

2021 Annual Report

Singleton Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

Singleton Public School aspires to promote a culture of high expectations to empower students, staff and community in achieving quality outcomes across all aspects of school life. Our vision is to enhance partnerships and collaborative practices that build and support a nurturing, inclusive, inspiring and engaging learning environment. Students and staff are challenged to be responsible, resilient and confident learners who continually aim to improve.

School context

Singleton Public School is situated in the midst of Wonnarua Country within the vibrant Hunter Valley. The school is located in a semi-rural township, 60km west of Newcastle, supported by tourism and the mining industry. It is a part of the Upper Hunter Principals' Network and works collaboratively with other schools across the network and the Singleton Learning Community.

Singleton Public School is a blend of heritage buildings and new modern facilities. The school is well resourced, with expansive grounds, new and upgraded playground facilities and engaging classroom environments, with many opportunities for technology to be used to support learning outcomes.

The school has 16 mainstream classes and two Multi-Categorical support classes with a total enrolment of 405 students, as of Term 1 2021. In 2022 an additional Multi-Categorical support class and Assistant Principal Special Education was established. 14% of our students identify, recognise, share and celebrate their Aboriginal and Torres Strait Islander culture. The school works in partnership with the AECG, community organisations and local services to support and enhance education opportunities for all students.

Singleton Public School has a mixture of experienced and new teachers who work together to foster a quality learning environment that reflects the school's core values of Respect, Responsibility and Quality. The staff at Singleton Public School are dedicated, professional and committed to delivering data driven practices that enhance the learning needs of all students, high quality, evidence based teaching and the fostering of strong student feedback which enhances continued student improvement and achievement. A strong focus on collaborative practice, high impact teaching strategies and high impact professional learning will continue to drive sustainable school improvement through a strategic and systematic process. Professional dialogue and reflective teaching practices are highly valued and are integral in supporting a growth centred learning environment.

Through NAPLAN analysis, the school has identified system negotiated targets in Reading and Numeracy to ensure upwards trends in achievement in the top 2 bands, achievement in the top 3 bands and expected student growth.

Singleton Public School has a focus on promoting positive wellbeing practices for students, staff and school community in conjunction with the Singleton Learning Community. A strong focus on ensuring connection and individual success is aimed at ensuring all students develop a strong sense of advocacy, belonging and high expectations. Through the analysis of Tell Them from Me data and school attendance data, the school has identified system negotiated targets for positive student wellbeing and attendance.

The provision of a well-rounded curriculum with a balance of academics, sporting and cultural activities is highly valued and supported across our school community by students, staff and parents and carers. The school band and performing arts opportunities are also highly visible and strongly supported.

The P&C are very active within our school community, encouraging all stakeholders to support and contribute positively to our school. The P&C support school projects, programs and provide an exceptional canteen and Breakfast Club service to students.

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, staff will further develop and refine data driven teaching practices where the learning needs of individual students reflect evidence-based strategies and are in response to student learning needs. School systems and processes will have the capability to respond flexibly with the allocation and alignment of human and financial resourcing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Personalised Learning

Resources allocated to this strategic direction

6101 - Instructional Leader Staffing: \$112,118.00

Literacy and numeracy intervention: \$58,861.95

Low level adjustment for disability: \$112,118.00

Aboriginal background: \$15,000.00

English language proficiency: \$13,418.92

Summary of progress

Our focus for 2021 was on the use of Data Driven Practices to improve student outcomes and increase teacher reflection on teaching effectiveness in literacy and numeracy. Our focus was also around Personalised Learning to build the capacity of teachers to improve individualised student learning. The focus areas included high impact professional learning for staff delivered at staff meetings, during collaboration days and via observations and modelling.

Staff entered regular data on a five-weekly basis for reading which was then monitored and analysed to determine areas of strengths and weaknesses within Stage teams with interventionists and the Instructional Leader. This also occurred for writing, with the analysis of pre and post writing samples during Semester 1. Staff were also highly engaged on ensuring professional dialogue and collaborative sharing and evaluation of student progress occurred to develop point of need teaching in writing via the use of PLAN2 and identified areas in the assessment rubric.

COVID ILST and LaST intervention focused on targeted teaching for students requiring additional support in reading in Semester 1. Target groups were also identified and created based on the Premier's Priority Top Two Bands in NAPLAN, with a focus on comprehension. Teachers used student data to forward map and plan focus areas collated from the Check-in Assessments, previous NAPLAN results, reading monitoring graphs, student work samples and teacher observations, to provide individualised teaching and learning activities based around explicit instruction. All ATSI students received personalised learning opportunities in reading.

