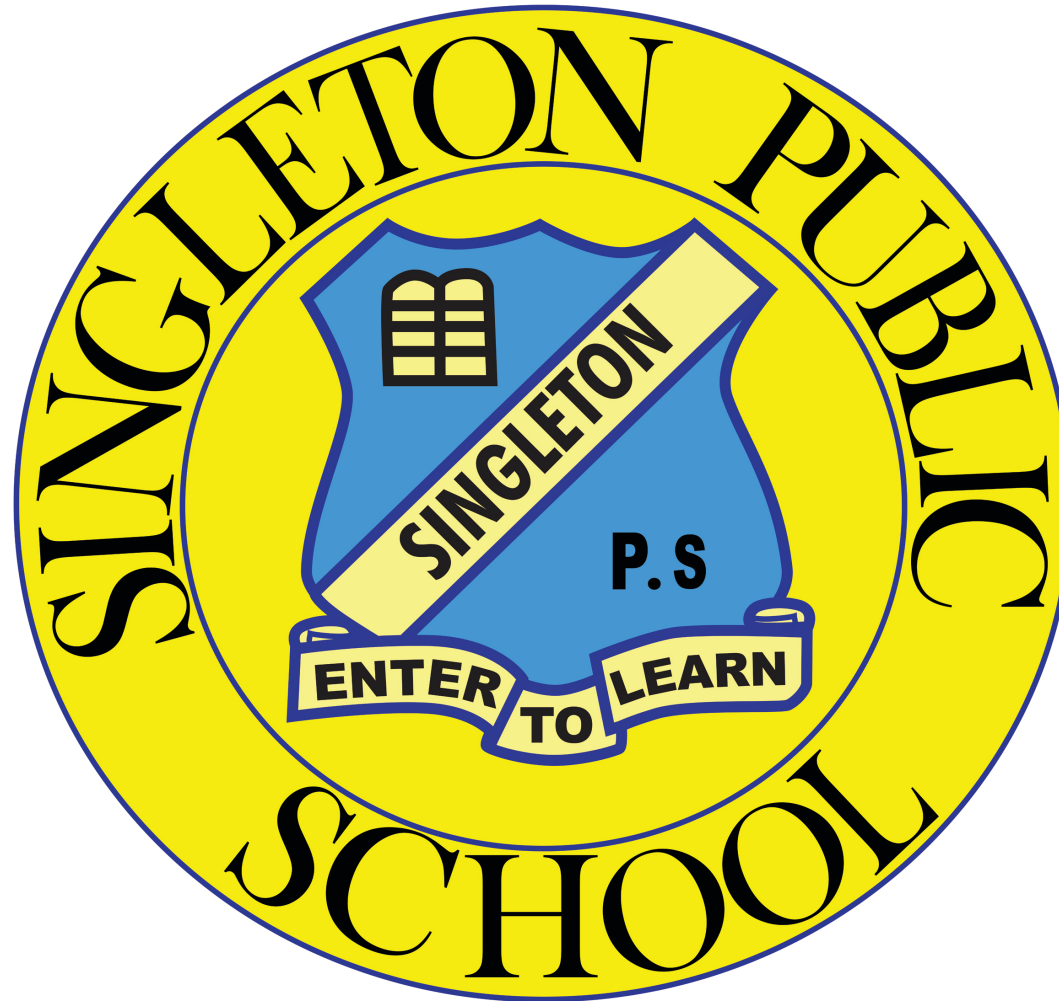


Strategic Improvement Plan 2021-2025

Singleton Public School 3070



School vision and context

School vision statement

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 Aboriginal Education Consultative Group (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

School vision and context

School vision statement

School context

and provide an exceptional canteen and Breakfast Club service to students.

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.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Explicit Teaching

Ensure school-wide practices focus on explicit teaching to improve student outcomes. Collaboration and effective use of assessment and data analysis identify student achievement and progress, and inform point of need teaching.

- Review and adapt teaching and learning programs using feedback, student assessment data and knowledge of curriculum to ensure that the correct teaching and learning cycle is planned and systematically delivered.
- Ensure school wide practices focus on teachers identifying, understanding and implementing the most effective explicit teaching methods with priority given to high impact, evidence based teaching strategies.
- Expertly use student assessment data to reflect on teaching effectiveness and to provide individualised, explicit, differentiated and responsive learning opportunities.

High Impact Professional Learning

- Review and adapt the school's curriculum provision to ensure it meets the changing requirements of students and the department.
- Embed collaborative practices and increase engagement with colleagues to test and evaluate efficacy of evidence based strategies to improve practice.
- Engage teachers in setting explicit professional learning priorities and collaboratively plan to meet them by using internal expertise, accessing effective practice outside the school or through department professional learning and initiatives.

Success criteria for this strategic direction

- Ongoing formative and summative data is collated, analysed, and applied to class, student cohort and whole school level to inform student learning requirements, leading to consistent high quality targeted explicit teaching.
- Teachers routinely provide explicit, specific and timely feedback related to defined success criteria and learning goals to ensure students have a clear understanding of how to improve.
- Collegial feedback informs teaching practice and directs future pedagogical goals.
- Students articulate, understand and evaluate their progress against literacy and numeracy learning intentions and success criteria.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Analysis including data sources from:

- *Check-in data*
- *NAPLAN*
- *Literacy and Numeracy PLAN2 data*
- *SCOUT data*
- *Student work samples*
- *Student Personalised Learning and Support Planning (PLaSPs) processes*
- *School Excellence Framework - self assessment survey (SEF S-aS)*
- *High Impact Professional Learning (HIPL)*
- *Internal school data*

will guide the school's future direction and planning to maximise student learning outcomes.

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.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Uplift of 1.1% from 2024-2027. The attendance rate for the school is increased from 90.08% in 2024 to 91.2% in 2027.

Initiatives

Wellbeing

A strategic and planned approach to develop whole school wellbeing and attendance processes that support all students to connect, succeed, thrive and learn.

- Review, implement and embed whole school systems that utilise resources and expertise to positively impact wellbeing and attendance for all stakeholders.
 - Promote and build collective ownership of positive teacher-student relationships with a focus on advocacy, belonging and connectedness.
 - Embed effective attendance monitoring processes by all staff which promptly address attendance issues, concerns, improvements and celebrate regular attendance.
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Success criteria for this strategic direction

Wellbeing

- Positive respectful relationships are evident and widespread among students and staff and promote student wellbeing creating optimum conditions for student growth across the whole school.
- Common language and practices for wellbeing, behaviour and engagement is evident across all school settings.
- Collaborative partnerships are evident with students, staff, families, communities and other organisations that support and develop students, staff and the school community.
- Attendance monitoring strategies, planned approaches and personalised attendance goals are consistently documented in school-wide systems by staff.

Evaluation plan for this strategic direction

The following data will be analysed in the determination:

- Student feedback and surveys
- Parent feedback and surveys
- Tell Them From Me - student, staff and community surveys
- The Resilience Project student surveys
- Suspension data
- Sentral behaviour data
- Sentral attendance data
- Individual attendance plans
- Learning Support data
- Personalised Learning and Support Planning (PLaSP) processes
- SCOUT data

Following the analysis, the extent to which the purpose

Strategic Direction 2: High Impact teaching and Teacher Quality

Evaluation plan for this strategic direction

has been achieved will be determined and used to guide future directions.