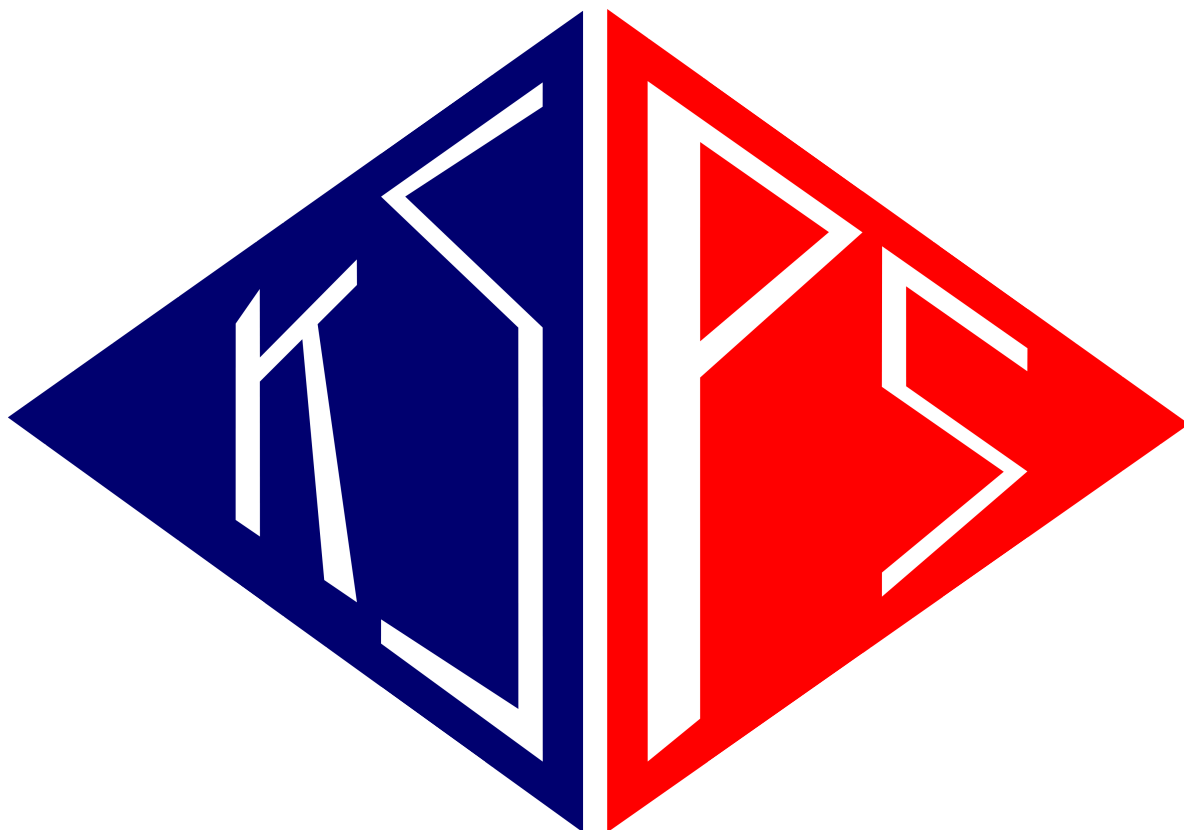


King Street Public School

2019 Annual Report



4514

Introduction

The Annual Report for 2019 is provided to the community of King Street 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.

School contact details

King Street Public School
King St
Singleton, 2330
www.kingstreet-p.schools.nsw.edu.au
kingstreet-p.school@det.nsw.edu.au
6572 2281

Message from the principal

The year of 2019 provided the whole school community with strength, commitment, empathy, challenges and positive focuses for the future. Student enrolments increased from the end of 2018 which was pleasing, considering that the school started the year behind with a large cohort of Year 6 students leaving and a small Kindergarten cohort beginning their learning journey. In 2019, the school farewelled and congratulated three staff members on outstanding service to both King Street Public School and to the Department of Education.

The school continued its strong connection with the University of Melbourne and its consistent focus on visible wellbeing initiatives. The staff continued their training delivered by Professor Lea Waters and her qualified team from the University of Melbourne around the SEARCH Wellbeing framework and the staff passed on valuable knowledge and strategies to students.

