2014
Captains:
Simone Burrows(c) Sean Parish(c)
Tenisha Goatcher (vc) and Daniel Taylor (vc)

School context statement

Singleton High School is a large comprehensive rural high school in the Hunter network of public schools. The school has a comprehensive curriculum offering a diverse range of traditional subjects and dual accredited vocational education (VET) courses. Students are provided access to TAFE delivered VET courses at Singleton TAFE through the Singleton Education Precinct and as part of Singleton Trade Skills Centre. The school is a Centre for Hospitality, Construction and Primary Industries. The school has a very strong sporting ethos with consistent Regional, State & National representation.

The school’s focus is to enhance the educational opportunities for all students. To this end we have developed explicit models of Quality Teaching, models for improving literacy and numeracy and innovations in authentic assessment for Year 10. Gifted and talented students are catered for in a well established Stage 4 Enrichment Class Program. Moving forward, the creation of Personalised Learning Plans for identified students and the implementation of a rigorous and differentiated curriculum and assessment program are key goals.

There is an 11% enrolment of Aboriginal students who are supported through a designated Executive staff member and Aboriginal Workers involved in YINPI and KaWul programs run from the KaWul Aboriginal Education and Resource Centre. These Programs are winners of the Dare 2 Lead National Award. KaWul also run a Homework Centre and Norta Norta tutoring.

Singleton High School continues to foster strong friendship links with sister schools in Takahata, Japan where we share in reciprocal cultural and study exchanges.

Student information

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

Student enrolment profile

![Student enrolment profile graph]

In 2014 Singleton High School had a student population of 1235.188 (actual figures). The Aboriginal and Torres Strait cohort is climbing with 11% as recognised ATSI students.

Student attendance profile

![Student attendance profile graph]
In 2014 the average student attendance rate was 87% percent which was unchanged from 2013 and consistent with the previous four year cycle.

**Management of non-attendance**

Parents are notified on the day of absence through a daily SMS program. Partial absence when arriving late to school is messaged in the morning, whilst truancy from class is messaged on the afternoon of the truancy occurring. Attendance concerns are mailed home periodically throughout the Term.

Accumulated absence is referred to the Home School Liaison Office (HSLO) for follow-up. At all stages parents are informed and interviewed as required in an attempt to gain a mutual resolve. Solutions are discussed and attendance cards or attendance improvement plans may be implemented.

**Post-school destinations**

<table>
<thead>
<tr>
<th>Category</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12-BEYOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Actual AER as at 27/4/2015. Figures reflect 2014</td>
<td>236</td>
<td>230</td>
<td>204</td>
<td>127</td>
</tr>
<tr>
<td>Special Education</td>
<td>2</td>
<td>11</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Transfer to Public School in Region</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Transfer to Public School not in Region</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Transfer to Independent School</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Return to School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>22</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time Employment</td>
<td>12</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Employment</td>
<td>20</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAFE</td>
<td>5</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overseas (GAP yr/travel...)</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interstate</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
<td>3</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>HSC</td>
<td></td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Death</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Pathways move....)</td>
<td></td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Exchange Student return home</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>38</td>
<td>74</td>
<td>127</td>
</tr>
</tbody>
</table>

**Year 12 students undertaking vocational or trade training**

**Vocational Education programs**

- Analysis of VET numbers indicate that 198 students in Year 10, 11 and 12 were enrolled in a VET subject in 2014. Subjects include Construction, Metal and Engineering, Hospitality, Information Technology and Digital Media, Retail Services and Primary Industries;
- Year 10 Students were able to commence Stage 6 studies in the following VET subjects: Hospitality, Construction, Business Services and Information Technology and Digital Media;
- 2014 VET HSC students achieved a Certificate II or a statement of attainment towards a Certificate II. All HSC VET students in Primary industries and Hospitality Specialisation achieved full credentials;
- 2014 HSC results in VET were solid with many students achieving close to or above state average.
- Students accessed the following TVET (TAFE) courses as a part of their pattern of study in Year 10, Year 11 Preliminary and Year 12 HSC: Animal Studies, Automotive, Metal Specialisation, Community services (Child Care), Beauty, Hairdressing, Tourism and Events, Human Services (Nursing) and Sports Fitness and Recreation;
- The Trade Training Centre (TTC) had another successful year with students from Singleton High School and St Catherine’s College undertaking subjects in Construction, Hospitality, Primary Industries and Electro-technology after school hours. Six Electro-technology students obtained apprenticeships commencing in 2015;

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

Singleton High School boasted 121.305 (actual) students, who sat the Higher School Certificate examination.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>67.4</td>
</tr>
<tr>
<td>Support class Teacher(s)</td>
<td>5.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.1</td>
</tr>
<tr>
<td>School Counselor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>18.372</td>
</tr>
<tr>
<td>Careers</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>114.672</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Singleton High School has maintained numbers within the Aboriginal staff in 2014; Singleton High has eight full and part-time Aboriginal staff, who work as teachers, administration and support staff. The strengthening of links with the AECG, Aboriginal families and the wider community have contributed to the measurable progress in ‘closing-the-gap’, especially with respect to Aboriginal attendance, retention, academic achievement and post-school further education and employment.

