

Paxton Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

Our students and staff continued to strive for the best by aiming high in 2019 and achieved pleasing and rewarding results! Our student body grew from 46 to 54 over the year, increasing our operational funding from a two-class school to three. Our Year 3 cohort exceeded the NSW Premier's NAPLAN Targets for Reading and Numeracy and our Year 5 cohort demonstrated growth in literacy and numeracy.

Our key initiatives continued to be prioritised by the needs of our K–6 students in 2019. Our K–4 students and staff were supported through the Early Action for Success (EaFS) initiative, including Instructional Leadership, Interventionist support and support from our Learning and Support Teacher (LaST). Professional learning was delivered to our teaching staff through the Literacy and Numeracy Strategic team. The K–4 teachers continued to implement strong Language Learning and Literacy (L3) structures into their classrooms and completed their training journey through professional learning.

The Positive Behaviour for Learning (PBL) program was evaluated in mid-2019, ensuring student wellbeing was the driving force of this initiative. The PBL team liaised with the Assistant Principal PBL (Maitland) to ensure supportive practices were in place to engage learners. Students, teachers, families and our community provided feedback through the Tell Them From Me (TTFM) surveys as well as informal questioning. Snapshots were used to inform decision making for 2020.

In 2019, our school participated in a variety of programs including small schools excursions, sporting competitions, sporting gala days and overnight camps. Strong connections were maintained through our students and staff with our small school network; Congewai PS, Millfield PS and Kitchener PS, as well as the Cessnock Community of Great Public Schools (CCGPS). This included a number of professional learning opportunities for our teaching staff, such as the Science Technology Engineering and Mathematics (STEM) conference and Consistent Teacher Judgement (CTJ) networks in English and Mathematics. Paxton Public School participated in a number of programs and events, such as; Harmony Day, National Day of Action against bullying and violence, Autism awareness month, PCYC gymnastics and athletics, intensive swimming, surf live saving, Oakvale Wildlife Park excursion (K–2), cooking, gardening and compost programs, ANZAC Day and Remembrance Day, GRIP Leadership, Activate Inclusion sports day, Bandanna Day, Responsible Pet Program, Healthy Teeth program, public speaking and spelling competitions, NPBS Mathematics Competition, NAIDOC Week, Star Struck, the Confident Cubicles project and transition programs for Kindergarten and High School.

Strong connections were maintained with the Korreil Wonnai Aboriginal Education Consultative Group (Kurri Kurri and Cessnock AECG) through meetings, leadership days, cultural excursions and staff professional learning. Our student Aboriginal Education Team (AET) was created in 2019, building the profile of Aboriginal Education at Paxton Public School. This included the permanent appointment of an Aboriginal Teacher. Our Aboriginal families continued to be supported through the personalised learning process (PLPs).

The Paxton Public School Parents and Citizens Association (P&C) are recognised for their continued contributions to our school and community in 2019. They have created a lovely and supportive environment demonstrated through events such as; Mother's Day, Father's Day, Easter, Christmas, Presentation Night, the weekly canteen and the annual Trivia

Night. All money raised by the P&C goes directly to the school, allowing students to utilise a variety of resources.

We firmly believe that 'Small schools are great schools' and I would like to personally thank the students, our families, the teaching, administration and support staff and our Director Education Leadership (DEL), for the ongoing support of Paxton Public 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.

Proudly,

Teri Clark – Relieving Principal

Message from the students

Being a school captain at Paxton Public School in 2019 was a great honour. I enjoyed supporting my peers and representing the school in a positive way. Some of the challenges that made the role a memorable and fun experience were running school assemblies, delivering speeches and being a role model for my peers. Of course, I couldn't have done this without the help of my co-captain, Isabella Ling.

A big congratulations to the 2020 captains, Hamish and Alana! I hope you enjoy the experience of leading your peers as much as Bella and I did.

Tylah Shoesmith – 2019 School Leader



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 Language Learning and Literacy (L3) and Targeted Early Numeracy (TEN), Science, Technology, Engineering and Maths (STEM), Aboriginal Education, sport, cooking and Creative and Performing Arts. We have an established relationship with other small schools in our area includes curriculum collaboration, sporting and excursion programs.

