

2023 Annual Report

Singleton Public School



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Introduction

The Annual Report for 2023 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 14 mainstream classes and three Multi-Categorical support classes with a total enrolment of 375 students, as of Term 1 2023. 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 Check-in analysis, the school has identified targets in Reading and Numeracy to ensure upwards trends in achievement.

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 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	2023 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 growth and performance	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

Professional learning AP Curriculum & Instruction

Summary of progress

The focus for 2023 was on data driven practice and personalised learning. This involved executive staff attending professional learning around 'Professional Learning Communities at Work' (PLCs) by Professor Anthony Muhammad to then establish stage based PLCs during collaboration days. Stage data analysis was used to inform teaching and learning using formative and summative assessments in reading and writing, to create 'Big Rock' focus areas and direct learning intentions and success criteria (LISC). The analysis of data also informed personalised learning for students, making LISC visible in classrooms along with informing intervention targets and Personalised Learning Plans (PLPs).

In 2024 the focus will be:

- embedding PLCs to ensure consistency and collective efficacy with all staff
- developing assessments rubrics to be used by all staff, particularly in relation fluency and writing
- teachers making LISC visible in their classrooms
- students being able to state their individual learning goals.

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
An increase in Check-in assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	<p>The Check-in assessment mean scale score indicates the percentage of students in Year 3 achieving growth in reading has increased by 8%.</p> <p>The Check-in assessment mean scale score indicates the percentage of students in Year 5 achieving growth in reading has increased by 7.8%.</p> <p>Collectively, the Check-in assessment mean scale score indicates the percentage of students in Years 3 and 5 achieving growth in reading has increased by 7.9%.</p>
An increase in Check-in assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	<p>The Check-in assessment mean scale score indicates the percentage of students in Year 3 achieving growth in numeracy has increased by 4.9%</p> <p>The Check-in assessment mean scale score indicates the percentage of students in Year 5 achieving growth in numeracy has increased by 5.9%.</p> <p>Collectively, the Check-in assessment mean scale score indicates the percentage of students in Years 3 and 5 achieving growth in numeracy has increased by 5.4%.</p>



Major end of year award winners.

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

AP Curriculum & Instruction

Summary of progress

During 2023, teachers were provided with ongoing professional learning around around: feedback, learning intentions, success criteria and the New English and Mathematics syllabus documents. Staff completed surveys on their use of feedback using a rubric from DoE professional learning to identify the next focus in using feedback. Some K-2 staff also trialed the use of 'Bump it up' walls to target LISC and utilise as a visual reminder for themselves when providing specific and timely feedback.

Primary Mathematics Specialist Teacher Initiative (OMSTI) teachers participated in 'Content Focused Coaching' (CFC) through the University of Pittsburgh. This coaching model was specifically related to the coaching of teachers in mathematics. The two staff members went through the coaching process before implementing the coaching model within the school and with staff. The majority of staff experienced a coaching cycle of at least five weeks in which they refined mathematical and pedagogical goals, planned and taught lessons with the PMST and then reviewed and reflected on the lesson. Professional learning and coaching was differentiated according to the professional needs of the teachers and the students point of need. Time was strategically allocated and human resources were deployed to enable additional professional learning time for staff to be actively involved in the coaching model. Staff reported positive feedback, motivation and a growth in reflective practices when teaching and planning mathematics lessons.

PMST funding also enabled the exploration of innovative practices that have a high impact on student attainment and engagement. HPGE mathematics groups were created in Year 1, Year 2, Year 4 and Year 5 where the teachers trialed 'Building Thinking Classrooms' strategies. This involved the students completing engaging mathematical tasks on walls and standing. Research and student feedback correlated as students reported greater concentration and that they 'felt like mathematicians' because they were standing. They found it easier to share ideas in in groups of only two or three.

The majority of staff also completed the Curriculum Reform modules for English and Mathematics, K-2 and 3-6 to support the implementation of the new syllabus documents.

