

Paxton Public School Annual Report



2018



2846

Introduction

The Annual Report for **2018** 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.

Teri Clark

Principal (Relieving)

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Message from the Principal

We have had a very positive 2018 at Paxton Public School and have continued to strive for the best by aiming high. We have continued to focus on improving student outcomes across all key learning areas, with an emphasis on Literacy and Numeracy, prioritised through our involvement in the Early Action for Success initiative. Student wellbeing has been driven by the Positive Behaviour for Learning (PBL) program, aiming for a consistent and fair approach to behaviour management. Our school has participated in a variety of programs including; Deadly Cooking, Kitchen Garden, Small School's sporting teams, Intensive Swimming, PCYC Athletics and Gymnastics, Beach Safety and Kindergarten and Year 6 transition.

Our collaborative school team, comprising of teaching, administration and learning and support staff have been the driving force behind the many programs we have conducted successfully in 2018. We have continued to strengthen our relationships with the Cessnock Community of Great Public Schools (CCGPS), as well as our connections within our Small School Network; Congewai PS, Kitchener PS, Laguna PS and Millfield PS.

Many thanks also go to our P&C, whose contributions to our school have again been very generous. They have demonstrated support through the following programs; Mother's Day, Father's Day, Easter, Christmas, Presentation Night, canteen and the annual Trivia Night. All money raised by the P&C goes directly to the school, allowing students to access a variety of resources. We extend this thank you the Paxton community for their ongoing support.

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.

Warm regards, Teri Clark – Relieving Principal

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 and operates with strong support from the Cessnock Community of Great Public Schools. Paxton Public School's core values are Safety, Teamwork, Achievement and Respect (STAR) and these values underpin the school's commitment to Positive Behaviour for Learning (PBL). The school's Vision Statement reads: 'Parents, students and teachers all striving for the best by aiming high'. Paxton Public School and its community are committed to providing an educational environment that is aimed at developing students as 21st Century Learners.

Our school maintains a focus on engaging students in the learning process and this includes opportunities for students in STEM (Science, Technology, Engineering and Maths), robotics, sport, cooking and Creative and Performing Arts. We have an established relationship with other small schools in our area and this includes curriculum collaboration, sporting and excursion programs.

At Paxton Public School, every student has a Personalised Learning Program (PLP) that targets key areas for learning. Teachers provide a differentiated program that target these identified areas, ensuring each child's learning experiences are individual and specific to their needs. We actively engage our parents and community in our school activities and value their contribution to the learning journey of our students and teachers.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

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/caregivers 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 implement strategies, provide advice and engage with key personnel such as school

counsellors, DOE support staff, and Non-DOE agencies to fully support individual student 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. STEM resources were purchased for the school 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 pathology, wellbeing of students and staff and curriculum programs.
- Our committed staff, flexible learning spaces and access to technology is a key element in improving student outcomes. All three classrooms are described by our families as innovative learning spaces and continued to be used to their full extent in 2018.

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 have the common priority 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 work samples. In 2018, our Small Schools Network (e-Scope) enabled staff to collaborate on a range of curriculum resources, assessment strategies and consistent teacher judgement in English and Mathematics.
- The role of our Instructional Leader with the EAfS program has been fundamental in 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 Language, Learning and Literacy (L3), writing workshops and observed demonstration lessons in neighbouring schools.
- Support staff were also supported through professional development sessions relating to learning and wellbeing that are incorporated into classrooms on a daily basis.
- Both teaching and support staff identified professional learning goals through the professional development plan (PDP) process at the beginning of 2018.

The results of this process indicated that in the School Excellence Framework domain of Leading, Paxton Public School has an overall rating of Delivering. This is evident and will continue to be implanted 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 Small Schools Network (e-SCOPE) and CCGPS led to greater learning opportunities for staff.
- Teaching and administration staff formed a part of the financial planning and strategic direction discussions that formed part of the 2018–2020 school plan.
- Teaching staff worked collaboratively through the External Validation process by gathering and annotating evidence.

Our self-assessment and the external validation 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

Personalised learning for students and staff in Literacy and Numeracy

Purpose

Students, teachers and support staff will engage in quality teaching and learning opportunities specifically targeted to identified goals in Literacy and Numeracy. These goals will provide foundations for an inclusive educational delivery program that has consistently high levels of practice and expectations.