The school's technology program continued to consolidate with the continued support of our Technology Support Officer. Additional BenQ's were placed in classes and all laptops for Year 3–6 were reimaged and refined. The school provided all teaching staff with an iPad to utilise as a teaching resource. Teachers use the iPads for roll marking at the start of each day.

In 2019, the Early Action for Success reform enabled a pleasing number of students in Kindergarten to Year Two to make significant gains in literacy and numeracy. Our staff continued to benefit from ongoing professional learning in utilising PLAN2 data, L3, teacher mentoring and classroom teaching support. The school continued to implement the Learning Progressions with all staff being upskilled with PLAN2.

The Positive Behaviour for Learning program continues to embed the values of being Kind, Safe, Proud and Supportive in our school wide processes for student welfare and quality learning. The school continues to use Sentral data to evaluate its processes and uses these outcomes to drive improvement in the classroom and the playground. The school has shown a significant decrease in negative incidents from 2017 through to the end of 2019.

Our innovative and enthusiastic P&C Committee continues to support and fundraise for the benefit of our students throughout the school. During 2019, the Committee completed many successful projects, Cracker Night being the major fundraising event of the year. This was a highly successful community event with funds raised to help support our students at King Street Public School. A school barbeque trailer was purchased during Term 2 with the P&C hosting many internal and external community events.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff and parents and provides a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

This past year we have been extremely busy with our fundraising efforts. We have continued the tradition of the KSPS

Cracker Night raising just over \$7000. A huge thanks to Alison for all of her efforts behind the scenes.

Ladies on the Lawn held at Abbey Green, was very successful once again raising approximately \$11,000. Special thanks to Kevin Waldock for allowing us to use his stunning gardens as the backdrop to a wonderful event. The smaller fundraisers held were the Easter Egg Raffle, Mother's Day Stall, clearing sale BBQ, Father's Day Stall and the Christmas Concert BBQ. All activities helped contribute to much needed funds to help our school.

This past year we have purchased the BBQ trailer, the Children's Book Council books, sponsored the Interrelate program, sand for the sand pit, Thermomix for the canteen, agreed to fund a new computer and printer for the canteen and have donated \$20,000 to be set aside for the new canteen.

P & C does not run by itself and everyone involved has gone above and beyond in making all the events successful. I would like to thank the Executive – Alison, Lauren, Ros, Maxine, the Canteen Committee – Brooke, Lorraine, Amy, Mel, Kate and Rechelle, Clothing Shop – Tristan, Kara and Daneille, Fundraising – Amanda and Nicole, Breakfast Club – Amanda, Amanda, Nicole and Jodie and fellow members of the P & C and school community, Jonathan, Trish, Margot, Cindy and all the staff at KSPS. It would not be possible to have a successful year without everyone's help.

Thank you for a fantastic year.

Lisa Baily



School background

School vision statement

King Street Public School is committed to creating a positive learning culture with an emphasis on high expectations, excellence and the wellbeing of all students. Our classrooms resemble an engaging and challenging learning environment where all students are striving to give their best always. The school will continue to promote the core values of being Kind, Safe, Proud and Supportive.

School context

King Street Public School is situated in the township of Singleton within the southern sector of the town. We have 362 students attending, with 18% identifying Aboriginal. Our students come from a diverse range of social and economic backgrounds. Our committed and dedicated staff reflects a mixture of experienced and developing teachers working within our school.

King Street Public School strives to be recognised as a school that sets the standard in education and professional excellence. We continue to build the skills and knowledge of our teachers through ongoing Professional Learning which make strong links with the Professional Standards for teachers and leaders.

The Early Action for Success program has enabled professional development for staff in literacy and numeracy and a rigorous accountability of data collection and analysis.

King Street Public School was accepted into the Positive Education Schools Association due to its work with the University of Melbourne and the Visible Wellbeing initiative that included all Upper Hunter schools in both private and public sectors. The teachers are trained in the SEARCH model that was developed by Professor Lea Waters.

As a Positive Behaviour for Learning school our values of being 'Kind, Safe, Proud & Supportive' are embedded in programs, practices and relationships.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Visible Learning

Purpose

King Street Public School will inspire lifelong learners by embedding evidenced based practice and explicit quality teaching, which is built on the foundation of engagement, targeted learning, reflection and feedback.

Improvement Measures

A minimum of 80% of students demonstrating expected growth per semester in Writing. Plan data 2017/18.

