

# 2021 Annual Report

## Singleton Heights Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Singleton Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## School vision

### ***Positive Relationships, High Expectations, Authentic Learning***

Students have positive and respectful relationships with each other, their teachers and the community. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. The school's curriculum provision is enhanced by authentic cross-curriculum priorities and learning alliances with other schools in the community.

## School context

Built on the land of the Wonnarua people, our school draws students from families living in the Singleton Heights region in the beautiful Hunter Valley. There are strong links with the mining and rural industries as well as local services. A Defence Transition Mentor supports families connected to the Singleton Army Barracks. 510 students are enrolled for 2021, with approximately 80 students recognising and celebrating their Aboriginal or Torres Strait Islander heritage. The school also has a regional behaviour support class on site. All students strive for success, with quality, evidence-based teaching and learning practices visible in every classroom. The school has a professional, dedicated and supportive teaching staff, who are committed to leading our students to thrive. Collaborative practices contribute to a positive learning environment, where educational research, reflective practices and professional dialogue are highly valued within the school. In the most recent NAPLAN Assessment, the school's average growth score for Year 5 was above state average in Reading and Numeracy. Due to the postponement of NAPLAN in 2020, School based assessment in Reading showed 20% in top 3 bands (54 students) across 3-6 in Term 4, with only 15% in bottom 3 bands (12 students), across a nine-band spread. School based assessment in numeracy showed 5% in top 3 bands (14 students) across 3-6 and 14% in bottom 3 bands (39 students) across a nine-band spread.

The school is situated in expansive grounds, allowing students to be physically active in a welcoming environment. The school band is highly regarded within the community and students also enjoy opportunities to engage in creative arts. The school has an active P&C that encourages and values new and existing membership to contribute positively to the school culture. The school leadership team has strong links to the Kunnarr Ngarrama AECG and the Singleton Learning Community of public schools.

## 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 Strategic Improvement Plan and annual report. Every four 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 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To have a relentless focus on increasing the number of students achieving at or above expected growth in English and Mathematics through instructional leadership and individualised support that builds on explicit teaching practices and the analysis of data.

### 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.

- Agile Leadership
- Effective Classroom Practice
- Individual Learning Needs

### Resources allocated to this strategic direction

**Socio-economic background:** \$67,910.20

**Professional learning:** \$13,200.00

**Literacy and numeracy:** \$21,747.00

**English language proficiency:** \$4,000.00

**Low level adjustment for disability:** \$95,000.00

### Summary of progress

**Agile Leadership** - All executive staff undertook PL in Agile Leadership, completing the tutorials. Executive meetings and strategic school planning processes utilised the Implementation tools and canvasses.

**Instructional Leader time** - An effective program that was impacted by COVID. Teachers found this time valuable with student outcomes being a focus; the dialogue, modeling of good practice, guidance for focus student groups, analysing and using data to guide Instructional Leader with Professional Learning around using data and PLAN 2.

**Effective Classroom Practice** - The Instructional Leader model focused on teacher capacity building in data skills and use, and in the practice of explicit teaching in small group situations in literacy and numeracy. Assessment practices involved collaborative teacher judgement sessions and deep analysis of summative assessment tasks.

**Individual Learning Needs** - Learning and Support teacher and COVID Intensive Learning Support Program support was focused on students in Tier 3 data level for reading. K-2 Intervention was focused on Year 1 small group tuition. All students are tracked through a triangulated data approach with reading levels and phonics and comprehension assessment.

Teacher Professional Learning was centred around online PL in relation to Data skills and use, effective reading instruction and Additive Strategies in numeracy.

