

# 2022 Annual Report

## Singleton Heights Public School



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# Introduction

The Annual Report for 2022 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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## Message from the principal

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In 2022, Singleton Heights Public School has continued to have high expectations for the learning progress and achievement of all students. Our whole school community continues to work together, building strong and positive partnerships for student success. Our professional, dedicated and supportive staff have been committed to providing a quality learning environment where a positive and supportive culture allows students to grow and achieve. They have embraced new syllabus documents and spent time participating in professional learning to ensure our students have access to the latest curriculum content and teaching practices. We have continued to welcome and support many students and their families connected to the Singleton Army Barracks and have worked collaboratively with the local Aboriginal Education Consultative Group to support our students who identify as Aboriginal and/or Torres Strait Islander. As a school, we have continued to embrace high quality learning opportunities for our students and have engaged in professional collaborations with other schools in the local area to achieve this. In a year where we have welcomed families and community back into everyday school life, highlights have included excursions to Canberra, Great Aussie Bush Camp, Tocal Homestead and Hunter Valley Zoo, a Pies and Planes evening for Fathers and their children, a highly successful school Fete, a moving Remembrance Day service, NAIDOC Week celebrations, a Children's University graduation, a Colour Run and a Creative Arts showcase.

Kim Cummings - Relieving Principal

## Message from the school community

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The Parents and Citizens Association (P&C) have had a very successful year due to the school being open to the whole community again. We had a Colour Run at the beginning of Term 2, the day was a huge success, all the children and families had a great time, and it was a successful fundraiser for our school. We were able to have our first School Fete in 3 years and it was embraced by both our school community and the wider community of Singleton. We were given a number of donations and the P&C managed to raise a considerable amount of money on the day. The P&C had a successful grant application through Glencore and will donate 30 new laptops to the school to the value of \$28,000. We also installed some amazing artwork in the school Canteen area, which is now a very colourful and inviting environment for the children to purchase their lunch. The P&C has also run a very beneficial Breakfast Club within the school Canteen 4 days a week, ensuring that all children have full stomachs and are ready for a big day of learning. This is thanks to the donation of groceries from Coles and volunteers from our local Baptist Church. In the future, we plan to support the school to purchase new Decodable Readers to assist with the implementation of the new literacy curriculum. The P&C have had a great year and we are all looking forward to an equally successful 2023.

Mrs Laura Lomax - P&C President

## Message from the students

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Singleton Heights Public School is a great place to learn and play. The school year was filled with exciting events, such as the school Fete, PBL Rewards Day and Athletics Carnival. We had many fun-filled activities that enhanced learning abilities. We have listened to many inspirational speakers, such as Mitch Tambo and John Coutis. We had many excursions, such as Canberra and Great Aussie Bush Camp. Singleton Heights Public School is a great school with high expectations, positive relationships and authentic learning.

Deegan Edwards and Harry Lomax - Incoming Captains for 2023



Our Defence students with the Singleton Lone Pine Barracks  
Catafalque Party on Remembrance Day.



Stage 1 excursion to Tocal Homestead.



## 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, Singleton Heights Public 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 School Mentor supports families connected to the Singleton Lone Pine Barracks. Over 500 students are enrolled, with approximately 20% of students recognising and celebrating their Aboriginal and/or Torres Strait Islander heritage. The school also has a multi-categorical support class on site. All students strive for success with quality, evidence-based teaching and learning practices visible in every classroom. Professional, dedicated and supportive teaching staff are committed to leading the 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. Technology is integral to teaching and learning experiences in well-resourced classrooms. Singleton Heights Public School is situated in expansive grounds, allowing students to be physically active in a welcoming environment. The school offers a wide variety of extra curricular programs that are highly regarded within the community and are embraced by the students. An active P&C encourages and values new and existing membership to contribute positively to the school culture.



Aboriginal student dancers performing for the whole school community during NAIDOC Week celebrations.

## 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To focus on growth and achievement in reading and numeracy for every student through a model of 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.

