

2023 Annual Report

Singleton Heights Public School



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Introduction

The Annual Report for 2023 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.

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Message from the principal

Our students worked hard each and every day and are to be congratulated for the effort and application that they have shown towards their learning. They have displayed persistence when trying something new or completing a challenging task, and been resilient when things were hard, didn't go their way or when they were faced with a difficult situation. They showed pride in their work, their team and their school. They developed strong friendships and were caring and empathetic towards others. Our students displayed great teamwork and represented their school in the creative arts, sport, leadership, academic pursuits and many, many other wonderful opportunities. They were respectful and responsible and were always striving to be the best they could be.

Our parents and carers have supported their children and our school as they always do. We very much appreciate the effort that they put in to building partnerships with us to support successful and fulfilling learning journeys for our students. We look forward to working closely with them all again in 2024.

Our P&C continue to work hard to support the great things we do here at Singleton Heights PS. They are a small but committed group of people who want the very best for our students and school. We appreciate everything they do and thank them for their efforts in 2023.

Our hard working and dedicated staff have worked tirelessly for each and every one of our students this year. They have been relentless in their pursuit of quality learning opportunities and are appreciated by us all. Staff are caring, compassionate and highly capable and we thank them for another year of successes, quality learning experiences and memorable moments that will stay with our students for a very long time.

As a school and wider community, we have shared many highs this year but also many lows. I continue to be amazed by the generosity, care, love and support of the people of Singleton. As a community, the people definitely know how to rally around each other.

The students at Singleton Heights PS are certainly fortunate to have a school and wider community like they do so that they can flourish and be able to realise their hopes and dreams.

Kim Cummings - Relieving Principal

Message from the school community

The Parents and Citizens Association (P&C) have had another successful year. We held a Colour Run at the start of Term 2 and the students had a great time running around the course and getting covered in colour. They raised a large amount of money that we were able to put back into the school. The annual fete was held in Term 4 and again it was wonderful to see the school community coming together. It was a fun-filled day with rides, face painting, yummy foods and lots of laughter. With the money raised, we were able to purchase a set of Decodable Readers for the new literacy

curriculum and fund a speech assessment for incoming Kindergarten students. The P&C were also able to assist with funds needed for our school to participate in Star Struck Ignite. Our Breakfast Club program has once again been an essential service for our students. This year we were able to run the program 5 days a week instead of the previous 4 days. We were able to ensure that the children had full stomachs each and every morning and were ready to learn at the start of the day. This is possible thanks to the volunteers from both the P&C and the Singleton Baptist Church and funding from the Singleton Neighbourhood Centre. The P&C have had a great year and look forward to seeing what 2024 brings.

Laura Lomax - P&C President

Message from the students

Singleton Heights Public School is a positive place for students to learn, engage with each other and their teachers and have fun. Our school allows students to learn through cultural perspectives, high expectations, school values and quality learning activities. We have fun each and every day by going on excursions, participating in fundraisers, celebrating events, such as Harmony Day and NAIDOC Week, as well as being a part of a wide range of activities that we can do with our friends. We participate in community events, such as the Singleton Community ANZAC Day March and join with other schools to participate in activities, such as band, sporting and public speaking events. Students come to school each day with a positive attitude and encourage each other to show the school values of Respect, Responsibility and Excellence.

Addisyn Grant and Flynn Skardon - Incoming Captains for 2024



Students at Singleton Heights PS have friends they can trust and who encourage them to make positive choices.

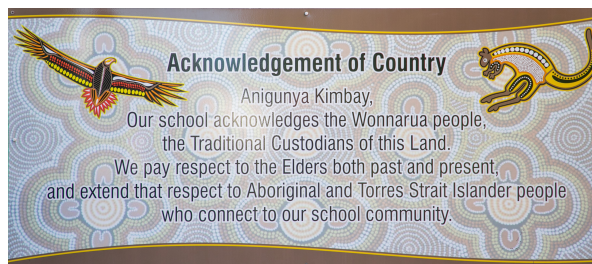
School vision

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. There is a close working relationship with the Parents and Citizens Association, Aboriginal Education Consultative Group and the Singleton Learning Community group of schools.