Unfortunately, due to the COVID Learning from Home period, our focus on numeracy in Semester 2 was impacted. As a result, professional learning via modelling evidence based best practice was limited. However, intervention teachers implemented the IFSR assessments across most grades to begin the collection of data in number during Term 4. The PMSTI team led the analysis of the data for staff via PLAN2 to inform targeted teaching in whole number. Due to the disruptive end to 2021, progress in this area and final data for analysis was limited.

Next year in these initiatives, further work will occur with staff to regain traction through the regular timetabling of collaboration days and tightened data collection in reading, writing and number. These will provide staff with structured opportunities to analyse data to inform the explicit teaching of the key elements identified. Further support will also be given to develop and embed the use of learning intentions, success criteria and learning goals and for students to be able to articulate their own personalised goals in literacy and numeracy. This will also include High Impact Professional Learning around data and feedback, through the leadership team, intervention support, LaST and APC&I.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Top 2 bands Reading</p> <p>Internal and external data indicates an upward trend towards the lower bound target.</p>	<p>Data indicates a 7.86% increase from the baseline of students in the top two skill bands for reading, indicating progress equivalent to lower bound target.</p>
<p>Top 2 bands Numeracy</p> <p>Internal and external data indicates an upward trend towards the lower bound target.</p>	<p>Data indicates a 8.13% increase from the baseline of students in the top two skill bands for numeracy, indicating progress above the lower bound target.</p>
<p>Top 3 bands Aboriginal Reading</p> <p>Internal and external data indicates an upward trend towards the lower bound target.</p>	<p>Data indicates a 21.05% increase from the baseline of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading, indicating progress above the lower bound target by 14.43%.</p>
<p>Top 3 Bands Aboriginal Numeracy</p> <p>Internal and external data indicates an upward trend towards the lower bound target.</p>	<p>Data indicates a 13.16% increase from the baseline of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy, indicating progress above the lower bound target by 7.41%.</p>
<p>Expected Growth in Reading</p> <p>Internal and external data indicates an upward trend towards the lower bound target.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 3% and shows an upward trend towards the lower bound target.</p>
<p>Expected growth in numeracy</p> <p>Internal and external data indicates an upward trend towards the lower bound target.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 2.16% and shows an upward trend towards the lower bound target.</p>

Strategic Direction 2: High Impact Teaching and Teacher Quality

Purpose

In order to improve student learning outcomes and teacher capabilities, processes will be developed to ensure that all staff are collaborating effectively to embed evidence-based High Impact Teaching Strategies. A collaborative school community that has high expectations, is purposeful, flexible and dynamic will be established to meet the diverse needs of our students, staff and community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations, Explicit Teaching and Feedback
- High Impact Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$81,000.00

Location: \$5,753.69

6101 - Instructional Leader Staffing: \$112,118.00

Professional learning: \$30,000.00

Literacy and numeracy: \$6,073.43

Per capita: \$10,000.00

Summary of progress

During 2021, our focus for SD2 was on High Expectations, Explicit Teaching and Feedback and High Impact Professional Learning. This was implemented via professional learning for staff delivered at staff meetings, modelling by teachers and leaders, professional readings, online professional learning, collaboration days and via classroom observations and reflection on identified lessons.

The funding of an Explicit Instruction mentor enabled staff to engage with the opportunity to observe reading warm-ups and daily writing lessons to build knowledge and practice in the delivery of these strategies and enhance teacher capabilities. This was evident in 75% of teacher PDPs, feedback, professional dialogue, collaboration and sharing of resources in these areas.

High Impact Professional Learning in 2021 focused on the explicit and high impact teaching, the High Potential and Gifted Education Policy and the successful application to being part of the DoE Mathematics Strategy Primary Mathematics Specialist Teachers Initiative (PMSTI). A team of two lead teachers and 3 additional classroom teachers was formed to begin their own professional learning in evidence-based, best practice throughout 2021 and 2022. The initial phase involved the up-skilling of the lead teachers and 'drip feeding' staff via the modelling of talk moves, number talks, professional readings, rich tasks and the unpacking of the new K-2 Mathematics syllabus. The team continually reflected and evaluated their own lessons in conjunction with the support and guidance of the NSW Mathematics team to improve and refine their own practice ready for strategic and systematic filtering into classrooms in 2022.