- Highly Effective Teaching Practices
- Data Driven Practices

### Resources allocated to this strategic direction

Professional learning  
AP Curriculum & Instruction  
Socio-economic background  
Low level adjustment for disability  
English language proficiency  
Integration funding support

### Summary of progress

Our focus for Strategic Direction 1 in 2022 was on the use of highly effective teaching practices to improve reading skills. Focusing on High Impact Professional Learning around the essential components of reading, and a focus on phonics and spelling for K- 2, teaching staff were guided through the process of developing evidence-informed practices.

Two aspiring leaders completed a middle leadership course, finding many of the course aspects valuable within their role as Assistant Principals. Further professional learning around target areas will be identified by aspiring leaders for future personal development.

An Assistant Principal Curriculum and Instruction was appointed and focused on supporting staff implementing a phonics and spelling scope and sequence in K-2. Staff were supported at their point of need through coaching and mentoring. Weekly meetings enabled professional dialogue around explicit teaching strategies targeted at student need. Student learning outcomes were tracked through the collection and analysis of assessment data and have shown improvement. Teachers found this approach to be extremely valuable with every K-2 teacher reporting an increase in knowledge and expertise. As a result, this structure will continue as we move forward into next year with a focus on K- 6 staff.

Reading enrichment programs continued to be implemented for students from Year 1 to Year 6. Staff used and collected student data to plan and deliver quality programs with data showing improvement in student achievement. School Learning Support Officers (SLSO) were strategically placed to support student learning and students with disabilities, with Kindergarten accessing SLSO support for the whole day. Individual Educational Plans have shown student growth and that students attained goals assisted by SLSO support. Teachers have found this support effective and will continue next year with intervention programs based on evidence-based practices. Additional to this, targeted professional learning and support for SLSOs will continue to align their practices to the new curriculum.

### 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 Reading Bands from the baseline by 7.9%.	The number of students attaining results in the Top 2 NAPLAN reading bands have exceeded the system negotiated target by an additional 5.6%.
Increase the proportion of students achieving in the Top 2 NAPLAN Numeracy Bands from the baseline by	2022 NAPLAN data indicates 21.5% of students are in the Top 2 skill bands for numeracy, indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2%.

7%.	
Increase the proportion of Aboriginal students achieving in the Top 3 NAPLAN Numeracy Bands from the baseline by 9%.	42.1% of students attained results in the Top 3 NAPLAN numeracy bands exceeding system negotiated targets.
Increase the proportion of Aboriginal students achieving in the Top 3 NAPLAN Reading Bands from the baseline by 9%.	61.9% of students attained results in the Top 3 NAPLAN reading bands exceeding system negotiated targets.
Increase the percentage of students achieving expected growth in NAPLAN reading 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.
Increase the percentage of students achieving expected growth in NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>School Excellence Framework Self assessment Survey</b>  <b>Learning</b>  Assessment - validated at sustaining and growing  <b>Teaching</b>  Data Skills and Use - validated at delivering (data use in teaching, and data use in planning).  Effective Classroom Practice - validated at delivering to sustaining and growing (explicit teaching and feedback).  <b>Leading</b>  Educational Leadership - Instructional Leadership - validated at delivering	Staff self-assessment shows the school currently performing at Delivering in the elements of Data Skills and Use, and Educational Leadership while the elements of Assessment and Effective Classroom Practices, were assessed at Sustaining and Growing.

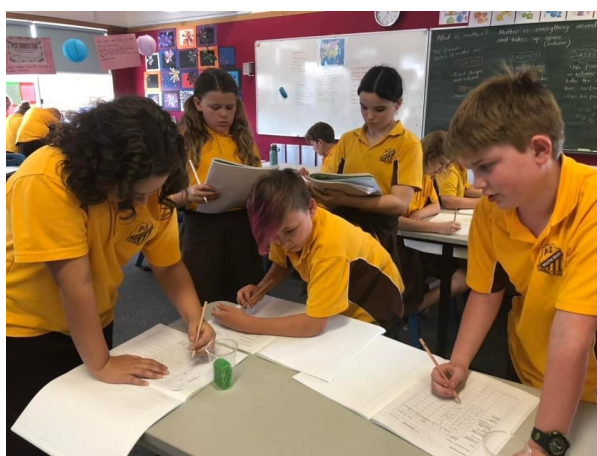


Kindergarten students with their digraph ice cream cones.





