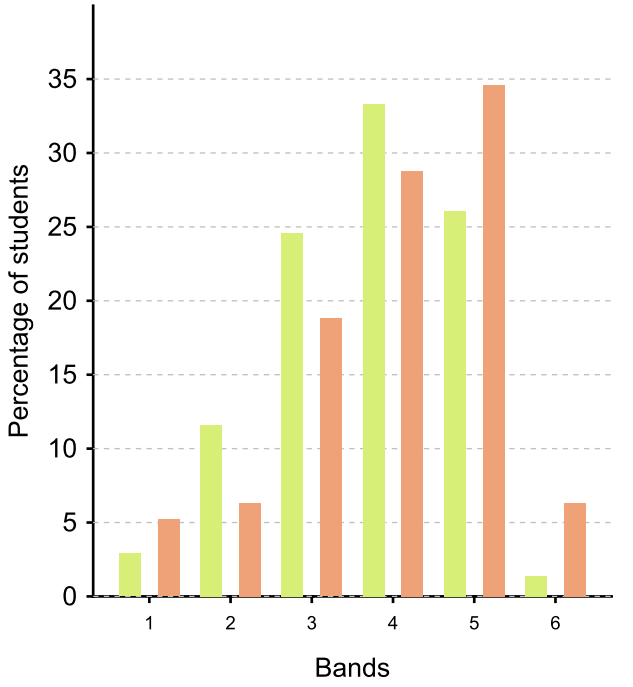
NAPLAN Literacy Data

Year 3 Literacy results reflect 71% of students achieving Band 4 or above in Reading demonstrating good results in this area that reflect the Premiers Priority of increasing student achievement in the top 2 bands.

Year 5 Reading results reflect a large percentage of our students achieving in the middle bands, demonstrating a focus area to increase students in the top 2 bands.

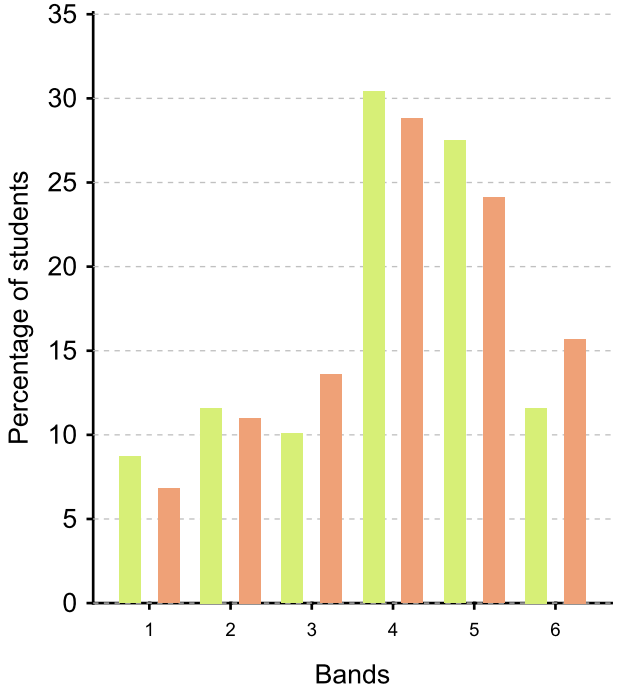
Writing results still identify this as an area of required focus for students with a limited number of students achieving in the top 2 bands in Year 5 and average scaled growth from Year 3 to 5 below the state score.

