

Paxton Public School Annual Report



2017



2846

Introduction

The Annual Report for **2017** 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

2017 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 this year has been on improving student outcomes across all Key Areas with Literacy and Numeracy as priority areas as part of our involvement in the Early Action for Success initiative. Positive Behaviour for Learning (PBL) has once again been a key driver in our school's wellbeing focus area. Programs such as our Kitchen Garden program, transition programs for our Kindergarten and Year 6 students also contributed to high levels of wellbeing for our students.

Once again our school staff, comprising of teaching, administration and learning support staff have been instrumental in implementing and facilitating the many and varied programs that have been present in our school this year. Our connections with our Cessnock Community of Great Public Schools, as well as our Small School Network has also played a large role in providing many rich opportunities for our students, staff and families.

We greatly value and appreciate our P&C and their contributions to the school over the year. These included: Mother's Day, Father's Day, Easter, canteen, trivia night, fundraising and other events throughout the year. All money raised in the P&C goes directly to the school for a variety of resources.

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.

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 students

Year 6, 2017 by Liam Dixon

2017 was a fantastic year at Paxton Public School.

I was thrilled and so proud to be given the opportunity to represent our school as a school leader and enjoyed all the responsibilities included in the role. A particular highlight was speaking at the ANZAC Day Dawn Service and laying the wreath at the memorial service later that day in Cessnock, on behalf of my fellow students and school. As school leader, I had the opportunity to take part in many special activities including the Leadership Breakfast, where we got to meet and speak with several dignitaries including Mayor Councillor *Bob Pynsent*. Our excursions were always great fun and our

trip to Adventure Land Camp at Forster was excellent. It was a great experience to share with friends from both Paxton PS and other local small schools.

I will always think fondly of my 7 years at Paxton Public School, but Year 6 was the best. Good times with great friends.

Thanks for everything!

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.

8% 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 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.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 Delivering. 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. I pads were purchased for 2/3/4 and 4/5/6 and are regularly used

to consolidate and bring new learning opportunities into the classroom.

- 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.

- Our committed staff, new flexible learning spaces and access to technology is a key element in improving student outcomes. Our 2/3/4 classroom was refurbished ready for the start of 2018. This is now a wonderful learning space which is highly valued by our school community. Flexible furniture and innovative learning areas have continued to be used to their full extent K/1 and 4/5/6 classrooms.

The results of this process indicated that in the School Excellence Framework domain of Teaching, Paxton Public School has an overall rating of Delivering. 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 commencement of Escape Small Schools project has enabled staff to collaborate on a range of curriculum units, assessment strategies and identifying consistent teacher judgement in writing.

- 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, 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:

- *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.

- *All staff work together as a leadership team to plan, implement and evaluate whole school programs across all key learning areas.

- *Collaborations with principals in the Escape Small Schools network and CCGPS led to greater opportunities for staff to

Teaching staff and administration staff formed part of the financial planning and strategic direction discussions that formed part of the upcoming 2018–2020 school plan.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 the school was once identified as part of Early Action for Success (EaFS) to improve student outcomes in literacy and numeracy. Teachers improved their knowledge of ILP/PLPs to create focus areas for improvement. School leaders and teachers worked collaboratively to identify data that reflected key areas for student improvement. Literacy resources were purchased to ensure students had access to reading books across all levels.