School Acknowledgement of Country.

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 performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling
LEADING: Management practices and processes	Excelling

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

Socio-economic background
AP Curriculum & Instruction
English language proficiency
Low level adjustment for disability
QTSS release
Professional learning
Beginning teacher support

Summary of progress

The school's Strategic Direction 1 focus in 2023 was on the use of highly effective teaching practices to improve literacy and numeracy skills. Focusing on High Impact Professional Learning around assessment, the big ideas of mathematics, K-6 English focus areas, PLAN2 identified focus areas, and text complexity, all teaching staff were instructed in these highly effective teaching practices. This professional learning supported teachers to develop their understanding when implementing new syllabuses in K-2 and familiarisation for 3-6 which was complemented with termly collaborative planning days.

An additional Assistant Principal Curriculum and Instruction (APCI) was appointed 3 days per week starting in Term 4. 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 and School Learning Support Officers (SLSOs) found this approach to be extremely valuable with every K-6 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 mathematics and supporting new staff in the area of literacy across K- 6 staff.

Stage Assistant Principals and the APCIs supported staff in building an initial understanding of how to develop focus areas for fluency and place value in PLAN2. Continuing to build the instructional leadership capacity of Assistant Principals and teachers, staff will be working with APCIs in 2024. This will be done by collecting and analysing literacy and numeracy data with a focus on student growth and achievement.

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 the percentage of students achieving growth in the Check-in Assessment for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	The percentage of students achieving growth in the Check-in Assessment in numeracy in Year 3 has increased by 2%. The percentage of students achieving growth in the Check-in Assessment in numeracy in Year 5 has decreased by 6.6%.
An increase in % of student's achieving growth in the Check-in Assessment for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The percentage of students achieving growth in the Check-in Assessment in reading in Year 3 has increased by 6.8% The percentage of students achieving growth in the Check-in Assessment

<p>An increase in % of student's achieving growth in the Check-in Assessment for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>in reading in Year 5 has increased by 4.9%.</p>
<p>School Excellence Framework</p> <p>Learning</p> <p>Assessment - maintain sustaining and growing</p> <p>Teaching</p> <p>Data Skills and Use - themes within data skills and use move to sustaining and growing (data use in teaching, and data use in planning)</p> <p>Effective Classroom Practice - themes within Effective Classroom Practice move to sustaining and growing (explicit teaching, feedback)</p> <p>Leading</p> <p>Educational Leadership - Instructional Leadership - themes within Educational Leadership move to sustaining and growing</p>	<ul style="list-style-type: none"> • Self assessment against the School Excellence framework shows the school currently performing at sustaining and growing for Assessment • Self-assessment against the School Excellence framework shows the school is currently performing at delivering in the element of Data Skills and Use, while the elements of Assessment, and Effective Classroom Practice have remained at sustaining and growing • Self-assessment against the School Excellence framework shows the theme of Educational Leadership to be sustaining and growing.



Students work in small groups to complete activities targeted to the point of need in their learning.

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

Professional learning
Socio-economic background
Location
QTSS release
Per capita
Integration funding support
Aboriginal background

Summary of progress

The school's Strategic Direction 2 focus for 2023 was on building a sense of belonging within our school community, underpinned by positive relationships and collaborative practices embedded through our Positive Behaviour for Learning (PBL) initiatives.

The priority was to enhance the school environment to promote positive relationships through PBL practices, increase attendance and a sense of belonging for all students. This was targeted through school-based initiatives, such as refining our PBL scope and sequence, introducing PBL into the community, positive attendance strategies, a whole school wellbeing survey and investigations into best practice behaviour management programs.

Overall attendance data was above DoE State, Network and SSSG levels at 89.2% attendance rate and 55.1% for students attending $\geq 90\%$. As a whole school community, we have continued to work towards reaching our targets through positive attendance strategies and consistent communication with students and families about high expectations for all students to be at school. We have established an Attendance Team and through regular and consistent analysis of data, targeted student support in areas of most need. 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 through identifying students for the Attendance Uplift Program.