Year 1 students learning about Volume and Capacity.



Year 5 students learning about the changing state of matter.

## Strategic Direction 2: Wellbeing

### Purpose

To build a sense of belonging within our school community, underpinned by positive relationships and collaborative practices.

### 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

Aboriginal background

Integration funding support

Low level adjustment for disability

Location

### Summary of progress

In 2022, our Strategic Direction 2 focused on the improvement of attendance, wellbeing and Positive Behaviour for Learning.

The priority was to enhance the school environment to promote positive relationships, high expectations and a sense of belonging for all students. This was targeted through school-based initiatives such as targeted lessons for PBL, positive playground activities, Bro and Sista Speak and a Strengths carnival. These initiatives were embedded through the development of a cohesive wellbeing framework, resulting in an increased proportion of students having a positive sense of belonging and an improvement in positive wellbeing amongst students.

Overall attendance data was in line with Statistically Similar Schools Group (SSSG) schools and just above the NSW State Government norm at 86.6%. As a whole school community, we have continued to work towards reaching our targets through consistent communication with all stakeholders, student and parent meetings, Attendance Matters professional learning, regular and consistent analysis of data and targeted support. Positive attendance strategies have included weekly attendance awards and the sharing of proactive strategies in the school newsletter and on social media. We are working towards increasing the number of students attending school 90% of the time or more and creating an Attendance team to analyse SCOUT data to target improved attendance and identify students for an uplift program.

### 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
The proportion of students attending >90% of the time will be 70%.	41.4% of students attended school 90% of the time or more.
Increased percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success to at least 86%.	Tell Them From Me data shows an improvement of 6% for positive wellbeing amongst students. There was, however, a 2% decrease in advocacy at school and sense of belonging, and a 6% decrease in expectations of success.
Develop and deliver PBL lessons focused on belonging and positive behaviours.  Increase the number of students achieving Mari badges.	Targeted PBL lessons were developed and delivered by teaching staff, who explicitly taught the content to students on a weekly basis. These lessons were developed based on school needs identified through Sentral data. There was a 33% increase in the number of students receiving PBL Mari badges across the school.

## Learning

Wellbeing - validated at sustaining and growing.

Learning Culture - Attendance - validated at delivering.

Staff self-assessment shows the school currently performing at Sustaining and Growing in the themes of high expectations, a planned approach to wellbeing and caring for students. In the element of Learning Culture, and the themes of community engagement, attendance and individual learning needs, the school is Delivering. The school is excelling at transition and continuity of learning, and behaviour. Overall, the school self-assessed at Sustaining and Growing for Wellbeing and Learning Culture.



Students in Kindergarten participating in Harmony Day activities.

## Strategic Direction 3: High Expectations

### Purpose

To foster a school wide culture of high expectations through effective collaborative partnerships and practices.

### 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.

- Achieving excellence through collaborative partnerships

### Resources allocated to this strategic direction

#### Per capita

#### Socio-economic background

#### QTSS release

#### Aboriginal background

### Summary of progress

In 2022, our focus for Strategic Direction 3 was achieving excellence through collaborative partnerships.

The Tell Them From Me Survey (TTFM) of Student Outcomes and School Climate showed an improvement in student high perseverance levels (ability to pursue their goals to completion). Student effort levels remained high at 83%. We have continued to develop and implement initiatives to increase student interest and motivation.

School reflection data indicated that staff maintained their positive perceptions of Leadership, Learning Culture and Data Informed Practice at Singleton Heights Public School, which were above NSW Government norms.

Parent survey results indicated that our school's two-way communication with parents is above the NSW Government norm. This year, we have continued to build strong, whole-school community partnerships, evidenced by an increased in parent, carer and community involvement in school initiatives and events, such as the school Fete, Strengths Carnival, Pies and Planes Fathers evening and Meet and Greet events. We have fostered a culture of high expectations and continue to provide opportunities for partnerships in learning.

