

2022 Annual Report

Singleton Public School



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Introduction

The Annual Report for 2022 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 three Multi-Categorical support classes with a total enrolment of 377 students, as of Term 1 2022, 13% 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	2022 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	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

Low level adjustment for disability: \$114,921.00

Aboriginal background: \$15,000.00

English language proficiency: \$10,600.00

Summary of progress

The strong focus on Data Driven Practices and Personalised Learning continued throughout 2022 with:

- * Leadership teams, LST, Intervention teams and support staff worked collaboratively to continue to build the capacity of all teachers to adapt their practice through the analysis and utilisation of consistent data sources across grade and stage groups. Comparisons of student progress from a collection of data sources is reflective of this collaboration and is becoming embedded as an integral component of whole school approaches to literacy and numeracy programs.
- * The Assistant Principal Curriculum and Instruction focused on high impact professional learning for all staff in data literacy, data analysis and use, to inform effective teaching and regain the traction from prior pandemic impacts, as well as enhance the skills of new staff and early career teachers. This has provided staff with effective tools to inform the 'where to next' for students and an identified and responsive personalised approach to learning.
- * Teachers engaged with the APC&I and mentor teachers in an 'instructional leadership' sense to work shoulder-shoulder in modelling, delivering and reflecting on practice to improve student outcomes. This has shown that a greater number of teachers are using data to evaluate individual learning programs to inform or adapt goals for student learning, to ensure all students are challenged and successful.
- * COVID ILST and LaST intervention focused on targeted small group support and teaching for students in Literacy and Numeracy. 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. Unfortunately the impact of COVID in Semester 1 and the requirement to backfill and utilise staff in other areas meant the COVID ILST program was heavily impacted during the year.

In 2023, staff will continue to be supported to engage effectively and efficiently with data sources (internal and external) to:

- * Extrapolate a sound understanding of student attainment and achievement to ensure quality targeted and differentiated teaching and learning programs.
- * Assist students in knowing and understanding their learning goals.

Furthermore, the regular timetabling of collaboration days and tightened data collection in line with the new 2023 Assessment schedule for K-6 will provide staff with structured opportunities to analyse data to inform the explicit teaching of the key elements and focus areas. Further support will also be given to develop and embed the use of feedback and for students to be able to articulate their own personalised goals in literacy and 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 two NAPLAN Reading bands from the baseline by 7.9% (lower-bound target)	2022 NAPLAN data indicates 27.38% of students are in the top two skill bands for Reading indicating the school did not achieve the system negotiated target. However, in addition to this the school achieved <i>the lower bound target</i> in 2021 and <i>exceeded the lower bound target</i> in previous years.
Increase the proportion of students achieving in the top two NAPLAN Numeracy bands from the baseline by 7.2% (lower-bound target)	2022 NAPLAN data indicates 28.21% of students are in the top two skill bands for Numeracy indicating the school did not achieve the system negotiated target. However, in addition to this the school achieved <i>above the lower bound target</i> in 2021 and previous years.
Increase the proportion of Aboriginal students achieving in the top three bands of NAPLAN Reading by 6.6%	2022 NAPLAN data indicates 42.86% of students in the top three skill bands for Reading indicating the school exceeded the system negotiated target in 2022 and exceeded the target in 2021.
Increase the proportion of Aboriginal students achieving in the top three bands of NAPLAN Numeracy by 5.8%	2022 NAPLAN data indicates 50.00% of students in the top three skill bands for Numeracy indicating the school exceeded the system negotiated target in 2022 and exceeded the target in 2021.
Increase the % of students achieving expected growth in Reading by 3% from the baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the % of students achieving expected growth in Numeracy by 4% from the baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.



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: \$87,000.00

Professional learning: \$27,000.00

AP Curriculum & Instruction: \$60,000.00

Per capita: \$10,000.00

Summary of progress

In 2022, the leadership team, including the APC&I and lead PMSTs provided staff with targeted professional learning through modelling, collaborating and working shoulder to shoulder with staff to embed exemplary practice and demonstrate aspirational expectations of learning progress and achievement for all students and staff. High Expectations, Explicit Teaching and High Impact Professional Learning remained the focus during 2022 with:

* Collaboration, data and professional learning days for all teachers to engage in reflective dialogue, undertake targeted and specific learning on stage focus areas in reading, writing and mathematics. Staff focused on the development of their knowledge, skills and implementation of evidence-based strategies that focus on improving the quality of classroom teaching to improve student outcomes. This was impacted significantly due to casual staff shortages.