Teachers identified a need to update iPads to better support teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> All students tracked using Literacy and Numeracy K–2 and 3–6 continuums with at least 70% showing expected growth per semester relevant to expected time frames 	\$60493 \$1682	<p>Funds were used for additional staffing and to purchase resources K–2 to support learning programs.</p> <p>K–2 students achieving benchmark results in:</p> <ul style="list-style-type: none"> Reading – 71% Kinder & 100% Year 1 Comprehension – 71% Kinder & 100% Year 1 FNWS – 71% Kinder, 100% Year 1 & 100% Year 2 BNWS – 71% Kinder, 86% Year 1 & 80% Year 2 Num Id – 71% Kinder, 100% Year 1 & 100% Year 2 Count by 10s and 100s – N/A Kinder, 100% Year 1 & 20% Year 2 EAS – 100% Kinder & 100% Year 1 P&S – 80% Kinder & 71% Year 1 P/Value – 100% Year 1 Mult & Div – 100% Year 1 . <p>K–2 students achieving above benchmark in:</p> <ul style="list-style-type: none"> Reading – 57% Kinder and 29% Year 1 Comprehension – 43% Kinder and 29% Year 1 Vocabulary – 14% Kinder and Year 1 Writing – 14% Year 1 Speaking – 14 Kinder and Year 1 Phonics – 29% Kinder and 14% Year 1 FNWS – 51% Kinder and 71% Year 1 BNWS – 29% Kinder and Year 1 Num Id – 71% Kinder and 100% Year 1 Count by 10s & 100s – 29% Kinder and 43% Year 1 EAS – 29% Kinder and Year 1 P&S – 29% Kinder and Year 1 P/Value – 29% Year 1 and 14% Year 2 Mult & Div – 29% Kinder, 51% Year 1 and 14% Year 2 <p>For Yr 3 & 5 results see <i>School performance NAPLAN</i>.</p>
<ul style="list-style-type: none"> All students will have an ILP/PLP that is reviewed each term with 3 goals identified as 	\$2000 for staff release	All students had ILP/PLPs created and reviewed every 10 weeks. These plans were used in teacher programs to identify key areas of improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
focus areas.		All students had ILP/PLPs created and reviewed every 10 weeks. These plans were used in teacher programs to identify key areas of improvement.
<ul style="list-style-type: none">Technology resources in classrooms are updated to provide additional opportunities for improved student learning.	\$6500	<ul style="list-style-type: none">12 New iPads were purchased for 2/3/4 and 4/5/6 to support teaching and learning programs

Next Steps

K–3 focus areas for improvement 2018:

- New Kinders: ensure 70%+ students are meeting benchmark levels
- Kinder moving into Year 1 achieve benchmark levels in: Vocab, writing, speaking & phonics
- Year 1 moving into Year 2 achieve benchmark levels in: Vocab, writing, speaking & phonics
- Year 2 moving into Year 3 achieve benchmark levels in: Reading, comprehension, vocab, writing, speaking, phonics, count 10s & 100s, EAS, P&S, P/Value & Mult/Div

Students in Year 4–6 will continue to focus on:

- improving Writing, spelling, grammar & punctuation and all aspects of Numeracy to meet benchmark levels.

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 2017 teachers and support staff in a range of professional learning opportunities to improve their knowledge of strategies in literacy, numeracy and other curriculum areas. The creation of Escape (Small schools network) provided teachers with the ability to collaborate, create, evaluate and reflect on teaching and learning practices as part of stage teams.

K–2 teachers undertook professional development in L3 Kinder and L3 Stage 1 as part of EAfS facilitated by the regional support team. The Instructional Leader (AP) assisted teachers to reinforce their knowledge of strategies and classroom practices.

All staff engaged in MAPA training to ensure they were capable and confident in dealing with students who exhibited a range of behaviours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Professional Development Plans for all teachers and staff to identify key areas of development in relation to school plan and priority areas.	QTSS funds \$3150 Professional learning \$5454 Principal release \$8000	100% of teaching and support staff had professional development plans with specific goals linked to the school plan such as EAfS (Literacy and Numeracy), leadership, student support and wellbeing.
<ul style="list-style-type: none">Increased use of 21st Century Learning concepts and skills in classrooms.	Principal release \$2000 Aboriginal background \$3000	Staff were engaged in creating activities in problem solving, collaboration and the use of technology to support teaching and learning opportunities. A range of robotics resources were purchased to support the implementation of activities in the senior classroom.

Next Steps

To ensure teachers are working towards Literacy and Numeracy goals, the school will continue to:

- fund additional staffing members K–3 to support teaching and learning programs
- participate in EAfS program – with an Instructional Leader (AP) 0.2 FTE
- engage in professional learning opportunities for teachers in OPL L3K and L3S1
- engage in professional learning opportunities for teachers in TEN (Targeted Early Numeracy)
- engage in professional learning opportunities for SLSOs to support learning programs in classrooms

Teachers will continue to increase their knowledge of 21st Century learning experiences in 2018 with staff facilitating the sessions with modelled and guided activities to support teacher' experiences.

Teachers will engage in professional development based on the new Science and Technology and PDHPE syllabus documents for implementation in 2018.

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 2017 the school's classroom behaviour management system was reviewed and a new system of recording and regulating student behaviour. The system incorporated Zones of Regulation into the new system that was implemented into the middle class with positive results. The review of the school Behaviour Management practices was also conducted and the staff are familiar with the practices that align with the Department of Education's policy and procedures.