In 2022, the leadership team and lead PMSTs will provide staff with targeted professional learning around: feedback, learning intentions and success criteria, talk moves and number talks. The development of K-2 English and Mathematics syllabus teams will be formed to begin the unpacking and delivery of the new syllabi ready for implementation in 2023. This will also involve the development of scope and sequences for the new mandatory documents. Further refinement needs to occur to embed the observation processes of peers and expert others in their field in the future. Continuation of the school's involvement in the CESE LEED Project will assist with the implementation and analysis of data from structured observation, document analysis and student focus groups to enhance explicit teaching and direct professional learning focuses. The timetabling of modelling and observations would also assist in providing a structured approach to feedback around effective practice and explicit teaching.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p><i>Assessment against the SEF reflects an upward trend from Delivering towards Sustaining and Growing in the following SEF elements by the end of 2021:</i></p> <p>Effective Classroom Practice:</p> <p><i>Explicit teaching and Feedback</i></p> <p>Educational Leadership:</p> <p><i>Instructional leadership</i></p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Effective Classroom Practice in the themes of Explicit Teaching and Feedback. • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Educational leadership in the theme of Instructional Leadership.
<p>Assessment against the High Impact Professional Learning School Assessment tool (HIPL) reflects an upward trend towards Sustaining and Growing by the end of 2021 across the elements of:</p> <p>Professional Learning is driven by identified student needs</p> <p>Collaborative and applied professional learning strengthens teaching practice</p>	<ul style="list-style-type: none"> • Self -assessment against the High Impact Professional Learning School Assessment tool (HIPL) reflects the upward trend by the school to achieving Sustaining and Growing for the element of 'Professional Learning is driven by identified student needs'. • The element of 'Collaborative and applied professional learning strengthens teaching practice' also shows a significant upward trend from Delivering to Sustaining and Growing, with the biggest shift in the theme of 'collaboration to address identified areas for development related to limited student progress'.

Strategic Direction 3: Wellbeing and Attendance

Purpose

In order to improve student outcomes, a strategic and planned approach to develop whole school wellbeing processes that support all students to connect, succeed, thrive and learn will be implemented. Student learning potential will be maximised and improved every year through the development and achievement of individual goals based on self-regulation, behaviour, wellbeing and attendance.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Attendance
- Learning Support

Resources allocated to this strategic direction

Aboriginal background: \$22,500.00
Socio-economic background: \$30,000.00
Per capita: \$15,000.00

Summary of progress

Our focus in 2021 was on strong and sustainable systems and practices with a focus on wellbeing initiatives, increasing student attendance and learning support (LST).

There was a strong focus on embedding whole school processes and systems to ensure the wellbeing and attendance of students through a positive, caring and supportive process. This involved increasing the attendance percentage of students attending at 90% or above. To support students positive outcomes and maximum learning opportunities, a review of processes for collecting, following up and analysing attendance was completed. Teacher follow up of unexplained absences increased, a team approach with teachers, parents, LST and the Attendance Support Officer proofed effective in providing families with support for increased attendance. A trial of the SMS attendance messaging for parent engagement was also undertaken, however, the impact of this was not significant in improving attendance. Unfortunately, the impact of COVID-19 has led to a slight decrease in attendance, however there has been an increase in the percentage of students reporting high expectations of success, advocacy and sense of belonging at school.

Teachers continue to use the Positive Behaviour for Learning school developed values and expectations and the systems are constantly reflected upon to ensure there is continuity of care and positive reinforcement during at school and learning from home periods. During 2021, whole school systems that supported the wellbeing of both staff and students were implemented to complement the Visible Wellbeing Initiative that commenced in 2020. The staff completed Smiling Minds facilitator training and utilised the daily practice and lessons across classrooms K-6. 'Bucket filling' and 'Strength Spotting' cards were developed and introduced to all staff to enhance and foster difference and diversity. The implementation of the 'See, Hear, Feel' module supported the development of a common language and the SEARCH framework, whilst promoting student/teacher and teacher/teacher relationships, a sense of belonging and connectedness. Strengths based language is evident in semester reporting to parents, with students beginning to identify areas for their own development of their character strengths. While the positive impact is not reflected against our annual progress measure, the use of Visible Wellbeing language and strategies has significantly increased. This was particularly evident during the learning from home period and during the return to school in Term 4, 2021.

The LST focus was to refine and embed Learning Support Team systems and processes to ensure practices were providing systematic, efficient and effective support to students and enhancing the engagement of external providers within the school. LST referrals were updated to reflect the need for rigorous data collection prior to referring to ensure all factors to be considered when providing support to students was based on individual needs and NCCD guidelines. Training in NDIS processes in school and the development of school guidelines to reflect the requirements of WHS and Engagement Agreement for External Providers occurred with the LST team and information was communicated to our community. Thirty two therapists completed the updated induction process in Semester 1 2021, and all feedback was positive, resulting in full compliance with paperwork and screening authorisation. There was no Semester 2 feedback collected for 2021 as therapists were not working on site due to COVID Guidelines.