* Talk moves, number talks and explicit teaching modelling and implementation during mathematics lessons K-6. The staff committed to undertake implementation of evidence-based strategies that focus on improving the quality of classroom teaching to improve student outcomes, with a particular focus on recording the thinking of students and mathematical talk. Teachers actively engaged setting explicit professional learning priorities to best suit the needs of their class and collaboratively planned to meet them, using internal expertise as well as accessing effective practice from The NSW Mathematics Team and through sharing expertise with colleagues in collaborative learning networks.

* The development of K-2 English and Mathematics syllabus teams to unpack and prepare for the implementation of the documents in 2023. Staff worked collaboratively to develop scope and sequences, quality text resources linked to writing, and to review the units to develop an implementation plan that linked to the school assessment schedule. The school curriculum overviews and scope and sequences reflect implementation of the new curriculum for implementation next year.

* Strengthening partnerships within and across schools to share expertise, high impact professional learning, knowledge, expert teachers and innovative practice with all staff in reading warm-ups, daily writing and quality writing instruction. Teachers were enthusiastic and motivated to engage with colleagues and share and reflect on strategies to utilise in their delivery of quality teaching. There was a significant increase in the effective implementation of Reading warm-ups, Daily writing and the linking of explicit quality writing instruction linked to quality texts.

* The CESE LEED Project team undertaking professional learning around learning intentions and success criteria, the implementation and analysis of data from structured observations across K-6 classes and student focus groups to enhance explicit teaching and direct future professional learning focuses. The timetabling of modelling and structured observations provided a structured approach to feedback around effective practice and explicit teaching. Further refinement needs to occur to embed the observation processes of peers and expert others in Literacy or Numeracy in the future.

In 2023, the focus will continue to:

* Provide teachers with ongoing professional learning around around: feedback, learning intentions and success criteria.

* Implement a new model of mentoring and coaching with a model, plan, implement, review and refine approach on a 5 weekly cycle with identified teams of teachers. Teachers will be grouped according to focus areas to enhance their ability to professional dissect their implementation of quality teaching strategies.

* Explore innovative practices that have a high impact on student attainment and engagement.

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 2022:</i></p> <p>Effective Classroom Practice: <i>Feedback</i></p> <p>Professional Standards: <i>Improvement of practice</i></p> <p>Learning and Development: <i>Coaching and mentoring</i></p>	<ul style="list-style-type: none"> • Self Assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Effective Classroom Practice while the theme of <i>Feedback</i> has remained at Delivering. • Self Assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Professional Standards in the theme of <i>Improvement of Practice</i>. • Self Assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning and Development in the theme of <i>Coaching and Mentoring</i>.
<p>Assessment against the High Impact Professional Learning School Assessment tool (HIPL) reflects an upward trend towards Sustaining and Growing by the end of 2022 across the elements of:</p> <p>Professional Learning is driven by identified student needs</p> <p>Professional learning is continuous and coherent</p>	<ul style="list-style-type: none"> • Self -assessment against the High Impact Professional Learning School Assessment tool (HIPL) shows the school is achieving Sustaining and Growing for the element of 'Professional Learning is driven by identified student needs' with an upward trend across the themes towards Excelling. • The element of Professional learning is continuous and coherent also shows a significant upward shift from Delivering to Sustaining and Growing with the biggest shift in the themes of <i>'Develop expertise that is sustained over time'</i> and <i>'Establish link between professional learning and individual improvement'</i>.

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: \$22,000.00

Socio-economic background: \$45,000.00

Per capita: \$15,000.00

Summary of progress

A committed focus on Wellbeing, Learning Support and Attendance was evident in 2022 through:

* All staff undertaking the final modules of the Visible Wellbeing Professional Learning with the Singleton Learning Community and Professor Lea Waters. The VWB Showcase in Term 3 provided staff with the opportunity to participate in workshops and living experiences of our local schools VWB journey and school implementation. Staff took the opportunity to discuss effective wellbeing practices and activities occurring across the network. This collaborative sharing enriched the knowledge of our staff and provided our school with a range of new ideas to 'try and test' with students.

* 'Smiling Minds' continuing to be embedded as a whole school wellbeing and mindfulness focus with increased interaction and participation from students and staff.

* Incorporation of strengths language focus in class awards to identify and acknowledge students wellbeing and development of positive educational connection to learning. Strength based language was also added to comments in the semester reporting to parents. The use of strengths based language is increasing across all aspects of the school environment, with students beginning to identify when they 'overuse' their top strengths.

* PBL explicit teaching power points were developed to incorporate VWB elements and our strengths language focus. These were delivered to all classes on a fortnightly basis. A common language for wellbeing, behaviour and engagement is evident across all school settings.