Support for Aboriginal students includes in-class aides, the KaWul Homework Centre, the development of personal learning plans in cooperation with students and their families, as well as classroom teaching. In all cases, a positive and supportive learning environment has been created.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>64</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>38</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>45</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All teaching staff participates in structured professional learning within the school. Every professional learning activity undertaken by the school is supported with a detailed agenda, which ensures that all staff are aware of the content and expected outcomes of the activities presented.

In addition to mandatory presentations, professional development activities are linked to the priorities detailed in the school Strategic Management Plan. The relevant standards as described in the National Professional Standards for Teachers are detailed for each professional development activity presented. All professional development activities presented by the school are scheduled as an Event within MyPL@edu. The majority of teaching staff enrol for professional development activity Events through MyPL@edu. We expect to have one hundred percent enrolment within MyPL@edu in the near future.

All external professional development activities are assessed against the school priorities as detailed in the Strategic Management Plan. Consideration of individual teacher Professional Learning Plans and the areas of need identified by the teacher are assessed on an individual basis by the Teacher Professional Learning Committee.

Seven permanent and temporary staff have expressed interest in obtaining accreditation at “proficient” during 2015. This number can change as the school actively supports temporary staff during the accreditation process.

Five permanent and temporary staff will have to complete their maintenance during 2015. This number can change as the school actively supports temporary staff in their completion of their maintenance period.

Four teachers have expressed an interested in working towards accreditation at Highly Accomplished. No teachers have made
application to BOSTES at this stage. None of the teaching staff currently at the school have achieved accreditation at Highly Accomplished or Lead.

**Beginning Teachers**

The funding to support beginning teachers is negotiated on an individual basis. Each beginning teacher receiving funding will use the money allocated to suit his or her individual requirements. The support program is developed together with the supervising teacher.

For example, beginning teachers have used the funding to undertake external professional development to suit their needs. Teachers have funded additional time to consult with their supervising/mentor teacher to discuss programming and teaching practice.

The funding has not been used in a common manner; teachers who have attracted funding have all used it differently to suit their individual requirements.

### Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>641339.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>744442.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>1210811.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>500681.38</td>
</tr>
<tr>
<td>Interest</td>
<td>26039.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>64257.92</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>3187572.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2014

**SPORT**

Singleton High School continued its strong representation in various sports this year with all students participating to the best of their ability and conducting themselves in a manner that the school is proud of.

This year both male and female students represented our school in Equestrian, Basketball,
Netball, Cricket, Football, Rugby League, AFL, Tennis, Touch Football, Swimming, Cross Country and Athletics.

Our Positive Behavior for LEARNING initiatives continued this year with points awarded to the Houses at the Cross Country Carnival. The ensuing Fundraising afternoon saw funds raised to assist in reducing the costs of sporting excursions and equipment. At the end of the day when the points were combined, Burdekin took out the Cross Country Carnival and the PRIDE CUP.

Participation rates were high and only 10 points separated the top 3 Houses.

The 2014 year started with the annual school swimming carnival where there were a large number of students present on the day and participating in their events which created a positive and vibrant atmosphere.

The Upper Hunter Zone Swimming carnival at Scone saw a large number of Singleton High students represent with Chantelle Smuts, Julian Macdonald, Madisson Berry, Elliott Earnshaw, Emma Johnstone, and Lachlan Jones coming away as Zone Age Champions. Nine SHS students attended the Hunter Regional Swimming Carnival with Madisson Berry, Julian Macdonald, Chantelle Smuts and Darcy Gilson being successful and moving on to the NSW Combined High School State carnival. Darcy, who was competing as an Athlete with a Disability, had a very successful meet, bringing home some medals.

Perfect weather for the school athletics carnival saw large numbers of students. The student participation numbers were fantastic with the relays having to be abandoned as well as some other events having to be completed at school due the earlier events running over time to because of the number of students participating in each event. Elliot was House Champions on the day closely followed by Munro, Burdekin and Howe.

The Zone Athletics Carnival at Muswellbrook was a successful event and students gained outstanding results with Chantelle Smuts and Samuel Barry being awarded Age Champions.

Regional Athletics at Glendale saw 28 Singleton High School students represent with James Bradley, Samuel Barry, Darcy Gilson, Deanna Mayled, Georgina Hughes, Krystal Sloan, Chantelle Smuts, Samantha Odgers, Samantha York and Ella Smith-Ballard moving on to the NSW CHS State carnival.

A successful Zone Cross Country Carnival held at Rose Point Park saw Singleton High School as Zone School Champions. Our Zone Age Champions included, Krystal Sloan, Nicholas Watson, Joshua Shade, Kendall Alston, James Bradley, Mitchell Bradley, Jasmine Maher and Dylan Hixon.

Outstanding results at the Regional Carnival held at Broadmeadow race track allowed James Bradley, Mitchell Bradley, Samantha Odgers, Ella Smith-Ballard and Jasmine Maher to move on to the State Carnival held at Eastern Creek.

A number of our students competed as an Athlete with a Disability (AWD) and achieved outstanding results with five students representing at Hunter Region for swimming and three students at NSW State level for Swimming, Athletics and Cross Country. Darcy Gilson, Sam York, Ella Smith-Ballard, Samantha Odgers and Jaimey Lawler well done on your achievements.

SHS continued its strong representation in the knockout sports competition. Cricket saw teams entered in the Boys Opens and U14’s competition as well as the Open Girls competition.
While the results were mixed all students performed to the best of their ability and represented Singleton High School with pride. The Open Girls competition is still going and Laura Avard was rewarded by being selected in the Hunter Region Team that played in the State Carnival in Term 1.