At Paxton Public School, the students who are identified by our Learning and Support Team as needing specific individualised learning have a Personalised Learning Plan (PLP). This includes our Aboriginal students, students with learning or behavioural needs and our gifted and talented students (GATS). Differentiation occurs in all three classrooms, ensuring each child's learning experiences are individual and specific to their needs. We ensure all students have individualised learning goals which are reviewed at least once per term. These goals are developed in consultation with students, families and classroom teachers. 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Improvement Measures

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.

All students who are identified by our Learning and Support Team as needing specific individualised learning will have a Personalised Learning Plan (PLP). This includes our Aboriginal students, students with learning or behavioural needs and our gifted and talented students (GATS). The impact of this will be measured by NAPLAN growth from Years 3 to 5.

All students will have individualised learning goals that clearly identify targeted areas for development in Literacy and Numeracy. The plans will be reviewed and updated as necessary once a term. These goals are developed in consultation with students, families and classroom teachers. The impact of this will be measured by NAPLAN results for Year 3 and Year 5 cohorts in comparison to similar schools and state averages.

Progress towards achieving improvement measures

Process 1: All teaching and support staff will identify areas for development in Literacy and Numeracy in their current practice to improve student outcomes

Evaluation	Funds Expended (Resources)
Improved results were achieved in NAPLAN 2019 for the Year 3 cohort in literacy and numeracy and growth was demonstrated for Year 5 in numeracy as demonstrated by the 2019 NAPLAN results. The school average increased from 2018 to 2019 for Year 3 in all five domains; writing, reading, language conventions, grammar and punctuation and numeracy. In Year 5, the school average increased in writing. All teaching staff completed professional learning in SCOUT (data analysis platform) to ensure the 'where to next' for students was informed by data.	Casual relief for PL Funding Sources: <ul style="list-style-type: none">Operational Funding (\$3000.00)

Process 2: Quality professional learning opportunities will be available for staff to increase their knowledge of targeted consistent practice in the areas of Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Quality professional learning opportunities in literacy and numeracy in 2019 included: An additional day of numeracy professional learning each term with the Instructional Leader for all teaching staff. Mathematics professional learning at Maitland Office which was then shared with colleagues at a school level. The Principal worked with the Assistant Principal Learning and Support (LaST) to establish improvements in whole school learning and support programs. The Stage One teacher completed Language Learning and Literacy (L3) training and attended observations in neighbouring schools. A budget allocation allowed the Principal to complete learning and support in all three classrooms in Term 4. The Principal completed PaTCH training (Parents as Teachers and Classroom Helpers) in 2019 to improve Kindergarten transition processes for 2020.	Teacher and Principal relief Funding Sources: <ul style="list-style-type: none">Operational funding (\$2000.00)Quality Teaching, Successful Students (QTSS) (\$1000.00)RSP01 (\$2500.00)

Process 3: Staff will be directed in how to use data to identify targeted areas of development in Literacy and Numeracy and how to use the data to inform the planning of student learning programs. This includes PLAN software, class assessment tasks, NAPLAN, etc...

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Data entry moved from a 5 weekly process to an ongoing collection. Teachers changed their practice to ensure data was entered into PLAN 2 (Planning Literacy and Numeracy software) on a regular, live basis. This ensured student progress was captured in real time and the 'where to next' for students was informed by recent data findings. The Instructional Leader monitored data entry on a weekly basis, developing literacy and numeracy plans with the classroom teacher. The Principal worked with Years 3–6 teachers to interpret SCOUT (data analysis platform) reports to ensure student outcomes were addressed through teaching and learning that was driven by data. Principal monitored data entry for Years 3–6 and upskilled staff who were unfamiliar with the PLAN 2 software platform.</p>	<p>Teacher and Principal release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Operational Funding (\$2000.00)

Process 4: Additional staffing supports Personalised Learning processes and systems for all students

