

Paxton Public School Annual Report



2016



2846

Introduction

The Annual Report for 2016 is provided to the community of Paxton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Michelle Murphie

Principal

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Message from the Principal

2016 has been another great year of achievements for our school community and I am proud to be the principal of such a wonderful school. Our focus had been on improving student outcomes across all Key Areas with Literacy and Numeracy as priority areas. Our wellbeing program that includes our Positive Behaviour for Learning (PBL) goals and focus strategies as well as the implementation of our cooking program K–6 that aims to provide students with opportunities for problem solving, collaboration and lifeskills in the kitchen. Our teaching, administration and support staff have worked tirelessly year round to enable a wide range of programs to run with the school from drumming, StarStruck, robotics, STEM, sport, art and drama that enrich our students' education and lives. My thanks go to all the staff who have contributed to these wide and varied learning experiences for our students.

I'd also like to thank our P&C and parent community for their efforts and contributions towards our programs. We greatly value and appreciate your assistance with fundraising, school and community events and your overall support of our wonderful 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.

Regards from a very proud principal, Michelle Murphie

Message from the school community

P&C Report

I would like to take a moment to thank our outgoing P&C and to introduce this year's P&C: Treasurer: Donna Bridge, Secretary: Catherine Dixon, Vice president: Sian Membrey, President: Kate Walker, and Canteen supervisor: Trudy Gore

In 2016 our major P & C event was the canteen at the Small School's Sports Carnival. Through this we raised funds to purchase a new oven for our canteen. Thank you to all parents who helped out on the day. We now have our new oven installed and it is a much needed asset to not only our canteen, but also to our school cooking program.

This year we are once again holding Easter raffles, Mother's Day and Father's Day stalls. Thank you to everyone who donates their time and gifts for these stalls.

Thank you to all the staff at Paxton Public school. Your dedication and commitment to our children's learning is top notch! We couldn't ask for better!

Finally, to the parents and citizens who volunteer their time to assist our school. From selling raffle tickets, to cooking BBQs and everything in between. THANK YOU! THANK YOU! THANK YOU!

Kate Walker, President

School background

School vision statement

Parents, students and teachers all striving for the best by aiming high.

Our vision is underpinned by Paxton Public School's core values of Safety, Teamwork, Achievement and Respect (STAR) which guide students, staff and community as they work as a team to create a culture of a safe, supportive and respectful teaching and learning environment that promotes student wellbeing and high expectations for academic success.

School context

Paxton Public School is located on large grounds in a semi-rural setting, approximately 10km from Cessnock in the Hunter Valley. It is a very well-resourced school, which operates with strong support from the wider school family and is an integral part of the local community.

Paxton Public School and its community are committed to providing a warm and nurturing environment aimed at developing students physically, intellectually, socially and emotionally to cope with our ever-changing world. That is, children are given skills for life, often based on K-6 programs that develop family values of supportiveness, inclusiveness and empathy.

10% of our students have Aboriginal heritage and we are an Early Action For Success School.

Mount View High School is the partner high school and Paxton Public School supports its transition programs for senior primary students.

Paxton Public School maintains a focus on the creative and performing arts with weekly class rotations in this area and a whole school choir. In five weekly blocks, all students participate in drama, art, dance and music lessons.

Paxton Public School is enthusiastic about developing parent and community partnerships and creating opportunities for parents and carers to be informed and involved in their children's education. Parent surveys in 2014 demonstrate extremely strong support for the school's programs and values and very high levels of parental satisfaction with the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated that in the School Excellence Framework domain of *Learning*, Paxton Public School has an overall rating of Sustaining and Growing. This is evident in and will continue to be implemented through:

- Achieving good results through demonstrated commitment to strengthen and deliver on school learning priorities. This includes our priority of Literacy and Numeracy K-3 as part of the Early Action for Success strategy.
- Our school promotes a positive culture of learning and have PBL practices embedded across our classrooms. Staff value the importance of establishing relationships with our school community and encourage families to be part of their child's learning experiences regularly.
- All students K-6 have Individual Education Plans that specify individual learning goals that are evaluated at the end of each 10 weekly teaching and learning cycle. These goals are communicated to parents/carers and students are actively working to achieve their goals.
- Teachers work collaboratively with families, organisations and support staff to identify, monitor and address

student learning needs. Regular Learning Support Team Meetings occur within the school each term and provide opportunities for teachers to provide strategies, advice and to engage with key personnel such as school counsellors, inter agency staff and other groups to fully support individual students needs.