Singleton High School was well represented in Rugby League this year with teams in the 13’s, 14’s, 15’s, 16’s and Opens in the Knights Knockout and the Buckley and University Shields as well as two 7-a-side teams. All were successful in the Upper Hunter gala days and moved on to the Hunter Region Finals.

2014 also saw students qualify for a variety of Representative teams including Richard Impey in the Hunter Region Squash team, Jackson Kolatchew and Tyler Blackaby in the U15 Hunter Region AFL teams where Jackson moved on to be selected in the Northern NSW AFL and emerging Sydney Swans team. Darcie Bell was also selected in the NSW and Australian Futsal Squads.

We have also seen Hannah Clements selected in the NSWCCHS Equestrian team alongside Jake Hunter who has had an outstanding year, representing Australia at the Youth Olympics in China.

On behalf of the Singleton High School community, thank you to all of the students who have represented our school so proudly, for the manner in which they conducted themselves both on and off the sporting field and for demonstrating to the school community the sense of fun and fulfillment that participating in sport can afford all of us.

CREATIVE AND PERFORMING ARTS

Students at Singleton High school enjoy a rich and diverse curriculum that is supported by the Creative and Performing Arts faculty which not only offers quality teaching and learning opportunities in all the arts but also offers a range of performance, exhibition and extension opportunities to cater to student talent, needs and interests. In 2014 the faculty was involved in several school and community projects:

Visual Arts students exhibited works at Maitland Regional Art Gallery in “The Face” exhibition and also contributed work in the Singleton Show and the Singleton Art Show. One Visual Art student from the 2013 HSC was selected to exhibit their major work in Art Express at Homebush and at Maitland Regional Art Gallery.

The school Concert Band performed at: King St Cracker Night, the School ANZAC ceremony, Tocal Agricultural Field Day, the School Presentation evening, Regional Band Camp at Lake Keepit and State Wind Ensemble at the Sydney Opera House.

The schools Contemporary Ensembles performed at: School Assemblies, The Broke Seniors Fare, school presentation assemblies and McHappy Day at McDonalds.

WELLBEING REPORT

To support and foster the welfare needs of our students, our wellbeing team under the Head Teacher Wellbeing and the Year Advisers have developed an extensive wellbeing program that focuses on individual strengths and the building of resilience.

In Stage 4 our Year 7 and 8 students undertook many exciting activities. For Year 7 they had their annual camp at Morisset, putting our students under many challenges and giving them the opportunity to work with their peers and teachers.

The Peer Support program also assisted in transitioning Year 7 into High School life, the Peer Support leaders were on hand throughout the camp and back at school ensuring a smooth transition for all.

To develop student resilience a number of programs were conducted including, ‘Seasons for Growth’ and ‘Be Ur Best’. The Singleton Youth Venue facilitated the ‘Be Ur Best’ girls program and upon its completion ensured individual mentoring was provided to those that needed further support.

To alert students to the dangers of cyber bullying students attended a forum conducted by our police liaison officer. Also to raise awareness of
bullying issues students were introduced to the bystander program.

Teachers have also played a large part in building resilience in our students. The teachers delivered a number of wellbeing lessons during roll call times and 25 undertook professional training in order to provide mentoring to those students identified as requiring support in areas of time management, resilience and identification of individual strengths.

Our Year 9 and 10 students in Stage 5 again addressed resilience issues and bystander training in relation to bullying.

An emphasis was also placed on study skills to develop time management and organizational skills in our students.

For Years 9 and 10 a highlight in our welfare program was the Pit stop for boys and girls this event addressed drug, alcohol issues as well as mental health concerns. Specific programs were developed to cater for the needs of boys, the Men We Need’ program and for girls self esteem programs such as ‘Beautiful?’ a program focusing on the negative influence of the media in relation to body image.

To assist our senior students cope with the pressure of the Higher School Certificate students underwent courses in time, and stress management and study skills. From these interventions a future program in meditation and mindfulness is being developed for use in 2015.

To prepare our students to enter the world of adults they also received support in driver education courses, and party safe awareness training. Students had the opportunity to also be part of Max Potential.

SUPPORT UNIT

In 2014 three fully supported Multi Categorical classes and an IM class formed our Unit. The following highlights are from the noted rooms:

- End of year excursion to Newcastle Museum and Charlestown Square;
- Participation in a school based garden project;
- Community access programs: shopping expeditions, library visits, bank tour, Optometrist visit and
- Hosted a Christmas in July event.

Excursions: All students participated in school and support class excursions: Ski Trip, Hunter Valley School Leavers Expo, Ag Quip, Tocal Field Day, Hunter Valley Zoo, IOTAS Athletics Day (Newcastle).

Tommy’s Day fundraising: One student and staff member bravely volunteered to participate by shaving their heads and raised significant funds.

Athletes: Four students were AWD representatives at regional and state in Cross Country, Swimming and Athletics. Students were also received recognition at the SHS Sports Presentation night.

Fire Cadet Graduation: Three students graduated from this program.

2014 CULTURAL EXCHANGE

During the summer holidays Samantha Schultz and Madeline Miller went on exchange to Japan. We stayed in Japan for about two months with our host families, who were the two exchange students who visited last year from Takahata Momoka and Mayu. Takahata is our sister school, this exchange has been happening for about 14 years.

