

# 2008 Annual School Report

## Singleton Public School

### Respect Quality Responsibility



A Quality Education in a Caring Environment

**Singleton Public School offers high quality education in a welcoming and supportive environment, reflecting our core values of respect, responsibility and quality.**

**Our school has a highly committed and qualified staff who provide a challenging and stimulating curriculum for all children in a caring environment. We are recognised for the wide range of outstanding educational, sporting and cultural experiences on offer. All children are encouraged to achieve to their fullest potential academically and to excel in chosen areas of interest.**



Students hard at work

### Our School in Brief

Singleton Public School is located in the heart of Singleton, in the beautiful Hunter Valley. The school is held in high regard by the local community and is affectionately called *Hunter Street*. The school's enrolments this year have stood around 480, with 19 of these students attending our Special Education Unit classes. Ours is a community based school with a strong tradition and pride in our history and a high level of parent support. 2008 has been significant for the school as we have celebrated our 150<sup>th</sup> anniversary since establishment, our sesquicentenary.



Sesquicentenary Fete

## Significant programs and initiatives

There are a number of significant programs and initiatives which have been developed in response to the needs of the school community. Each year we select some of these to report on in our Annual School Report.

### Sesquicentenary

This year the school celebrated its 150<sup>th</sup> anniversary. This event was marked by a special assembly, led by the current school captains with both present and past students in attendance, along with members of Singleton High School Ka Wul dancers. It included an acknowledgment of the Colleen Sales Sesquicentenary Garden, built by Singleton High School Year 11 students and was followed by a school fete. Many hours of work went in to a huge display of previous classes over the decades, current and historical school artefacts, a student developed time line and a sesquicentenary quilt. Celebrations went over two days and culminated in a dinner on Saturday night. An inaugural school magazine was collated and printed by a parent member of the school and memorabilia was sold throughout the celebrations so that families could have a tangible reminder of this sesquicentenary. Significant was that the entire celebration was the culmination of work by students, parents, members of the community, other schools and staff.



One of the oldest ex students and youngest boy student cutting the Sesquicentenary cake.

### Reading Recovery

Singleton Public School is fortunate enough to have access to the highly successful Reading Recovery Program. This program is funded by the Department of Education and Training which allocates an additional half a full time teaching position to the school's staffing entitlement. It has been filled by a current member of the teaching staff, Ms Sharmyn Zeidler. At any one time Ms Zeidler works with four children from Year 1 each day from 12.10-3.10, providing individual tuition in reading and writing. The children are selected based on need. Through the year eight children accessed the Reading Recovery program. Four of the children successfully exited the program, achieving a benchmark level of at least 16. All of the other four children made progress, with three being referred for further specialist instruction. The eighth child transferred to another school before they could complete the program.

Throughout the year Ms Zeidler has undergone intensive professional development and training in Reading Recovery methodology. She has been able to transfer this knowledge and her high level of skill in teaching young children to read to the regular classroom setting and other teaching staff.

### Technology

Both parents, staff and the broader community have enthusiastically supported the implementation of a school technology plan which aims to have an electronic whiteboard and four personal computers, all connected to the internet, in each classroom alongside appropriate professional development for teachers. This year the school has almost achieved this vision. Additional electronic whiteboards have been funded through the Singleton Public School Parents and Citizens Association and the purchase of 20 additional computers were funded through a \$20,000 donation from Coal and Allied's Countryfest. At the end of the 2008 school year there are four personal computers in each mainstream classroom and almost all classrooms have an electronic whiteboard. The last two permanent classrooms will be fitted with electronic whiteboards while the demountable classrooms will be fitted with a more suitable portable electronic whiteboard system early in 2009.

The NSW Department of Education and Training T4L rollout of computers has meant that we have 24 up to date computers available for the students in the computer laboratory. This year the school has refurbished a storage garage as a Connected Classroom. This provides video conferencing facilities which will be fully accessible in 2009. Five members of the teaching staff have been

trained in its use. The school has also participated in Mathletics, a global online mathematics program which allows our students to test their maths skills against students from all over the world. In addition, it has the capacity for classroom teachers to incorporate online maths activities for homework.

## Aboriginal Education

The development of Personalised Learning Plans for Indigenous students has continued in 2008 with parent, student and teacher interviews to determine future directions and learning goals. Acknowledgment of Country or a Welcome to Country is now considered an essential component of every school function.

## Messages

### Principal's message

This year two major achievements have been significant for the Singleton Public School community: the culmination of the 5 year technology plan in just over two years and the celebration of 150 years of education at Singleton Public School. Both have had support from the school and wider community. Their success demonstrates just what our school community achieves through hard work, dedication and commitment by many members. Congratulations Singleton Public School!