Next year, the focus will be on further refinement and developing succinct and systematic processes and guidelines for teachers, parents and students for the purpose of analysing and improving attendance data, in conjunction with professional learning for staff on the importance of their role in supporting positive student attendance. Engaging the

community with the development of incentives that promote increased attendance above 90% will also be an area of focus.

Staff will complete the Visible Wellbeing training in 2022 and the school implementation team will focus on overlaying Visible Wellbeing with our school PBL core values and expectations to ensure an interwoven model for wellbeing is embedded in whole school practice.

Next year, Assistant Principals need to revisit LST referrals as part of Stage Meetings, to ensure that all teachers understand the importance of data collection about student achievement and behaviour; and teachers regularly document discussions with parents about academic, social and behaviour concerns to ensure all aspects of support are accessed and inclusive.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Positive wellbeing Internal and external data indicates an upward trend towards the wellbeing lower bound target.	<ul style="list-style-type: none">• Students reporting positive wellbeing outcomes has decreased by 8.07% from the 2020 baseline across the positive wellbeing measures.
Attendance Internal and external data indicates an upward trend towards the attendance lower bound target.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 1.48% from the baseline.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$250,007.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Singleton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of trauma informed practices, behaviour strategies and learning experiences to provide continued support for sensory regulation <p>The allocation of this funding has resulted in: increased individual support for students with additional needs. The support has targeted the individual Literacy, Numeracy, behaviour and social goals for students resulting in demonstrated progress towards achievement of their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs, through consultation with parents, carers and external agencies to support continued progress, ensuring eligible students received personalised learning and support within their own classrooms and across school activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued review and adjustment in response to student PLSPs reviews, emerging student need and achievement of goals, to ensure funding is used to specifically address each student's additional support needs.</p>
<p>Socio-economic background</p> <p>\$191,650.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Singleton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning • High Expectations, Explicit Teaching and Feedback • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Explicit Instruction (consultant and partner school networking) and Primary Specialist Maths Teacher Initiative to support student learning • engage with external providers to support student engagement and retention • additional staffing to implement targeted literacy and numeracy 1:1 and small group programs focused on specific areas to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: NAPLAN Reading and Numeracy Premier's Priority Top Two Bands targets being achieved in 2021. A strong collaborative approach to supporting</p>

<p>Socio-economic background</p> <p>\$191,650.70</p>	<p>teachers with differentiation and individualised approaches to student learning is evident and has provided a foundation for future development of both staff and student achievement. High expectations and explicit teaching have developed through the collaboration of staff in Professional learning, professional dialogue and data analysis informing teacher practice. Whole school wellbeing is being supported and enhanced through the Smiling Mind program, Visible Wellbeing and school PBL, with all teachers involved in Professional learning for best practice and implementation of the program/s within their classroom to create and sustain a cohesive classroom environment and growth mindset school culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy mentor approach through the APC&I role and identified 'expert' staff to support our trajectory towards maintaining and achieving targets. supporting the continuation of the Visible Wellbeing approach to build strengths and growth mindset across the whole school setting.</p>
<p>Aboriginal background</p> <p>\$63,667.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Singleton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students focused on literacy and numeracy outcomes • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support cultural awareness, sense of belonging and sharing of culture <p>The allocation of this funding has resulted in: targeted literacy and numeracy support for students aligned with their personalised learning goals and focus areas in both small groups and 1:1 support resulting in an improvement of student achievement in NAPLAN and literacy and numeracy outcomes. community engagement and celebration of the achievement of students in Art, through the digital artshow (due to COVID guidelines) and the inclusion of students artwork as the illustrations for a children's story book, published by Singleton Square. a supported team approach with school and DoE staff for improving attendance, in particular during the transition back to school after Learning from Home.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued analysis of literacy and numeracy data to determine the focus and areas for individual and small group student support. continued enhancement of the connections within our community to further build and enhance partnerships, increased cultural identity (in particular with Stage 3 students) and sharing of culture across the whole school community.</p>
<p>English language proficiency</p> <p>\$13,418.92</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Singleton Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$13,418.92</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$169,955.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Singleton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$5,753.69</p>	<p>The location funding allocation is provided to Singleton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations, Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: students having access to additional technology to support teaching and learning, through explicit Instruction and high quality lessons.</p>