### 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
Increase the proportion of students achieving in the Top 2 NAPLAN Numeracy Bands by 6% from the baseline.	The school is steadily progressing towards the desired improvement measures, and has a sustained focus on the middle years, Year 3 to Year 5, to continue to drive improved pedagogy, to reflect student improvement.
Increase the proportion of students achieving in the Top 2 NAPLAN Reading Bands by 4% from the baseline.	The school was successful in achieving the reading progress measure for 2021 with the actual top 3 bands (Aboriginal students).
Increase the proportion of Aboriginal	The school was successful in achieving the numeracy progress measure for 2021 with the actual top 3 bands (Aboriginal students).

<p>students achieving in the Top 3 NAPLAN Numeracy Bands by 5.5%.</p> <p>Increase the proportion of Aboriginal students achieving in the Top 3 NAPLAN Reading Bands by 6.5%.</p>	
<p>Increase the percentage of students achieving expected growth in NAPLAN reading by 4.5% from system negotiated baseline</p> <p>Increase percentage of students achieving expected growth in NAPLAN numeracy by 4.5% above system negotiated baseline.</p>	<p>Reading Growth Actual: 5.3% above the baseline</p> <p>Numeracy Growth Actual: 0.9% below the baseline improvement measure.</p>
<p>Data Skills and Use maintaining a level of sustaining and growing</p>	<p>Based on External Validation in May and school staff SEF SaS in November, the school continues to maintain a level of Sustaining and Growing in Data Skills and Use.</p>
<p>Progressively increase the percentage of students in the top 3 bands of PAT Reading:</p> <p>Progressively increase the percentage of students in the top 3 bands of PAT Maths:</p>	<p>Reading</p> <p>Over a twelve month period of progressive achievement testing, there is a positive shift from Year 3 to Year 6 from the bottom three bands into the middle three bands. Progression in to the top three bands is an area of further focus, based on 2021 results, as students seem to find the progression of the more difficult assessment harder to score highly in Semester 2.</p> <p>Maths</p> <p>Over a twelve month period of progressive achievement testing, there is a positive shift from Year 3 to Year 6 from the bottom three bands into the middle three bands. Progression in to the top three bands is an area of further focus, based on 2021 results, as students seem to find the progression of the more difficult assessment harder to score highly in Semester 2.</p>

## Strategic Direction 2: Thrive - Wellbeing

### Purpose

To support students to thrive, with a school-wide planned approach to wellbeing that encompasses quality learning environments, a climate of care and responsibility and well-planned teaching that identifies student need in order to fulfil their potential.

### 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.

- Cohesive Wellbeing Framework
- Belonging

### Resources allocated to this strategic direction

**Socio-economic background:** \$8,900.00

### Summary of progress

Focus areas for the school's wellbeing initiatives, such as Smiling Minds and Visible Wellbeing are being incorporated into the PDHPE scope and sequence.

Visible Wellbeing - Professional Learning in Emotional Management, Attention and Awareness, and Habits and Goals, for whole staff. Implementation Team meetings conducted online. Sharing of good practices were postponed due to COVID.

Sense of Belonging - Through feedback from the Student Representative Council, the school allocated a budget component, utilising RAM funding, to provide wellbeing and health initiatives.

Attendance - data regularly reviewed with HSLO and AP Wellbeing. Students are targeted, monitored, parents involved in planning and support provided by relevant staff at school.

### 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
2021 - 75% of students attending 90% or more	63.9% as of the 8.12.21 (State is at 65.8%) (SSSG is at 61.9%) (Network is 63.9%)  The school's attendance rate for 90% or more has increased over the past two years: 2019 - 59.3%, 2020- 61.5%
Positive Sense of Belonging 77%  Advocacy at School - 96%  Expectations for Success - 96%  Positive Relationships - 88%	<b>Positive Sense of Belonging</b>  There is a significant decrease from Year 4 to 6, where students indicate a positive sense of belonging at school.  <b>Advocacy at School</b>  There is a stronger sense of advocacy in the lower grades, compared to upper primary.  <b>Expectations for Success</b>  There is a stronger expectation for success within the earlier years, compared to upper primary.  <b>Positive Relationships</b>