A minimum of 80% of students demonstrating expected growth per semester in Number Sense. Plan data 2017/18.

All students set explicit learning goals (relevant to each child's needs) and identify the specific thinking strategies required to achieve them. Teachers provide feedback to support specific learning intentions.

Progress towards achieving improvement measures

Process 1: Professional Learning for teachers in Visible Learning that will provide a shared understanding of learning goals and intentions.

Using success criteria and explicit teaching as the main practice and providing explicit and timely feedback to students

Utilise best practice teaching methods to implement high quality lesson delivery in literacy and numeracy.

Build the capacity of teachers to implement engaging units with a technology and STEM focus.

Evaluation	Funds Expended (Resources)
<p>At the end of 2019 the following evidence was collected across the school.</p> <p>88% of Year 2 on track for writing, 82% of Year 2 on track for reading, 67% Year 2 on track for numeracy. 95% of Year 1 on track for writing, 81% of Year 1 on track for reading and 45% of Year 1 on track for numeracy. 64% of Kindergarten on track for reading, 96% of K on track for writing and 93% on track for numeracy.</p> <p>Year 3 additive strategies 50%, 41% and 37% on track. Year 4 additive strategies AdS8 69%, 69%, 39%, 31% and 50% on track.</p> <p>Writing: Year 3 67% on track, Year 4 64%, Year 5 29%, Year 6 9%</p> <p>Reports have been completed by all classroom teachers and distributed to parents on 13/12/19.</p> <p>6 teachers have completed L3 training and will be moving into their OPL year in 2020. Examples of our practice was used as reference for the district as being exemplary practice.</p> <p>Transition folders were collated and distributed to all classroom teachers at the Week 8 whole school transition speed dating meeting.</p> <p>Two classroom teachers and the two Instructional Leaders attended a 'Moving into Investigations Workshop with EAfS Numeracy Coach Penny McGee. These teachers will trial in Term 1 2020 and then mentor other staff.</p>	<p>6 casual teachers</p> <p>Casual teachers for Noella MacKenzie writing training.</p> <p>K-2 and 3-6 interventionist</p> <p>Professional Learning</p>

Progress towards achieving improvement measures

Stages collaborated at a Visible Learning meeting on what visible learning looked like in their classrooms and staff gave feedback on suggested directions for 2020.

Selected groups of students were involved in targeted intervention groups for reading K–6.

Maths SLC, ongoing trialing of the Differentiated Rich Task Planning sheet with Stage 2 teachers in Term 1, should dovetail well with Investigations trial, see above.

Noella Mackenzie project offered students with an opportunity to plan using drawings and sketches. These processes will continue into 2020. This has not only improved engagement but also improved the quality of students writing.

All staff have complete their PDP reviews by the end of Term 4.

Resources have been purchased 81 new quality texts for K–2 \$4000 worth of new readers and set up the new infants classroom for 2020.

Next Steps

Visible Learning professional learning will continue into 2020 for all staff. The students have a stronger understanding around the language used in Visible Learning. Students have a clear knowledge around learning intentions and success criteria.

Early Action for Success will continue into 2020 with our two Deputy Principals continuing to drive our professional learning and the collection and analysis of student data.

Strategic Direction 2

Visible Wellbeing

Purpose

The King Street Public School community believes that the positive wellbeing of all individuals is central to creating successful, thriving citizens.

Improvement Measures

PBL – SET data displays 100% in all areas and journey of PBL 2018–2020 (Photo Story)

Positive Education – Increasing number of staff, students and the community actively involved in and leading wellbeing throughout the school – Journey of Visible Wellbeing (Photo Story)

Decrease of classroom & playground negative incidents by 20% as recorded in Wellbeing data (Sentral) – comparing 2017 Sentral data

Progress towards achieving improvement measures

Process 1: PBL team to analyse data to inform key initiatives and practices throughout the school.

Professional Learning for teachers in Visible Wellbeing that focus on the SEARCH framework to enhance staff and student wellbeing and engagement.