* Staff attended guest speaker professional learning showcasing John Coote's life journey and how resilience has impacted his character. Detailed discussions between colleagues were had on how resilience can affect a child's wellbeing and the importance of establishing and maintaining strong student-teacher relationships to build a sense of belonging and student advocacy.

* Emphasis and building of a shared and collective ownership of positive teacher-student relationships with a focus on advocacy, belonging and connectedness.

* LST meetings focusing on the strategies and supports to enhance student wellbeing, social emotional skills and sensory adjustments/tools.

* Focus on staff building relationships and 'knowing their students' with students so they can identify a staff member to whom they can confidently turn for advice, assistance and support to reach their full potential at school.

* Attendance monitoring strategies in place and data reviewed regularly with attendance AP, HSLO and LST. Planned approaches and personalised attendance goals are consistently documented in SENTRAL by staff.

* Working in conjunction and collaboration with the NSW DoE Behaviour Support Team to up-skill staff in trauma informed practices, evidence based strategies to support students with complex needs and the development of Standard

Operating Procedures for the Support Unit. Positive uptake of this collaboration was evident in the increased understanding and implementation of suitable adjustments and accommodations to support and enhance positive student behavior and success at school.

The focus for 2023 will focus on the refinement and implementation of:

- * Upskilling new staff in VWB strategies and Smiling Minds initiative and expectations for all staff to implement the program on a regular basis.
- * 'Where to next' focus pinpointed through deeper termly analysis of school's wellbeing needs.
- * establishment of an Aboriginal Education Teacher to support the collaborative partnerships with students, staff, families and community and enhance the connectedness of cultural background, values and student achievement in all aspects of school.
- * PBL and VWB power points to include student voice through short vlogging by student leaders and PBL contracts will also be introduced K-6.
- * PAT social emotional wellbeing surveys to add depth to the data from TTFM surveys.
- * Explore innovative practices that have a high impact on student resilience, attainment and engagement.
- * Continued focus on embedding school-wide systems and processes that utilise internal and external resources and expertise at every level, targeted to meet the learning, engagement and wellbeing needs of all students.

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 student positive sense of wellbeing above the baseline by 2.7% (lower bound).	Tell Them From Me data shows an improvement of reported positive wellbeing trending towards the baseline, indicating a 0.6% increase in advocacy at school, 5% increase in sense of belonging and 0.1% increase in expectations of success.
Increase attendance above the baseline by 5.9% (lower bound).	The number of students attending greater than 90% of the time or more has decreased below the baseline in 2022 by 29.92%, however this figure was significantly affected by the public health orders during 2022 and related absences, particularly during Semester 1.





Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$345,992.00</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 School Learning Support Officer (SLSO) staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • consultation with external providers for the implementation of behaviour strategies and sensory regulation support and trauma informed practices <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Increased individual support for eligible students with additional needs. The support has targeted the individual Literacy, Numeracy, behaviour, wellbeing and social goals for students resulting in demonstrated progress towards achievement of their personalised learning goals. * All Personalised Learning and Support Plans (PLSPs) were regularly reviewed, updated and responsive to student learning needs, through consultation with parents, carers and external agencies to support continued progress while ensuring eligible students received personalised learning and support within their own classrooms and across school activities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To continue to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed and adjusted to continue the best model of support for students. * The use of integration funding will be adjusted throughout the year (termly basis) in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs both in the classroom and playground and across extra-curricular school activities.
<p>Socio-economic background</p> <p>\$177,183.49</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 Expectations, Explicit Teaching and Feedback • High Impact Professional Learning • Wellbeing • Learning Support • 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 Primary Mathematics Specialist Teacher Initiative to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Visible Wellbeing, Smiling Minds & PBL program implementation • resourcing to increase equitability of resources and services • professional development of staff through Explicit Instruction to support