Staff have indicated that professional learning contributed to building their professional capacity, developing consistent high expectations for the whole-school community. Opportunities for collaborative planning, mentoring, and support for the expert delivery of the curriculum have built teaching capacity and supported the learning of our 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
<b>Learning</b>  Learning Culture - is validated at Sustaining and Growing  Reporting-is validated at Sustaining and Growing  Curriculum is validated at Sustaining and Growing	Most SEF elements were maintained in 2022 with staff indicating an improvement from Delivering to Sustaining and Growing for the element of Teaching : Effective Classroom Practice. Staff indicated that the elements of Teaching :Data Skills and Use and Professional Standards had moved from Sustaining and Growing to Delivering and that the elements of Leading: Educational Leadership and School Planning, Implementation and Reporting had moved from Sustaining and Growing to Delivering.
Maintain and/or increase the percentage of students reporting being interested and motivated in their learning in TTFM.	Tell Them From Me data indicates that students are putting high levels of effort into their work, however, the school average for interest and motivation is below the state norm.

Maintain capacity of staff to establish challenging and visible learning goals for students, as evidenced in the TTFM survey.	Tell Them From Me data shows teachers are developing their knowledge to provide challenging learning goals.
<p>Create opportunities for parent/carer and wider community participation in activities at school. Activities may include:</p> <ul style="list-style-type: none"> <li>• Sharing Learning</li> <li>• Social Opportunities</li> <li>• Showcasing student achievement</li> <li>• Aboriginal and Torres Strait Islander community meetings</li> </ul>	<p>A community breakfast and afternoon tea provided positive opportunities for our Aboriginal and Torres Strait Islander students, families and community members to interact with staff for the ongoing support of student learning and the sharing of culture.</p> <p>The reintroduction of social opportunities post COVID included the school Fete with 90% of families attending on the day and our annual Christmas Carols event which saw many members of our school community celebrate the end of the school year together.</p> <p>The Fathering project 'Pies and Planes' brought many of our Dads and father figures into the school to participate in activities with their children and enjoy a meal together.</p> <p>An end of year Creative Arts Showcase was held, attracting much interest and positive attendance from members of our school community.</p> <p>The Year 6 Farewell and Dance was attended by 95% of Year 6 families.</p>
<p>SLC HPGE groups initiated for the Creative Domain.</p> <p>HPGE lead teacher trained and accredited.</p>	<p>11 Stage 3 students were identified and targeted, in the creative domain of potential, to participate in the SLC HPGE programs in Dance and Drama.</p> <p>A plan has been developed by the lead teacher HPGE to identify HPGE students at our school.</p>



Fathers and their children participating in the Pies and Planes evening.



A father and his children at the Pies and Planes evening.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$438,342.00</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>• Data Driven Practices</li> <li>• Belonging</li> <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 staffing (SLSOs) to assist students with additional learning needs across Kindergarten classes.</li> <li>• employment of staff to provide additional support to teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students who have high-level learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Across K-6, students have received additional support from trained support staff, both in the classroom and in the playground. Students have accessed differentiated learning activities and resources, collaboratively developed by teaching and support staff, which have supported the achievement of learning goals. Students with additional learning needs were also able to access educational activities and programs provided to their peers ensuring inclusivity.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Streamlining of Learning and Support Team procedures to expand the impact of the learning support team and ensure targeted support is in place to meet student need. Open and transparent procedures will be implemented to ensure student support needs are effectively communicated to key staff. Professional learning provided to support staff to build capacity in meeting the literacy and numeracy needs of identified students.</p>
<p>Socio-economic background</p> <p>\$663,673.99</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>• Highly Effective Teaching Practices</li> <li>• Data Driven Practices</li> <li>• Achieving excellence through collaborative partnerships</li> <li>• Cohesive Wellbeing Framework</li> <li>• Belonging</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>• professional development of staff through engagement with quality research and professional learning to improve growth and achievement for high potential and gifted students.</li> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support Aboriginal education programs.</li> <li>• providing students without economic support with educational materials, uniform, equipment and other items</li> </ul>