Evaluation	Funds Expended (Resources)
Incident data has been collected and a meeting will take place in week 10.	PBL data
VWB Student Survey results have been collated, reviewed and analysed by staff. This was presented and discussed at Term 4 staff meeting.	Survey results
VWB Student Staff/ Community Survey results have been collated, reviewed and analysed by staff. This was presented and discussed at Term 4 staff meeting.	
Singleton Learning Community – Wellbeing Meeting occurred in Week 8. It was hosted by Phillip Lindsell AP. This was well received by Singleton community schools.	
External facilitator Kylie Hill has completed PBL SET. Positive feedback was received.	

Next Steps

Visible Wellbeing will continue into 2020 with King Street Public School leading the Singleton Learning Community. The school will host Staff Development Days and assist the community of schools around implementing the SEARCH Framework into schools.

Positive Behaviour for Learning will also drive the core values of our school. In 2020, the school will research and investigate ways to engage the community in PBL.

The school's Assistant Principal Wellbeing will lead the Singleton Learning Community as part of the Wellbeing Hub for schools. Each school will take turns in hosting the afternoons.

The Assistant Principal Wellbeing will be trained and become a facilitator in Mental Health First Aid. Training will occur in February 2020 (Melbourne).

Strategic Direction 3

Visible Community

Purpose

King Street Public School promotes high expectations through committed connections and collaboration with its community by developing strong partnerships and maximising excellence.

Improvement Measures

Increased number of positive responses captured in wellbeing surveys i.e. components of the TTFM survey and social media sites.

Increased opportunities, participation and engagement of parent/caregivers to participate in school based curriculum and extra-curricular activities. (2017 TTFM)

Creating stronger partnerships with the AECG and the Aboriginal community through strategic planning and the delivery of Aboriginal Culture throughout the school.

Progress towards achieving improvement measures

Process 1: Establish and embed the PaTCH program within the school. Regular number of parents attend workshops and are visible in classrooms.

Invite parents and the wider community into our school community to:

Engage in literacy and numeracy workshops;

Provide feedback on specialised programs;

Participate in specialised parent workshops

Annual planning and implementation of activities with all stakeholders re Aboriginal Education at KSPS.

Evaluation	Funds Expended (Resources)
<p>Tell Them From Me surveys were completed by staff, students and community members. There was a similar level of engagement as last year. There was more positive feedback in most areas and the two questions directly related to Visible Wellbeing.</p> <p>Sports Presentation Day had a reasonable level of attendance from parents and carers. A high volume of students received awards. The most positive feedback from parents centred around students receiving participation awards.</p> <p>Swimming for Sport involved the majority of students, however initially the volume of notes that were returned was quite low. Teacher phone calls had a dramatic effect on the levels of participation which was positive. The pool staff had a good experience with King Street students whose competence improved throughout the program. The program was extremely well organised to ensure minimal staff disruption to the normal school day.</p> <p>The Volunteers Morning Tea had similar participation numbers as last year. The majority of parents who attended were parents of Infants students. It was well received.</p>	

Next Steps

The school would like to move to a more online platform for communication, newsletters, canteen and the uniform shop.

Tawny Assemblies will be evaluated and find ways of increasing the popularity of the assembly. Special guests via video link or in person are a possibility.

Sports Presentation day to have an elite athlete as the special guest.

The promotion of Creative Arts throughout the school with a specific focus on music.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AEO – \$63000</p> <p>SLSO – \$52000</p> <p>Connecting to Country and professional Learning – \$1000</p>	<p>Aboriginal Education and Culture has gone from strength to strength at King Street Public School. The employment of a fulltime Aboriginal Education Officer has ignited the passion for education across the school and the community. Our AEO assists students and teachers in the classroom around the importance of educating our students in culture and provides Connecting to Country professional learning for all staff. The students benefit from strong support and yarning activities during lunch and recess. Our AEO assists and supports families with external providers and agencies to work with the families at home and the transition to school.</p> <p>Whole school excursions will be a priority for 2020.</p>
English language proficiency	\$5982	Allocated funds for LaST (P–2) at a 0.3 allocation. This was utilised to establish a strong connection with the local preschools in preparation for our new Kindergarten students.
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Interventionist K–2 (\$85 158.00) 	A K–2 interventionist was employed to work with our K–2 students in literacy and numeracy. This was a successful program and one that will continue into 2020.
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Executive release (\$64 030.00) 	The funds were utilised to allow for an Assistant Principal to be off class and to give Assistant Principal's release time.
Socio–economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$694 466.00) • Socio–economic background (\$3 000.00) • Socio–economic background (\$17 000.00) 	<p>The majority of funds were utilised for staffing allocations including Assistant Principal Wellbeing, Instructional Leader (0.8), RFF Teacher and Technology Support Officer.</p> <p>Funding was used for technology throughout the administration block.</p> <p>Funding was also used for PBL signage and to update the signage across the school using Tawny as our school mascot.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$31 000.00) 	Beginning Teachers were allocated days as Release from Face to Face to support the programming and/or the accreditation process. A mentor was allocated and three days each semester was allocated to each of the Beginning Teachers. The allocated funds were also utilised for professional learning both internally and externally as well as some resources for the classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	165	168	178	171
Girls	197	196	187	189

