

2021 Annual Report

Paxton Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

Paxton Public School aim for excellence by providing a safe and inclusive learning environment that promotes high expectations and strong connections to community and culture.

School context

Paxton Public School, with a current enrolment of 80 students, is located on large grounds in a semi-rural setting, approximately 10km from Cessnock in the Hunter Valley. Student numbers have increased by 48% over the last three years with an enrolment of 54 in 2019. From 2021 to 2022, student numbers increased by a further 4%, securing 4 fully funded classes for the first time in over 10 years. Currently we have 58 families, compared to 54 in 2021. Our Aboriginal student population has fluctuated over the last three years from 20-23%. In 2022, 23% of students identify as Aboriginal as well as one of our teaching staff. We have two EAL/D students. Our 2021 FOEI was 119 as of December 2021.

Through our situational analysis in 2021, we identified the elements of the School Excellence Framework (SEF) that needed the most improvements and have developed our 2021-2024 School Plan accordingly. We have developed our initiatives by listening to student, staff and community voice and will continue to use system-negotiated and school-determined targets as improvement measures to drive our next steps. The Centre for Excellence and Statistics Evaluation (CESE) publication 'What's Works Best' has been used to consolidate our practices.

There will be a strong focus on student growth and attainment and student engagement and wellbeing, to improve the academic and social and emotional outcomes for all of our students.

In 2022, we will prioritise the SEF elements of *Learning*: Assessment and Student Performance Measures. *Teaching*: Effective classroom practice, Data skills and use, Professional standards and Learning and development. *Leading*: Educational Leadership, School planning, implementation and reporting, School resources and Management practices and processes.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to enhance learning outcomes, teaching and leadership staff will use data to understand individual learning needs and inform differentiated teaching for all students in K-6. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers and parents. Students seek positive affirmation and feel empowered by their own success in an environment that fosters high expectations.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 1: Data skills and use in differentiated planning and teaching
- Initiative 2: Collaborative learning partnerships strengthened by community connections

Resources allocated to this strategic direction

Early Action for Success (EAfS): \$58,759.38
QTSS release: \$10,651.21
Low level adjustment for disability: \$11,722.31
Literacy and numeracy: \$5,307.25
Beginning teacher support: \$9,135.00
School support allocation (principal support): \$13,604.80
: \$4,000.00
Socio-economic background: \$45,179.22
Aboriginal background: \$8,500.00
Per capita: \$2,857.00

Summary of progress

The following list of activities have assisted in the implementation of Initiative 1: *Data skills and use in differentiated planning and teaching*

- Support for K-6 teachers through strong Instructional Leadership under EAfS
- Additional staffing for smaller class sizes to improve student outcomes
- Strong Learning and Support Team programs for a range of learning needs
- Quality literacy and numeracy resources (numeracy classroom tubs, decodable readers, Mathematics texts, Soundwaves subscription and Novel studies)
- High impact professional learning in literacy and numeracy (Additive Strategies and Effective Reading Fluency)
- Beginning Teacher support through additional release, programming time and mentoring
- Additional time for professional learning in data analysis and entry for K-6 teachers
- The development of K-6 curriculum documents to ensure consistency.

All activities in Initiative 1 were completed successfully in the 2021 cycle (with some modifications made due to access to resources, professional learning and staffing), leading to improved outcomes for K-6 students. NAPLAN data indicated that reading and writing results had improved significantly, but that numeracy results slightly declined. Term 4 Check In Assessment data, post NAPLAN indicated improvements in numeracy for Years 3 and 5, and positive results for Years 4 and 6. In moving forward, data skills and use in differentiated teaching will continue to be the driver of student improvement, as we work towards achieving our school targets. Examples of how we will achieve this include; a deeper item analysis of Scout data to form clear areas of focus for individual students and cohorts, and a consistent approach to student goals that embed clear learning intentions and success criteria as best practice across K-6.