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Lynne Montgomery**

### P&C Message

In 2008 Singleton Public School commemorated 150 years of public education in Singleton. It was celebrated in August and our annual fete was run in conjunction with our celebrations. This was attended by many former school students and staff as well as our local politicians. The event took twelve months to plan and was a great success.

The P&C completed implementing our technology plan which has put the most modern of technology in each classroom.

We have had our canteen refurbished with an extension, modern work spaces and new appliances that have brought our canteen up to

current standards. The canteen is the P&C's main source of income, along with the annual fete. We thanked Colleen Sales for 29 years of dedication and service to our school upon her retirement.

At the end of 2008 the P&C set new goals to upgrade the playground and allocated \$5,000 to purchase new Key Learning Area (KLA) resources.

Thank you to the school and wider community in helping us to raise the funds to purchase the wonderful resources that our children will have available to them. I am sure that all students will benefit.

**Jo Watkins**  
**P&C President 2008**

## School context

### Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile

Student enrolments have continued to slowly decline. Kindergarten enrolments have been around 60 for the last four years while there have been between 70 and 80 students leaving in Year 6. Singleton Public School has a policy of taking only students who live within the designated school enrolment zone. Any parent seeking enrolment from outside the school zone must apply for non local enrolment.

	2004	2005	2006	2007	2008
<b>Male</b>	293	299	281	269	256
<b>Female</b>	271	261	276	243	220

### Student attendance profile

Student attendance is below the state average. This issue has been recognised by the School Council which has developed a school attendance policy. As a result of this policy, procedures which more closely monitor student attendance are being put in place.

	2005	2006	2007	2008
<b>School</b>	93.9	93.8	93.7	93.8
<b>Region</b>	93.7	93.9	93.7	93.7
<b>State</b>	93.8	94.0	94.0	94.1

## Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

Singleton Public School continues to form smaller classes in Kindergarten to Year 2 in line with Department of Education and Training policy.

Roll Class	Year	Total per Year	Total in Class
1-2L	1	13	24
1-2L	2	11	24
1BLACK	1	20	20
1BROWN	1	23	23
2G	2	27	27
2ZD	2	26	26
3B	3	29	29
3V	3	29	29
4-6S	6	13	27
4-6S	4	14	27
4M	4	29	30
4M	1	1	30
4T	4	30	30
5B	5	27	27
5E	5	28	28
5P	5	27	27
6M	6	31	31
6MAC	6	29	29
K-1H	1	8	22
K-1H	K	14	22
KD	K	22	22
KE	K	20	20

## Structure of classes

Wherever possible the school attempts to form grade classes. However, because of staffing entitlements based on total enrolments it is sometimes necessary to form composite classes. This year the school formed a class with Year 4 and Year 6 students, to avoid forming several other composite classes. This class was highly successful for all students.

## Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In addition to the teaching staff listed below, a number of support staff are employed at the school: 1 Administrative Manager; 2 School

Administrative Officer positions; 3 permanent and 4 temporary Teachers Aides Special and 1 General Assistant.

## Staff establishment

The table below indicates teaching staff entitlements:

Position	Number
Principal	1
Deputy Principal-non teaching	1
Assistant Principals	5
Itinerant Assistant Principal	1
Classroom Teachers	12
Teacher of Moderate Intellectual Disabilities	1
Teacher of Severe Intellectual Disability	1
Teacher of Reading Recovery	2 ½ days/week
Support Teacher Learning Assistance	3 ½ days/week
Teacher Librarian	4 days/week
Release from face to face teachers	1 ½
Counsellor	1
Total	34 ½

## Staff retention

No new teaching staff were appointed at the school this year. Any vacant positions have been filled with temporary or casual teachers who have suitable teaching qualifications.

## Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department of Education and Training, was 95.2%.

Note: Staff attendance is determined by subtracting the number of short term, unplanned days absent from the total available teaching days.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	88
Postgraduate	12

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2008
<b>Income</b>	<b>\$</b>
Balance brought forward	154 436.27
Global funds	243 694.70
Tied funds	254 612.57
School & community sources	212 292.33
Interest	18 064.35
Trust receipts	169 842.71
Canteen	0.00
<i>Total income</i>	<u>1 052 942.93</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	72 935.74
Excursions	78 148.01
Extracurricular dissections	57 777.81
Library	4 061.34
Training & development	3 164.96
Tied funds	225 044.04
Casual relief teachers	71 793.22
Administration & office	90 046.93
School-operated canteen	0.00
Utilities	46 658.67
Maintenance	24 383.72
Trust accounts	169 512.07
Capital programs	0.00
<i>Total expenditure</i>	<u>843 526.51</u>
<b>Balance carried forward</b>	<u><b>209 416.42</b></u>

The schools financial year begins and ends on the 30<sup>th</sup> November of each year. Of the money carried forward into the 2009 financial year, some of this has been allocated to payment of accounts and salaries during December and January. \$40,000 has been saved for the replacement of a ride on lawn mower and photocopiers, major purchases for the school in the next two years. \$73,162.85 has been carried forward in tied funds while \$43,483.55 has been carried forward in trust funds.