Percentage in bands:
Year 3 Writing



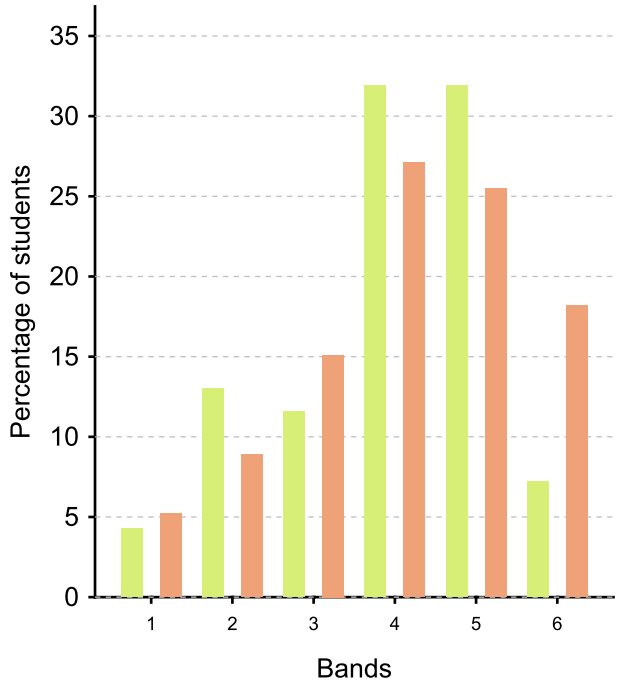
Band	1	2	3	4	5	6
Percentage of students	2.9	11.6	24.6	33.3	26.1	1.4
School avg 2016-2018	5.2	6.3	18.8	28.8	34.6	6.3

Percentage in bands:
Year 3 Spelling



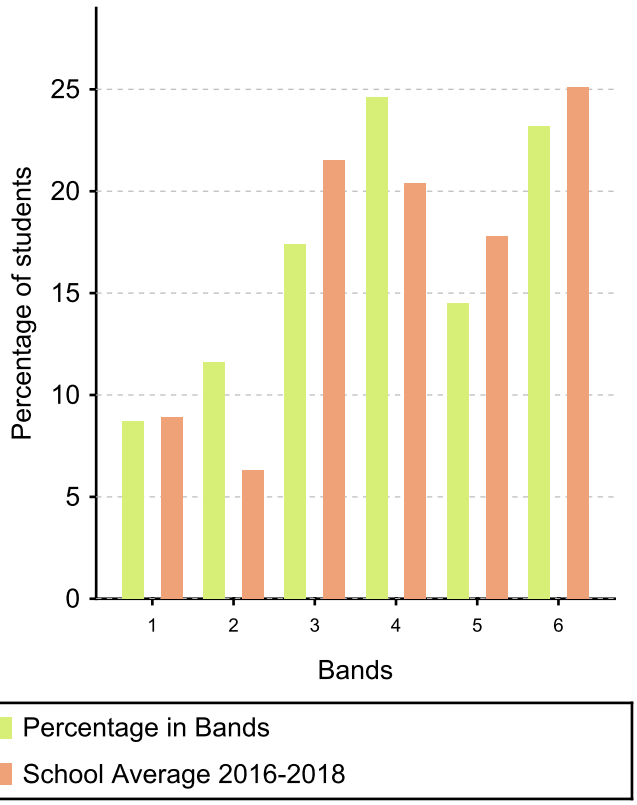
Band	1	2	3	4	5	6
Percentage of students	8.7	11.6	10.1	30.4	27.5	11.6
School avg 2016-2018	6.8	11	13.6	28.8	24.1	15.7

Percentage in bands:
Year 3 Reading



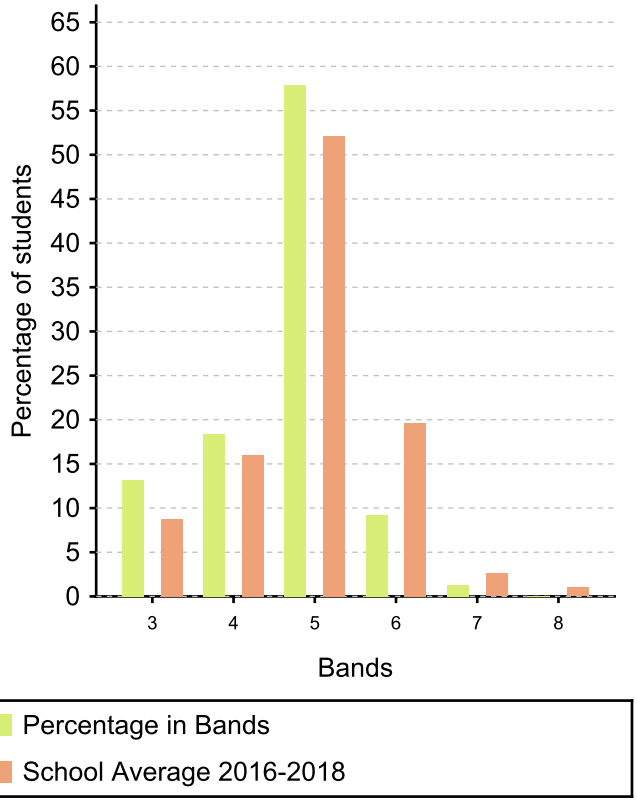
Band	1	2	3	4	5	6
Percentage of students	4.3	13.0	11.6	31.9	31.9	7.2
School avg 2016-2018	5.2	8.9	15.1	27.1	25.5	18.2