<p>Positive Sense of Belonging 77%</p> <p>Advocacy at School - 96%</p> <p>Expectations for Success - 96%</p> <p>Positive Relationships - 88%</p>	<p>There is a high percentage of Stage 2 students who identify as having positive relationships within the school community.</p> <p>Trend in all areas for the percentages to fall from Year 4 to Year 6.</p>
<p>Maintaining and/or upward trending in PBL Triangle data each year</p> <p>Continuing to reduce suspension rates in the year</p> <p>Continuing to reduce suspension rates of Aboriginal students</p>	<p>There was a decrease in long suspensions, in 2021, and a decrease in long suspensions over the past two years.</p> <p>Aboriginal suspension rates increased in 2021 from the previous year and the school is developing proactive connections with community to support individual students, including individual mentoring.</p>
<p>Maintaining and/or upward trending in SEF-SaS results from teacher surveys</p>	<p>All areas of SEF have been maintained based on External Validation and SEFSaS with staff late in 2021.</p>
<p>Develop stage PDHPE scope and sequences for Early Stage 1 through to Stage 3 incorporating Smiling minds and Visible Wellbeing</p>	<p>Scope and Sequences were completed at end of Term 4 2021 ready for implementation and further adjustments in 2022.</p>



### Strategic Direction 3: Strive - High Expectations

#### Purpose

To create a culture of shared responsibility where leadership is evidenced at every level of the school environment. Teachers, parents, students and the community strive to embed a culture of high expectations.

#### 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.

- Staff Aspirations
- Student Aspirations
- Community Aspirations

#### Resources allocated to this strategic direction

**Socio-economic background:** \$53,479.41

**Aboriginal background:** \$76,521.07

#### Summary of progress

Student Representative Council - new model established with each student designated roles .

Goal setting was established with goals sent home at the beginning of term three. This was interrupted by COVID.

After external validation, we changed focus from PL around differentiation and feedback to align with our whole school focus on Reading. Effective assessment for reading became the focus.

Community connection impacted by COVID.

The employment of a community liaison officer to connect with families, including Aboriginal families.

Working collaboratively with the AECG to refine PLP procedures.

Employment of an SLSO to support Aboriginal education initiatives.

#### 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
Maintaining and/or upward trending in SEF SaS results from staff	All areas of SEF have been maintained based on External Validation and SEFSaS with staff late in 2021.
Maintaining and/or upward trending in HITS strategies and WWB strategies as referenced in teacher surveys	Due to COVID at home learning and restrictions for teachers in 2021, this survey was postponed, given that results would be affected by the changes to our classrooms and PL in 2021.
Maintaining and/or upward trending in Community Partnerships matrixes referenced in parent feedback consultation meetings	Due to COVID restrictions, the School Community Consultation committee were unable to meet and determine results for this improvement measure.
73% of students in Year 4 to 6 who are interested and motivated in school.	Year 4 - 82% Year 5 - 61% Year 6 - 40% Average - 63%

<p>TTFM Staff Surveys - Leadership - 7.1</p> <p>Collaboration 7.6</p>	<p><b>Leadership: 7.7/10 (State 7.1)</b></p> <p>Most popular - School leaders have supported me during stressful times. 8.7</p> <p><b>Collaboration: 7.7 (State 7.8)</b></p> <p>Most popular - I discuss learning problems of particular students with other teachers. 8.4</p> <p>I discuss my learning goals with other teachers. 8.3</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$308,739.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Singleton Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional SLSOs employed to assist students with additional learning needs, particularly in Kindergarten as the need for early intervention has increased.</li> <li>• staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments.</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Individualised student support from trained support staff, including the planning and delivery of individual education plans, to further enhance educational outcomes for students with disabilities, and those requiring significant support to successfully access appropriate outcomes of learning. Review meetings are conducted with parents and appropriate staff each semester, to gauge success and support further holistic development of the funded students' educational goals and outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Ensure that LST processes are supporting the students/classes/teachers with the highest need. Rigorous processes exist to strategically place this support staff at the point of most need and we want to continue this momentum.</p>
<p>Socio-economic background</p> <p>\$587,471.62</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Singleton Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Agile Leadership</li> <li>• Staff Aspirations</li> <li>• Community Aspirations</li> <li>• Cohesive Wellbeing Framework</li> <li>• Belonging</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Reading Enrichment and to support identified students with additional needs</li> <li>• professional development of staff through Literacy and Numeracy hub to support student learning</li> <li>• employment of additional staff to support Instructional Leadership initiative implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul>

