School plan 2015 – 2017

Singleton Public School - 3070

- Quality and excellence in student learning.
- Making connections.
- Develop quality leadership and professional practices with staff to support all students.
## School vision statement

Singleton Public School educates its students to be respectful, responsible and quality members in a global community. It provides an inclusive working and learning environment where students, staff and the local community feel valued and supported through strong collaborative leadership.

We will achieve this by:

- Continuing to focus on our core values Respect, Responsibility and Quality.
- Encouraging hard work, resilience, excellence and collaborative leadership.
- Valuing all students in an inclusive environment.
- Implementing and sustaining our learning programs within the school.
- Making strong connections with the local and global community to support our students in 21st Century learning.

## School context

Singleton Public School is situated in a semi-rural and mining township 60km north of Newcastle. The school attracts a diverse student population with enrolments often fluctuating due to the economic climate of the mining industry. In 2015, the school commenced the year with 428 students which included 15 students enrolled in our two Multi-Categorical support classes.

Singleton Public School has a wonderful mixture of experienced and new teachers who work together to foster a quality, learning environment that reflects our school’s core values of Respect, Responsibility and Quality.

Singleton Public School provides an all-rounded curriculum with a wonderful balance of academics, sporting and cultural activities.

Student achievement has generally been comparable to (at or slightly above) State averages in the key areas of Literacy and Numeracy. NAPLAN results in 2014 have deviated from this trend with significant drops in Year 5 results. As a result, a number of significant programs are being implemented to ensure students are provided best practices to improve learning outcomes.

Students have the opportunity to represent the school in carnivals, PSSA Knockout competitions, gala days and trials. In the past two years, 12 students have represented the Hunter PSSA with two students representing NSW PSSA in Rugby Union and Swimming.

The school provides wonderful opportunities with several cultural activities provided throughout the year. The annual pantomime creates a wonderful spectacle for the whole school community and majority of students participate in this amazing event.

## School planning process

The school has used a wide range of information and data analysis to determine the future directions for Singleton Public School. An evaluation process of the 2012-2014 school plan took place as well as in depth surveys directed towards students, staff, parents and the community.

An in-depth analysis of the school’s Literacy Tracking of reading, spelling and writing for all students K-6 as well as NAPLAN and Best Start data established key focus areas for our future directions.

An Aboriginal Action Team was formed which included members of the local AECG. The team established key initiatives to create and sustain a positive culture within the school.
**Purpose:** To improve the quality of teaching and excellence in all key learning areas by encouraging students to challenge themselves and work hard to produce quality work samples and learning outcomes.

**STRATEGIC DIRECTION 1**
Quality and excellence in student learning

**Purpose:** To create a positive school culture where staff members are responsible for their own educational journey through self-reflection, feedback, aspirations for leadership, striving for excellence within the classroom and a love of learning.

**STRATEGIC DIRECTION 2**
Develop quality professional practices and leadership with staff to support all students.

**Purpose:** To build strong and sustainable connections with the local, educational and global communities to empower and encourage students and staff to be life-long learners within the 21st Century.

**STRATEGIC DIRECTION 3**
Making Connections.
**Strategic Direction 1:** Quality and excellence in student learning.

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<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
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| To improve the quality of teaching and excellence in all key learning areas by encouraging students to challenge themselves and work hard to produce quality work samples and learning outcomes. | **How do we develop capabilities of our people to bring about transformation?**  
**Students:** engage with quality programs and demonstrate growth in key skills and knowledge  
**Staff:** provide students with quality programs and opportunities for learning experiences which enhance engagement and promote academic growth  
**Parents:** are informed and supportive of school processes and student achievement  
**Community partners:** opportunities exist for partners to supplement and complement school based programs  
**Leaders:** opportunities exist for staff to develop leadership qualities and positions across the school in key curriculum areas | **Literacy**  
- Jolly Phonics Program K-6  
- Gifted and Talented writing program targeting students in Years 2 & 4  
- LaST intervention working with students in middle bands of Year 3&5 Writing NAPLAN  
**Numeracy**  
- TEN Program established and embedded.  
- Gifted and Talented numeracy program using problem solving strategies that target students in Years 2 & 4  
- LaST intervention working with students in middle bands of Year 3&5 Numeracy NAPLAN | **Products:** Student increase of 10% in Top 2 bands in Writing NAPLAN  
**Practices:** Staff implementing and embedding K-6 Jolly Phonics program and writing focus in all classroom practices.  
**Products:** Student increase of 10% in Top 2 bands in Numeracy NAPLAN  
**Practices:** Staff implementing TEN strategies into classrooms K-6  
**Products:** Greater than 90% of students will experience academic growth in literacy and numeracy based on school based assessment.  
**Practices:** All students and staff are consistently tracking their academic growth through Tracking sheets and the continuum. |

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<tr>
<th>Improvement Measures</th>
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| - Student increase of 10% in Top 2 bands in Writing NAPLAN  (Currently Year 3 = 27.7%; Year 5 = 3.8%) | - Evaluation plan:  
  NAPLAN analysis; School based assessments; Gifted & Talented program  
  Tracking students K-6; milestones | | |
| - Student increase of 10% in Top 2 bands in Numeracy NAPLAN  (Currently Year 3 = 34.9%; Year 5 = 11.5%) | | | |
| - Greater than 90% of students will experience academic growth in literacy and numeracy based on school based assessment. | | | |
Strategic Direction 2: Develop quality leadership and professional practices with staff to support all students.