Percentage in bands:
Year 3 Grammar & Punctuation



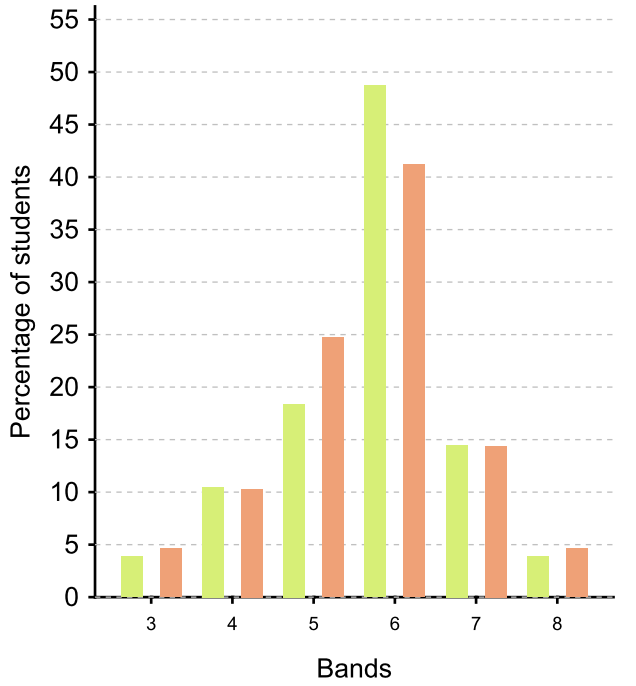
Band	1	2	3	4	5	6
Percentage of students	8.7	11.6	17.4	24.6	14.5	23.2
School avg 2016-2018	8.9	6.3	21.5	20.4	17.8	25.1

Percentage in bands:
Year 5 Writing



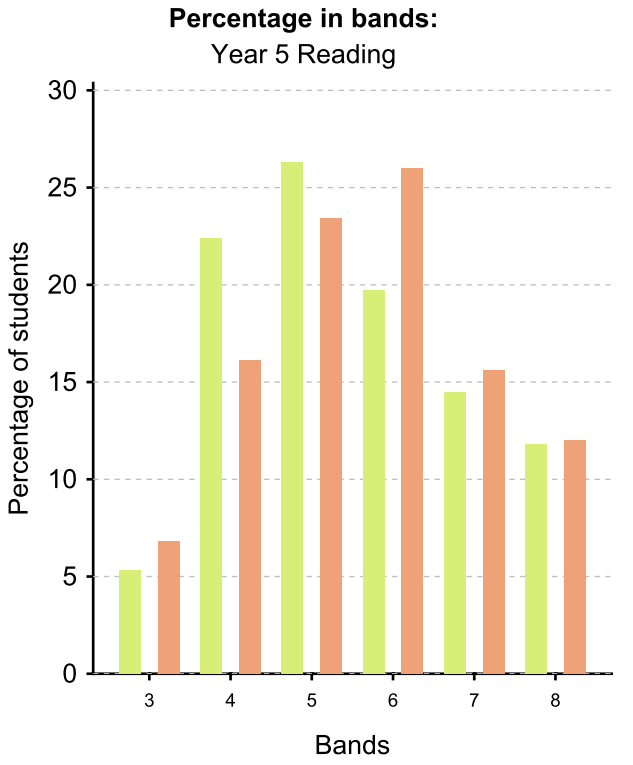
Band	3	4	5	6	7	8
Percentage of students	13.2	18.4	57.9	9.2	1.3	0.0
School avg 2016-2018	8.8	16	52.1	19.6	2.6	1