A full copy of the school's 2008 financial statement is tabled at the School Council. Further details concerning the statement can be obtained by contacting the school.

## School performance 2008

Singleton Public School offers a wide range of extra curricula activities. This provides the students with choices and the opportunity to excel in areas outside the classroom. The staff are to

be commended for their dedication and commitment to providing the students of our school with these opportunities. Parents are to be thanked for their support, in time, expertise and transport, ensuring that their children are able to participate in these events. The highlights of these extra curricula activities are outlined below.

## Achievements

### Arts

This year the students of Singleton Public School participated in the *Power of Music*. This was an integrated performance piece, written by Mark Walton for all schools supported by the Upper Hunter Conservatorium of Music with drama, band and choir. Sponsored by Xstrata, the *Power of Music* featured 30 of our gifted and talented children in drama, 40 of our children participated in the K-6 choir and 50 Singleton Public School children performed in the concert band.

### Sport

Once again, the emphasis on sport at Singleton Public School focussed on participation, fun and fitness. Many children of all abilities were able to access sporting opportunities through the programs provided by the school and through organisation provided by dedicated staff and parents. 2008 proved to be a fruitful year for a large number of children through individual and team representation.

The senior boys' swimming relay team of Hamish Fuller, Joel Wightman, Adam Hamilton and Harry Freer, competed at the NSW championships at Homebush where they swam very competitively. At the same meet, Hamish Fuller swam in a number of individual events, an impressive achievement at such a high level of competition.

Thomas Johnson was selected in the Hunter regional Rugby Union team as fullback and Adam Hamilton was selected in the Hunter regional Rugby League team as a forward. Both represented with distinction and fine sportsmanship at state level in the NSW championships.

The boys' Rugby League team, expertly coached by Darren Ward throughout 2008, achieved great success by winning the prestigious 'Knights Knockout' competition during the winter months. The team won the competition, an impressive result. The great honour of 'Player of the Championship', determined by points awarded by referees during each match, was fittingly bestowed on Thomas Johnson.

## Climate Cam

Singleton Public School participates in Climate Cam. In 2008 a student Environmental Team managed environmental issues within the school with the support of Mrs Trish Bailey and Mr Tony Holloway. The students have directed recycling, tree planting, litter reduction campaigns, composting and audited water and electricity usage. The school successfully sought funding for the installation of water tanks where the water will be recycled for use on the schools grounds and gardens. Student contributions to the schools environmental programs are recognised by the introduction of weekly environmental awards. Teacher allocation of paper usage has led to a reduction in photocopying.



Keeping the playground tidy

## Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

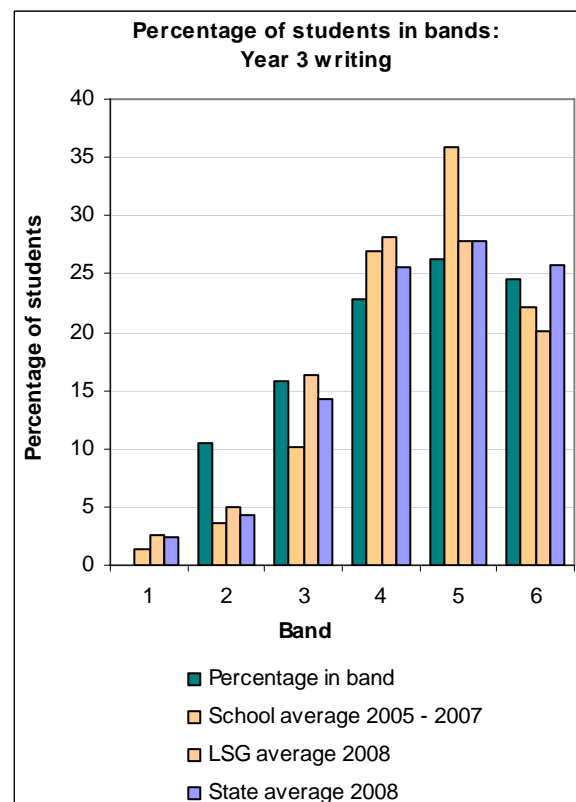
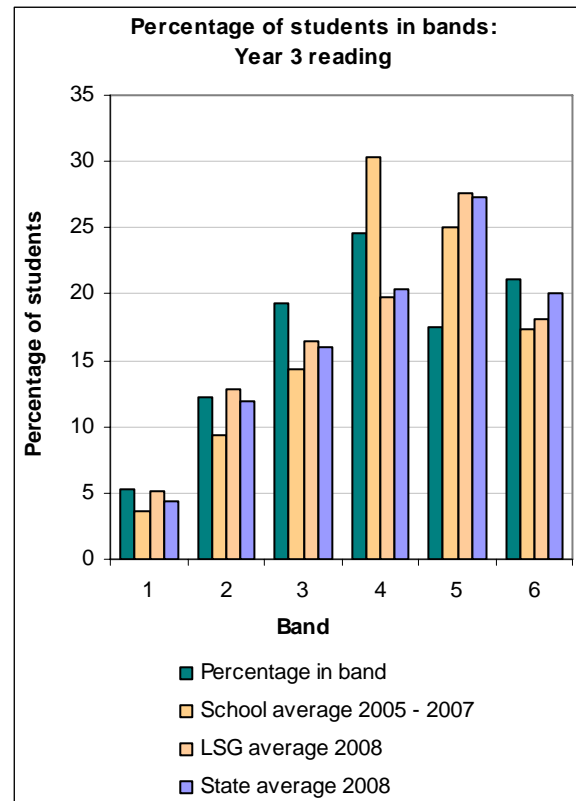
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