<p>Socio-economic background</p> <p>\$177,183.49</p>	<p>student learning</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Evidence of strong collaboration between teachers with a focus on differentiation and data driven, explicit teaching to enhance student learning and results * High expectations and explicit teaching have developed through professional learning, professional dialogue and modelling of best practice * Whole school wellbeing continues to be enhanced through the Smiling Mind program, Visible Wellbeing and school PBL, with all teachers involved in Professional Learning (PL) 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 * PMST Initiative and best practice of high impact high quality mathematics lessons being embraced and teachers adopting the growth mindset approach to improve their expertise in mathematics <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Coaching and mentoring from PMSTs and APC&I in both mathematics K-6 and effective reading instruction focused on 3-6. * A new model of additional release for teachers to work intricately with APC&I on a 'model, plan, do, reflect' coaching school based initiative. * To continue to align PBL and Visible Wellbeing strengths in the whole school approach and matrix for positive learning and engagement.
<p>Aboriginal background</p> <p>\$62,000.00</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"> • Personalised Learning • Wellbeing • 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 • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • employment of additional staff to support cultural awareness, sense of belonging and sharing of culture • employment of additional staff to mentor teachers in the embedding of cultural perspectives in their classroom lessons with increased confidence and knowledge <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 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 * Increase in staff confidence noted when embedding cultural perspectives across the curriculum * Creation of a school weaving sculpture through the Resurgence program * Community engagement and celebration of cultural knowledge and perspectives during NAIDOC celebrations * The inclusion of students artwork as the illustrations for a children's story book, published by Singleton Square * Stage 3 boys producing a podcast during Bro Speak * Positive trend data from 'The Tell Them From Me' surveys in the areas of 'I feel good about my culture' (13% increase); 'Teachers understand culture' (15% increase)

<p>Aboriginal background</p> <p>\$62,000.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To continue to support our Aboriginal students in literacy and numeracy. * To continue to build the cultural competency of staff and students. * Enhanced school, home and community partnerships through cultural activities and programs. * Establishment of an Aboriginal Education Teacher position to drive and develop the initiatives that will further enhance student growth, community engagement and cultural connections and perspectives.
<p>English language proficiency</p> <p>\$10,600.00</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 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 the following impact:</p> <ul style="list-style-type: none"> * EAL/D students have demonstrated increased confidence and growth in literacy and numeracy lessons and achievements, as noted in teacher observations, work samples, student achievement and contributions to lessons. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Ongoing support for students to continue their progress and achievement along with continued focus on raising staff awareness to identify and support the language and cultural demands of the curriculum.
<p>Low level adjustment for disability</p> <p>\$165,917.52</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"> • Data Driven Practices • 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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Consistency in the approach to Learning and Support with an increase in successful interventions and strategies in place to support student learning and outcomes. * Increase in staff knowledge and use of sensory and emotional regulation activities throughout the day to support all students both in the classroom and playground.

<p>Low level adjustment for disability</p> <p>\$165,917.52</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To provide staff with training and access in Zones of Regulation to support the learning outcomes of students. * To provide further professional learning for SLSOs to confidently deliver programs and activities to support learning.
<p>Location</p> <p>\$5,600.00</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"> • Other funded activities <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 the following impact:</p> <ul style="list-style-type: none"> * Increased access to additional technology to support teaching and learning, through explicit instruction and high quality lessons. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To continue to enhance the technology resources available to students to ensure access supports learning outcomes and a future driven focus on quality teaching and student engagement.
<p>Professional learning</p> <p>\$36,500.00</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 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"> • High Expectations, Explicit Teaching and Feedback • 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"> • engaging a consultant to unpack evidence-based approaches to literacy and numeracy • employing additional staff to enable teachers to engage in collaboration, coaching and mentoring through discussion, modelling, reflection and reviewing teaching practices. • employing additional staff to support the PMST Initiative, new curriculum professional learning and develop resources to support all students • release time to engage teaching and non-teaching staff in targeted professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Incorporation of differentiated activities and high quality teaching using the Explicit Instruction model. * Implementing quality reading, writing and mathematics lessons that target identified areas of focus and student point of need. * Improving delivery of Literacy and Numeracy teaching in whole class and small group instruction. * In class support from PMST team for classroom implementation of evidence based mathematical teaching across K-6 and associated resources trialed and made available to all staff. * All classroom teachers completed Curriculum Reform modules for K-2 English and K-2 Mathematics <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To further professional learning, specifically in mathematics with all staff completing Big Ideas to Start Strong. * Continuing to provide coaching and mentoring opportunities as this has the

Professional learning \$36,500.00	greatest impact on student learning outcomes through the increased expertise, knowledge and quality teaching delivered by teachers. * Refining the model of collaboration, coaching and mentoring to embed the cycle of continuous growth and development for all staff.
QTSS release \$81,134.23	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Singleton Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives The allocation of this funding has resulted in the following impact: <ul style="list-style-type: none"> * Continued reflection of and enhanced staff confidence in their teaching practice * Increase in teachers using learning intentions and success criteria * A stronger focus on effective and consistent formative assessment After evaluation, the next steps to support our students will be: <ul style="list-style-type: none"> * To continue to support teachers to embed evidence-based, high impact teaching strategies within their classroom practice. * To continue to utilise specialist roles PMSTs in coaching and mentoring staff on the current best practice for teaching mathematics K-6.
COVID ILSP \$158,906.00	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 2022. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <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/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy with a focus on comprehension, inference, author intent and number. • leading/providing professional learning for COVID educators The allocation of this funding has resulted in the following impact: <ul style="list-style-type: none"> * The majority of the students in the program are achieving significant progress towards their personal learning goals. After evaluation, the next steps to support our students will be: <ul style="list-style-type: none"> * To continue the implementation of literacy and numeracy small group tuition through 2023 using data sources to identify specific student need. * Regular monitoring of students as they transition back into classrooms at the end of the COVID ILSP group sessions. * Providing additional in-class support for some students to continue to meet their personal learning goals.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	241	221	219	214
Girls	215	209	183	181