Evaluation	Funds Expended (Resources)
<p>To ensure quality teaching and learning through smaller class sizes, flexible funding was used to fund the 2/3/4 class in Terms 1, 2 and 3. This allowed 3 classes of less than 20 students in each. At the end of Term 3, after our numbers increased above 52, a significant budget adjustment was provided for Term 4. Our 3 classes continued to be less than 20 students, but flexible funding was no longer needed to fund this initiative. The Principal was released from class an additional 3 days a week to assist students through literacy and numeracy intervention across all 3 classes. An additional teacher was employed to cover the Principal and carry out additional intervention on the extra 2 days.</p> <p>Teachers utilised extra programming time to improve learning outcomes in English, Mathematics and STEM to ensure personalised learning for all students in K–6.</p>	<p>Casual relief (staff planning) – \$6000 (operational funding).</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$30000.00) Low level adjustment for disability (\$10000.00)

Next Steps

- Strategic planning for the 2020 budget to ensure additional teaching allocation is used to effectively implement sustainable learning and support programs for students in K–6.
- Areas of improvement identified in Year 5 numeracy, reading, spelling and grammar and punctuation. (2018 to 2019 NAPLAN results). Further LaST and intervention needed in Years 3–6 for 2020.
- Aligning school targets with the NSW Premier's NAPLAN Targets to develop growth in literacy and numeracy for students in the middle two bands.
- Maintain growth in 2020 for students in the top two bands in NAPLAN in 2019 and provide extension through gifted and talented programs (GATS), intervention and instructional leadership.
- Continue to support all students in K–2 through Early Action for Success (EaFS) programs targeting understanding texts, creating texts, additive strategies and quantifying numbers. This will be achieved through targeted intervention programs.
- The learning and support (LaST) role will be more effective for Years 3–6 students because flexible funding is no longer required to fund the 3rd class in 2020.

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.

Improvement Measures

Program supervision ensures Aboriginal Education knowledge, perspectives and programs will be implemented into the school community

Positive Behaviour for Learning (PBL) practices will strengthen across the school with 95% of students achieving desired outcomes with progressively less referrals

Programs implemented will result in:

- increased engagement
- increased creative thinking and enjoyment in class activities
- increased opportunities for healthy eating by students as identified through observations and surveys.

Progress towards achieving improvement measures

Process 1: Aboriginal Education: Quality professional learning opportunities will be available to staff to develop their knowledge and understanding of cultural knowledge, perspectives and programs suitable for our school. This knowledge will then be shared with students in the school.

Evaluation	Funds Expended (Resources)
<p>Students and staff participated in authentic and meaningful cultural and learning experiences in 2019 in consultation with Korreil Wonnai Aboriginal Education Consultative Group (AECG). Student experiences included; connecting with Congewai Public School to create an Aboriginal Education Team (Yunung Kunarr – meaning Turtle Bale), AET Leadership days (on and off country), in-school AET meetings and activities with Congewai Public School, NAIDOC Day celebrations at Kitchener Public School, Cessnock Walks Kawuma, an in-school compost program for K–6 and the formation of an AET Executive.</p> <p>This resulted in an overall positive shift in the profile of Aboriginal Education at Paxton Public School in 2019.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$3000.00)• Teacher release – staffing allocation (\$2000.00)

Process 2: Positive Behaviour for Learning (PBL): Continue to implement and strengthen current PBL practices to ensure all students are provided with quality learning opportunities driven by the school values.

Evaluation	Funds Expended (Resources)
<p>In 2019, the Positive Behaviour for Learning (PBL) program was refined and improved to ensure consistency across the school and to promote a culture of high expectations. Students and their families were involved in the implementation of the behaviour flow chart which promoted accountability. The introduction of the PBL reward jar allowed all students to achieve a whole school reward on multiple occasions throughout the year. By introducing a prestigious award at the end of year presentation, students felt empowered and enjoyed celebrating their success with the teachers and their families. Regular PBL lessons ensured students were able to practise the skills needed to maintain the core values at Paxton Public School.</p> <p>The 2019 'Tell Them From Me' survey revealed that 80% of students in Years 3–6 thought the PBL reward system was fair and easy to understand. 100% of families surveyed thought it was consistent and said they understood the</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Operational funding – Rewards (\$1500.00)• Operational funding – Teacher release (\$1000.00)• Operational funding – resources (\$1000.00)

Progress towards achieving improvement measures

expectations of their children at Paxton Public School. 20% of students thought that the PBL system was not supportive of their needs. This prompted our team to seek assistance from the PBL Assistant Principal in Term 4, to evaluate our current approach. The evaluation found that we needed to adopt a new approach for 2020 that ensured student wellbeing was at the forefront of decision making.