Through our PBL initiatives, we have analysed school based trends and Sentral Data to drive the creation of our PBL scope and sequence, aligned with the needs of our students. We have introduced PBL into the community through a golden ticket draw, supporting our students to emulate the school values in the community and engage our local services. Our local community have supported this initiative, with a number of students receiving golden tickets in the community.

Students from K-6 have been surveyed to gather information about their safety, enjoyment, connections, and support networks in the school. The results from the survey will continue to drive proactive changes to support whole school wellbeing initiatives, including classroom management, through strategies that will enhance a sense of belonging and connections for 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
The proportion of students attending	The number of students attending greater than 90% of the time or more was

<p>>90% of the time will be 72%.</p>	<p>55.1%. There has been an increase of 13.7%.</p>
<p>Increased percentage of students reporting positive wellbeing that includes advocacy at school, a sense of belonging and expectations of success at the lower bound target of 91.5%.</p>	<p>Tell Them From Me data shows a decline in students reporting positive wellbeing, including a 0.9% decrease in advocacy at school, a sense of belonging remaining the same at 64% and a 0.5% decrease in expectations of success.</p>
<p>Raise the profile of PBL with parents and the community through the launch of Community PBL.</p>	<p>72 community tickets have been returned to school in Term 4. This shows an increase in students demonstrating PBL values in the community and our local services engaging in our school initiatives.</p>
<p>School Excellence Framework</p> <p>Learning</p> <p>Wellbeing - Moving from sustaining and growing to themes within excelling..</p> <p>Learning Culture - Attendance - moving from delivering to themes within sustaining and growing.</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing for Wellbeing.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at delivering for Learning Culture - Attendance with achievement of some themes within sustaining and growing.</p>



Students participated in a PBL Strengths Carnival.

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

Aboriginal background
Integration funding support
Professional learning
Socio-economic background

Summary of progress

The school's Strategic Direction 3 focus in 2023 was to foster a school wide culture of high expectations through effective collaborative partnerships and practices.

The Tell Them From Me Survey (TTFM) of Student Outcomes and School Climate showed an improvement in student participation in extracurricular activities this year. This was also displayed through 80% of our students who participated in our Children's University program graduating at the University of Newcastle this year compared to 50% last year through strong collaborative partnerships with parents and carers. Student high perseverance levels (ability to pursue their goals to completion) remained stable from last year. We are continuing to develop and implement initiatives to increase student interest and motivation, including establishing an Aboriginal Education Team and having an Educational Showcase of student's learning across all of the classes this year during Education Week, resulting in a high number of parents visiting and viewing their child's work.

This year, we have continued to build strong, whole-school community partnerships, evidenced by a high increase in communication with parents/carers via telephone calls, and informal and formal meetings with teachers. The percentage increase in parents /carers attending face to face meetings with class teachers demonstrates how practices have been developed to promote effective partnerships. We have had an increase in Aboriginal and/or Torres Strait Islander parents/carers and families involved in events at school, including a Personalised Learning Pathway breakfast and afternoon tea gatherings at school. There has been an increase in our school initiatives and events to welcome our parents/carers and families into our school, including Mother's Day and Father's Day breakfasts, school Fete, ANZAC Day Assembly, Book Parade, Strengths Carnival, Remembrance Day Ceremony, and the Year 6 Farewell, resulting in a high engagement of parent, carer and community involvement. We have continued to foster a culture of high expectations and continue to provide many opportunities for partnerships in learning.

This year, stronger partnerships with the community have been established through the use of Positive Behaviour for Learning values in the community. Students are encouraged and recognised for displaying the school's values in the local community. In 2024, broadening our community coverage for this initiative will be a focus.

Class teachers have been supported to have high expectations for learning through the development of evidenced based practices in class. Clear Learning Intentions and Success Criteria underpin lessons, supporting students to achieve and set goals. This will continue to be a priority in 2024 with further training in effective feedback and goal setting for staff. Student interest and motivation will be promoted through the use of challenging learning goals and timely feedback linked to learning tasks.