<p>Socio-economic background</p> <p>\$587,471.62</p>	<ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• Funding provided for the employment of additional classroom teachers above entitlement, to support smaller class sizes, as identified through teacher surveys.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Support for students, with resources and staff allocated to provide explicit need. Employment of staff to closely connect parents and community. Allocation of extra RFF time for teachers to plan and assess collaboratively and explicitly, which has supported teachers to evaluate teaching and learning programs. The school provides a positive sense of belonging and the provision of new furniture and new technology resources brings about a positive learning environment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing to plan, implement and evaluate activities and processes that clearly drive the provision of quality teaching and learning and successful learning outcomes for students. This funding covers a lot of areas of school improvement, including community connections, wellbeing as well as academic success. With the provision of executive level instructional leadership, high impact professional learning will be delivered across the school, targeted support processes will ensure all students have quality intervention in line with the School Excellence Framework.</p>
<p>Aboriginal background</p> <p>\$95,021.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Singleton Heights 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Aspirations</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of an SLSO to support individual students at point of need based on referral to LST.</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal students receiving the right support through the right connections and aligning resources to support students and families to achieve better educational outcomes at school. Strategic community support and the provision of staffing to know, value and care for all Aboriginal students in the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Utilising and connecting with outside agencies to bring in the provision of programs such as Brospeak, Sistaspeak, Cultural connectors to further support our students at school. Realigning the PLP process for families to become deeply involved in the process.</p>
<p>English language proficiency</p> <p>\$13,998.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Singleton Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>English language proficiency</p> <p>\$13,998.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Individual Learning Needs</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Close support for students in K-2 with EALD backgrounds to build on their capacity to successfully move through the beginning and emerging phase of the EALD levels and gain independence in English language use across the curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Coordinate a similar program in 2022. Mentor new staff in this process to ensure its sustainability in the future.</p>
<p>Low level adjustment for disability</p> <p>\$270,660.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Singleton Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Individual Learning Needs</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student success for Tier 3 identified students in reading outcomes. Rigorous assessment processes and data analysis</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further professional learning in explicit teaching, differentiation, data skills and use to hone in on the practicalities in the classroom from small group support and intervention.</p>
<p>Location</p> <p>\$7,744.00</p>	<p>The location funding allocation is provided to Singleton Heights Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p>