Process 3: Science, Technology, Engineering and Maths (STEM) programs will be implemented into the school through modelled guided and independent activities facilitated by staff experience.

Evaluation	Funds Expended (Resources)
<p>Additional staffing allowed teachers to plan for and implement authentic STEM programs in all three classrooms. Teachers were given time out of the classroom to prepare lessons in line with professional learning from the CASE STEM conference. Teachers had the time to become familiar with the STEM Share kit and completed projects with students such as video, movie and music projects. A STEM buddy program allowed K–2 students to learn how to use various resources from the Stage 3 students. This included, Bee Bots, robots, digital mapping, videography and Sphero Minis.</p> <p>Teachers were given the opportunity to purchase STEM resources for their own classroom to improve student engagement. Students enjoyed using the STEM challenge boxes and the hands on kits that complemented the Science topics – for example, push and pull experiments in K–2 Science.</p> <p>Additional staffing allowed all students to engage in problem solving strategies/skills based workshops resulting in positive role–modelling, team building and the development of positive interpersonal skills.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Operational funding – resources (\$1000.00) • Operational funding – teacher release (\$2500.00) • Operational funding – external professional learning (\$1000.00)

Process 4: The Kitchen Garden program will strengthen by providing students with opportunities for healthy eating options and because the program runs in peer groups (girls, boys, mixed etc.) the aim is also to improve student connections with each other.

Evaluation	Funds Expended (Resources)
<p>The cooking program expanded in 2019 to include all students in K–6 on a rotational roster. Feedback from students and families showed that the 2018 program included healthier alternatives and promoted more sustainability by incorporating products from our school garden. In 2019, we faced the challenge of frequent vandalism which made it very difficult to maintain our previous vegetable and herb gardens.</p> <p>Our Aboriginal Education Team were able to successfully implement the use of a functioning compost program to produce rich soil for the gardens. We have plans for a community gardening group in 2020 that will see improvements to the 2020 Kitchen Garden program.</p> <p>In 2019, our canteen and cooking program became more sustainable by purchasing reusable cutlery, bowls, cups, plates and coffee cups. Students were educated in the importance of sustainability.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$2500.00) • Integration Funding Support (\$5000.00) • Operational funding – sustainable resources (\$500.00)

Next Steps

- Continue to build the profile of Aboriginal Education in 2020 for the whole school, and support families in identifying as Aboriginal (currently 21%).
- Maintain strong connections with the Korreil Wonnai AECG and continue to connect with other Aboriginal and cultural agencies in our community.
- Support quality professional learning opportunities for all staff, including Connecting to Country.
- Continue to provide authentic cultural and learning opportunities for all students K–6, including the 21% who identify as Aboriginal.

- Positive Behaviour for Learning (PBL) program to be relaunched in early 2020 to ensure the needs of all students are catered for and that all students have the opportunity to experience success.
- Students who follow the values of 'safety, teamwork, achievement and respect' will continue to be recognised.
- A new PBL coach has been appointed and further professional learning will take place in 2020.
- Digital technology will be upgraded in 2020 to ensure students have access to the resources needed to be 21st Century learners. This will include new Smartboards for every learning space and student laptops.
- Gardening projects have been planned for 2020 to ensure the 'healthy schools canteen strategy' is fulfilled. Student and community feedback through the 'Tell Them From Me' demonstrated that our school would benefit from community gardens and farm animals (such as chickens).
- Aboriginal students have been invited to 'bring a friend' to the 2020 Deadly Cooking program to ensure all students have access to healthy eating and cooking.



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..

Improvement Measures

Increased student connection with peer group outside of school community compared with previous opportunities

Increased opportunities for students to transition to school in:

- Kindergarten
- Year 6 to Year 7

- Increased recognition of Paxton Public School in wider community through increased Kindergarten enrolments.
- An increase in overall enrolments
- Measuring the impact of the friendships that developed from the Stage 3 small schools camp to see if it helped in reducing anxiety about starting high school.