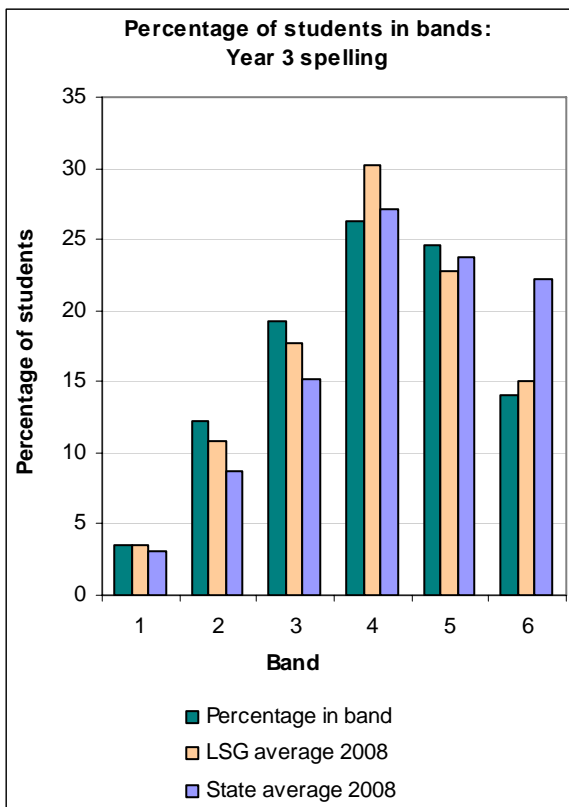
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

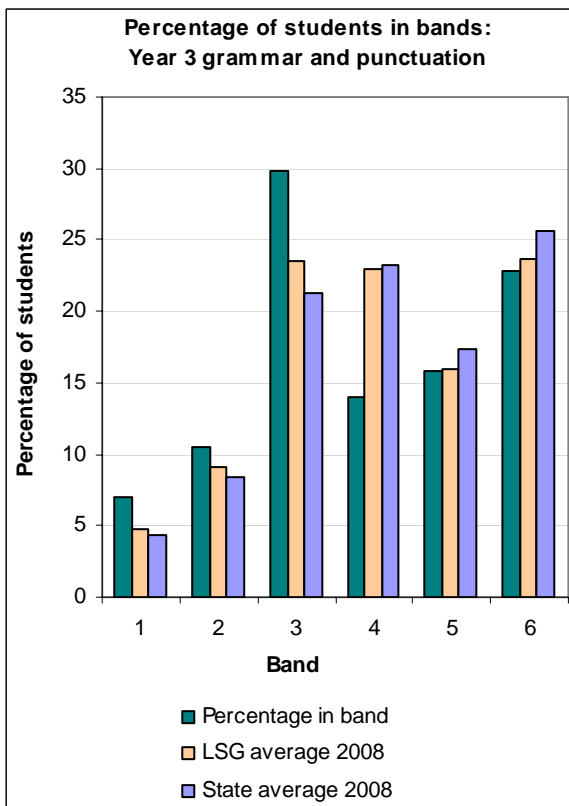
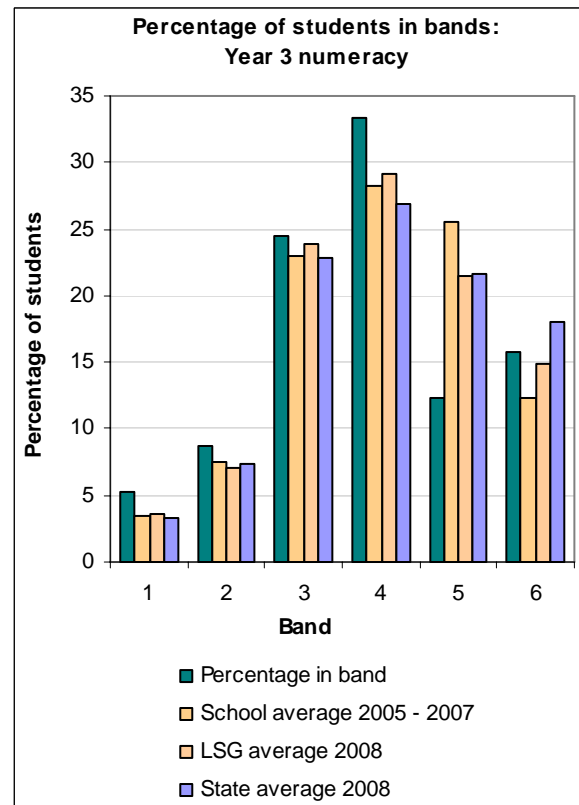
The following graphs indicate that the school has generally made some improvements in some areas since last year, but we need to continue to implement our improvement plan to boost student achievement particularly for those students achieving in the higher bands. (See Targets for 2009)