The following list of activities have assisted in the implementation of Initiative 2: *Collaborative learning partnerships strengthened by community connections*

- School promotional tools (digital media, newsletter, transition brochures, information guides)
- Additional staffing to increase COVID ILSP for additional literacy and numeracy support
- Quality Aboriginal Education programs for staff and students (leadership days, Connecting to Country and Deadly Cooking)
- Additional release for Teaching Principal to attend leadership professional development courses (Covey, Leaderships Summit, Dylan William)
- Community consultation through meetings and events (AECG, P&C, CCGPS and small schools community)
- Additional time for teachers to plan, implement and evaluate Personalised Learning Plans (PLPs) for Aboriginal students
- Additional time for teachers to plan, implement and evaluate Individual Education Plans (IEPs) for K-6 students

- Contributing to the cost of a 0.2 Business Manager to assist with school improvement budgeting
- Curriculum and Policy monitoring professional learning and planning time.

All activities in Initiative 2 were completed effectively in the 2021 cycle (with some modifications made due to access to resources, professional learning and staffing), leading to improved outcomes for K-6 students. In moving forward, continuing with collaborative partnerships and strong community connections should lead to further student growth and attainment. Examples of how we will achieve this are; identifying people within our school with expertise to lead professional learning teams to build a collaborative culture that is sustainable and seeking ideas and innovation by visiting neighbouring schools.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN Top 2 Bands</p> <ul style="list-style-type: none"> • Increase the proportion of students in Years 3 and 5 achieving in the top 2 bands in reading and numeracy above the baseline. 	<ul style="list-style-type: none"> • Data indicates 41.2% of students are in the top two skill bands for reading in Years 3 and 5 which is an increase against baseline data. In numeracy, 5.9% of students are in the top two skill bands indicating an increase against baseline data.
<p>NAPLAN Growth</p> <ul style="list-style-type: none"> • The number of students achieving expected growth exceeds baseline and is moving towards the 2023 lower bound target of 55% for reading and 33% for numeracy. 	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in reading increased to 83.33% leading to achievement of the lower bound system-negotiated target • Percentage of students achieving expected growth in numeracy decreased to 50.00%, however still leading to achievement of the lower bound system-negotiated target.
<p>NAPLAN Value-Add</p> <ul style="list-style-type: none"> • K-3 and 3-5 is maintained at Delivering (baseline) with elements of working towards Sustaining and growing (target). <i>(Measured by SCOUT/ NAPLAN DoE/ Value Added/ Across Years K-3 and 3-5).</i> <p>School Excellence Framework (SEF) Elements <i>Curriculum, Data Skills and Use, Student Performance Measures and Educational leadership</i> self assessed at Delivering.</p>	<ul style="list-style-type: none"> • Value Added Data across Years K-3 indicates Delivering (baseline). <i>VA 2021 is not available for K-3 due to changes to the Best Start Kindergarten assessment in 2018</i> • Value Added Data across Years 3-5 indicates Sustaining and growing (target) • Value Added Data across Years 5-7 indicates Delivering (baseline).
<p>Literacy and Numeracy Progressions</p> <ul style="list-style-type: none"> • PLAN2 data entered progressively by K-6 teachers with regular IL analyse and State data collection Week 10 of each term. • School level data collection of Text Reading Levels every 5 weeks for K-2 and every 10 weeks for Years 3-6. 	<ul style="list-style-type: none"> • 100% of classroom teachers entered data for all K-6 students in the literacy elements of Creating Texts and Understanding Texts and the numeracy elements of Additive Strategies and Multiplicative Strategies • Text reading levels collected for 100% of K-4 students every 5 weeks and 100% of Years 3-6 students every 10 weeks • Data collection is now best practice for K-6.