In 2024 the focus will be:

- further PL on Feedback and LISC with the implementation of "Bump it up" walls in the majority of classrooms
- embed the CFC process within the school for mathematics to foster a coaching culture. Allocate funds to provide PL time with APC&I but with a 10 weekly cycle in 2024
- explore further innovative strategies to enhance student engagement in mathematics.

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
Assessment against the SEF reflects	School self-assessment of the elements, <i>Effective Classroom Practice</i> :

<p><i>an upward trend from Delivering towards Sustaining and Growing in the following SEF elements by the end of 2023:</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>	<p><i>Feedback , Professional Standards: Improvement of practice and Learning and Developing: Coaching and mentoring, indicates the school is Sustaining and Growing across all three elements.</i></p>
<p>Assessment against the High Impact Professional Learning School Assessment tool (HIPL) reflects an upward trend towards Sustaining and Growing by the end of 2023 across the elements of:</p> <ul style="list-style-type: none"> • Professional Learning is driven by identified student needs • Professional learning is continuous and coherent. 	<p>School assessment against High Impact Professional Learning School Assessment Tool (HIPL) reflects Sustaining and Growing across the elements of:</p> <ul style="list-style-type: none"> • Professional Learning is driven by identifies student needs • Professional Learning is continuous and coherent.

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

Professional learning Low level adjustment for disability

Summary of progress

Wellbeing

The focus for 2023 was to upskill new staff on Visible Wellbeing (VWB) strategies and Smiling Minds initiatives with the expectations for all staff to implement the program on a regular basis. The establishment of an Aboriginal Education Teacher (AET) 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 was also a priority however, the AET was transferred at the end of Term 3 and the role was unable to be filled. Positive Behaviour for Learning (PBL) and VWB power points were developed and utilised across the school. PBL contracts were not introduced.

In 2024 the focus will be on:

- implementing The Resilience Project K-6.
- introduction of PBL contracts and badges.

Attendance

The focus for 2023 was on increasing the percentage of students attending 90% of the time from the percentage in 2022.. This involved the implementation of Phone Intervention Program (PIPS) and Non-attendance Interview Program (NIPS) to reduce absences and patterns of absence. This activity resulted in the a positive trajectory of students attending more than 90% of the time in 2023. NIPS and PIPS were well received by parents. Barriers were time for Assistant Principal (AP) and Home School Liaison Officer (HSLO) to meet on a regular basis due circumstances beyond the school's control.

In 2024 the focus will be on:

- reducing the number of unexplained absences.

Learning Support

The focus for 2023 was on continuing 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. This initiative was disrupted due to staff changes.

In 2024 the focus will be on:

- revising Learning Support processes, including referral proformas
- LST Coordinator supporting and monitoring development and review of IEPs.

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).	Students positive sense of wellbeing has improved by 0.84%
Increase attendance above the baseline by 5.9% (lower bound).	Attendance for 90% and above increased by 17.52% from 2022-2023, exceeding the baseline of 5.9%.