## Literacy – NAPLAN Year 3

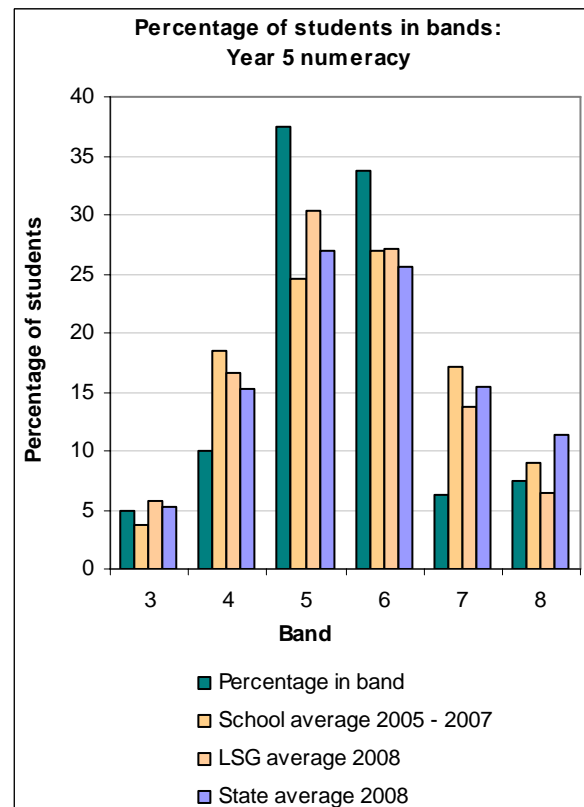




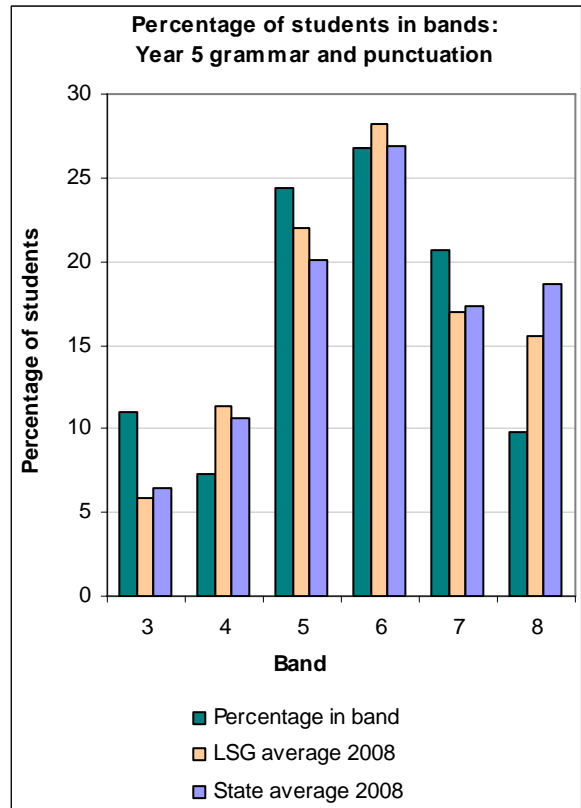