Overall summary of progress

During 2018 Paxton Public School continued to progress as part of the Early Action for Success (EaFS) program to improve student outcomes in literacy and numeracy. Teachers further developed their knowledge of both Individual and Personalised Learning Plans to create focus areas for improvement. Teaching staff identified the need to be upskilled in the areas of the Literacy and Numeracy Progressions and PLAN 2 software to ensure both were being used as an effective teaching, planning and learning tool. Our Instructional Leader ensured this happened through a number of professional learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching, support and administration staff will have a Performance Development Plan that clearly identifies their own targeted professional learning opportunities that has a direct correlation with improving student outcomes and our school plan.	Quality Teaching, successful Students (QTSS) \$4000.00	All teachers received quality professional learning opportunities that increased their knowledge of curriculum areas. (TEN, L3, Learning Progressions and PLAN2) Executive staff have been provided with information to plan for professional development in 2019. Teachers were able to gain an understanding of students transitioning into their classroom for 2019.
All students will have a Personalised Learning Plan that clearly identifies targeted areas for development in Literacy and Numeracy. The plans will be reviewed and updated as necessary once a term.	Socio-economic background \$1000	All students K-6 had a 2019 PLP drafted, ready to be used in planning for the start of 2019.
<ul style="list-style-type: none">• 80% of students making expected progression in Years K-2• 80% of students making expected growth in Years 3-5	Benchmarking assessments and recording Casual release \$2000	All students demonstrated growth over the past 12 months. 75% of students achieved recommended benchmark levels in Literacy and Numeracy.

Next Steps

K-3 focus areas for improvement 2019:

- Kindergarten students: ensure students are meeting EaFS benchmark levels in: understanding texts, creating texts, quantifying numbers and additive strategies
- Kindergarten moving into Year 1 achieve EaFS benchmark levels in: understanding texts, creating texts, quantifying numbers and additive strategies
- Year 1 moving into Year 2 achieve EaFS benchmark levels in: understanding texts, creating texts, quantifying numbers and additive strategies
- Year 2 moving into Year 3 achieve EaFS benchmark levels in: understanding texts, creating texts, quantifying numbers and additive strategies
- Students in Years 4-6 will have their progress tracked against the National Literacy and Numeracy Progressions.



Strategic Direction 2

Supportive practices to engage learners

Purpose

Our school strongly values the engagement of students and staff in the learning process. Through practices and programs such as Positive Behaviour for Learning, Aboriginal Education, Kitchen Garden Program, Science Technology Engineering and Maths (STEM) to encourage high levels of engagement that create optimal learning opportunities.

Overall summary of progress

During 2018 teaching and support staff engaged in a range of professional learning opportunities to improve their knowledge of strategies in literacy, numeracy and other curriculum areas. The continuation of the Small Schools Network (e-SCOPE) provided teachers with the ability to collaborate, create, evaluate and reflect on teaching and learning practices as part of stage teams.

K–2 teachers continued professional learning in L3 Kinder (OPL) and L3 Stage 1 (OPL) 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.

K–4 teachers completed Connecting to Country professional learning to provide meaningful and engaging lessons for our Aboriginal students.

All teaching staff participated in the 2018 CASE Science Technology Engineering and Mathematics (STEM) Conference to gain skills needed to implement STEM programs in their classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Program supervision ensures Aboriginal Education knowledge, perspectives and programs will be implemented into the school community	Aboriginal background loading \$3000.00 Socio-economic funding \$300	Program supervision ensured Aboriginal Education knowledge, perspectives and programs were implemented into the school community. Connecting to Country – 2 teachers Deadly Cooking – Year 3 students. Personalised Learning Plans for 100% of Aboriginal Students.
Positive Behaviour for Learning (PBL) practices will strengthen across the school with 95% of students achieving desired outcomes with progressively less referrals	PBL Budget \$500	Positive Behaviour for Learning (PBL) practices were strengthened across the school with 95% of students achieving desired outcomes with progressively less referrals.
Programs implemented will result in: <ul style="list-style-type: none"> increased engagement increased creative thinking and enjoyment in class activities can identify student in Maths and Science as measured through surveys increased opportunities for healthy eating by students as identified through observations and surveys. 	Professional learning \$1500 Socio-economic background \$4000 Socio-economic background \$4000	Quality professional learning in STEM increased teacher's confidence. Resources were purchased for the implementation of STEM in all classrooms. Programs implemented resulted in increased engagement. Increased creative thinking and enjoyment in class activities. Increased opportunities for healthy eating by students. <i>Information was sourced through observations and surveys.</i>