Progress towards achieving improvement measures

Process 1: Small Schools network

Engage with the small school networks to provide opportunities for students with camps, excursions and learning experiences.

Evaluation	Funds Expended (Resources)
<p>Connections with our local community, Cessnock community of schools and the wider Cessnock community were maintained in 2019. This ensured our students, parents and teachers were highly informed and supported in a range of areas. 75% of our Stage 2 students enjoyed their overnight excursion to Sydney with friends from Kitchener and Millfield. 95% of our Stage 3 students attended the Great Aussie Bush Camp at Tea Gardens with friends from Kitchener, Congewai and Millfield. Families were offered student assistance if they had more than one child attending a camp in 2019. Further encouragement and support will see a higher percentage of students attend the Stage 2 camp in 2020.</p> <p>All of Stage 3 attended the Interrelate Program at Millfield Public School to learn about growth and development in a supportive and familiar environment. The same schools also joined together for a number of sporting activities, such as the soccer gala day, which helped in developing friendships. By continuing to join together as a small school network, the costs associated with excursions and course fees were reduced for the schools and for families.</p> <p>100% of the 2018 Year 6 cohort could name at least two friends that they would be comfortable talking to on their first day of high school in 2019. This was due to the relationships formed through the continuation of the small schools network.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: Cessnock Community of Great Public Schools to plan multi-school activities

Evaluation	Funds Expended (Resources)
<p>K-6 students and staff attended a number of opportunities with schools in the Cessnock Community of Great Public Schools (CCGPS). This helped to ensure experiences were consistent and valuable across our network.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2500.00)

Progress towards achieving improvement measures

Experiences included; author visits organised by Cessnock City Library, excursions to Cessnock Performing Arts Centre, the School Leaders Breakfast, GRIP Leadership, ANZAC Day march, Cessnock Walks Kawuma, AECG excursions, Intensive Swimming, Agriculture Day at MVHS, PSSA sporting opportunities and sporting carnivals.

Students enjoyed making connections with friends from the other small schools as well as schools in our network. Parents have commented that it is lovely to watch these friendships blossom over the years. Teaching staff feel it helps to build the confidence in forming friendships for students from small cohorts.

Process 3: Increased opportunities for Paxton Public School community to interact with the wider Cessnock community and outside agencies

Evaluation	Funds Expended (Resources)
<p>Time and resources were invested into the 2019 kindergarten transition program with the goal of improving the lines of communication with new and existing families, and to promote the positive experiences and developments of Paxton Public School in 2019.</p> <p>Eight families attended a 5 week 'Paxton Playgroup' program, allowing new families to become familiar with a small school environment and to develop an understanding of multi-stage classrooms. A six week formal transition program followed in Term 4, which assisted students in their preparation for Kindergarten 2020. Nine families participated in the program with 85% or more attending each week. Kindergarten numbers increased to 11 in Term 1 2020. We received very positive feedback from students and their families for the 2019 transition program.</p> <p>The 2020 information guide was produced in Term 4 and it was well received by our current and new families. Our overall enrolment increased by 17% from the start of 2019, to the end of 2019.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Operational funding – kindergarten transition resources (\$1000.00) • Additional staffing – teacher release (\$2000.00) • Operational funding – information booklets (\$500.00)