**Purpose**
To create a positive school culture where staff members are responsible for their own educational journey through self-reflection, feedback, aspirations for leadership, striving for excellence within the classroom and a love of learning.

**People**
How do we develop capabilities of our people to bring about transformation?

- **Students**: will benefit through engagement in quality classroom lessons resulting in improved educational outcomes.
- **Staff**: confidently implementing the accreditation standards, and competently engaging with the evidence process, through a supportive, collegial culture.
- **Parents**: are kept informed of the accreditation processes.
- **Community partners**: through providing opportunities for staff to liaise with other schools.
- **Leaders**: through creating opportunities for leaders and aspiring leaders to ensure they feel supported and confident through the Performance Development Framework.

**Processes**
How do we do it and how will we know?

- **Aboriginal Education**
  - Norta Norta – Increase NAPLAN results in Literacy and Numeracy targeting students in Years 2 & 4
  - Aboriginal Action Team to promote Aboriginal Education throughout the school community.
  - Targeted staff to be part of the Stronger Smarter Leadership community and share their experiences with staff at SPS.

- **Professional Development**
  - Develop a recording framework, accessible to all staff covering all professional development.
  - Staff Meetings on MyPL
  - New Reforms – GTIL, Professional Standards, LMBR, NCCD, PDF, Australian Curriculums

  **GTIL**
  - Staff current needs identified and professional learning provided.
  - Recording system for all staff are led through the Professional Standards and the Accreditation process Support current and potential leaders.
  - Community partnerships with support through the Primary Executive Network.

**Products and Practices**
What is achieved and how do we know?

- **Products**: All Aboriginal students are tracked and academic growth has occurred through the continuums and through cultural awareness.
- **Practices**: Uniting the school’s Aboriginal community within the whole school community and increase academic growth in Literacy and Numeracy NAPLAN results.

- **Products**: 100% of teaching staff have a professional learning plan and are addressing professional standards in stage meetings.
- **Practices**: Staff reflecting and reporting on the achievements of their own learning and leadership goals.

- **Products**: 100% of all teaching staff have an understanding and knowledge of the Great Teaching, Inspired Learning document.
- **Practices**: All staff meets the professional development criteria for Professional Standards.

**Improvement Measures**
- All Aboriginal students are tracked and academic growth has occurred through the continuums and cultural awareness.
- 100% of teaching staff have a professional learning plan and are addressing professional standards in stage meetings.
- 100% of all teaching staff have a deep understanding and knowledge of the Professional Standards involved through Great Teaching, Inspired Learning document.

**Evaluation plan**:
Milestones, Budget, Evaluation, Surveys, Photo evidence within the school
### Strategic Direction 3: Making connections.

**Purpose**

To build strong and sustainable connections with the local, educational and global communities to empower and encourage students and staff to be life-long learners within the 21st Century.

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| **How do we develop capabilities of our people to bring about transformation?**  
Students: Provide opportunities for students to engage with local and global communities.  
Staff: provide professional development and goal setting for wellbeing and technology.  
Parents: are provided with relevant information on external agencies. Encouraged to engage and exposure to modern technology. Aware of opportunities offered to their children.  
Leaders: identify staff and community members to share their expertise and knowledge to enhance the skills of all staff.  
**Evaluation plan:** ICT Pre and Post evaluation, Feedback from LST and parents, Surveys, Budget | **How do we do it and how will we know?**  
**Technology**  
- Provide professional development for staff to effectively use the school’s technology that is available.  
- Staff complete a pre and post evaluation on technology skills, utilisation rates, ability to develop own PD.  
**Community Links**  
- To engage with local community groups and businesses to complement learning practices  
- Transition to school program for pre-school students  
- Employ a Community Liaison Officer within the school to promote the school in the wider community  
- Develop a directory of resources through making connections with external agencies to support students, families and staff.  
**Global Connections**  
- To engage with global communities and schools.  
- Liaise with UNE to develop partnerships with Asian countries.  
- Establish a new Asian country into the curriculum and year group every 12months. | **What is achieved and how do we know?**  
**Products:** Improvement in 100% of staff being able to effectively use technology within the classroom.  
**Practices:** Staff continually striving for improvement in technology – use of technology within classroom, school and the wider community  
**Products:** Increase the schools participation, involvement and promotion in community events by 20%  
**Practices:** Establish regular contact with local community groups and businesses.  
**Practices:** Embed the partnership with Podu Primary School, South Korea into Year 5 learning and implement 3 Asian schools into the school’s curriculum. |

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<td>Increase the schools participation, involvement and promotion in community activities by 20% (Currently over the past three years the school averaged 10 community events per year)</td>
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<td>Embed the partnership with Podu Primary School, South Korea into Year 5 learning and implement 3 Asian schools into the school’s curriculum.</td>
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