The school newsletter was reviewed and a more colourful, professionally printed version was implemented with more information on classroom activities, calendar of events and student award recognition. Feedback from the school community was positive and this was pleasing to hear.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	Socio Economic \$2500	<p>95% of students demonstrated the expected behaviours and there was a significant reduction in student referrals for behaviour across the school year.</p> <p>Half term and end of term reward activities were provided to students who achieved the desired PBL achievements for the 5 week block.</p>
<ul style="list-style-type: none">Positive school relationships and increase parental involvement	Socio Economic \$3000	<ul style="list-style-type: none">Parents surveyed stated that the school does a good job of communicating with the community but could improve this to ensure parents are more aware of student learning programs and goals.Paxton students participated in a range of school sporting activities, excursions and were increasingly involved in the Cessnock community. Student assistance was offered to families to increase their child's involvement in school programs.

Next Steps

- Extend the Zones of Regulation program through to the senior class as a large number of students are now in the senior class and are familiar with the program.
- Continue to try to achieve 95% of students displaying positive behaviour practices in the classroom and playground
- Continue to develop the school newsletter, social media outlets and connections with the Paxton and wider community. This includes the creation of a Community News section as part of our school newsletter.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13958	All Aboriginal students had Personalised Learning Plans (PLPs) that were discussed with families with goals in Literacy and Numeracy as a focus. The school used these funds to: <ul style="list-style-type: none"> • employ additional staffing to support student learning and wellbeing outcomes K–2
Low level adjustment for disability	Staffing component (0.3 FTE) \$30472 Flexible funding \$6752	The school used the staffing component funds as part of additional staffing to support student learning and wellbeing outcomes. The flexible funding funds were used to support LST meetings and a K–6 Occupational Therapy assessment conducted by The University of Newcastle for all students. The findings of the reports were used to program the PE/Sport program and to support the implementation of formal handwriting lessons.
Quality Teaching, Successful Students (QTSS)	Staffing component \$3150	The school used these funds as part of the professional learning program available to staff. Teachers attended EAFS meetings with the Instructional Leader and the Instructional Leader participated in mentoring sessions to assist her in fulfilling her role to a high standard.
Socio–economic background	Staffing component (0.1 FTE) \$10157 Flexible funding \$53895	The school used the staffing component and the flexible funding allocation as part of the additional staffing to support student learning and wellbeing outcomes.
Early Action for Success	Staffing component (0.2 FTE)	The school used the funds for an Instructional Leader Assistant Principal 1 day a week to support teachers in implementing, evaluating and assessing differentiated literacy and numeracy programs in our K/1 and 1/2/3/4 classrooms.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	46	34	22	29
Girls	28	22	14	20

Student enrolments increased during 2017 and the school will maintain these numbers for the start of 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	96.5	96.2	91.6
1	91.4	92.1	100	88.7
2	94.5	90.3	92.9	98.9
3	94.2	95.6	94.2	90.5
4	89	92.6	97.1	94.1
5	95.3	89.3	95.1	95.9
6	93.8	94.8	94.3	91
All Years	93.7	93.2	95.3	92.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Parents are required to notify the school if their child is absent or late and the school reminds parents about these responsibilities through text messages and letters to parents/carers. Class attendance roles are monitored by school staff and by the Department of Education Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

The school has an Assistant Principal Early Action for Success (EAfS) Instructional Leader that works in the school 1 day a week to support Literacy and Numeracy strategies K–2. 1 staff member identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

During 2017, teachers, school administration staff and support officers engaged in a range of professional learning opportunities determined by their Professional Development Plans that were created during term 1. These courses included onsite courses facilitated by the principal, curriculum and wellbeing officers and other members of staff. It also included attending small school collaboration sessions as part of the newly created E–Scope program, which has focuses on curriculum unit planning, assessment rubrics and consistent teacher judgement sessions based around writing samples.

Early Action for Success professional development involved K–2 teachers being trained in L3 Kinder and L3 Stage 1 and these were facilitated by regional

trainers.

Other courses attended by staff included those based around administration, finance, student wellbeing, first aid and other mandatory training requirements as determined by the Department of Education .