Percentage in bands:
Year 5 Spelling



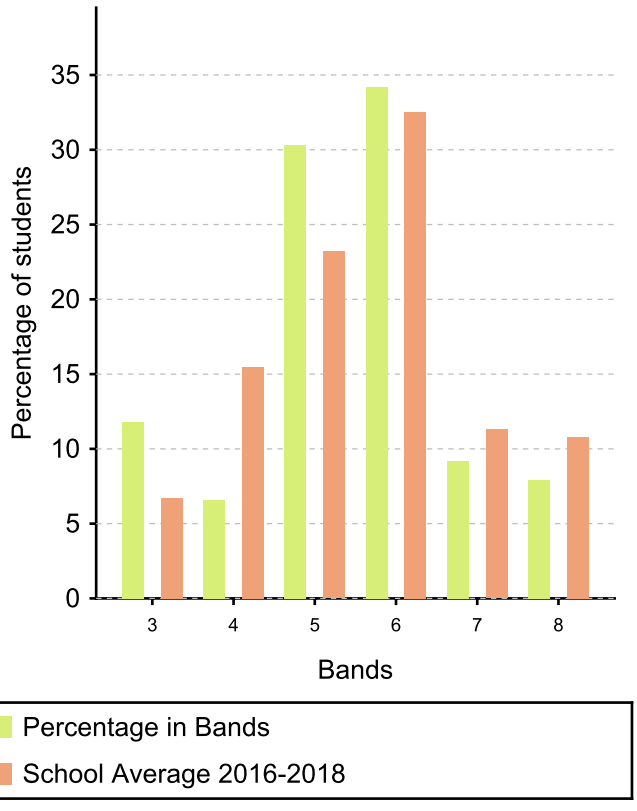
Band	3	4	5	6	7	8
Percentage of students	3.9	10.5	18.4	48.7	14.5	3.9
School avg 2016-2018	4.6	10.3	24.7	41.2	14.4	4.6

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	5.3	22.4	26.3	19.7	14.5	11.8
School avg 2016-2018	6.8	16.1	23.4	26	15.6	12

Percentage in bands:
Year 5 Grammar & Punctuation

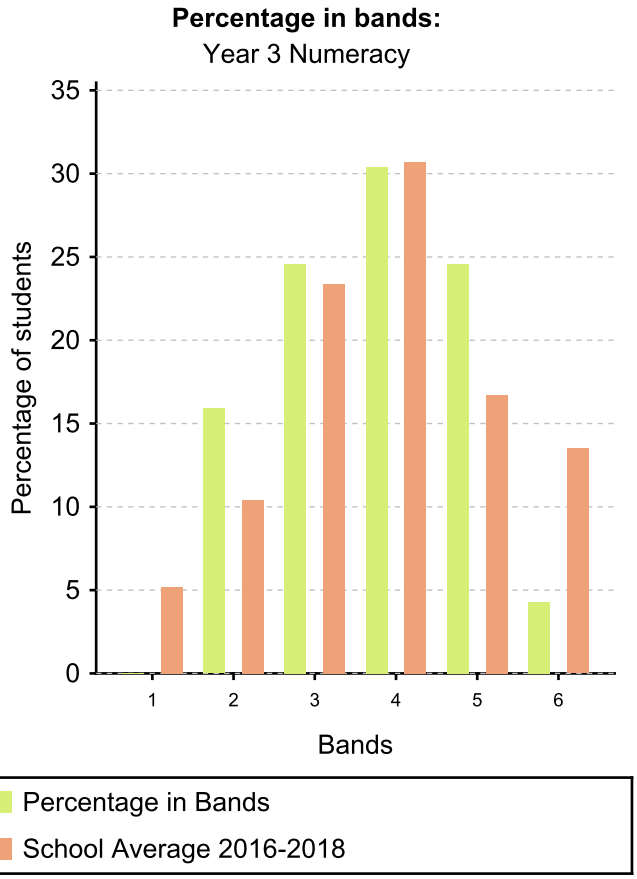


Band	3	4	5	6	7	8
Percentage of students	11.8	6.6	30.3	34.2	9.2	7.9
School avg 2016-2018	6.7	15.5	23.2	32.5	11.3	10.8