Next Steps

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

- fund additional teaching and support staff K–4 to support teaching and learning programs
- participate in EAfS program – Instructional Leader (AP) 0.2 FTE
- engage in professional learning opportunities for teachers in L3K and L3S1
- engage in professional learning opportunities for teachers in numeracy
- engage in professional learning opportunities for National Literacy and Numeracy Progressions (ACARA) and PLAN 2 software
- 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 2019 through the use of the STEM Share Kit, as well as attending the CASE STEM conference in 2019.



Strategic Direction 3

Making connections

Purpose

Making connections with our local community, Cessnock community of schools and the wider Cessnock community will be a focus to ensure our students, parents and teachers are highly informed and supported in a range of areas..

Overall summary of progress

During 2018 the school's classroom behaviour management system (PBL) was further reviewed and evaluated. K–6 students became familiar with the use of self–regulating programs to monitor their own emotions and behaviours. Staff were also trained to assist students with individual learning and behavioural needs to ensure students were set up to succeed at Paxton Public School. Teaching and support staff are familiar with the current School Behaviour Management practices and understand their alignment with the Department of Education's policies and procedures.

The school website was updated after the rollout of the 2018 format from the Department of Education. Identified staff attended training to ensure website content complied with the overall vision of the DOE and portrayed our school community in a positive and informative manner. We continued to promote and celebrate the successes of the students through our assemblies, bi–weekly newsletters and social media pages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student connection with peer group outside of school community compared with previous opportunities	Socio–economic background \$1500	There was an increase in student connection with peer groups outside of the school community compared with opportunities in previous years. This was achieved through camps, excursions and sporting events with students from neighbouring schools.
Increased opportunities for students to transition to school in: <ul style="list-style-type: none">• Kindergarten• Year 6 to Year 7• Identified students who require additional support through K–6• Year movement into classes e.g. Year 1 students moving into 2/3/4 class, Year 3/4 students moving into 4/5/6 class		Opportunities for students to transition to school were increased in: Kindergarten – weekly sessions for all of Term 4. Year 6 to Year 7 – middle school program Students received additional support through a K–6 transition program consisting of year movement into classes e.g. Year 1 students moving into the 2/3/4 class, Year 3/4 students moving into the 4/5/6 classroom.
Increased recognition of Paxton Public School in wider community	Socio–economic background \$2500 Aboriginal background loading \$300	There was an Increased recognition of Paxton Public School in the wider community through various media and social media platforms. 20% of students participated in Star Struck. Teachers and executive staff attended several professional learning network meetings with other CCGPS schools. All students attended NAIDOC celebrations with Congewai Public School at Kitchener Public School.

Next Steps

- Further refine school Behaviour Management practices in consultation with the Positive Behaviour for Learning AP, students, staff and community
- Develop a consistent and fair approach to our PBL system to ensure 95% of students display positive behaviour practices in all settings while at school
- Connect with local newspapers and agencies to promote our school positively and build relationships with other educational agencies
- Continue to connect with neighbouring schools through our Small School Network and the Cessnock Community of Great Public Schools (CCGPS).
- Connect with overseas schools (Canada) to fulfill outcomes in Geography.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teaching staff and SLSO support staff \$5,000.00	Additional teaching staff were employed to support the improvement of Literacy, Numeracy and other key learning areas. All Aboriginal students had Personalised Learning Plans (PLPs).
Low level adjustment for disability	Teaching staff and SLSO support staff \$10,000.00 Staffing component (0.3 FTE)	Student data demonstrated that the additional teaching and support staff assisted in classroom programs that led to increased student growth in all students K–6. PLAN 2 data, PM levels, benchmarks and other school based assessments.
Quality Teaching, Successful Students (QTSS)	Casual relief teaching staffing component \$8,000.00	During the year staff were provided with opportunities to observe quality teaching lessons led by the Instructional Leader, engaged in ongoing OPL in L3 and increased their knowledge and skills in using effective student data to inform teaching programs.
Socio–economic background	Teaching salaries \$22,000.00 Staffing component (0.1 FTE) School support staff program resources \$5,000.00	The creation of an additional class was effective in providing quality targeted programs to increase student outcomes in literacy and numeracy. The Kitchen Garden program continued to provide opportunities for students to increase their knowledge of healthy eating options, kitchen/cooking skills and social interactions with their peers – all based around wellbeing.
Early Action for Success	Staffing component (0.2 FTE)	The school used the funds for an Instructional Leader Assistant Principal one day a week to support teachers in implementing, evaluating and assessing differentiated literacy and numeracy programs in our K/1 and 2/3/4 classrooms.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	34	22	29	26
Girls	22	14	20	21