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	107,592
Global funds	30,431
Tied funds	148,306
School & community sources	10,942
Interest	1,264
Trust receipts	1,428
Canteen	0
Total Receipts	192,371
Payments	
Teaching & learning	
Key Learning Areas	14,037
Excursions	7,208
Extracurricular dissections	14,811
Library	118
Training & Development	6,924
Tied Funds Payments	151,348
Short Term Relief	4,089
Administration & Office	21,500
Canteen Payments	0
Utilities	8,016
Maintenance	16,157
Trust Payments	2,304
Capital Programs	0
Total Payments	246,513
Balance carried forward	53,450

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	204,959
Appropriation	195,193
Sale of Goods and Services	925
Grants and Contributions	8,841
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-143,524
Recurrent Expenses	-143,524
Employee Related	-105,278
Operating Expenses	-38,246
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	61,435
Balance Carried Forward	61,435

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school's financial committee meets on a regular basis to monitor the school's budget and to make decisions on resources, staffing and other school financial requirements. Due to negative amounts being rolled over from OASIS into LMBR in Term 3, 2017 we required the assistance of School Finance, LMBR support team along with Ian Reeves (Business as Usual Support Manager). During this process we were advised and assisted with the movement of some funds within our school to remedy this issue of negative balances. We have been advised that this may not show a true reflection in our school financial documents until possible 2019. The school finance committee has taken every precaution to ensure that figures are as accurate as possible.

Funds carried over from 2017 will be used to assist in funding additional staff to facilitate the continual running

of 3 classes in our school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	424,792
Base Per Capita	5,502
Base Location	1,892
Other Base	417,399
Equity Total	115,235
Equity Aboriginal	13,958
Equity Socio economic	64,053
Equity Language	0
Equity Disability	37,224
Targeted Total	132,720
Other Total	57,450
Grand Total	730,198

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Due to small cohorts in 2017, charts are not shared to protect the privacy of individual students. Results however demonstrated:

- Yr 3: 50% of students achieved proficiency levels in writing
- Yr 5: 50% of students achieved greater than or equal to expected growth in Reading and the school's *Average Scaled Score Growth* was 39 points higher than state average
- Yr 5: 50% of students achieved greater than or equal to expected growth in Grammar and

Punctuation and the school's *Average Scaled Score Growth* was 23 points higher than state average

- Yr 5: 75% of students achieved greater than or equal to expected growth in Numeracy and the school's *Average Scaled Score Growth* was 33 points higher than state average.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>



Parent/caregiver, student, teacher satisfaction

During 2017 students, parents and staff were surveyed to seek their opinions about the school. A representation of the responses are detailed below.

Students surveyed expressed their overall enjoyment in coming school, with a large percentage of students stating that the best thing about school was 'learning with friends'. Students also stated they enjoyed the various programs the school offers such as sporting activities and competitions, excursions, organised activities during break times, Star Struck, Art programs run by qualified staff and the Kitchen program that provides all students K–6 with basic cooking skills.

Parents were surveyed through a paper survey and a phone survey to determine their opinions on school programs and methods of communication. Parents who responded were happy with a range of programs including L3, home reading, sport, intensive swimming program, small schools overnight camps, Star Struck and Art based activities.

Staff believed that the school was a supportive environment to work, with every effort provided to extend their professional working knowledge. They felt supported by the principal and school administration manager to undertake their roles successfully and

thoroughly enjoyed participating in the programs and activities run throughout the school year.

Focus areas for the future:

- continue to improve communication with families through newsletter, school noticeboard, notes and social media websites.
- students expressed an interest in learning more about coding and would like more hands on excursions based on curriculum areas such as History, Geography and Science.
- staff really enjoyed their involvement in the EScope Small Schools collaboration project and want it to continue in the coming years.



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 2017. Paxton Public School has an approximate enrolment of approximately 8% students and 1 teacher who identify as Aboriginal. Our school's programs are designed to educate all students about Aboriginal history, culture and modern Aboriginal Australia. We honour Aboriginal culture and student identity as an essential part of our schools culture. The Aboriginal flag is flown each day and there is a welcome to country at each school assembly. In order to maximise the learning opportunities of our Aboriginal students, a Personalised Learning Plan is 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.

Throughout the year the staff attended local AECG meetings to collaborate, gain advice and insight on matters related to our Aboriginal students to ensure that their diverse and unique identity is recognised and valued.