Staff have increased their knowledge through the delivery of professional learning on the High Potential and Gifted Education (HPGE) Policy, including how to identify students across the different domains focusing on the academic domain. In 2024, teachers will identify HPGE students in the academic domain and support them through the use of Individual Education Plans.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>School Excellence Framework</p> <p>Learning</p> <p>Learning Culture - is embedded at Sustaining and Growing with themes within at excelling</p> <p>Reporting-is embedded at Sustaining and Growing with themes within at excelling</p>	<p>Self-assessment against the School Excellence framework has school practices embedded at sustaining and growing for Learning Culture</p> <p>Self-assessment against the School Excellence framework has school practices embedded at sustaining and growing for Reporting.</p>
<p>Increase the percentage of students reporting being interested and motivated in their learning in TTFM by 5%.</p>	<p>Student interest and motivation in learning declined by 7% as evidenced in the TTFM survey.</p>
<p>Increase capacity of staff to establish challenging and visible learning goals for students by 0.5 in the Leadership driver of student learning, as evidenced in the TTFM survey.</p>	<p>Capacity of staff to establish challenging and visible learning goals for students declined by 0.6% as evidence in the TTFM survey.</p>
<p>Increase engagement and participation in activities at school from parents/carers and wider community by 10%. Activities may include:</p> <ul style="list-style-type: none"> • Sharing Learning • Social Opportunities • Showcasing student achievement • Aboriginal and Torres Strait Islander community meetings • Building a junior AECG • Supporting student learning • Children's University activities 	<p>Parent/community engagement has increased in 2023 due to in the inclusion of a variety of events at differing times to cater for all community members. Student learning across the whole school was showcased for the community in Education Week for the first time in four years. Family involvement was evident in supporting student learning.</p> <p>All class teachers made contact with parent/carers in Term 1 and Term 3 to discuss student progress and learning goals. In a Stage 2 class, 78% of parents were engaged in parent/carer conferences, compared to 41% in 2022. All teachers followed up with parent/carers who did not attend face to face via phone.</p> <p>There was a 30% increase in the number of students graduating from the Children's University program.</p> <p>Student Aboriginal Education Team (AET) established under a leadership team of four students and participated in a leadership day with other primary and high school AET students. All Aboriginal and Torres Strait Islander students attended an Annual General Meeting. Student voice was surveyed and analysed to determine a sense of cultural belonging and cultural identity in the classroom.</p> <p>SEF 2023 indicates the theme of parent engagement has moved from Delivering to Sustaining and Growing, as there has been an improvement in parents receiving clear information on the content students are learning and how to support student learning.</p>
<p>Students identified across the four domains through internal and external data.</p> <p>Build capacity of all teachers to identify HPGE students by completing PL.</p>	<p>Teachers participated in professional learning around the High Potential and Gifted Education policy with the intention that students who demonstrate high potential and/or giftedness in the academic domain be identified through the analysis of data.</p> <p>HPGE students will be flagged for Individual Education Plans (IEPs) to support their potential in 2024.</p> <p>Teachers were surveyed regarding level of knowledge of the High Potential and Gifted Education policy.</p>