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.9	93.6	91.5	93.3
1	92.4	91.1	92.8	91.3
2	92.3	91.2	92.2	91.4
3	90.9	91.8	90.3	90.9
4	93.2	91.2	89.8	91.3
5	92.1	92	89	87.1
6	93.5	91.1	90.9	87.3
All Years	92.5	91.7	90.9	90.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.79
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	523,243
Revenue	4,481,632
Appropriation	4,355,079
Sale of Goods and Services	2,992
Grants and contributions	123,032
Investment income	529
Expenses	-4,407,155
Employee related	-3,922,032
Operating expenses	-485,122
Surplus / deficit for the year	74,477

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	204,911
Equity Total	897,169
Equity - Aboriginal	109,888
Equity - Socio-economic	536,067
Equity - Language	5,982
Equity - Disability	245,232
Base Total	2,503,899
Base - Per Capita	85,643
Base - Location	4,881
Base - Other	2,413,375
Other Total	537,146
Grand Total	4,143,126

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

Student

Students in Year 4 and 5 were above the NSW Government norm when it came to rigour – students felt classroom instruction was well-organised, with a clear purpose, and with immediate feedback that helps them learn. – TTFM Student survey 2019

93% of our students have sense of pride at King Street Public School. – TTFM Student survey 2019

Staff

How has Visible Wellbeing impacted your teaching?

"I think that the understanding and support we get from our Principal has greatly improved the wellbeing of staff to again feel valued and respected. Our own strengths are valued so we can further enhance the children's wellbeing. It is good to know things that I have been doing for years is actually validated now. That relationships and caring for others' wellbeing is as important as I have always seen it. I have always felt that we need to care for the emotional needs of children, not just the academic – a happy child who loves to come to school will learn regardless of interruptions etc. I have more confidence in my teaching in this regard." – KSPS Teacher from TTFM survey 2019

"I believe that in being able to identify the strengths of students it has made working with students a far more enjoyable experience. Students who can identify their own strengths and weaknesses are far more engaged as they know that they can safely try something new. In being able to understand the range of strengths, I have been able to more effectively communicate with students who are having a difficult time in any particular area." – KSPS Teacher from TTFM survey 2019

Parent

What is your understanding of Visible Wellbeing at King Street Public School?

"That the children are visibly cared for and provided many opportunities to help with self regulation and communication". – Parent from TTFM survey 2019



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

An Aboriginal Education Officer was employed to provide many opportunities and support our students, teachers and families within the school and across the community. The AEO provided external services for many of our families to access and the position has been well supported across the whole school community.

An Aboriginal dance instructor was employed across the Singleton Learning Community. Our dance instructor works with our students and our AEO every second Friday from 10:15am – 11:15am.

NAIDOC Day celebrations took the format of workshops for students in art, storytelling, indigenous games and hut making. The local high school sent students from their Girls Academy and Clontarff Academy in support of the day. All students across the school, used indigenous artwork techniques to decorate a paling for our Bush Tucker garden.

The school started the Bush Tucker Garden, and a Welcome to Country sign has been installed and displayed at the front office.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Two staff members are trained as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. Student participation in school and community Anzac Day Services and Remembrance Day Services supported the development of a historical and ethical perspective of world events.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Students participated in a number of multicultural education programs in Human Society and Its Environment, Personal Development and Literacy helping to develop the skills of tolerance and acceptance and how to build and maintain respectful relationships within the community. Students learn how different cultures and religions contribute to the Australian identity and the need for compassion, tolerance and respect. Our school participated in "Bullying No Way" day during Term 1. Students engaged in lessons and designed posters to display in their rooms.