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$15,903.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employ a teacher for explicit teaching of phonics and number (Kindergarten student) 1-1 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - employing a teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to support the student using the English Language Proficiency funds and monitor progress against the EALD Learning Progressions with assessments and in-class support.
<p>Integration funding support</p> <p>\$376,491.00</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students. <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 resulting in demonstrated progress towards achievement of their personalised learning goals - all Personalised Learning and Support Plans (PLSPs) were reviewed, updated and responsive to student learning needs, through consultation with parents, carers and external agencies while ensuring eligible students received 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 formally embed and incorporate integration funding decision making into the learning and support team meetings to ensure reviews take place on a regular basis. Integration funding will be responsive to student PLSPs to ensure the funds are used to specifically address student support needs.
<p>Socio-economic background</p> <p>\$182,712.89</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> <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$182,712.89</p>	<p>include:</p> <ul style="list-style-type: none"> • professional development of staff through collaboration days and curriculum reform to support student learning • staff release to increase community engagement • employment of additional staff to support Mathematics coaching program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased collaboration and collective efficacy through the implementation of PLCs and agreed grade Learning Intentions and Success Criteria (LISC) - coaching sessions for many staff in mathematics has improved pedagogical and mathematical goal setting for teachers and improved student engagement and progress - staff completing online and face-to-face professional learning around the curriculum reform has increased confidence and knowledge of syllabus documents and content - employment of a Community Liaison Officer to update and communicate regularly on a Facebook page and App providing the community with current information and celebrating the success of our students and school events - employment of a Technical Support Officer to support staff with the efficient and effective running of the technology throughout the school - staff have effectively provided a thorough transition program for Kindergarten students via pre-school visits and the employment of additional SLSOs in Kindergarten classrooms in Term 1 to support students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to embed collaboration and coaching days into the everyday practice at SPS through allocating funding to build capacity in teachers and provide students with high quality teaching and learning activities in Mathematics and English via PLCs - to continue to fund the employment of a Community Liaison Officer and Technical Support Officer in 2024 to support staff, students and the community with communication and technology - to continue to fund and strengthen community and family partnerships via the Kindergarten Transition program to provide students with the support required when entering school.
<p>Aboriginal background</p> <p>\$86,129.25</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"> • 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 specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of specialist additional staff (LaST) to support Aboriginal students • creation of school literacy resources embedding local language. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all students K-6 participating in Aboriginal Culture lessons provided by the Aboriginal Education Officer - the creation of an Aboriginal mural by a local Artist, Aunty Deb, involving all students K-6. This mural was then mounted on the walls in the

<p>Aboriginal background</p> <p>\$86,129.25</p>	<p>playground</p> <ul style="list-style-type: none"> - community engagement and celebration of NAIDOC through local Aboriginal groups and elders - Stage 3 boys participating in BroSpeak - Stage 2 excursion to the Newcastle Museum to observe the school's weaving sculpture that was created and made into a lizard. - targeted literacy (reading) intervention for all Aboriginal students, resulting in growth for all students. - Stage 3 HPGE Aboriginal students participated in PMSTI mathematics group during Term 4 - Staff development day at Biame in Term 3 - Aboriginal students in Year 4, 5 and 6 reported an increased sense of belonging in the 'Tell Them from Me' survey from 42% in 2021 to 63% in 2023. This positive trajectory came from both boys and girls. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to support all Aboriginal students in literacy and numeracy through targeted intervention - to continue to provide students with Aboriginal Culture lessons, delivered by an AEO - enhance community partnerships with all stakeholders to foster and develop a Reconciliation Action Plan (RAP).
<p>English language proficiency</p> <p>\$8,813.05</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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <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 (particularly oral language and phonics) and numeracy lessons, 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 the students to continue their progress and achievement by transferring knowledge into other KLAs - staff professional learning to identify and support the language and cultural demands of the curriculum.
<p>Low level adjustment for disability</p> <p>\$228,144.37</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"> • Learning Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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"> - additional support has been provided to students in classrooms via the

<p>Low level adjustment for disability</p> <p>\$228,144.37</p>	<p>employment of an additional SLSO</p> <ul style="list-style-type: none"> - employment of an additional learning and support teacher has enabled students in K-2 to be provided with small group, targeted and explicit teaching in reading resulting in the majority of students achieving stage outcomes in reading - some teachers utilising the referral process for learning and support meetings. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - further professional learning for staff in writing IEPs and scheduled reviews are required to ensure IEPs are updated and reviewed - LST meetings need to be entered consistently into Sentral - SLSOs are supported and trained to provide support for students requiring additional support.
<p>Location</p> <p>\$5,776.23</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> <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 technology for more students through explicit instruction and engaging activities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to provide engaging high quality activities that are future focused to enhance students technology skills.
<p>Professional learning</p> <p>\$40,169.02</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"> • Data Driven Practices • Learning Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all classroom teachers completed available Curriculum Reform modules for 3-6 English and 3-6 Mathematics - most teachers completed the 'Big Ideas to Start Strong' mathematics PL modules. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to complete 2024 Curriculum Reform modules in 2024 to support the implementation of the new syllabus documents in English and Mathematics - to participate in PL online through Open Learning around 'Number Talks' to enhance and embed knowledge of best practice when implementing number talks - use data driven practices during PLCs to collaborate with colleagues and develop high quality teaching and learning programs in English and Mathematics.