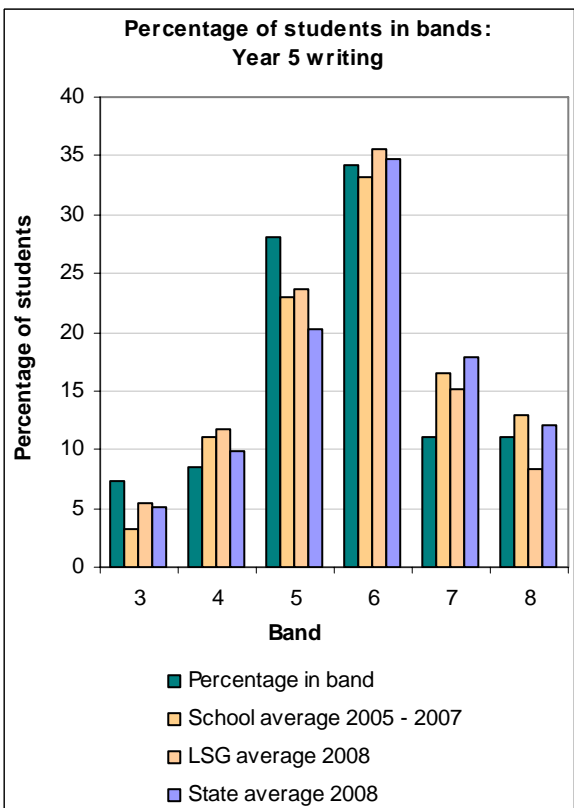
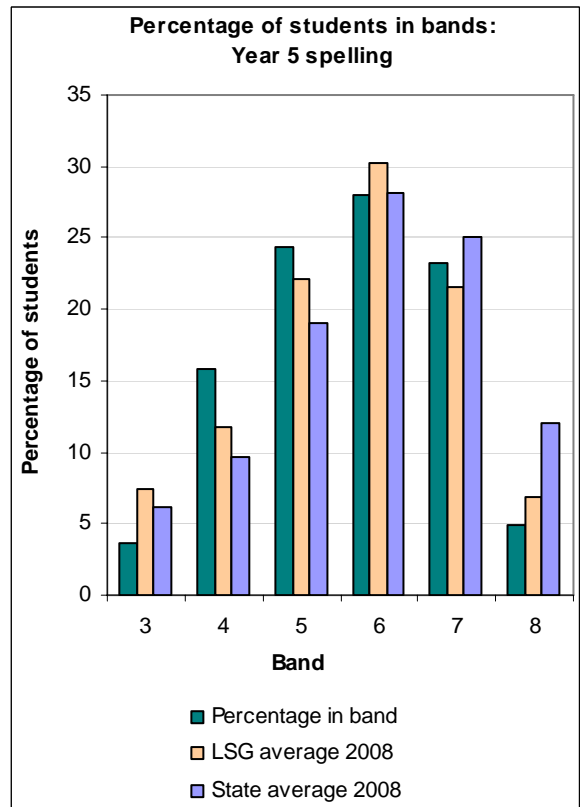
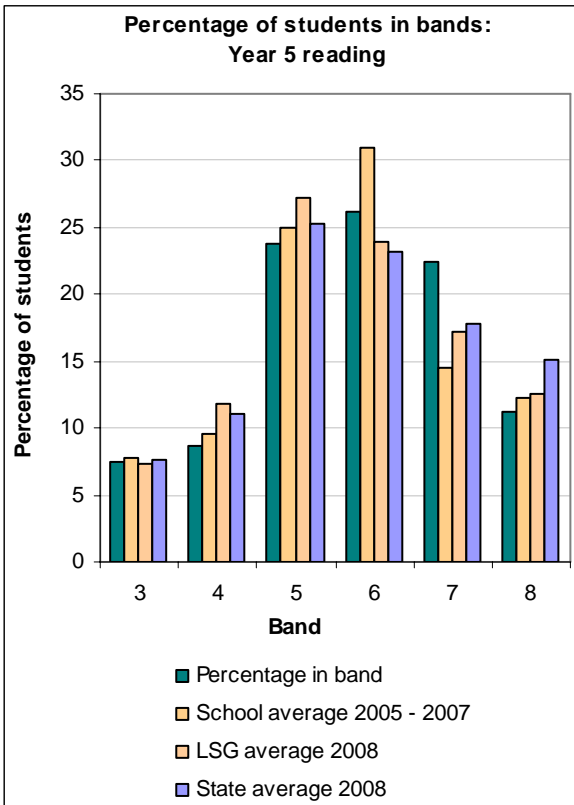
### Numeracy – NAPLAN Year 3