While we were in Japan we both experienced snow for the first time. It was very cold compared to Australia most days as it was below 0 degrees. During our exchange we experienced normal Japanese school life; we went to school from about 8 o’clock and got home at about 5-6 o’clock as they have club activities after school. Some of the classes we attended were P.E, sewing, music, art, history and our favourite organic farming. In organic farming it was like agriculture classes except in Japan they cooked...
heaps of food and played in the snow as it was winter and nothing grows. We also made an igloo and snow lanterns in this class.

During our stay in Japan our host families took us to Tokyo. While we were there we went to Disneyland and the studio Ghibli museum. At Singleton High School we are both studying the Japanese beginner’s course, so even though we knew part of the language there was still a bit of a language barrier. Our exchange was both cultural and to get a better idea of the language.

We have made many friends and many exciting memories we will never forget. It was a great experience and we highly recommend it for anyone.

We look forward to the two exchange students who will be coming later this year. Thank you to both Takahata and Singleton High school and also our host families that we dearly miss.

Samantha Schultz Madeline Miller

Academic achievements

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

NAPLAN provides achievement data for Year 7 and Year 9 students on literacy and numeracy.

- In Year 7, achievement is measured in bands from 4 to 9, where students achieving in Bands 5 are at the minimum standard and those in Bands 6 – 9 are above. Year 7 students in the Band 4 category are below the national benchmark.

- In Year 9, the bands are from 5 to 10, so that Band 6 students are achieving at the minimum standard, Bands 7 – 10 students above minimum standards and those in the Band 5 category are not meeting national benchmarks.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
Year 7: All Students

In Year 7 Literacy, including Reading, Writing, Spelling and Grammar & Punctuation 92% of Singleton High School students achieved at or above the minimum national standard.

In Year 7 Numeracy: Data, Measurement, Space & Geometry & Number, Patterns & Algebra 98% of students achieved at or above the minimum national standard.

Aboriginal Students:

Year 7 Aboriginal students achieved the following results:

Year 7 Literacy: 84% of students achieved at or above the minimum national standard.
Year 7 Numeracy: 96% of students achieved at or above the minimum national standard.

Year 9: All Students

In Year 9 Literacy, including Reading, Writing, Spelling and Grammar & Punctuation 82% of Singleton High School students achieved at or above the minimum national standard.

In Year 9 Numeracy: Data, Measurement, Space & Geometry & Number, Patterns & Algebra 93% of students reached at or above the minimum national standard.

Aboriginal Students:

Year 9 Aboriginal Students achieved the following results:

Year 9 Literacy: 73% of Students achieved at or above the minimum national standard.
Year 9 Numeracy: 83% of students achieved at or above the minimum national standard.

Aboriginal Student Data:

Aboriginal students at Singleton High are performing well above state average in most areas. Most groups demonstrate a significant improvement over the past two years.

Year 7 Reading: School Band 8-25% State 7.8%
Year 7 Reading: School Band 9-18.2% State 6%
Year 7 Reading: School Band 9-4.2% State 3%

Year 7 Writing: School Band 8-4% State 4.3%
Year 9 Writing: School Band 9-7.7% State 3.1%
Year 9 Writing: School Band 9-8% State 0.9%

Year 7 Spelling: School Band 8-20% State 12.6%
Year 9 Spelling: School Band 9-23.1% State 6%
Year 9 Spelling: School Band 9-12% State 4.3%

Year 7 Grammar & Punctuation:
Year 9 Grammar & Punctuation:

<table>
<thead>
<tr>
<th>School Band 8-20%</th>
<th>State 7.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Band 9-7.7%</td>
<td>State 5.7%</td>
</tr>
<tr>
<td>School Band 9-4%</td>
<td>State 2.8%</td>
</tr>
</tbody>
</table>

Year 7 Numeracy: Data & Measurement
Year 9 Numeracy: Data & Measurement

<table>
<thead>
<tr>
<th>School Band 8-8%</th>
<th>State 6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Band 9-16.7%</td>
<td>State 4.6%</td>
</tr>
<tr>
<td>School Band 9-8%</td>
<td>State 2.3%</td>
</tr>
</tbody>
</table>

Year 7 Numeracy: Number Patterns & Algebra
Year 9 Numeracy: Number Patterns & Algebra

<table>
<thead>
<tr>
<th>School Band 8-12%</th>
<th>State 6.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Band 9-16.7%</td>
<td>State 4.2%</td>
</tr>
<tr>
<td>School Band 9-8%</td>
<td>State 2.6%</td>
</tr>
</tbody>
</table>
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**ENGLISH:**

**ADVANCED**

Students studying the advanced course received results that were consistent with the school average 2010 – 2014. These results are also consistent with the SSG 2014 but still below the State DEC average.

Although five students scored high Band 5, the majority of the cohort, 66%, scored Band 4. This is encouraging as we continue to focus on strategies to move students into the higher bands.

**STANDARD**

Students studying the Standard course received results that were slightly improved compared to the school average 2010 – 2014. They were consistent with the SSG 2014 but still below the State DEC average. The majority of students, 60%, achieved a Band 3.

As this is well above State average, we continue to look to implement strategies that will move students from this band into the higher bands.