- Technology is incorporated into daily classroom programs to consolidate learning. Students actively engage in these programs and have a wide variety of skills in this area.
- Our school is part of the Cessnock Community of Great Public Schools and we strive towards a community of learning and leadership that is demonstrated and evident in programs such as speech therapy, wellbeing of students and staff and curriculum programs.

The results of this process indicated that in the School Excellence Framework domain of *Teaching*, Paxton Public School has an overall rating of Sustaining and Growing. This is evident in and will continue to be implemented through:

- Staff professional development is a focus at our school and staff regularly engage in professional learning experiences that are directly related to our strategic directions and are identified as improving student learning outcomes.
- All teachers regularly review their programs, use student data performance from a range of assessment strategies such as formal standardised tests, observations and student worksamples.
- The role of our Instructional Leader with the EAfS program has been fundamental developing teacher understanding of a range of literacy and numeracy strategies that directly target specific areas of development. During the year teachers attended professional learning sessions in L3, Targeted Early Numeracy (TEN), collaborative planning, writing workshops and observed demonstration lessons.
- Support staff also attended professional development sessions related to learning and wellbeing that are incorporated into classrooms on a daily basis.

The results of this process indicated that in the School Excellence Framework domain of *Leading*, Paxton Public School has an overall rating of Sustaining and Growing. This is evident in and will continue to be implemented through:

- The school working with a range of agencies such as The University of Newcastle, organisations and private business groups to improve educational opportunities for our students. This includes Science, Reading, student wellbeing and other areas.
- Our school plan is aligned with all practices within our school and the use of school funds is prioritised to support key strategic direction and resources needed to effectively implement, support and evaluate programs.
- Our committed staff, new flexible learning spaces and access to technology is a key element in improving student outcomes. Our K/1 classroom was refurbished ready for our kindergarten orientation program that ran over 10 weeks in term 4. This is now a wonderful learning space which is highly valued by our school community. Flexible furniture and innovative learning areas were also created in the 2/3/4 and 4/5/6 classrooms.
- All staff work together as a leadership team to plan, implement and evaluate whole school programs across all key learning areas.

Strategic Direction 1

Develop consistent high quality learning and educational practices.

Purpose

To ensure students are literate, numerate, creative users of technology, and are productive participants in school and society for now and into the future by providing differentiated educational practices.

Overall summary of progress

During 2016, students continued to be engaged in a range of learning experiences focused on literacy, numeracy and technology. These experiences catered for different student abilities within our multi-stage classrooms. Staff continued to strengthen their knowledge of differentiation and its role within the classroom to provide effective learning opportunities for students. 21st Century practices are becoming embedded in classroom practice especially in the primary years and this has resulted in increased collaboration among students within a range of tasks across the curriculum. Teachers have implemented 5 weekly teaching and learning cycles based on student results. Individual Education Plans were created, implemented and evaluated regularly over the course of the year to ensure students were working towards achievable goals. Early Action for Success continued to be a focus program implemented across our K–2 classrooms and teachers used student data to adjust their teaching as necessary to cater for student achievement levels and key focus areas as determined in consultation with our Instructional Leader.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students tracked using Literacy and Numeracy continuums with at least 70% showing expected growth per semester relevant to expected time frames (eg cluster movement quicker in ES1 than S3).	<p>Continued collection and analysis of student achievement in Literacy and Numeracy with a focus on targeted individual or small group instruction to address student learning needs at all levels.</p> <p>100% of students demonstrated growth across areas of Literacy and Numeracy with 71% of students achieving benchmark in Literacy and 68% achieving benchmark in Numeracy. 39% of students achieved above benchmark in reading and comprehension while 18% achieved above benchmark in writing. 23% of students achieved above benchmark in numeracy.</p>	<p>EarlyAction for Success allocated funds, \$33491.36</p> <p>Low level adjustment for disability \$8958.00</p> <p>Aboriginal background \$5000.00</p> <p>Socio Economic funding \$44274.24</p>
<ul style="list-style-type: none">Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.	<p>Teachers effectively used data to plan 5 weekly cycle teaching and learning programs in corporation with student IEPs that led to increased student growth.</p>	<p>QTSS \$5400</p> <p>School staffing allocation</p> <p>Low level adjustment for disability</p> <p>Aboriginal background</p> <p>Socio Economic</p> <p>EAFS funding</p>

Next Steps

2017 sees Paxton PS continuing to be a part of Early Action for Success under the Small Schools initiative. We will have an Instructional Leader in the school one day per week. The instructional leader will continue to work collaboratively with teachers K–2 with an additional focus on Year 3 students. Literacy and Numeracy achievement will be tracked, monitored and used to determine future learning intentions for students as individuals.