Student enrolments declined slightly in 2018 due to a large cohort going to High School. Numbers increased at the beginning of 2019 with the enrolment of new families.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	96.2	91.6	96.9
1	92.1	100	88.7	91.3
2	90.3	92.9	98.9	94
3	95.6	94.2	90.5	96.8
4	92.6	97.1	94.1	96
5	89.3	95.1	95.9	92.4
6	94.8	94.3	91	96.8
All Years	93.2	95.3	92.3	94.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Parents are required to notify the school if their child is absent or late and the school reminds parents and caregivers of these responsibilities through text messages, phone-calls and letters. Class attendance roles are monitored by teaching staff, office staff and the Principal to ensure all students are following the attendance policy. Attendance concerns are closely monitored by the Department of Education Home School Liaison Officer (HSLO).

In 2018 we had an overall attendance of 94.50% for all years, which was greater than the state average of 93.40%.

Class sizes

Class	Total
PAXTON S	14
PAXTON C	17
PAXTON M	19

Structure of classes

Our flexible class structures allowed student needs to be better catered for in 2018.

Paxton S – K/1

Paxton C – 2/3/4

Paxton M – 4/5/6.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.43
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	0.9

*Full Time Equivalent

Paxton Public School has an Assistant Principal Early Action for Success (EAfS) Instructional Leader that works one day a week to lead Literacy and Numeracy initiatives K–3. One 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 2018 teachers, support staff and school administration staff engaged in a range of professional learning opportunities determined by their Professional Development Plans (PDPs) that were written in Term 1. Courses were carried out by external facilitators at off-sight locations as well as through the skills of our own staff, within our own school environment. Teaching staff also attended collaborative sessions and professional learning through the Small Schools Network (e-SCOPE) meetings.

Early Action for Success (EAfS) professional development involved K-2 teachers being trained in L3 Kinder (OPL) and L3 Stage 1 (OPL) and were facilitated by regional trainers.

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

Our teachers continued to maintain their levels of accreditation with two teachers accredited as proficient and one working towards Lead Accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	61,435
Revenue	871,714
Appropriation	859,694
Sale of Goods and Services	1,255
Grants and Contributions	10,720
Gain and Loss	0
Other Revenue	0
Investment Income	45
Expenses	-808,193
Recurrent Expenses	-808,193
Employee Related	-740,766
Operating Expenses	-67,427
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	63,521
Balance Carried Forward	124,957

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

The school's financial committee meets regularly 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 to LMBR in 2017, we were advised by School Finance that our balances may not be truly reflected until possibly 2019. The school finance committee has taken every precaution to ensure that figures are as accurate as possible and will continue to liaise with Schools Finance to ensure accuracy.

Funds carried over from 2018 will be used to assist in funding additional staff to facilitate the continual running of three 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.

	2018 Actual (\$)
Base Total	461,757
Base Per Capita	9,475
Base Location	1,703
Other Base	450,580
Equity Total	117,155
Equity Aboriginal	9,291
Equity Socio economic	77,978
Equity Language	0
Equity Disability	29,887
Targeted Total	182,933
Other Total	62,987
Grand Total	824,832

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to small cohorts in 2018, charts are not shared to protect the privacy of individual students. Results however demonstrated that in schools with similar students:

- Year 3 students scored above average in Writing
- Year 3 students scored close to average in Spelling
- Year 5 students scored close to average in Writing

- Year 5 students scored above average in Reading, Grammar and Punctuation
- Year 3 students were close to the average of schools with similar students in Numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

We are an Early Action for Success (EaFS) School and in 2018 plotted our K–3 students on PLAN2 using the ACARA National Literacy and Numeracy Progressions. In 2019 we will be plotting all students, K–6.