**INDUSTRIAL ARTS/ COMPUTING**

17 students undertaking Industrial Technology have performed slightly below the state average for the 2014 Higher School Certificate. Students have undertaken study in Automotive, Timber and Multimedia Industries. 11 of these students have achieved Band 3 or higher, with two students gaining Band 6 in Automotive and Multimedia.

Students who completed the Metals and Engineering examination have performed below state average in the 2014 Higher School Certificate. Students undertaking the Engineering studies HSC course performed below the state average.

Software Design and Development students have continued the positive trend of upward movement in regards to results from previous years. Seven students completed Design and Technology in 2014 with results down on previous year, many of the cohorts underestimating the implications of an effective Major Project.

Six of the seven students achieved Bands 3 or 4, with three students receiving a Band 4 missing out on Band 5 by one mark.
MATHEMATICS

GENERAL 2

This course was examined for the first time in 2014. The cohort achieved results that were above those of the Statistically Similar Group (SSG) but were slightly lower that the average for the State. They were also above the combined average for the year 2011-2014.

The ratio of males to females in the 2014 cohort who completed the course was approximately 3:7. The mean of the scores by female students was higher but the spread was more pronounced.

MATHEMATICS

There has been an increasing trend in performance as indicated by the fact that the results for 2014 are better than the average of the results for the last three years. They are still below those of the Statistically Similar Group (SSG) and the State. Half as many girls as boys completed the course with a slightly higher average and a smaller spread of marks.

SCIENCE

BIOLOGY

Student performance in Biology in 2014 is 2.1% below the school average 2010-2014 and 5.2% below the state DEC schools for 2014. These results are slightly below those achieved by schools in SSG. Three students achieved Band 5 results placing them in the top 22.65% of the state.

PHYSICS

Student performance in Physics in 2014 is 1.8% below the school average 2010-2014 and 3.2% below the state DEC schools for 2014. These results are below those achieved by schools in SSG.

SENIOR SCIENCE

Student performance in Senior Science in 2014 is 4.2% below the school average 2010-2014 and 2% below the state DEC schools for 2014. These results are slightly below those achieved by schools in SSG. One student received a Band 6 result placing them in the top 7.76% of the state and one student received a Band 5 result placing them into the top 30% of the state.

HOME ECONOMICS

Higher School Certificate results in hospitality were very pleasing with 30% of the cohort placed in Band 5 or above. 7% of the students attained a Band 6 compared with the state average of 5%. 54% of our candidates achieved a Band 4.

The Food Technology results fell below the state average with 70% of students within Band 3.

Textiles and Design cohort, 50% achieved in the Band 4. The class worked hard and achieved results meeting their capabilities.

HUMAN SOCIETY AND ITS ENVIRONMENT

ANCIENT HISTORY

This group's overall results were slightly above the state average and above the school average for the past four years. 77% of students were in the top 30% of the state.

MODERN HISTORY

The overall results in this course were only slightly below the state average with two students achieving a Band 5 and another five students achieving Band 4.

BUSINESS STUDIES

This group of students produced results only 2% points below the state average with four students achieving a Band 5 and seven a Band 4 result.

EXTENSION HISTORY

Four students completed this course with all students achieving in the middle Band 2 which was below the state average.
**LEGAL STUDIES**

In Legal Studies our student cohort achieved the following results:

Four Band 5, Six Band 4, One Band 3 and Two Band 1.

**GEOGRAPHY**

This small group of five students achieved results 13 points below the state average with only one student in Band 4.

**PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION**

The 2014 HSC results were of an excellent standard all round. The HSC data indicates that PDHPE had significantly improved this year and achieved above state average results for Stage 6 PDHPE. 100% of students studying this course scored either a Band 3 or higher with one student gaining a Band 6 which demonstrates the excellent standard of the student cohort and the teaching and learning practices within the faculty.

**COMMUNITY AND FAMILY STUDIES**

In 2014 Singleton High was again significantly above state average in CAFS. As with the PDHPE course 100% of students studying CAFS scored either a Band 4 or higher with one student gaining a Band 6, again demonstrating the excellent standard with the PDHPE faculty.

**CREATIVE AND PERFORMING ARTS**

The 2014 Higher School Certificate results were pleasing. In 2014 Singleton High School students sat for the HSC exams in Music, Visual Art and Drama.

Music results were generally pleasing with two students achieving excellent results in Music 2. Both achieved a grade of E4 and achieved results well above state average. These students also performed at the HSC Music day at the Newcastle Conservatorium of Music.

One of these students was selected to perform at “Reprise” at the Newcastle Conservatorium of Music. This event showcased the excellence of HSC performances from the Hunter region. Most students achieved Band 4, with one student achieving Band 5.

The DRAMA students demonstrated strengths in Individual performances and the group structure and the coherence of group performances.

In 2014 the Creative and Performing Arts faculty produced our first school musical production in several years, “Little Shop of Horrors”.

This show highlighted the enormous talent of many of our Music and Drama students.

Supported by staff and students throughout the school the show was a critical success and our lead performers from the Year 9 Music class were outstanding. Support players from Year 11 Music, Year 10 Drama and Year 9 Music were also excellent.

The faculty and school were very proud of the effort and commitment given to the show by staff and students.

Two students attended the “State Wind Band Senior Workshop” and performed at the Opera House.
Significant programs and initiatives – Policy and equity funding

Aboriginal education

YINPI (ASTI school to work transition Program) recorded excellent results with 100% of the year 12 students completing Cert 2 or HSC in 2014.