Next Steps

- We will continue to attend excursions with schools within the small schools network in 2020 – Millfield, Kitchener, Mulbring and Congewai Public Schools.
- Students will participate in further sporting and learning opportunities with schools within the Cessnock Community of Great Public Schools.
- Paxton Public School will strengthen connections with 'not for profit' agencies to improve community engagement.
- The principal and teaching staff will continue to promote high expectations amongst our school and wider community and celebrate the many successes of Paxton Public School. This will be achieved through the use of our School website, assemblies, newsletters, The Advertiser Cessnock, Facebook and student experience.
- Our strong connections will continue with the Korreil Wonnai AECG due to our prestigious Aboriginal Education program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$8 004.00) 	<p>Additional teaching staff were employed to support the improvement of Literacy, Numeracy and other key learning areas for Aboriginal students.</p> <p>All Aboriginal students had Personalised Learning Plans (PLPs).</p> <p>Our Aboriginal Education Team (AET) Executive participated in a number of leadership days with all schools in the Cessnock Community of Great Public Schools (CCGPS).</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$33 262.00) 	<p>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. As shown through PLAN 2 data, PM levels, benchmarks and other school based assessments.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$8 537.00) 	<p>During the year staff were provided with opportunities to observe quality teaching lessons led by the Instructional Leader as well as colleagues of other small schools. The Stage One teacher engaged in ongoing professional learning in Language Learning and Literacy (L3). K–3 staff increased their knowledge and skills in using student data effectively to inform teaching and learning programs.</p>
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$65 868.00) 	<p>The creation of an additional class was effective in providing quality targeted programs aiming to increase student outcomes in literacy and numeracy.</p> <p>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.</p> <p>The school also used the staffing component and the flexible funding allocation, as part of the additional staffing to support student learning and wellbeing outcomes.</p>
Early Action for Success	Funding Sources: <ul style="list-style-type: none"> (\$55 930.00) 	<p>The school used the funds for an Instructional Leader (Assistant Principal level) one day per week to support teachers in implementing, evaluating and assessing differentiated literacy and numeracy programs in K–3. Our Instructional Leader also worked one day per week at Congewai Public School in the same role, allowing expertise to be shared amongst the staff across two schools..</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	22	29	26	34
Girls	14	20	21	21

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	91.6	96.9	93.8
1	100	88.7	91.3	92.1
2	92.9	98.9	94	89.4
3	94.2	90.5	96.8	91.5
4	97.1	94.1	96	92.2
5	95.1	95.9	92.4	96.8
6	94.3	91	96.8	87.5
All Years	95.3	92.3	94.5	91.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

There was a slight decline in overall student attendance in 2019 when compared to 2018. Plans that target attendance have been developed for 2020 to ensure we are focusing on student and family wellbeing. This is a common focus for all schools in the Cessnock Community of Great Public Schools (CCGPS).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.43
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	124,957
Revenue	900,834
Appropriation	884,659
Sale of Goods and Services	2,099
Grants and contributions	14,023
Investment income	53
Expenses	-812,262
Employee related	-750,132
Operating expenses	-62,130
Surplus / deficit for the year	88,572

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 surplus amount of \$213 529 was carried over from 2019 to ensure the additional 3rd class was able to be funded for 2020. This was due to uncertainty around numbers. We received a budget adjustment late in 2019 which increased our surplus amount significantly. We wanted to plan smart for the use of this budget and carefully map out decisions to improve Paxton Public School for the future. Plans were put into place to use the surplus money for school improvements if student numbers were above 52 and staffing costs were able to be funded by our teacher allocation. Plans included; the installation of new Smartboards in all four learning spaces, refurbishing the library, purchasing laptops for all students, new furniture for all classrooms and quality teaching and learning resources. Additional staffing was also in our plans to focus on literacy and numeracy intervention for all students as well as wellbeing support.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	149,041
Equity Total	107,134
Equity - Aboriginal	8,004
Equity - Socio-economic	65,868
Equity - Language	0
Equity - Disability	33,262
Base Total	483,089
Base - Per Capita	11,028
Base - Location	1,532
Base - Other	470,528
Other Total	82,887
Grand Total	822,151

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 budget adjustment in Term 4 2019 meant the third class no longer needed to be funded out of Equity – Socio-economic/Aboriginal funding. This funding was instead used to purchase additional staffing for Term 4 to allow the teaching Principal to be released from the K12 classroom to implement intervention programs, targeting student learning, professional learning and behavioural needs.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

Paxton Public School NAPLAN Results Summary (Literacy)

- Year 3 reading – 2.5% **above** similar schools (7% below similar schools in 2018) – *Improvement*
- Year 3 writing – 2% **above** similar schools (6% above similar schools in 2018) – *Similar*
- Year 3 spelling – 3.7% **above** similar schools (1% below similar schools in 2018) – *Improvement*
- Year 3 grammar – 2.7% **above** similar schools (4.9% below similar schools in 2018) – *Improvement*
- 100% of Year 3 students completed 100% of the literacy exams. No students were exempt
- The 2018 and 2019 Year 3 cohorts were similar in size.