Parent/caregiver, student, teacher satisfaction

During 2018 several students, parents/caregivers and staff were questioned to seek their opinions about Paxton Public School. A general representation of the responses are outlined below.

Students questioned expressed their excitement in attending Paxton Public School and were able to name a number of programs and activities they had positive experiences with in 2018. These included PBL, sporting activities, author visits, small school excursions, camps, discos, cooking, Star Struck, festivities and cultural celebrations. All students questioned said they felt supported at Paxton Public School and that they had friends in different year groups, outside of their own year level.

Parents were consulted via phone-calls, face-to-face

interactions and through parent/teacher meetings. Parents who participated spoke positively about Paxton Public School and felt that their children were given several valuable and worthwhile extra-curricular experiences in 2018. Parents and caregivers were also pleased with the ongoing programs in the school, such as; L3, Home Reading, Star Struck, sport, intensive swimming and STEM.

Staff felt supported during 2018 and enjoyed being a part of an innovative and busy team at Paxton Public School. Staff felt they were provided with a number of valuable professional learning opportunities and were well supported in implanting this new knowledge at the school and classroom level. Staff continued to feel supported by the principal and school administration manager to undertake their roles successfully.

Focus areas for the future:

- continue to improve communication with families through our newsletter, student goals, notes, phone-calls, school noticeboard, text messaging, school website and social media platforms
- provide more opportunities for face-to-face communication with parents and caregivers achieved through all teachers walking their classes to the gate at the end of the day
- teaching staff would like more professional learning in numeracy and behaviour management
- support staff would like more professional learning to assist in supporting students with special needs.



Policy requirements

Aboriginal education

Aboriginal education

The school has continued to maintain a strong commitment to supporting Aboriginal students and embedding Indigenous perspectives across the curriculum in 2018. Paxton Public School had an approximate enrolment of 15% students and one teacher who identify as Aboriginal. Educators at Paxton Public School ensure that all students have a sense of belonging and empowerment to achieve high educational outcomes. We support Aboriginal students by encouraging close partnerships with the Aboriginal community and the school, as well as providing

students with opportunities to use their preferred learning styles so all students can have access to a quality education. Every child engages with the curriculum in a rich and meaningful way which results in self-regulated learners who succeed and achieve. These commitments affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities ensuring all students obtain a quality education. This platform assists in enriching their life chances and achieving their full potential. Assessment and tracking of Aboriginal students in PLAN 2 and celebration of achievements in reaching expected targets clearly identify areas in which students require extra assistance, interventions and extensions.

The Aboriginal Education Officer at Paxton Public School collaborated with Aboriginal Peoples, parents, caregivers, families and their communities to implement effective Personalised Learning Plans (PLPS). Meetings with Indigenous students and their families were conducted to discuss individual learning aspirations and develop achievable personal learning goals. In 2018, 100% of parents and caregivers attended the PLP meetings, resulting in commitment to supporting students on their learning journey. Goals were designed to promote positive learning experiences and positive wellbeing outcomes for each child.

Throughout the year the staff attended local AECG meetings to collaborate, gain advice and insight on matters related to our Aboriginal students, ensuring that their identity and diversity was recognised and valued. One teacher at Paxton Public School is a full member of the local AECG, Korreil Wonnai, in a delegate position. In this role, the teacher is collaboratively involved in planning and programming that is inclusive of issues related to Aboriginal and Torres Strait Islander People with respect and significance to cultural life. Two teachers participated in the cultural awareness of the local Aboriginal People and land through Connecting to Country. This resulted in a deeper understanding of traditional cultures and practices. The teachers have implemented strategies learnt into their teaching and were able to engage and motivate all students by teaching Aboriginal perspectives across learning areas. The K/1 class created meaningful and relevant Aboriginal artworks that were displayed at the Cessnock City Library during Naidoc Week to promote Aboriginal culture within the community.