<p>Socio-economic background</p> <p>\$663,673.99</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Coaching and mentoring of staff is embedded across K-6 with the APCI ensuring capacity building around the explicit teaching of reading and analysis of relevant data to support the development of quality lesson plans that meet identified student needs. Aboriginal students have participated in cultural activities, including Bro and Sista Speak, school cultural groups, school community and support activities resulting in 79% of students either agreeing or strongly agreeing that they feel good about their culture. There has been a decrease in playground incidents for K-3 students, with positive playground support being provided to socially vulnerable students through targeted activities. PBL lessons have targeted a Sense of Belonging to ensure that all students know that they are known, valued and cared for. Technology has created links between home and school with Seesaw being utilised to connect with parents, assist in supporting students with their learning and share quality work produced in class by students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Whole school wellbeing initiatives that target a positive sense of belonging for students, staff and community will be implemented. Attendance procedures will be adjusted in line with departmental guidelines to improve attendance across K-6. Positive attendance strategies, including the forming of a school Attendance Team, and regular communication with families will support our focus on improving attendance rates. Literacy and numeracy support will continue under the mentorship of middle leaders to support our trajectory towards achieving school targets.</p>
<p>Aboriginal background</p> <p>\$96,658.00</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>• Achieving excellence through collaborative partnerships</li> <li>• Belonging</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 additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Executive release for Cultural professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Tell Them From Me data indicated that 79% of Aboriginal students agree or strongly agree that they feel good about their culture with 73% of Aboriginal students agreeing or strongly agreeing that their teachers understand culture. Several staff completed Stronger Smarter Leadership Training and attended Connecting to Country building cultural understanding and links with the local Aboriginal community. Links were established with the local AECG and community organisations to support Aboriginal student learning and cultural awareness across the school community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engaging an Aboriginal SLSO to support Aboriginal student literacy and numeracy learning, as well as supporting cultural identity and building connections. Facilitate improved community engagement, including the engagement of students and families with the Personalised Learning Pathways (PLP) process, the school Aboriginal Education team and school community events. Establish a Junior AECG to provide a platform for Aboriginal student voice and to empower Aboriginal students through real and active participation in school decision making.</p>

<p>English language proficiency</p> <p>\$5,965.89</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 enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</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 teacher time to provide targeted support for EAL/D students and for the development of programs</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student English language proficiency was recorded using the EAL/D learning progressions. Support was targeted towards Early Stage 1 and Stage 1 students to build their capacity to successfully move through the beginning and emerging phases of the progressions and develop their knowledge and confidence to use the English language across all KLAs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted professional development in the form of mentoring, co-teaching and co-planning to support additional staff to implement programs that provide intensive support for EAL/D students, ensuring the sustainability of the program in the future.</p>
<p>Low level adjustment for disability</p> <p>\$271,772.55</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>• Data Driven Practices</li> <li>• Belonging</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>• providing support for targeted students within the classroom through the employment of SLSOs.</li> <li>• 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</li> <li>• employment of LaST and interventionist teacher</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning in explicit teaching, differentiation, data skills and use have supported the implementation of small group support and intervention. LaST and interventionist teachers have delivered reading tuition to identified students at point of need. All Kindergarten students were supported through the allocation of SLSOs to support learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further use of data to inform teaching across K-6 for all students. Set targets and expectations for Tier 2 and Tier 3 students. Continuation of support for students with disability through professional learning for staff around funding support levels and school focus areas.</p>
<p>Location</p>	<p>The location funding allocation is provided to Singleton Heights Public School to address school needs associated with remoteness and/or</p>