Parents and students enjoying the PLP Breakfast.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$257,997.00</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>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"> • Achieving excellence through collaborative partnerships • Cohesive Wellbeing Framework <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 to build teacher capacity around curriculum adjustments and behaviour intervention. • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The PBL team has been able to analyse data trends and allocate support where required. Ready to Learn plans and Check In Check Out cards have supported students to effectively learn to manage their behaviour and have provided strategies for self-regulation. Students across K-6 have continued to be supported, both in the classroom and playground, to ensure they have access to a differentiated curriculum and can experience success in all settings. They have been supported to work towards learning goals. The Learning Support Team processes have been streamlined to ensure targeted support is meeting student need and services are sought to enhance school management strategies. Communication of student support needs to key staff has been improved as a part of this process by ensuring stage representation at all LST meetings and the reporting back to relevant staff.</p> <p>After evaluation, the next steps to support our students will be: Improving the teaching and learning of students around resilience and sense of belonging and developing a scope and sequence for staff delivery of learning experiences. Ongoing targeted professional learning for all staff to better support student learning and support needs.</p>
<p>Socio-economic background</p> <p>\$712,723.28</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>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"> • Highly Effective Teaching Practices • Achieving excellence through collaborative partnerships • Cohesive Wellbeing Framework <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through APCI mentoring program to support student learning • employment of additional staff to support teaching program implementation. <p>The allocation of this funding has resulted in the following impact: Teaching staff are implementing quality pedagogy and curriculum to support students after working closely with the APCI. Teacher programming demonstrates a shift in the way they teach, e.g. using Learning Intentions and Success Criteria and evidence-based teaching approaches, resulting in an upward trend in student data.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$712,723.28</p>	<p>Shift focus for mentoring support with APCIs to numeracy to enable highly effective teaching practices. Time will need to be allocated for professional learning and teaching sprints led by the APCIs and Assistant Principals.</p>
<p>Aboriginal background</p> <p>\$147,907.28</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>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"> • Achieving excellence through collaborative partnerships • Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) 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 <p>The allocation of this funding has resulted in the following impact: A student Aboriginal Education Team (AET) has been established allowing for student voice across K-6. A school Aboriginal Strategic Improvement Plan (ASIP) has been developed in draft form to provide a clear direction and improvement measures for Aboriginal education across the school. The PLP process has been refined with the ability to share information across the 6-7 transition to high school. The Principal network has developed a consistent approach for PLP processes across the local group of schools. Teachers participated in professional learning around the HPGE policy and identified students who demonstrate high potential in the academic domain as part of the transition process.</p> <p>After evaluation, the next steps to support our students will be: The ASIP will be finalised, establishing clear practices for effective student voice across K-6. Network PLP process will be implemented for the 2024 school year. The school will develop and refine school PLP resources to ensure a working document is created for PLPs, keeping students and families informed and involved in the process. Development of criteria and processes for the identification of HPGE students across K-6 ensuring consistent teacher judgement. Individual Education Plans will be developed for HPGE students.</p>
<p>English language proficiency</p> <p>\$11,476.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Singleton Heights Public School.</p> <p>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"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Students have been supported by way of a differentiated curriculum, working with the classroom teacher and School Learning Support Officer to</p>