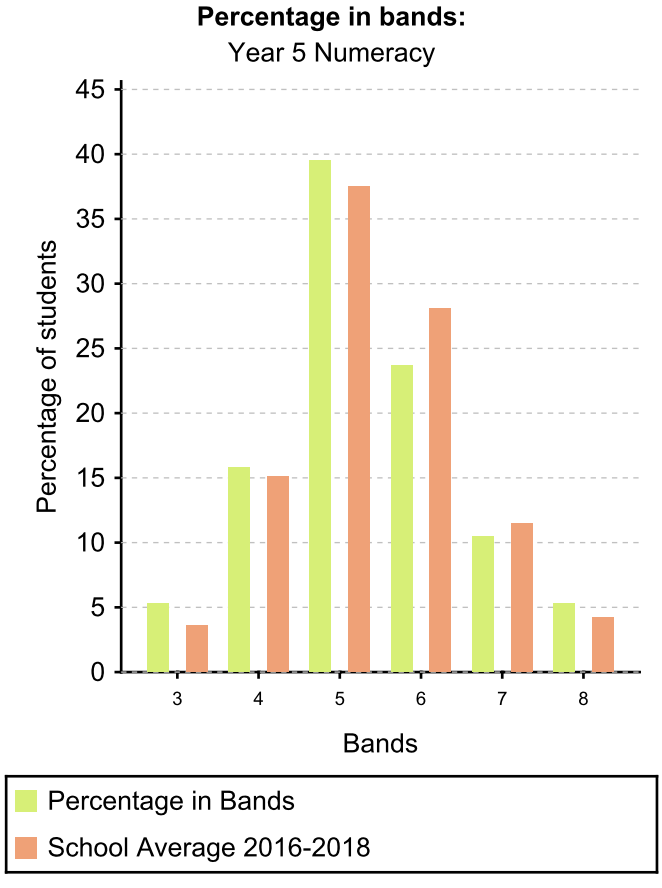
NAPLAN Numeracy Data

Year 3 Numeracy results have continued to demonstrate solid achievement with 30.2% of students achieving in the top 2 bands.

Year 5 Numeracy will continue to be a focus area throughout the 2018–2020 school plan to increase student achievement in the top 2 bands.



Band	1	2	3	4	5	6
Percentage of students	0.0	15.9	24.6	30.4	24.6	4.3
School avg 2016-2018	5.2	10.4	23.4	30.7	16.7	13.5



Band	3	4	5	6	7	8
Percentage of students	5.3	15.8	39.5	23.7	10.5	5.3
School avg 2016-2018	3.6	15.1	37.5	28.1	11.5	4.2

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.

2018 NAPLAN Reading and Numeracy average percentage in the top 2 bands for Aboriginal students was 21.43%. This is a 12.61% increase over the year from 2017 results. Year 3 reading in particular represents an average percentage of 40%, indicating that the support and intervention provided is having a positive impact on student performance.

Parent/caregiver, student, teacher satisfaction

Singleton Public Schools seeks the opinions of students, parents and teachers through the online Tell Them From Me (TTFM) surveys. The survey data allows our school to review practices, strategies and programs while reflecting on the next steps to improve our school.

Students

Across the two TTFM student surveys conducted in 2018, 132 and 160 students respectively completed the questionnaires from Year 4–6.

Year 4 – 96% of students report High Advocacy/High Expectations

Year 5 – 88% of students report High Advocacy/High Expectations

Year 6 – 89% of students report High Advocacy/High Expectations

Year 4 – 79% of students report High Belonging/High Expectations

Year 5 – 81% of students report High Belonging/High Expectations

Year 6 – 81% of students report High Belonging/High Expectations

94% of students value schooling outcomes (on par with State %)

89% of students reported positive relationships, with friends at school they can trust and who encourage them to make positive changes.

48% of students reported high skills/high challenge, while 28% were confident of their skills but did not find the classes challenging. In 2019, we will work towards communicating challenging lesson goals and learning intentions with focused point of need teaching.