Strategic Direction 2

A focus on teacher learning and leadership to deliver quality outcomes for all students.

Purpose

To build capacity of teachers and support staff through professional learning that meet the diverse needs of our students and result in increased student outcomes and incorporate 21st Century learning concepts and skills.

Overall summary of progress

During 2016, teachers participated in professional learning targeted to school priorities and their professional needs. This professional development included Literacy and Numeracy programs such as L3, Targeted Early Numeracy (TEN), NCI (Non-violent crisis intervention), supporting students, wellbeing of staff and students, collection of effective data and school leadership. This professional was conducted as part of state programs, within the Cessnock Community of Great Public Schools, within small school collectives, online and within our own school from members of staff.

Staff developed Professional Development Plans targeting key areas of development. This consisted of two common school goals focused on (1) To develop knowledge and implement strategies related to the new syllabus documents and (2) Increase knowledge of applications and implement strategies to support students. Teachers were also given an opportunity to choose personal goals related to their own identified areas of development.

Staff expertise and knowledge was drawn upon to provide curricula and extracurricular areas that lead to improved practice within the school. This proved to be successful and lead to whole school programs as well as smaller group programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Professional Development Plans for all teachers to identify key areas of development in relation to school plan and priority areas.	Teachers K–2 were trained in TEN and/or L3. SLSOs were trained in literacy program (PATCH) Syllabus professional development sessions and collaborative planning sessions.	EAFS \$33491.36 QTSS funds Aboriginal funding\$1500.00 Socio economic funds \$3500.00
<ul style="list-style-type: none">Increased use of 21st Century Learning concepts and skills in classrooms.	Teachers (2) completed online professional development sessions and implemented a range of strategies based on collaborative practices, communication skills, flexible learning space and Quality Teaching Rounds.	Professional Learning funds \$1469.43 Quality Teaching Program\$1920.00

Next Steps

During 2017, staff will engage in professional learning directly related to the school's strategic directions. Two will identify a goal linked to curriculum and welfare that is relevant to their class and as well as whole school programs. The Principal and School Administration Manager will undertake LMBR training ready for the implementation of the finance package in term 2 and 3.

Strategic Direction 3

Develop organisational practices to inspire a culture of collaboration and engaged communication.

Purpose

To embed across the whole community a positive culture and set of values based on safety, teamwork, achievement and respect which enable all students and the wider school community to be highly engaged in education and develop a strong social conscience.

Overall summary of progress

During 2016, staff and students of Paxton Public School, engaged in a number of collaborative practices related to positive engagement around our PBL core values of Safety, Teamwork, Achievement and Respect. This consisted of whole school programs where students were provided with knowledge and experiences to display their positive behaviour, resilience and citizenship skills. Staff monitored student behaviour to determine focus areas during specified class and whole school lessons and worked collaboratively to build respectful relationships across the school community, to ensure a productive learning environment. The PBL set tool was conducted within the school, with staff and students interviewed on the implementation of PBL within the school. The results of the tool will drive future directions within the school.

During community events such as ANZAC services, Mother's Day/Father's Day, sporting activities, excursions and through partnership opportunities, Paxton Public School students showcased a range of abilities both collectively and individually.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">At least 95% of students demonstrate resilience and positive behaviour techniques in the classroom and the playground each term.	Assessment data collected showed 95% of students demonstrated high PBL skills. Whole school programs as well as individual class programs ensured the program was successful.	\$1450.00
<ul style="list-style-type: none">Positive school relationships and increase parental involvement	Increased parental involvement in excursions, parent teacher meetings, transition programs and school programs and activities,	\$1500.00

Next Steps

Whole school PBL programs will continue in 2017 and will target key concerns within the school setting, using data gathered every 5 weeks to determine focus areas within classrooms and the playground. Zones of Regulation will be incorporated into daily PBL behaviours. Regular PBL teacher meetings will be held that will include professional development sessions and attendance at the PBL hub meetings by the school internal coach.