### Numeracy – NAPLAN Year 5

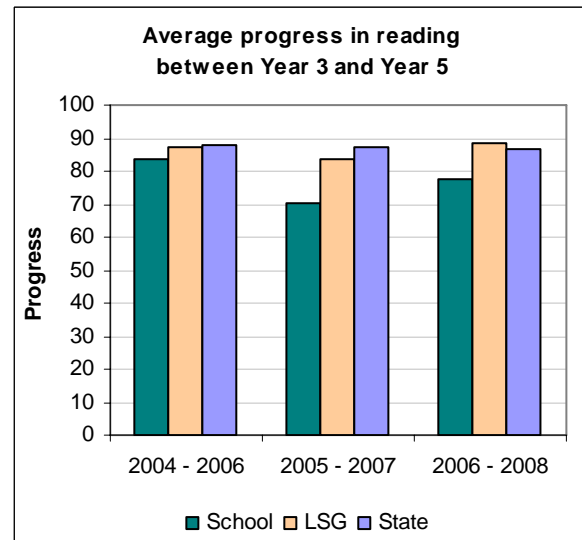
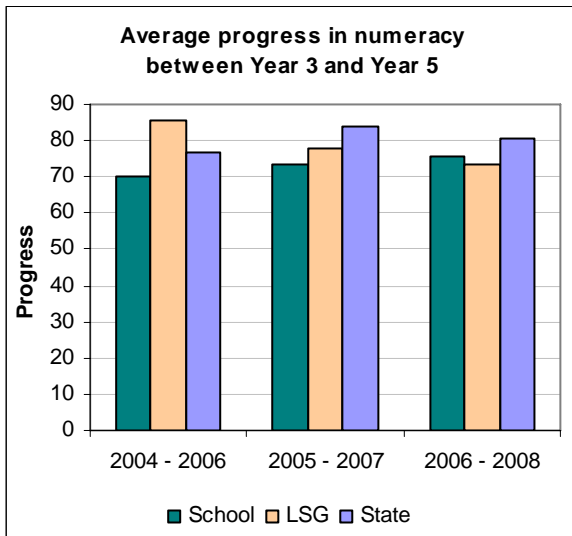


# Literacy – NAPLAN Year 5



## Progress in numeracy

The following data indicates the progress students have made from Year 3 to Year 5 in the NAPLAN numeracy test. This graph indicates an improvement in progress from Year 3 to Year 5.

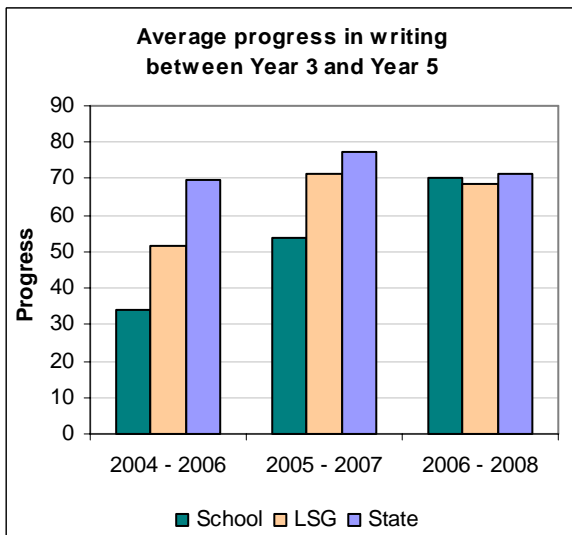


The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

## Progress in literacy

The following data indicates the progress students have made from Year 3 to Year 5 in the NAPLAN literacy tests. These graphs indicate a significant improvement in writing over the last three years.



Percentage of Year 3 students achieving at and above minimum standard in 2008	
Reading	95
Writing	100
Spelling	96
Punctuation and grammar	93
Numeracy	95

Percentage of Year 5 students achieving at and above minimum standard in 2008	
Reading	93
Writing	93
Spelling	96
Punctuation and grammar	89
Numeracy	95

## Progress on 2008 targets

### *To develop a school mathematics curriculum in numeracy*

#### Target 1

Our achievements include:

- Teachers have participated in a number of professional development activities which have increased their familiarity and usage of the NSW mathematics syllabus.
- Evidence that teachers are teaching mathematics during a dedicated mathematics session, with increasing use of concrete materials and utilising working mathematically strategies to improve numeracy.
- Teachers have collaboratively developed assessment tasks across stages and a whole school mathematics curriculum has been developed.

#### Target 2

### *To reduce the incidence of student misdemeanours in the playground and classroom*

Our achievements include:

- Tracking systems for student misdemeanours in the playground have been implemented through utilisation of SWOT, a commercially produced program. This data will be looked at closely in 2009 for indications of a reduction in misdemeanours.
- The Quality Classroom, Quality Playground program has been fully implemented and evaluated at the end of the year with suggested modifications adopted in readiness for 2009.
- Investigation and commitment to Positive Behaviour for Learning (PBL) has been carried out to further improve student behaviour within the playground and classroom.