<p>\$8,335.06</p>	<p>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>• Belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></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 the following impact:</b> Increased opportunity for students to access activities and resources such as excursions, technology resources and curriculum experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of support for families to access teaching and learning opportunities and resources.</p>
<p>Professional learning</p> <p>\$43,913.77</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>• Highly Effective Teaching Practices</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>• Establishment of APCI role and processes to support staff to deliver High Impact Professional Learning to improve whole school practices in reading and numeracy through explicit teaching.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Middle Leadership professional learning completed, building an awareness of knowledge and skills required for the roles and responsibilities of the Assistant Principal. Professional readings supported executive staff to implement change in practice in their day to day organisation. The allocation of additional time to staff to meet with the APCI, supported explicit teaching and the development of student phonic, spelling and reading knowledge and skills. High impact professional learning was delivered in the areas of Essentials of Reading, Tiered Instruction, Effective Reading - Phonics, the Assessment of Reading and new syllabus documents.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Plan for and implement new curriculum documents, with emphasis on staff knowledge and understanding of new curriculum material. Professional learning and support for improving teaching practices in mathematics. Focus on explicit teaching where students articulate their learning and understand what they need to learn next to enable continuous improvement, and feedback.</p>
<p>QTSS release</p> <p>\$99,061.90</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>• Achieving excellence through collaborative partnerships</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</li> </ul>

<p>QTSS release</p> <p>\$99,061.90</p>	<p>high-quality curriculum</p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</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 the following impact:</b> Staff collaborated with the support of Assistant Principals and the APCI during stage planning days each term. They shared expertise to plan and deliver high quality teaching and learning programs. A move to online programming for the 2023 school year via OneNote, saw stages participating in professional learning. In Term 4, teachers worked together with new staff to collaboratively plan for 2023 which incorporated changing curriculum requirements. The APCI engaged in professional discussions and the analysis of data with staff to ensure capacity building for the delivery of explicit and targeted teaching and learning that improved student outcomes. Demonstration and observation lessons occurred to support the development of teaching practice with feedback improving professional knowledge and practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teachers will be supported by specialist staff to build capacity in writing units of work that are responsive to student need and in line with syllabus requirements. In Years 3-6, professional learning will be provided to support the implementation of the new curriculum and build capacity of staff.</p>
<p>COVID ILSP</p> <p>\$201,175.00</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 2022.</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 identify students for small group tuition groups and monitor progress of student groups in the Literacy and Numeracy progressions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As a direct result of consistent, targeted intervention, students and teachers are reporting increasing engagement, both in small group tuition and upon return to the classroom. Analysis of literacy data indicates that 60% of students across K-2 have reached their personal learning goals based on the learning progressions. Although they have made some progress, 40% of students will require additional support. In numeracy, small group tuition for Years 2, 3 and 5 saw 77% of students reaching their personal learning goals based on point of need. Although they have made some progress, 22% of students will require additional support, particularly in the area of application of place value and additive strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue implementation of literacy and numeracy tuition. Access COVID ILSP modules and seek feedback about the professional learning. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between the COVID coordinator, school leadership team, class teachers and parents.</p> <p>COVID ILSP coordinator to work with teachers and SLSOs, using data to evaluate, monitor and assess impact on student progress and achievement to plan additional intervention for identified students.</p> <p>Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy, explicit teaching and</p>



<p>COVID ILSP</p> <p>\$201,175.00</p>	<p>effective feedback at the point of need for students, and effectively implement small group tuition in all classrooms.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$210,799.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Highly Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Mentoring for explicit teaching in reading and numeracy.</li> <li>• Delivery of high impact professional learning for whole school practices in Reading.</li> <li>• Updating resources to meet student need.</li> <li>• Data driven practices that support explicit teaching and learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There was an 18.5% increase for Aboriginal students achieving in the Top 3 bands for reading. K-2 staff have benefited from APCI support in classrooms, receiving feedback and support to deliver explicit phonic, spelling and reading lessons. Teacher practice and student achievement have shown improvement. An allocation of time for staff to work collaboratively with the APCI has allowed for the improvement of skills in using assessment and data to guide explicit teaching and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> APCI to work with all staff to support the explicit teaching of numeracy. Consistent and reliable student assessment and continuous tracking of student progress and achievement will be a focus along with a consistent process for the collection, analysis and reporting on specific internal and external student and school performance data, on a regular basis. Executive staff will participate in the LEED program focusing on the use of data to inform practice.</p>



Students enjoying an ANZAC DAY learning experience.



Families enjoying our Christmas Carols on the Green.



Students participating in Strengths Carnival activities.