KaWul programs – 95% of ASTI students have in school mentors. Mentor Staff trained and implementing program.

Sista Speak program delivered to 25 Stage 4 girls.

Many new programs developed to assist students with engagement, career education and development and Boys and Men’s business (for names see SharePoint –programs)

NAIDOC inspired programs huge success with art workshops, award ceremony, guest speakers and Dancers performing at a high level.

Banda-ra dancers successfully performed at School and Civic Functions.

WIYU Garden and smoking circle constructed and designed by Toby Karakaesch and SHS Boys group and funded by successfully winning a National Dare to Lead Award in 2013.

Norta Norta tutoring has worked very well with all senior and junior students being accessed by tutors in class and withdrawn to ensure best practice and to improve literacy and numeracy results for the student.

SHS NAPLAN results for our Aboriginal students excelled above state average as indicated in the NAPLAN report.

Multicultural education and anti-racism

Staff completed online initial Cultural Awareness Competency training and then through Staff development completed further staff Development on Cultural Awareness from Elders and local identities. Faculties identified areas for Aboriginal Education to be implemented in to Faculty programs. Cultural Intelligences Training being implemented for 2015.

Aboriginal background

This funding sourced was used for employment of SLSO to assist ASTI students as support intervention in KLA areas of need within the classroom and playground.

The roles of the SLSO enabled ASTI students to have extra support where funding was not readily available prior to the funding. Support was provided in Elective subjects as well as core subjects.

This funding also enabled resources to be purchased for staff and students use within the classroom e.g. novels for English and textbooks for Mathematics.
Environmental Education for Sustainability

In 2014 School Supported Tree day /Cleanup Australia day / Earth Hour/ all supported by the SCR students and staff.

SHS received three composting units from Singleton Council as part of the recycle reuse and reduce campaign. These are located in the Agriculture/Home Economics and Special Education faculties.

Recycling is in full process in the Commercial Kitchen and students organise and are responsible for the processes as part of their Certificate 11 in Kitchen operations. School was fitted with energy saving lighting in all staff rooms and classrooms in 2014 – major DEC project.

Careers and Transition

The Careers and Transition team (CATT) worked with students to plan and achieve suitable career pathways. Students from Years 9 – 12 accessed a variety of whole school programs including Singleton Professions Forum which was organised by Year 12 leaders, work experience, School Based Apprenticeships and Traineeships (SBAT’s) including indigenous SBAT’s in Horticulture, Business Services and Automotive, resume development, job applications, interview preparation, Year 10 Roundtable Presentations, tax file numbers, financial literacy, Stage 5 TVET, University RoadShow, University visits, subject selection, transition planning interviews and Year 9 and 10 Career classes.

Phoenix

This project was initially funded by Singleton High School and Coal and Allied in 2010. It seeks to provide support to disengaged students within school to achieve educational outcomes, combining vocational training, work readiness and employability skills.

Personal Alternative Learning Scheme (PALS)

This program is designed to engage the Year 10 cohorts’ identified as chronic non attendees. This involves two days per week in students obtaining their Certificate II in General Education for Adults as a Board of Studies approved alternative, in combination with vocational training and work experience in partnership with Singleton Community College.

Year 12 students undertaking vocational or trade training

- Analysis of VET numbers indicate that 198 students across Year 10, 11 and 12 were enrolled in a VET subject in 2014;
- Year 10 students were able to commence Stage 6 studies in the following VET subjects - Hospitality; Construction, Information Technology and Digital Media and Primary Industries;
- Of the 2014 VET HSC students almost all achieved either a Certificate II. All HSC VET students in Primary Industries and Hospitality specialization achieved the full credential;
- HSC results in VET were again solid, with many subjects achieving close to or above state average. Bands 5 and 6 results were achieved Hospitality;
- Students have accessed the following TafeVET (TVET) courses as a part of their pattern of study for Preliminary and the HSC – Animal Studies, Automotive, Community Services, Beauty, Hairdressing, Tourism and Events, Human Services, Music Industry, Sport, Fitness and Recreation and Metal and Engineering Specialization;
- In 2014 the VET Faculty was again audited by Tamworth RTO and was recognized as best practice in all areas.
School planning and evaluation 2012—2014

In 2014 there was a focus on sharing, consultation and data driven analysis by collaborating with Singleton High School’s feeder primary schools. This resulted in more reliable methodology and a cohesive approach to school improvement.

It was a priority that all staff and community members had opportunity and access to all facets of this process: opportunity through EOI for team creation, use of the school and parent Moodle site to display all evaluations, equity and time provision to participate in survey’s and view results, ability to read minutes of team meetings and view progress on the formation of Singleton High Schools 2015 - 2017 strategic directions.

Professional development afternoons structured for the development of the strategic plan were inclusive of all staff, teachers, SAO, and support. Analysis of historical (previous 6 to 7 years) school contextual data on attendance, retention, suspension, student recognition, N Award warnings, HSC results, and NAPLAN results formed a platform for participants to critically respond to a targeted survey on future school strategic direction.

Along with key documents such as Local Schools Local Decisions and Great Teaching Inspired Learning, the Melbourne Declaration on Educational Goals featured as a critical document that informed and guided our decision-making.

Staff collaborated with student leaders in guided discussions and workshops on improving student connection and learning at Singleton High School. Critical feedback for school planning was gathered and compiled in these workshops.