The 2019 Year 3 reading results were the best NAPLAN results achieved over the last 10 years at Paxton Public School.

The NSW Premier's targets for Year 3 reading were also achieved in 2019!

To protect the privacy of our small Year 5 cohort in 2019, we are not permitted to publish a summary of Literacy results.

Numeracy

Paxton Public School NAPLAN Results Summary (Numeracy)

- Year 3 numeracy – 1% **above** similar schools (3% below similar schools in 2018) – *Improvement*
- 100% of all students in Years 3 and 5 completed 100% of all numeracy exams.

To protect the privacy of our small Year 5 cohort in 2019, we are not permitted to publish a summary of Numeracy results.

Parent/caregiver, student, teacher satisfaction

Teacher satisfaction

As a teacher at Paxton Public School I enjoy coming to school each day. I feel supported at work and at ease asking for help and clarification of issues. I enjoy working with the students at the school and feel I contribute to Paxton PS being a great place for all students to learn. The school is a supportive and happy place to work. The school executive and Principal understand the accountabilities and workload of teachers and communicate all aspects of school life effectively with all staff. Students are involved in high quality lessons and teachers have high expectations regarding students working to their full potential.

Corrin Shoesmith – Classroom Teacher

2019 Tell Them From Me Student Survey

A collection of responses to the question: Please tell us some of the things you really like about your school or things that would make it even better.

I love that our school has lots of things like iPads and computers and that I get to make friends.

I really like how friendly all the staff are, I like how my school provides me with the opportunities of playing lots of school sports, I like how the teachers talk to you and can relate to you so you have someone to talk to of a morning. I enjoy how school gives us the opportunity to cook and gain responsibility.

I like how the students and staff are nice to each other and everyone here is friendly and kind.

I really like the sports for PE but I wish that the school would hold more outside sports more often.

The best school in the world!



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Students and staff participated in authentic and meaningful cultural and learning experiences in 2019 in consultation with Korreil Wonnai AECG. Student experiences included; connecting with Congewai Public School to create an Aboriginal Education Team (Yunung Kunarr – meaning Turtle Bale), Aboriginal Education Team Leadership days (on and off country), in-school AET meetings and activities with Congewai Public School, NAIDOC Day celebrations at Kitchener Public School, a compost program for K–6 and the formation of an AET Executive.

Our Aboriginal Education Teacher and the principal attended all of the Korreil Wonnai Aboriginal Education Consultative Group (AECG) meetings to ensure policies and procedures were consistent with current policies. The Aboriginal Teacher was also involved in the revision of the AECG consultation statement and attended Regional AECG meetings as a delegate. The same teacher also represented the Aboriginal community by participating in a number of job panels in our local network.

Personalised Learning Plans (PLPS) continued to be updated each term for the 21% of Aboriginal students.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Our Aboriginal Teacher/Aboriginal Community Liaison Officer (ACLO) principal and staff ensured our students, families and the Paxton community followed the Department of Education Anti-Racism Policy. An example of how this was achieved was through regular Positive Behaviour for Learning lessons focusing on 'respect'.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

All teaching staff took responsibility in ensuring Key Learning Areas (KLA) lessons (where appropriate) addressed relevant cultural issues and promoted cultural understanding. We acknowledged, recognised and celebrated culture through whole school and community events such as; NAIDOC Day, Harmony Day, Cessnock Walks Kawuma, Reconciliation Week and National Sorry Day.

Other School Programs (optional)

One of the programs that sets us aside from other small schools in our area is our annual participation in Star Struck. Star Struck is a performing arts extravaganza presented by the Hunter area of the NSW Department of Education. In 2019, Paxton Public School entered a fantastic dance group who performed to the best of their ability in 100% of all shows. Well done to our team of talented students and the committed staff and families who made it possible. We are already looking forward to the 2020 show!