<p>Location</p> <p>\$7,744.00</p>	<ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students having access to excursions, incursions and resources that they may not have had the opportunity to do without being offered this assistance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide support for families who may need assistance to access these enhanced curriculum experiences for their children.</p>
<p>Professional learning</p> <p>\$40,153.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Singleton Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Agile Leadership</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leader model for APs to support classroom teachers with teaching sprint focuses around teaching reading and Additive Strategies.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A model of support for teachers at all levels of experience and expertise, to be consistent across all classrooms in the approaches we use to monitor student learning and provide quality instruction.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The APCI roles will now enhance the ability of an AP to access the opportunity to support classroom teachers in the identified teaching sprint areas.</p>
<p>School support allocation (principal support)</p> <p>\$27,356.64</p>	<p>School support allocation funding is provided to support the principal at Singleton Heights Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• A Business Manager has been employed to support administration, particularly in areas of Asset Management, WHS and SASS staff coordination.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Professional learning for SASS staff, and the provision of close support for SLSOs. Health and Safety compliance, asset management burdens have been supported by the Business Manager being able to be employed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Follow with the same model, evaluating the role each term/semester.</p>
<p>Literacy and numeracy</p> <p>\$21,747.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Singleton Heights Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$21,747.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A model of support for teachers at all levels of experience and expertise, to be consistent across all classrooms in the approaches we use to monitor student learning and provide quality instruction.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The APCI roles will now enhance the ability of an AP to access the opportunity to support classroom teachers in the identified areas for professional learning.</p>
<p>QTSS release</p> <p>\$96,870.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Singleton Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Provision of support for all teachers to have time to explicitly assess and monitor student academic performance and analyse data to enhance lesson planning and future classroom directions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The APCI roles will now enhance the ability of an AP to access the opportunity to support classroom teachers to further analyse data and provide quality assessment.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Singleton Heights Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p><b>The allocation of this funding has resulted in:</b> Enhanced small group instruction in every classroom at point of need. Close monitoring of student learning allows for short, sharp shifts in learning, leading to embed practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide this model of support, with clear focuses related to point of need in each stage.</p>
<p>COVID ILSP</p> <p>\$304,341.07</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to monitor progress of student groups in Literacy and Numeracy progressions.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enhanced small group instruction in every classroom at point of need. Close monitoring of student learning allows for short, sharp shifts in learning, leading to longer term gains.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide this model of support, with clear focuses related to point of need in each stage</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	278	272	236	243
Girls	297	276	271	273

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	92.8	91.3	92.7
1	92.1	92.8	91.8	91.1
2	93.4	92.4	91.1	92.6
3	92.4	92.7	92.1	92.5
4	92.1	91.3	92.2	90.8
5	91.7	91.5	88.6	90.4
6	91.4	90.5	90	88
All Years	92.4	92	91.1	91.2
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

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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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.59
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.96

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	336,844
<b>Revenue</b>	6,510,797
Appropriation	6,244,075
Sale of Goods and Services	2,490
Grants and contributions	257,970
Investment income	146
Other revenue	6,116
<b>Expenses</b>	-6,264,028
Employee related	-5,586,623
Operating expenses	-677,406
<b>Surplus / deficit for the year</b>	246,769
<b>Closing Balance</b>	583,613

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	243,578
<b>Equity Total</b>	967,150
Equity - Aboriginal	95,021
Equity - Socio-economic	587,472
Equity - Language	13,998
Equity - Disability	270,660
<b>Base Total</b>	3,957,370
Base - Per Capita	126,468
Base - Location	7,744
Base - Other	3,823,158
<b>Other Total</b>	510,418
<b>Grand Total</b>	5,678,516

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, for the Semester 2 student surveys, the school saw a significant decrease in students who indicated they had a positive sense of belonging. The Year 4 to 6 average was only 66% (Y4 - 78%, Y5 - 64%, Y6 - 53%). Girls were 58% and Boys were 77%. Year 6 requires some thoughtful planning about how to create a positive belonging environment. Re-establish lunchtime sport activity, PSSA, positive playground, Year 6 buddies, all rights of passage in Year 6 that have been missed.

63% of students indicated they are interested and motivated at school (Y4 - 82%, Y5 - 61%, Y6 - 40%). Again a significant difference between Y4 and Y6, in terms of interest and motivation. The goal will be to increase the Y4 and Y5 results next year. See above for strategies to support Year 6 in increasing motivation. Social media issues to be addressed.

Teacher survey from the What Works best toolkit indicated that Explicit Teaching, Effective Feedback and use of data to inform practice were areas identified for capacity building and professional growth.

Parent surveys indicated several areas of further feedback for the school - areas to work with: Parent Activities are scheduled at times when I can attend. Better communication around executive roles and principal role, Teacher/Parent communication procedures are consistent. Social and Emotional Development of children need to be better communicated to parents. Parents being informed more often about school based assessment results.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.