Community members and around 20 local businesses embraced the offer of contributing by completing a survey that assisted in creating a clear vision whilst improving school and community connections. The planning process sought direction and guidance from the Aboriginal Education Consultative Group, structuring workshops to ensure that Aboriginal leaders had a clear and strong voice in the formation of school priorities. Aboriginal Education workers were targeted as key staff on the strategic team to strengthen the communication and participation of the Aboriginal Education Consultative Group.

Three strategic directions have been formed

1. Raise the expectations of students in a 21st Century Learning Environment;
2. Staff that provide Personalised Quality Teaching and
3. Facilitate new and better ways of doing business.

Evaluation of a significant program

Singleton High School students and staff participated in a review of school sport.

Investigation into compliance with policy including: time allocated to sport; risk assessments; supervision; and transport were made, also satisfaction levels of students and staff in relation to: range of sport; cost of sport; representative sport; timing of sport; implementation of alternative programs; and allocation to sports; sport model implemented, an investigation of active participation levels of staff and students, an investigation into the level of association students and staff have with house systems, and an investigation into the allowances given to the sports organizer to perform the required duties.

Recommendations for change were made and a timeline for implementation was created. The first recommendation of moving Year 8 students back into traditional Thursday sport from their current integrated sport model was made in late 2014.
Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Direction1: Raise the expectations of students in a 21st century learning environment

Purpose: Why is this important?

Our core school values of Respect, Responsibility, Pride and Excellence in Learning are the framework for all that we do. We expect outstanding student behaviors and outcomes in all settings. Singleton High School students are challenged in a learning environment that prepares them for life and employment in a changing environment. Equity is valued above equality in relation to educational outcomes.

Supervised by Ian Skilton (Yr 7, 11 - 2015)

Mathematics, Industrial Arts, Home Economics and Special Education supervision.

Improvement measure/s: Quantitative or qualitative improvement measure/s resulting from the achievement

Increase the attainment of Band 5 and 6 in all HSC courses by 10%.

95% of students who require learning support have positive value added data in NAPLAN and other formal assessments.

Evaluation Measures

Based on Milestone achievement are we successful on above.

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

Aboriginal Education Team (Tracey Holloway)
Learning Support Team (Linda Wilkes)
GATs Team (Leanne Mullen)
Welfare Team (Kathleen Ballard)
Focus on Reading Team (David Welsh)
Literacy Team (Jane Johns)
Numeracy Team (Kathleen Prudence)
Assessment and Reporting Team (Rochelle Dooley)
PBL (Meagan Parish)
Senior Executive (Jo Gray)

Processes: How do we do it?

Students and Staff:

100% of students requiring learning support and 100% of Aboriginal students have an implemented personal learning plan

Leaders: AECG are part of the selection process for Norta Norta tutors.

Staff: Focus on Reading implementation continues to be the major strategy for improving literacy.

Staff: Establishing a Numeracy team that has representation across the school.

Students: Are provided a framework to develop personal learning journals and are instructed on their use.

Leaders: Develop faculty behaviour management plans as part of a whole school review to behaviour management.

Leaders: PBL team drives data analysis and provides recommendations for solutions based strategies.

Leaders: TARS and EARS processes include an evaluation of HSC performance (SMART data, HSC compliance, student evaluations)

Evaluation plan: Conduct review of the Mathematics faculty (courses offered, qualifications of staff, programming and results)

Product and Practices: What is achieved? What are our new practices?

Practice: We will raise the educational outcomes of our disadvantaged students

Product: 95% of students who require learning support have positive value added data in NAPLAN and other formal assessments.

Product: Aboriginal students are engaged in the Norta Norta program.

Product: Aboriginal Students have representation in the Top 3 skill bands in NAPLAN, ESSA and HSC.
Practice: Staff incorporates differentiated learning and other literacy strategies into pre-testing, planning and lesson delivery developed from a Focus on Reading.

Product: Numeracy Team establishes an agenda for improving numeracy outcomes across the school.

Practice: Students are reflective of their performance and set goals about future learning.

Product: Personal learning journals are implemented through interactive technologies to track student learning goals in a pilot student program.

Practice: Staff members are consistent in application of behaviour management and follow procedures in referring concerns onto executive and senior executive.

Practice: Student positive recognition occurs more frequently than the recording of behavioural incidence.

Practice: PBL expectations underpin decision making in our school. PBL data is analysed at executive meetings and recommendations implemented.

Product: Students and Staff are Respectful, Responsible, Show Pride and demonstrate Excellence in Learning.

Product: Increase the attainment of Band 5 and 6 in all HSC courses by 10%

Product: HSC Mathematics and General Mathematics results increase by 5%

Strategic Direction 2:

Staff that provide personalised quality teaching

Purpose: Teachers are the single biggest influence on student achievement. Supporting the professional development of staff enhances their capability to tailor learning to individuals and maximise student growth. Staff are recognised for their expertise and utilised effectively.

Supervised by Rochelle Dooley (Yr 8, 12 - 2015)
PDHPE, HSIE, CAPA, HT’s Admin and Welfare supervision

Improvement measure/s: Quantitative or qualitative improvement measure/s resulting from the achievement

100% of staff have PDPs

100% of faculty registrations demonstrate differentiation in programs and assessment tasks. Personalised quality teaching is reflected and technology utilised.