<p>QTSS release</p> <p>\$87,118.85</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Singleton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an increase in teacher confidence in using number talks and visible learning to record student thinking - increased mutual trust amongst colleagues due to coaching and observation of practice - staff have developed a greater awareness of the SDDs through the focus of PL, collaboration days and coaching. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to embed 'Number Talks' and visible learning across the school K-6 - to foster teacher efficacy and a coaching culture.
<p>COVID ILSP</p> <p>\$119,179.79</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the majority of students demonstrated growth in their learning goals, with some exceeding expectations as evident in the Year 4 Check-in results. - all Aboriginal students received support or extension <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - embedding the use of PLAN2 'Areas of Focus' to track and monitor individual student progress for those who did not reach minimum benchmarks in literacy and numeracy in NAPLAN in 2023.



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	221	219	214	210
Girls	209	183	181	165

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.3	93.2	89.0	90.2
1	94.6	94.4	88.9	89.7
2	94.3	92.8	90.0	89.8
3	93.8	92.3	88.0	92.1
4	92.5	92.6	84.6	89.9
5	92.8	89.8	87.5	88.3
6	93.2	90.3	84.4	90.8
All Years	93.7	92.1	87.3	90.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	6
Classroom Teacher(s)	15.22
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.22
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	417,618.47
Revenue	5,948,870.96
Appropriation	5,744,435.41
Sale of Goods and Services	12,775.82
Grants and contributions	186,791.02
Investment income	4,568.71
Other revenue	300.00
Expenses	-5,902,234.83
Employee related	-5,252,816.90
Operating expenses	-649,417.93
Surplus / deficit for the year	46,636.13
Closing Balance	464,254.60

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.

	2023 SBAR Adjustments (\$)
Targeted Total	361,821
Equity Total	505,800
Equity - Aboriginal	86,129
Equity - Socio-economic	182,713
Equity - Language	8,813
Equity - Disability	228,144
Base Total	3,419,070
Base - Per Capita	107,503
Base - Location	5,776
Base - Other	3,305,790
Other Total	898,382
Grand Total	5,185,072

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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' (TTFM) surveys during 2023.

Parents and carers were invited to complete the 'Parents in Learning: Parent Survey Report' to gather perspectives across 7 separate measures. The results showed above state average for 'Parents support learning from home' element. Responses are average for four elements and below state for 2 others. Responses reflect approximately 4% of one parent/carer per enrolled student, and 4% of parent and carer respondents are 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 and utilising other methods to acquire feedback from parents and carers.

Students were surveyed through 'Tell Them From Me' in 2023. There has been a positive increase of 2% from 2021-2023 in relation to 'High advocacy / High expectations' across Year 4, 5 and 6 collectively and the students sense of belonging has remained the same. Boys have a greater sense of belonging than girls across all grades surveyed. The highest increase in 'Social-Emotional Outcomes' are the drivers 'Sports' and 'Extracurricular Activities', whilst the greatest decrease was in 'Interest and Motivation'. Further supports will need to be allocated to providing students with more relevant and engaging activities. 73% of Aboriginal students feel good about their culture and the majority believe teachers generally understand Aboriginal culture. In the measure of 'Student Perseverance', the results have remained at 91% for students having a 'High-Medium' perseverance level and there has been a slight decrease in students knowing where to seek help if being bullied. This may be attributed to number of new enrolments and staffing changes, which may have impacted student-teacher relationships.

Teacher TTFM surveys indicated a positive trajectory in all areas in 'School Context' and 'Classroom Context'. The highest growth areas were in 'leadership, collaboration and planned learning opportunities'. These areas were also above the NSW government norm. 85% of staff agree and strongly agree that the school leaders are leading improvement and change with 71% agreeing that the strategic vision for the school is communicated clearly. Teacher wellbeing is impacted the most by the amount of administrative tasks that have increased workload. These areas are also reported to be impacting a work-life balance.

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.