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	95.3	93.2	89.0
1	92.8	94.6	94.4	88.9
2	93.4	94.3	92.8	90.0
3	90.8	93.8	92.3	88.0
4	92.0	92.5	92.6	84.6
5	91.9	92.8	89.8	87.5
6	92.8	93.2	90.3	84.4
All Years	92.4	93.7	92.1	87.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	7
Classroom Teacher(s)	15.33
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.42
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	322,663
Revenue	5,869,333
Appropriation	5,696,541
Sale of Goods and Services	5,585
Grants and contributions	165,754
Investment income	1,341
Other revenue	112
Expenses	-5,651,912
Employee related	-4,915,470
Operating expenses	-736,442
Surplus / deficit for the year	217,421
Closing Balance	540,084

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.

	2022 SBAR Adjustments (\$)
Targeted Total	345,992
Equity Total	421,861
Equity - Aboriginal	62,064
Equity - Socio-economic	183,276
Equity - Language	10,603
Equity - Disability	165,918
Base Total	3,512,648
Base - Per Capita	104,620
Base - Location	5,688
Base - Other	3,402,341
Other Total	827,570
Grand Total	5,108,071

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.



Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school. Parent, Student and Teacher satisfaction was reported through the 'Tell Them From Me' surveys during 2022.

Parents and carers were invited to complete the 'Parents in Learning: Parent Survey Report' to gather perspectives across 8 separate measures. The results showed an increased positive trend in 2 of the measures, a slight decrease trend in 3 measures, with 2 measures not having any data provided. Responses reflect approximately 11% of one parent/carer per enrolled student, with only 12% of parent and carer respondents involved in school committees (eg. P&C). Future planning will encompass utilising more strategies to obtain more responses from our parents and carers during the survey window.

Parents feel welcome and Parents are informed continued to show further positive trend increases from 2021 to 2022, while Parents support learning at home decreased over the period. The increase in the use of technology based sources (Parent and carer email, school app, Facebook) for school communication has had a positive effective on communication with parents and keeping them informed.

Students were surveyed through 'Tell Them From Me' in 2022 with the 'Student Outcomes and School Climate' and 'Student Engagement Primary' surveys. Positive trend data was evident across 6 of the 9 domains, slightly decreased across 2 domains (Participate in Sports and Homework Behaviour) and unavailable for 1 domain. The highest increase was in Participate in Extracurricular Activities, Effort and Sense of Belonging. This may be attributed to the resumption of sport and creative arts activities, as well as a more consistent period of on site learning throughout 2022. The 'Drivers of Student Outcomes' domains showed positive trends in 6 of the 8 domains and a decrease in 2 domains. Of note is the 19% decrease in the Bully-Victim domain which could be linked to the positive results of increased Sense of Belonging, Advocacy at School, Positive Learning Climate and Positive Student-Teacher Relations and 82% of respondents knowing where to seek help. Significant increases in the measures of 'Aboriginal students: I feel good about my culture' and 'Teachers Understand culture' were also shown. The measure of 'Student Perseverance' has shown positive growth from 2021 to 2022 with 91% of students identifying as having High-Medium perseverance levels. Girls were rated slightly higher (3%) than boys overall.

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 remained consistent across 2021-2022 in the measures of Inclusive School and Technology. Parent Involvement saw a very minimal decrease from 2021, with the largest decrease in the measure of collaboration. This is possibly an impact of staffing on the school's Professional Learning and collaboration sessions. Teachers showed positive results in the monitoring of individual student progress and high expectations, which have been focus areas for 2022. The Eight Drivers of Student Learning and Four Dimensions of Classroom and School Practices measures indicated that teachers with more than 5 years experience rated the measures of Data Informs Practice, Teaching Strategies, Collaboration, Overcoming Obstacles to Learning, Quality Feedback, Planned Learning Opportunities and Challenging and Visible Goals at a higher level than teachers with less than 5 years experience. This highlights the importance of continuing the support, mentoring and professional learning provided to beginning teachers.









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.