School community engagement will continue to be a priority in 2017 with regular communication, a review of the school newsletter and increased parental involvement.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The school received funding to improve the outcomes for Aboriginal students.</p> <p>All Aboriginal students have Personalised Learning Plans (PLPs) and are making progress across the literacy and numeracy continuums.</p> <p>The Drumbeat program was implemented during 2016 that included Aboriginal and non-Aboriginal students.</p>	\$33491.36
Low level adjustment for disability	<p>Low level adjustment for disability funds were used to support students in class and whole school programs. School Learning Support Officers and teaching staff were employed to assist with these programs as well as a kinder transition program in term 4.</p>	\$8958.00
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching Successful Students funds were used for staff collaboration sessions for and coaching/mentoring sessions as part of Quality Teaching Rounds.</p>	QTSS Allocation 0.03
Socio-economic background	<p>Socio-economic background funds were used to support students and programs across K-6.</p> <p>Individual Education Plans were created, implemented and reviewed for all students.</p> <p>Literacy and numeracy programs, home reading, flexible learning spaces, collaborative teacher planning, intervention programs, student wellbeing all supported students across the school.</p>	Staffing component 0.3 \$44274.24
Early Action for Success	<p>An Instructional Leader (0.2) and Interventionist Teacher (0.4) worked collaboratively with teachers and students to improve literacy and numeracy outcomes for students.</p> <p>Prof dev in TEN, L3, PATCH and Power Writing (3-6)</p> <p>New reading resources were purchased to support literacy programs.</p>	\$33491.3.36



Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	47	46	34	22
Girls	27	28	22	14

One member of staff identifies as being Aboriginal.

Teacher qualifications

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	96.9	96.5	96.2
1	93.1	91.4	92.1	100
2	94.8	94.5	90.3	92.9
3	94.8	94.2	95.6	94.2
4	95.1	89	92.6	97.1
5	91.5	95.3	89.3	95.1
6	91.4	93.8	94.8	94.3
All Years	93.7	93.7	93.2	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

During 2016, teachers, school administration staff and support officers engaged in a range of professional learning opportunities. These included onsite courses facilitated by the principal and other members of staff, attending small school collaboration sessions, area organised sessions and state run programs such as Early Action for Success. Topics covered within these professional learning sessions included: literacy numeracy, Geography, student welfare, office administration, supporting students and WHS.

The principal engaged in professional learning related to school improvements, policy and regulatory practices and leadership training.

Our teachers continued to maintain their levels of accreditation and one member of staff is working towards achieving Lead Accreditation.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.13

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2015 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	96 565.97
Global funds	75 585.23
Tied funds	232 876.01
School & community sources	21 210.85
Interest	2 926.87
Trust receipts	2 483.65
Canteen	0.00
Total income	431 648.58
Expenditure	
Teaching & learning	
Key learning areas	29 296.77
Excursions	8 387.62
Extracurricular dissections	9 409.74
Library	534.56
Training & development	3 693.46
Tied funds	176 114.10
Short term relief	14 066.11
Administration & office	28 693.02
School-operated canteen	0.00
Utilities	9 579.72
Maintenance	27 439.26
Trust accounts	2 172.42
Capital programs	14 670.00
Total expenditure	324 056.78
Balance carried forward	107 591.80

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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 these assessments.

NAPLAN Numeracy

Due to small cohorts in 2016, charts are not shared to protect the privacy of individual students. Results however demonstrated:

- Yr 3 achievements: All areas of numeracy students received higher than State and SSG.
- Yr 5 achievements: .Higher than state and SSG in band 7
- Trend data shows growth in Yr 3 Data, Measurement, Space and Geometry and Yr 5 Number, Patterns and Algebra

NAPLAN Literacy

Due to small cohorts in 2016, charts are not shared to protect the privacy of individual students. Results however demonstrated:

- Yr 3 achievements: Reading, Spelling, Grammar with students receiving higher than State and SSG.
- Yr 5 achievements: 87.5% of students had Greater than or equal to growth in Spelling.
- Trend data shows growth in Yr 3 for Reading, Spelling and Yr 5 Reading, Writing, Spelling and Grammar and Punctuation.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

In 2016 the school used surveys to seek the opinion of parents/carers, students and staff to evaluate school programs.

Student survey

All students K–6 responded positively to the learning programs within the school and showed strong enthusiasm and enjoyment. These programs ranged from school based activities such as technology programs, Creative Arts programs, Home Reading, Sporting and excursions. Student opinions and views were used to alter program structure to enhance programs for the coming 2017 school year.

Parent/carer survey

The majority of parents surveyed demonstrated a strong belief that the school implemented quality teaching and learning activities that were either beneficial or very beneficial towards improving student outcomes. All parents surveyed stated the school's communication methods via SMS, school noticeboard, class columns in newsletters and newsletters were rated as beneficial or very beneficial in communicating key school program and information. Parent/carer opinions and views were used to alter program structure to enhance programs for the coming 2017 school year.