<p>Location</p> <p>\$5,753.69</p>	<p>After evaluation, the next steps to support our students with this funding will be: to continue to allocate this funding to provide access for students to technology to support their learning and achievement, additional support for student access to excursions and incursions.</p>
<p>Literacy and numeracy</p> <p>\$12,073.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Singleton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in Primary Maths Specialist Teacher Initiative (PMSTI) <p>The allocation of this funding has resulted in: the upskilling of the PMSTI team and implementation of evidence based practices in numeracy and all classes being supplied with maths trolleys and updated resources. Decodable texts and additional home readers for Stage 2 have been provided to support literacy teaching and outcomes for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to purchase more decodable texts for K-2 to support the implementation of the new K-2 English Syllabus and to provide PL for all staff around the explicit teaching of Phonemic Awareness and Phonics via observations and networking with other schools to share and support best practice.</p>
<p>QTSS release</p> <p>\$86,218.74</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Singleton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. An increased number of teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue supporting staff through collaboration, mentoring and specialist PMST to lead improvement in numeracy and embed current best practice across K-6.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Singleton Public School who may be at risk of not meeting minimum</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$198,632.94</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	247	241	221	219
Girls	219	215	209	183

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	93.6	95.3	93.2
1	93.2	92.8	94.6	94.4
2	92.1	93.4	94.3	92.8
3	92.5	90.8	93.8	92.3
4	92.5	92	92.5	92.6
5	92.4	91.9	92.8	89.8
6	92.5	92.8	93.2	90.3
All Years	92.8	92.4	93.7	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	5
Classroom Teacher(s)	15.27
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.42
Other Positions	1

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	795,481
Revenue	5,061,777
Appropriation	4,888,204
Sale of Goods and Services	5,699
Grants and contributions	167,724
Investment income	150
Expenses	-5,430,233
Employee related	-4,811,576
Operating expenses	-618,657
Surplus / deficit for the year	-368,456
Closing Balance	427,025

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.

	2021 SBAR Adjustments (\$)
Targeted Total	239,316
Equity Total	438,693
Equity - Aboriginal	63,668
Equity - Socio-economic	191,651
Equity - Language	13,419
Equity - Disability	169,955
Base Total	3,211,821
Base - Per Capita	108,970
Base - Location	5,754
Base - Other	3,097,097
Other Total	642,587
Grand Total	4,532,416

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.

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.

The NAPLAN Reading and Numeracy Premier's Priority Top Two Bands were achieved in 2021. The average NAPLAN score for writing in Year 3 is above the NSW average; reading is on par; and numeracy slightly below NSW averages but well above SSSG schools. Year 5 reading results were below state but above SSSG and writing was on par with the NSW average, with a continuation of the upward trend in this area. Year 5 numeracy results are continuing a strong upward trend towards the state average and continue to be above SSSG scores. Across all literacy areas results are on par or above state average NAPLAN student growth and expected growth.

Parent/caregiver, student, teacher satisfaction

Parent, student and teacher satisfaction was reported through the 'Tell Them From Me' surveys throughout 2021.

Parents and/or carers were invited to complete the 'Parents in Learning: Parent Survey Report' to gather perspectives across 8 separate measures. The parent scores are equal to or above the NSW Government Norm across 3 of the 8 measures. The parent scores were below the NSW Government Norm across 2 of the 8 measures and not ranked against the norm for 3. COVID-19 impacted upon the parents' ability to engage with their children's learning on site. This is reflected in the TTFM survey responses, with a downward trend from 2020 in the measures of Parents feel welcome; Parents are informed and School supports positive behaviour. Trend data shows an increase from 2020 in the the measures of Parents support learning at home and School supports learning.

Students were surveyed through 'Tell Them From Me' twice during 2021 with the 'Student Outcomes and School Climate' survey. The results varied in comparison to the NSW Government norm across the measures. Students with positive behaviour at school, values school outcomes, effort and students with positive relationships were both close to or above the NSW Government norm in survey one. Drivers of Student Outcomes all had a positive increase during the first survey however results fluctuated in the second survey after students had experienced an extended learning from home period. There were significantly less students at the school reporting a positive sense of belonging, interest and motivation and effort compared to the NSW Government norm during the second series of surveys. Variations were also observed between girls and boys, with girls being more likely to demonstrate positive behaviour at school as well as being more interested and motivated in their learning, and valuing schooling outcomes. Positive behaviour is comparable in the second survey between boys and girls and the state norm.

Teachers were surveyed through 'Tell Them From Me' with the 'Focus on Learning' Teacher Survey. The survey is grouped across the Drivers of Student Learning and the Dimensions of Classroom and School Practices. Results indicated a positive increase in all areas from 2020 to 2021. Teaching strategies, collaboration, leadership and parent involvement were above the NSW Government norm. Data informed practice , overcoming obstacles in learning and technology all showed positive improvements and upward trends towards the NSW government norm.

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.