<p>English language proficiency</p> <p>\$11,476.00</p>	<p>successfully access the curriculum. Students have worked either individually or in small group tuition situations. Student progress has been recorded on the EAL/D Learning Progressions and reported on in semester reports</p> <p>After evaluation, the next steps to support our students will be: A targeted approach by the newly appointed Learning and Support Teacher will be a focus for student tuition moving forward. Students will work closely with the LaST and the intervention team to work through the progressions. Data will be collected twice a term and monitored for progress and support.</p>
<p>Low level adjustment for disability</p> <p>\$291,172.92</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>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"> • Highly Effective Teaching Practices • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: LaST and intervention teachers and SLSOs have delivered reading and numeracy tuition to identified students at point of need. All Kindergarten students were supported through the allocation of SLSOs to support Learning. Professional learning in explicit teaching, differentiation and data skills and use have supported the implementation of small group support and enrichment.</p> <p>After evaluation, the next steps to support our students will be: Continuation of support for students with disability through professional learning and the use of data to inform teaching across K-6. Continuation of set targets and expectations for Tier 2 and Tier 3 students.</p>
<p>Location</p> <p>\$8,814.19</p>	<p>The location funding allocation is provided to Singleton Heights Public School to address school needs associated with remoteness and/or isolation.</p> <p>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"> • Cohesive Wellbeing Framework <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Increased opportunities for students to access activities and resources, such as excursions, technology resources and curriculum experiences.</p> <p>After evaluation, the next steps to support our students will be: The continuation of support for families to access teaching and learning opportunities and resources.</p>
<p>Professional learning</p> <p>\$45,390.38</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>Professional learning</p> <p>\$45,390.38</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"> • Highly Effective Teaching Practices • Data Driven Practices • Achieving excellence through collaborative partnerships • Cohesive Wellbeing Framework <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 <p>The allocation of this funding has resulted in the following impact: Teachers have accessed collaborative planning time, building capacity in implementing evidence-based practices that facilitated whole school improvement. Professional learning was delivered around the Performance and Development Cycle, ensuring staff were aware of processes, practices and their roles. Professional Development Plan processes are in place and targeted individual teacher support was provided, e.g. feedback, additional APCI support.</p> <p>After evaluation, the next steps to support our students will be: Staff collaboration time will be embedded to support student learning. Building staff knowledge around the mathematics curriculum and evidence-based practices, e.g. number talks and reasoning. Assistant Principals will receive support to develop their instructional leadership capacity when working with teams. Professional learning for staff around editing target groups in PLAN2 will be a focus. Professional learning around quality feedback will be completed. To improve consistent teacher judgement, check-in data and phonics screening assessments will be shared with parents/carers.</p>
<p>Beginning teacher support</p> <p>\$40,214.64</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Singleton Heights Public School during their induction period.</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"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback • reduced responsibilities or teaching loads sufficient to support the development of their skills <p>The allocation of this funding has resulted in the following impact: Additional time provided to support planning and capacity building in implementing evidence-based practices. Mentors have had additional time to mentor and support beginning teachers in classroom organisation, behaviour management and programming. Particular focus has been on building a solid foundation for new syllabus document implementation, including the essential components of reading, complexity of texts and decodable texts, big ideas and becoming a mathematician.</p> <p>After evaluation, the next steps to support our students will be: Additional support provided in 2024 by way of collaboration time and mentor support. Professional learning will occur around number talks, and reasoning in mathematics. Assistant principals will build their instructional</p>

<p>Beginning teacher support</p> <p>\$40,214.64</p>	<p>leadership capacity when working with stage teams.</p>
<p>QTSS release</p> <p>\$104,400.58</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>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"> • Highly Effective Teaching Practices • Cohesive Wellbeing Framework <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: All teaching staff have their programs reviewed termly by Assistant Principals to ensure they are implementing elements of Professional Learning. Collaborative Planning time provided termly, led by Assistant Principals, to build teacher capacity in implementing evidence-based practices to facilitate whole-school improvement. PDP processes in place and when targeted individual teacher support was required, assistance was provided, e.g. feedback, and extra APCI support.</p> <p>After evaluation, the next steps to support our students will be: All teachers have found collaboration time extremely valuable and it will be continued into 2024 with a view to release Assistant Principals from class one day per week to support, mentor, observe and demonstrate lesson delivery in classrooms.</p>
<p>COVID ILSP</p> <p>\$247,260.26</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 and numeracy. <p>The allocation of this funding has resulted in the following impact: Analysis of the data showed that small group tuition has been implemented in literacy and numeracy for Tier 2 and Tier 3 in all stages. Tier 3 focused on building phonic skills and knowledge to build literacy. Tier 2 support was in class supporting teacher's programs with targeted students based on data. Phonic data indicates 63% of students have attained the initial phonics decoding skills with 37% of students having made some progress but will require additional support. Analysis of the programs implemented indicate that learning has been personalised for students, targeting specific areas of need. Analysis of numeracy data for Kindergarten and 3 - 6 showed that the small group tuition with 65% of the students having reached their personal learning goals based on point of need. 35% of students have made some progress but will require additional support, particularly in the area of application of place value and number sense.</p> <p>As a direct result of the consistent, targeted intervention, students and</p>

COVID ILSP

\$247,260.26

teachers are reporting increasing engagement and confidence both in small group tuition and upon return to classroom for Tier 3 students. COVID support staff have found the COVID PL highly effective in developing their understanding of and capacity to deliver effective small group tuition through TEAMS. Classroom teachers have found small group tuition within classrooms challenging as it disrupts the cohesive classroom environment