We attended NAIDOC Week celebrations at Congewai Public School. The day was opened at a K–6 Flag raising Assembly at which Sonia Sharpe, Aboriginal Community Liaison Officer, AECG President and special guest spoke to the children about the theme "Our Languages Matter". The children enjoyed a performance by Hunter Sports High School's traditional Aboriginal Dance Group. The Minimbah dancers performed their traditional and contemporary Aboriginal

dances. The children enjoyed classroom cultural activities, artwork and traditional Aboriginal games. Congewai Public School provided a special BBQ lunch for all students, parents and community members and we together we celebrated the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.



Multicultural and anti-racism education

One of our school values is Respect and this is embedded in our school practices both in the classroom and playground settings. These values are embedded in our school's Positive for Behaviour (PBL) program which is strongly supported by staff. Multicultural programs are taught across the curriculum and our school values significant events such as Harmony Day and Multicultural Week with a *Round the World Day*. Our school has an Anti-Racism Officer who works with staff, students and families to support the needs of our school community.

Other school programs

Positive Behaviour for Learning (PBL)

In 2017, we introduced a revised classroom behaviour chart that linked in with our PBL reward system. Each term, there were two periods of data that focused on a specific area of need. The areas were determined by the data that was recorded in Sentral the previous period. The areas of need were based around our core values of safety, teamwork, achievement and respect. For example, respect in the classroom, or safety in the playground. Students were informed of the focus at the beginning of every data period, and lessons were provided through whole-school PBL activities, as well as during Personal Development and Health (PDH). After every five week period, data from Sentral determined which students were able to participate in the reward activity. Students were given a fresh start at the end of every five week period, to ensure behavioural goals were achievable. Rewards included; extra lunch play, discos, movie afternoons, whole-

school sporting activities, free ice-blocks and basketball competitions, as well as a big reward of the 'Obstacool' Obstacle Course. (Linked to our PDHPE). Over the course of the year, all students were able to participate in the majority of rewards. In addition to the five weekly rewards, every teacher identified a student who had consistently demonstrated exceptional 'safety, teamwork, achievement and respect', before every assembly. Identified students received a 'Class Paxton Star Award' which included a \$5canteen voucher. Students felt they had numerous opportunities to be rewarded for consistently following the core values.

Star Struck 2017 – Shine On!

Star Struck is a performing arts extravaganza presented by the Hunter area of the NSW Department of Education. In 2017, we participated in Star Struck for a second year, and were again, fantastic! We had nine dedicated students, who made a strong commitment to attend all rehearsals, assist with fundraising and costumes, and perform in all of the shows at the Newcastle Entertainment Centre. The Star Struck team exceeded expectations and their dedication was wonderful. We had a full team of students in each of the four shows and students were commended on their outstanding behaviour throughout the whole of Star Struck Week. Our families, both Star Struck and non-Star Struck, were very generous in assisting with fundraising. This included a 'Bunnings Bake Sale' that was held on Mother's Day Weekend, where students and parents represented our school with pride. Congratulations to all of the students who participated in Star Struck – what an experience!

Kindergarten Orientation

A strong school and community commitment was apparent throughout the duration of the Kindergarten orientation sessions for 2017. Nine sessions were planned for both students and their parents to become familiar with their new school surroundings, meet teachers, support staff and students and learn the various types of activities and programs the children will participate in during their first year at school. Sessions began in Term 4 from 9–11 am with morning tea and an information session provided to the parents and carers by the classroom teacher, Principal and P&C representative. The children were warmly welcomed by their Year 3 buddies and they completed activities with them throughout the morning. Each session the children shared a beautiful fruit platter provided by the Principal. During the second session the students were fitted for a school hat and sunglasses and they stayed until 11am. The following three sessions ran from 9–12 noon and the students stayed for lunch during these sessions and were able to experience lunchtime play with the rest of the school. The next four sessions ran from 9am–3pm and the children were able to experience a full school day including some special activities such as drumming, whole school assembly, ordering and buying from the school canteen and the highlight, on their final visit, a Mini Fair afternoon hosted by Year 6. Throughout the sessions the children were exposed to all KLA's in a fun and caring environment and were therefore very well prepared for

Kindergarten this year.

Year 6 to Year 7 transition

During the year our Year 6 students who provided with a number of activities related to their successful transition to high school Mount View High School. These programs included:

- Middle Years programs in photography and Formula One racing
- Mini visits during Term 2
- Meet the Principal, Year Advisor and other staff familiarisation session
- Parent/carer and student information sessions
- Mathematics Fun Day and bbq lunch
- Jumpstart – extra transition program for at risk students