Multicultural and anti-racism education

In 2018 we led cultural awareness days including Harmony Day and National Sorry Day to build the profile for multicultural people within the school and local community. This increased knowledge and understanding of the histories, customs and experiences of different cultures. We attended NAIDOC Week celebrations at Kitchener Public School. We hosted Deadly Cooking sessions in which both Indigenous and Non-Indigenous students from Years 3–6 at Paxton, Millfield and Kitchener Public Schools participated. Our involvement in the program consisted of consulting and working with the local AECG, Hunter New England Health, Dietitians, colleagues and students from neighbouring small schools. The Deadly Cooking program resulted in students learning about and valuing healthy food choices, as well as how to prepare and cook nutritious food for their family. Students also built on their understanding of Aboriginal culture and traditional Aboriginal foods. Our Kitchen Garden cooking program exposed students to a range of dishes from all over the world. A recipe book was sent home every term, sharing the cultural knowledge learnt in schools, with our families. We continuously revisit our PBL values, in particular 'respect' and explicitly teach this to our students. 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)

Throughout 2018, we continued to use our classroom behaviour chart consistently in each of our three classrooms. The PBL chart was used to monitor the behaviour of our students in the classroom and acts as a visual reminder to assist in student self-regulation. In 2018, we introduced the use of the Zones of Regulation to try and connect student feelings to actions. Students were encouraged to share their feelings with their teachers and peers to help reduce negative behaviours and to assist in having a better day! The Zones of Regulation were trialed in our Paxton C Classroom (234) and proved to be effective in reducing negative behaviours. (Green Zone) – happy and ready to learn. (Blue Zone) – moving slowly. (Yellow Zone) – loss of some control and (Red Zone) – unable to control emotions. We promoted our **PBL Core Values of Safety, Teamwork, Achievement and Respect (STAR)** to ensure all students were having the best day possible. When students forgot to use their Paxton Star behaviour, they progressed through the classroom chart. Teachers recorded this information daily and informed parents when necessary. Serious incidents were recorded in our Sentral database and the data was used to determine whether students qualified for the mini rewards (5 weekly) and end of term rewards. At the end of the year, students who remained off the chart for the whole year were rewarded with a special party lunch and a certificate. We continued to hand out a Paxton Star award for deserving students at the three weekly assemblies which consisted of a \$5 canteen

voucher. We welcomed the Up&Up team into our school to design and paint a brand new mural for our toilet block which promoted our PBL Core values. Students demonstrated their commitment to safety, teamwork, achievement and respect by having their handprint spray painted on the mural.

Star Struck 2018 – Connect

We entered a team of 11 talented and committed students into Star Struck in 2018. Star Struck is a performing arts extravaganza presented by the Hunter are of the NSW Department of Education. This year's theme was 'connect' and highlighted the issue that people become so busy that they disconnect from real life. By promoting connectedness through Star Struck, students were able to feel a sense of belonging to their school, other children, their families and the wider Hunter community. All students completed 100% of the shows and demonstrated a high level of commitment to fundraising, costumes, rehearsals and general organisation. Well done to all involved!

Kindergarten Orientation

A strong school and community commitment was demonstrated through the involvement in the Kindergarten orientation sessions for 2018. Nine sessions were again planned for both students and their parents to become familiar with their new surroundings, meeting teachers, support staff and students who would become their friends. Sessions began in Term 4 with a welcome morning tea and an information session provided by the classroom teacher, and a P&C representative. Students were warmly welcomed by their Year 3 buddies and completed activities with them. The length of the sessions gradually increased where students completed three full school days before the end of 2018. This aimed to alleviate any anxiety about the year ahead in Kindergarten and the feedback from parents, caregivers and students was very positive. Throughout the sessions, the children were exposed to all key learning areas (KLAs) in a fun and supportive environment.

Year 6 to Year 7 Transition

During the year our Year 6 students were provided with a number of activities designed to assist with the successful transition to our partner school Mount View High School. These programs included:

- Middle Years programs in electives such as photography, Agriculture and cooking
- Mini visits during Term 2
- Meet the Principal, Year Advisor and teaching staff – familiarisation session
- Family welcome BBQ and information sessions
- Mathematics Fun Day and BBQ lunch
- Jumpstart program – extra transition for at risk students.

Year 6 students spoke very positively about their experiences at Mount View High School during the transition program and believed it prepared them well for their journey to high school.