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

Professional Learning – Rochelle Dooley, Glenn Cameron
Technology including BYOD, Moodle, Website – Greg Norris
Parents have an understanding of BYOD implementation and support their child’s learning through the provision of BYOD devices.
Curriculum team (Graeme Lindsay)
Assessment team (Rochelle Dooley)

Processes: How do we do it?

Staff: Career Development Team driven by Deputy Principal, HT Admin Staff and Professional Learning Leader. Program developed in T1 2015

Leaders: 70% of professional learning funds are allocated at the beginning of the year to support teachers, and faculties in meeting their identified goals and the schools strategic targets.

Staff: Teachers engaged in having lessons observed conducted and conduct a lesson observation each term.

Staff: Audit of classrooms shows that 95% of classrooms have data projectors.

Staff: BYOD compliant devices are routinely evaluated for effectiveness and upgraded.

Leaders: Technology teams are leaders in research and training of new and existing technologies / applications.

Leaders: PDPs are inclusive of: staff membership of school teams, adherence to school policies
and procedures, technology goals, strategic goal, and professional learning plan.

**Leaders:** The Assessment and Reporting team conduct a review of Assessment Tasks, Student Feedback, and differentiation. Recommendations made and implemented.

**Students:** Are engaged in the submission of formative assessments, receive feedback and have an opportunity for implementation.

**Product and Practices:** *What is achieved? What are our new practices?*

**Product:** Career development program established. A team of staff engage in the Highly Accomplished Teacher accreditation process and or the Leading Teacher accreditation process.

**Practices:** Professional learning is targeted according to collective learning goals developed as part of PDPs.

**Practices:** Staff are routinely engaged in self-reflection and committed to improvements to teaching practice.

**Product:** Use of up to date technology is an integral practice of classroom teaching and learning.

**Practice:** As DER Laptops cease to be effective they are replaced by up to date technology for staff to access.

**Practice:** Staff are provided with a range of technology based resources and application options and implement those routinely in the learning environment.

**Product:** Staff are committed to the Professional Teaching Standards, and are actively engaged members of the school community.

**Practice:** Teaching and Learning across the school will be driven by formative assessment data (including timely feedback to students) that promotes differentiation to meet the needs of individual students

**Strategic Direction 3:**

Facilitate new and better ways of doing business

**Purpose:** *Why is this important?*

Best practice within schools places and communicates expectations on conduct. Policies also contribute to the overall culture of the workplace, because they instil norms and values. Continuous School Improvement recognises the need for systematic evaluation of Policy. Singleton High School is an integral component of the community and the community is an integral part of Singleton High School.

Supervised by Glen Yates (Yr 9, 10 - 2015)
Science, English, VET supervision

**Improvement measure/s:** Quantitative or qualitative improvement measure/s resulting from the achievement

Commencement of major building projects, development of bus area and installation of school electronic sign.

Achieve target of over 1000 users of School App.

Conduct and complete Mathematics faculty Evaluation.

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

Executive and SAM (Joanne Gray) (Margaret Richardson)
Millennium Coordinator / Technology Team / Other Team leaders (Rochelle Dooley – Lead) (Graeme Lindsay) (Greg Norris)
Technology Team / P and C (Greg Norris)
PBL (Meagan Parish)
WHS (Ian Skilton)
School Maintenance (Glenn Cameron)
HT VET, CAT Team (Annie Phillips)
Senior Executive
Processes: How do we do it?

Leaders: Executive map their faculty plans to the school plan and faculty funds to improvement.


Parents: Year 7 parents attend information evening aimed at communicating Millennium functionality, Moodle, SharePoint, DHV policy, Uniform, Assessment Schedule / Policy, PBL, SHS environment, Aboriginal Education.

Leaders: Electronic communication is facilitated via App for Smart Phones, Push Notification, e-mail and electronic sign form the backbone.

Leaders: Investigate improvements to the school environment.

Leaders: Evaluate and improve Careers and Transition with an aim to strengthen within the school to develop links with the community and include community based key stakeholders

Leaders: Investigate and establish a timeline and structure for effective evaluation of key school programs and all faculties.

Product and Practices:

Product: Program and faculty budget leaders get twice a term budget statements. Faculty plans support the achievement of the school plan.

Practice: 90% of parents access Millennium and Moodle to support student learning.

Practice: Parent and community communication is electronic and sustainable. 95% of family e-mails secured and accurate.

Product: Digital sign / noticeboard will replace existing noticeboard at front of school.

Product: Bus Area has redeveloped shelter and seating area.

Product: The school netball court is a covered outdoor learning area, as part of larger increases in shade and seating on the back oval.

Product: Student safety is enhanced when crossing York Street and moving into school.

Practice: School representation at Business Chamber meetings, personal meetings with business groups, Connections strengthened with Tertiary Education Providers.

Practice: Faculties and key school programs have cyclical evaluations that promote a culture of continuous improvement.

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.

Principal - J Gray
Deputy Principal - S Hookway
Deputy Principal – I Skilton
Deputy Principal rlv. – R Dooley
Principal Assistant - L Maher

School contact information

SINGLETON HIGH SCHOOL
75-81 York Street  SINGLETON NSW 2330
Ph: 02 6571 1199  Fax: 02 6572 4889
Email: singleton-h.school@det.nsw.edu.au
Web: www.singleton-h.schools.nsw.edu.au
School Code: 8202

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