#### Target 3

### *To improve writing skills across K-6*

Our achievements include:

- A series of professional development activities which introduced the Basic Skills Test marking rubrics and other already

created rubrics to improve consistency of teacher judgement.

- Class teachers are explicitly teaching text types and developing uniform across-grade assessment tasks.

## Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of teaching and the Connected Outcome Groups (COGs) units of work.

### Educational and management practice

Teaching was evaluated this year by both parents and students.

### Background

All students from Years 2-6 were invited to participate in a survey about teaching while all their parents were invited to participate in a similar survey. From these surveys a randomly selected group of students and parents were selected and their responses collated.

### Findings and conclusions

- 85% of the students felt that their classroom was an interesting place to learn while 95% of the parents felt that the class activities were interesting and appropriate to their child's abilities.
- 98% of the students and parents felt that what the students are asked to learn is important.
- 95% of students felt that the school reports and parent interviews provided information about their learning.
- 91% of the parents felt that the way the teachers managed the class helped their child to learn.
- 82% of the parents understood how students' learning will be assessed.

### Future directions

The results of these surveys was highly pleasing, showing a largely positive response from both students and parents about the teaching at Singleton Public School. However, there is an identified need that parents need to be better informed about how teachers collect information and assess a students learning. This will occur

through newsletter articles and through the parent teacher interviews carried out twice a year.

## Curriculum

This year the teaching and learning of the Combined Outcome Groups, otherwise known as COGS was carried out.

## Background

COGS units were developed by the NSW Department of Education and Training to streamline the crowded curriculum and combine outcomes from four Key Learning Areas: science and technology, human society & its environment, creative and practical arts and personal development, health and physical education. Singleton Public School adopted the use of these COGS units at the beginning of 2008 as a trial. The use of these units was evaluated as part of the end of year evaluation process.

## Findings and conclusions

- Concerns were expressed by teaching staff that science and technology was not always well addressed in many of the units of work.
- Teachers felt that links to other curriculum areas were also weak in particular units which appeared to focus on just one component of a Key Learning Area.

## Future directions

The school is developing its own scope and sequence incorporating some aspects of the NSW DET produced COGS units. There is a preference for using the HSIE components of some COGS units. The development of the school's scope and sequence in these four Key Learning Areas will occur over the next two years.

## School development 2009 – 2011

It is the goal of Singleton Public School to strive to develop a culture of continuous improvement. This has been done by evaluating our programs and operations.

## Targets for 2009

After thorough evaluation of data collected at the end of the school year and in line with our 3 year plan our school targets will be:

## Target 1

### *To improve numeracy strategies for all students K-6*

Strategies to achieve this target include:

- Stage 3 teachers and students participating in the Counting On program;
- Complete implementation of the school curriculum across K-6;
- Adoption of Newman's Analysis approach to solving word problems.

Our success will be measured by:

- Students demonstrating ability to solve multi step problems through improved NAPLAN results showing a 25% increase in the number of students in the top two bands; and
- Students achieving state average in NAPLAN fractions and decimals questions

## Target 2

### *To continue to reduce the incidence of student misdemeanours in the playground and classroom*

Strategies to achieve this target include:

- Implementation of the Positive Behaviour for Learning strategies across the whole school setting and the Quality Classroom, Quality Playground programs;
- Effective use of SWOT to analyse trends of behaviour and improve reporting to parents and teachers; and
- Utilisation of Restorative Justice principles when dealing with conflict in the playground and classroom.

Our success will be measured by:

- 25% reduction of referrals to the Reflection Room; and
- Feedback from students, parents and staff that demonstrates improved behaviour in the playground.

## Target 3

### *To continue to improve literacy results for all students K-6*

Strategies to achieve this target include:

- Development of a K-6 school curriculum around the reading about and writing about outcomes from the NSW English syllabus;

- Development of effective guided reading and writing practices across K-6

Our success will be measured by:

- Improved results in literacy with 25% more students achieving in the top two bands of NAPLAN reading and writing; and
- Increased teacher knowledge of guided reading and writing.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

The student, parents and staff of Singleton Public School self-evaluation committee are:-

- Jo Watkins P&C President
- John Black Deputy Principal
- Lynne Montgomery Principal
- Christine Launders Assistant Principal
- Cathy Black Classroom Teacher
- Robyn Edgar Assistant Principal
- Fiona Moon Teacher
- The students, parents and staff of Singleton Public School.

## School contact information

Singleton Public School

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School Code: 3070

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>



Staff and parents working at Countryfest



2008 K-2 and Special Education Unit Christmas Concert



Dads and Kids Connecting Workshop