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	272	236	243	258
Girls	276	271	273	270

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	91.3	92.7	87.8
1	92.8	91.8	91.1	88.4
2	92.4	91.1	92.6	85.0
3	92.7	92.1	92.5	87.9
4	91.3	92.2	90.8	87.7
5	91.5	88.6	90.4	86.3
6	90.5	90.0	88.0	85.6
All Years	92.0	91.1	91.2	87.0
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

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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.



A student participating in our Strengths Carnival which forms a part of whole school wellbeing practices.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	21.73
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.96

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



Staff at the 2022 Christmas Carols on the Green.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	273,543
<b>Revenue</b>	7,045,310
Appropriation	6,830,126
Sale of Goods and Services	5,760
Grants and contributions	208,210
Investment income	1,113
Other revenue	100
<b>Expenses</b>	-6,571,863
Employee related	-6,068,659
Operating expenses	-503,204
<b>Surplus / deficit for the year</b>	473,447
<b>Closing Balance</b>	746,989

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



A joint P&C and school funded project to ensure our school is a welcoming and positive place for students and the whole school community.

## 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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	411,530
<b>Equity Total</b>	1,038,070
Equity - Aboriginal	96,658
Equity - Socio-economic	663,674
Equity - Language	5,966
Equity - Disability	271,773
<b>Base Total</b>	4,166,030
Base - Per Capita	131,469
Base - Location	8,335
Base - Other	4,026,226
<b>Other Total</b>	739,553
<b>Grand Total</b>	6,355,183

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.



Graduates from the Children's University program at the University of Newcastle.

## Parent/caregiver, student, teacher satisfaction

In 2022, surveys indicated that parents feel welcome in our school. Of the survey participants, 53% indicated that they had talked with a teacher about their child's learning or behaviour more than three times with 50% reporting that they had attended meetings three or more times. Parents have reported that they support learning at home, that their children feels safe at school, that the school helps prevent bullying, and that behaviour issues are dealt with in a timely manner, all of which are above NSW State Government norms. Parents also agree that Singleton Heights PS is an inclusive school, which is equal to the government norm.

Parents either agree or strongly agree that our school is a culturally safe place for all students with 77% indicating that input or opinions are sought to support school planning, development and review of school policies and curriculum.

Our parents prefer social media and the school newsletter as the most effective communication tools for school news, with most agreeing or strongly agreeing that the school is well maintained, is a welcoming environment and is easy to access and move around in.

Parents either agree or strongly agree (72%) that the school helps students with disability or special needs feel welcome with 29% neither agreeing or disagreeing. There is a need to provide additional resourcing to help support students with a disability or special needs.

In 2022, 92% of students valued coming to school with 83% of students exhibiting positive behaviour which is equal to the NSW Government norm. Students report (84%) that they receive quality instruction, with 83% displaying effort and only 55% saying they are interested and motivated to learn. Of students in Year 4, 28% display early signs of disengagement rising to 40% for Year 6. An average of 8.0 students have positive teacher/student relations (NSW Government norm 8.4), with 7.6 stating they receive quality instruction (NSW government norm 7.7). There is a need to improve teacher expectations for success.

In 2022, staff report that there is a positive learning culture (8.1) at Singleton Heights PS where data informs practice (7.9) both of which are above state norms. Staff feel that the school is inclusive, supporting learning and behaviour needs, including all students in activities and creating opportunities for success. Planned learning activities and quality feedback are equal to state norms. Staff support effective teaching practices (80%) with 67% believing students are focused on their learning. Staff believe that there is a sense of belonging for students (73%). There is a range of experience, with 44 staff members with 16 years or more in the profession and 25 staff members with less than 5 years experience. There are 72 full time permanent staff and 28 full time temporary. No staff members identify as being of Aboriginal and/or Torres Strait Islander descent. Staff agree that school leaders are leading improvement and change (73%), with 74% agreeing or strongly agreeing that the strategic vision and values are clearly communicated.



The incoming Captains and Vice Captains of Singleton Heights Public School for 2023.



# 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.



Kindergarten students participating in Harmony Day activities.