After evaluation, the next steps to support our students will be:

Continue implementation of small group tuition in literacy and numeracy for Tier 2 students and SLSO to support Tier 3 students for building phonics skills. Access professional learning modules and support using the Small Group Tuition Microsoft Teams group and Statewide Staffroom. Set whole school target learning progressions for personalised goals for individual students, identify base data, and monitor progress in PLAN 2. Assess students at the end of each term using learning progressions for Fluency and Place Value, with teachers annotating on PLAN 2 their set focus group for each stage, as well as the school's phonics assessment and IfSR. Collected data to be shared with school leadership team, class teachers and parents.

LaST teacher to become Small Group Tuition coordinator to work with APCI, teachers and small group tuition SLSOs, using data to evaluate, monitor and assess impact on student progress and achievement to plan intervention for identified students.

LaST teachers working alongside teachers in the classroom with Tier 2 students.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	236	243	258	250
Girls	271	273	270	248

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.3	92.7	87.8	91.7
1	91.8	91.1	88.4	91.9
2	91.1	92.6	85.0	91.3
3	92.1	92.5	87.9	88.8
4	92.2	90.8	87.7	90.4
5	88.6	90.4	86.3	90.1
6	90.0	88.0	85.6	88.2
All Years	91.1	91.2	87.0	90.4
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.



Attendance promotional posters are used to encourage students to attend school each and every day.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	19.61
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	404,516.12
Revenue	7,084,704.69
Appropriation	6,896,502.63
Sale of Goods and Services	3,928.50
Grants and contributions	179,592.21
Investment income	4,281.35
Other revenue	400.00
Expenses	-6,796,584.45
Employee related	-6,183,421.09
Operating expenses	-613,163.36
Surplus / deficit for the year	288,120.24
Closing Balance	692,636.36

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	238,291
Equity Total	1,163,279
Equity - Aboriginal	147,907
Equity - Socio-economic	712,723
Equity - Language	11,476
Equity - Disability	291,173
Base Total	4,020,091
Base - Per Capita	137,865
Base - Location	8,814
Base - Other	3,873,412
Other Total	718,033
Grand Total	6,139,694

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.



Students from our support class participated in a 'Come and Try' Athletics day.

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

In 2023, 82% of our students report having friends they can trust and who encourage them to make positive choices. 83% of students stated that they believe schooling is useful in their everyday life and that it will have a strong bearing on their future. Students feel that they have someone at school who consistently provides encouragement and can be turned to for advice. On a 10-point scale, 7.4 students feel teachers are responsive to their needs and encourage independence with a democratic approach. 76% of Aboriginal students feel good about their culture when they are at school. There is a need to improve student positive sense of belonging and whilst they try hard to succeed in their learning, student interest and motivation scores are below the NSW Government Norm.

Parent surveys indicated that they feel welcome in our school with 77% of respondents saying the environment is physically welcoming. Of the 35 survey participants, 86% indicated that they had engaged with the teacher with 79% stating they had attended parent meetings. 77% of parents find our three way conferences useful or very useful and use the school newsletter, social media and text messaging to find out useful information and news about our school. Over 50% of respondents found our school to be a culturally safe place for all students with over 60% reporting that the school helps students with a disability or special needs to feel welcome.

In 2023, staff reported that they set high expectations for student learning (8.4) and that students are very clear on what they are expected to learn (8.1). Staff reported striving to understand the learning needs of students with special learning needs (8.5) and made an effort to include students with special learning needs in class activities (8.3). There was a range of experience amongst staff with 23% of staff in their first 5 years of teaching and 26% having 16+ years experience. Teachers would feel more supported at work if their workload was reduced, there was more time to do their job, there was less administrative work and they had a greater work-life balance. 80% of staff believe that our school is a welcoming place for students and either agree or strongly agree that there is a sense of belonging for students.



Incoming Captains and Vice Captains for 2024.

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.



Students who participated in the Sista Speak program.