Teacher survey

All staff believe that the school is using school funds to provide students with quality programs that support the quality teaching and learning programs used in classrooms. All staff value the importance of wellbeing programs, excursions and other educational programs within the school and acknowledge their role in supporting students. Staff see the importance of communicating and engaging with our school community through school events such as assemblies, parent teacher meetings and school newsletters. Teachers opinions and views were used to alter program structure to enhance programs for the coming 2017 school year.



Policy requirements

Aboriginal education

The school has continued to maintain a strong commitment to supporting Aboriginal students and embedding indigenous perspectives across the curriculum in 2016. Our school has an approximate enrolment of 20% Aboriginal students. In order to maximise the learning opportunities of our Aboriginal students, a Personalised Learning Plan was created for each student in consultation with their families. Students participate and are engaged in a variety of programs which improve the outcomes of all students.

- Aboriginal students participated in Deadly Cooking. This program is a hands-on cooking program that teaches food preparation skills and healthy eating ideas. Students learnt how to cook traditional Aboriginal dishes.
- As a sign of respect, students commence assemblies with the traditional Acknowledgement of Country.
- A staff member travelled to the Central Coast for three days to undertake DRUMBEAT facilitator training. This program was implemented in Term 2 and Aboriginal students were the first group of students to be involved in the program. During NAIDOC celebrations the students joined with other small schools in the Kurri Kurri Learning Community and performed as a group at various schools.
- Staff provide students with experiences to develop a deep understanding and knowledge of Aboriginal culture.
- An Aboriginal performer was invited to the school to introduce the students to traditional aboriginal dance.
- The school is part of an Aboriginal Education Consultancy Group (AECG). Staff members from our school attend regular meetings, where advice on matters relevant to education, is provided, from the viewpoint of the Aboriginal community.
- Three Stage 3 students attended camps with Indigenous students from other schools. The students had the opportunity to share cultures, customs and experiences with their peers.
- Visual and Performing Arts units allowed for appreciation and understanding of Australian Aboriginal culture. 2 Stage 3 Aboriginal students attend the Gifted and Talented Performing Arts camp in dance and art.
- A Stage 3 student was successful in gaining a position in the Opportunity Class at Cessnock West Public School for 2017.
- All teachers attended Stronger Smarter professional development. The aim of which is to improve the educational outcomes for Indigenous Australian school children.
- School based strategies monitor and support the regular attendance of students.

Corrin Shoemith

Aboriginal Education Coordinator

Multicultural and anti-racism education

Our school embeds multicultural perspectives into curriculum programs across the school. Our school has an Anti-Racism officer who works with staff, students and our community. Students and staff participated in activities such as Harmony Day, Multicultural Week with a *Round the World Day* and our Positive Behaviour for Learning program encourages respectful behaviours towards other in our school and community.

soccer competition, netball gala competitions, Rugby League skill sessions, Oz-tag gala days and students Yr 1– 6 attended intensive swimming as part of the *School Swimming and Water Safety Program*. Students learnt valuable beach safety and water skill at Nobby's Beach with Hunter Surf Life Saving.

Other school programs

Positive Behaviour for Learning (PBL)

This year, students continued to participate in both 'in class' and 'whole school' based activities, strengthening their understanding of the core values of Safety, Teamwork, Achievement and Respect. During semester one, kindergarten was introduced to PBL through weekly, whole school sessions, focusing on Safety and Teamwork. In semester two, PBL lessons moved to the classrooms, where the focus shifted to Achievement and Respect. Students were given the opportunity to participate in reward activities, such as; discos, pizza lunches, in-class movies and party days. At the end of the year, students were involved in the evaluation process to decipher what worked and what didn't for the program, allowing us to be proactive in 2017. We are looking forward to a PBL revamp, with student directions at the forefront.

Teri Clark

PBL Coordinator

Excursions

This year students participated in a range of excursions to support teaching and learning programs. These included as part of the Small Schools group: transport excursion, our first overnight stage 2 camp at Morisset and Stage 3 students travelled to Canberra for 3 days to learn about our Federal government, engage in Science activities and much more.

Students from 4/5/6 spent a night as a convict at Hyde Parks Barracks, learning about our countries early European history. Students from K–6 experienced a range of incursions from Questacon (Science), an Indigenous performer and Bookweek performance from our local library.

Sporting programs

Small schools sport – our school actively participated in the Small Schools Swimming, Athletics and Cross Country carnivals with students successfully succeeding in progressing through to zone and regional competitions.

We partnered with the Cessnock PCYC to provide athletics and gymnastics programs for all students K–6.

Students also participated in the Small Schools PSSA