95% of students reported positive behaviour at school. (State mean % was 83%)

Parents

The online survey resulted in 15 parent/carer responses. The survey data only captured approximately 5% of the school parent and carer population. From a data perspective it is difficult to analyse or ascertain if this is an accurate reflection of the majority of parent and carer views.

Parents indicated strengths in – feeling welcome at school and written information being in clear language; teachers expectations that children work hard; children are clear about the rules for school behaviour; children feel safe at school; teachers work to understand the learning needs of children with special needs.

93% of parent respondents expect their child to complete Year 12.

Areas of development identified by the parent/carer responses included – teachers helping students develop positive friendships; scheduling of parent activities; teacher/parent communication in relation to students not making adequate progress; increased communication about student's social and emotional development.

Teachers

The online survey resulted in 11 teacher responses.

Teachers indicated strengths in – collaboration with other teachers for common learning opportunities and support of student learning needs; setting high expectations for student learning; linking new content to previously mastered skills; providing opportunities for success for students with additional needs.

Areas for further development were identified by teachers in – using technology with students to track learning goals; providing more regular written feedback on student work samples; parent involvement in reviewing and commenting on student work.

Policy requirements

Aboriginal education

The Aboriginal Education Team has worked to diversify the understanding, skills and knowledge of not only our students, but the staff and parent community. The team have supported the development of cultural awareness and inclusion of perspectives across the teaching staff. The team has worked closely with the school, school executive and members of the local community to provide targeted support to student learning and achievement across academic, social, wellbeing and cultural domains.

2018 achievements include:

PLP morning and afternoon tea events to bring together all stakeholders for the development of PLP goals. These events aided in the development of connections, partnerships and communication pathways for students, staff, parents and whole community connections.

Targeted support for Aboriginal students in Literacy and Numeracy, social and emotional development and social skills acquisition.

Culture Group sessions held each Friday. The activities are engaging, inclusive, interactive and based on the needs of students when learning about local culture, heritage, language, art, dance and Dreamtime storytelling.

Whole school celebrations and highly effective NAIDOC Week activities.

Cultural excursion to Murrook for students to immerse themselves in their culture and learn about and share their knowledge and understandings.

Multicultural and anti-racism education

Our school community, students, staff and families embrace our cultural diversity and the opportunities to encourage and foster acceptance of this diversity. Our school community works together to strengthen our appreciation, understanding and acceptance or cultures and customs from around the world. Our connections with Podu Elementary School continued throughout 2018, with video conferencing and communication between classes. Cultural days and the celebration of significant international days continued in the library with displays, activities, lessons and themed recess specials at the canteen. The children immersed themselves in culture, food and learning during these events which supported the different cultural perspectives that students engaged with in lessons in the classroom.

We have an identified Anti–Racism Contact Officer (ARCO) trained in Department of Education policies and procedure.

Other school programs

Our 'Wellbeing Wednesday' program made a significant impact on the wellbeing, self esteem and confidence of our targeted groups of students throughout 2018. Focusing on skills to support positive self talk, regulation of emotions, safety and support networks and strategies for mindfulness the sessions focused on the identified needs of each group. The sessions were run on a weekly basis by our LaST teacher, and SLSO and a support worker from Family Support Singleton. The students were highly engaged with the program and positive effects were seen through increased engagement in class, building and maintaining friendship circles, seeking out support and recognising emotions and utilising strategies to deal with and process these in difficult situations. Improvements in positive wellbeing were also evident when students were able to articulate their implementation of these strategies during regular 'check–in' sessions with the wellbeing group. Parents also reported noticeable improvements in positive approaches to wellbeing, self care and positive affirmations by students.

The annual Pantomime Production is the culmination of an extensive Creative and Performing Arts program offered at Singleton Public School. 2018 saw 'Jack and the Beanstalk' come to life on the school stage with superb acting, singing, dancing and seamless backstage management and production directing by Mrs Merrick and Mrs Dibben. The wider community and schools from around the Hunter were enthralled with the performances from our students.

The Music program continued to grow with music lessons in each classroom, private tuition for students and the school band increasing in membership in both Concert Band and Training Band.

Successful sporting programs and opportunities for competition in PSSA, Zone and Regional events continues to bring success for our students. While being active and physically challenging themselves, students also have many opportunities to develop their team work, sportsmanship and school spirit.