Strategic Direction 2: Student engagement and wellbeing

Purpose

To ensure all children are known, valued and cared for at Paxton Public School, all students will be immersed in quality wellbeing programs based on current research and pedagogy. All staff will engage in targeted professional development to refine, enhance and consolidate learning for all in a supportive, safe and thriving environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 1: Student engagement to maximise learning
- Initiative 2: A planned approach to wellbeing with a supportive behaviour policy

Resources allocated to this strategic direction

Location: \$1,792.06

Socio-economic background: \$7,565.68

Integration funding support: \$84,570.00

Per capita: \$12,920.07

Low level adjustment for disability: \$23,064.18

Aboriginal background: \$18,751.85

Professional learning: \$7,721.13

: \$5,000.00

Beginning teacher support: \$5,710.00

Summary of progress

The following list of activities have assisted in the implementation of *Initiative 1: Student engagement to maximise learning*

- Student assistance for excursions and incursions for equitable opportunities for all students
- Supportive practices to engage learners through the employment of School Learning Support Officers (SLSOs) through Integration Funding Support (IFS)
- Classroom budgets to ensure students and teachers have access to quality resources
- Targeted professional learning for staff (BroSpeak, Safe Minds, 5 Ways to Wellbeing, Positive Education and Resilience Reset)
- Aboriginal Education programs (Deadly Cooking, Leadership Days and Connecting to Country)
- School improvement budget (upgraded staffroom, principal office and admin building, covered walkways, playground fixture, decorative plants and chairs for community events).

All activities in Initiative 1 were completed successfully in the 2021 cycle (with some modifications made due to access to resources, professional learning and staffing), leading to improved wellbeing and academic outcomes for K-6 students. When forming our next steps for 2022, student engagement will continue to be a priority to maximise learning, as data indicates improvement is still necessary in achieving our targets. Examples of how we will achieve this include; prioritising effective classroom practice and explicit teaching, and promoting high expectations through improved student/teacher/parent engagement around learning goals and feedback.

The following list of activities have assisted in the implementation of *Initiative 2: A planned approach to wellbeing with a supportive behaviour policy*

- Positive Behaviour for Learning (PBL) program (lesson resources, awards, rewards and medallions)
- Teacher release to work with behaviour specialists
- Targeted professional learning for staff (PBL, behaviour support and challenging learning needs)
- Beginning teacher support for teachers to improve student wellbeing and inclusiveness
- Community engagement in regards to school improvement (Aboriginal garden/outdoor learning space) - delayed.

The majority of activities in Initiative 2 were completed effectively in the 2021 cycle (with some modifications made due to access to resources, professional learning and staffing), leading to more positive wellbeing for K-6 students in some areas. Moving forward, continuing to strengthen wellbeing programs will lead to more positive outcomes and improved self-regulation in regards to behaviour for all students. Activities specifically targeting attendance will see an improvement in this area, as well as more culturally specific activities. Our plans for an Aboriginal garden and outdoor learning space will be a priority for this initiative in 2022. Further school improvement should see an increase in student Sense of belonging, changing the overall culture of our school. Examples of how we will achieve this include; ensuring our PBL universals are revised to reflect current student voice, and that our PBL flowchart and behaviour policy aligns

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Attendance</p> <ul style="list-style-type: none"> Percentage attendance Aboriginal students - 93.2% Attendance rate overall - 93.5% <p><i>DoE State (86.4%), Network (86.0%), SSSG (83.1%)</i></p> <ul style="list-style-type: none"> Student attendance > 90% - 64.14% <p><i>DoE State (50.2%), Network (55.4%), SSSG (38.5%). (Baseline SCOUT Data 31/3/21).</i></p>	<ul style="list-style-type: none"> Percentage attendance Aboriginal students was 91.3%, indicating a slight decline, but above DoE State Percentage attendance school was 92.6%, indicating a slight decline, but above DoE State <p><i>DoE State (90.1%), Network (86.1%), SSSG (89.4%)</i></p> <ul style="list-style-type: none"> Students attending > 90% of the time increased from 64.14% in 2019 to 65.69% in 2021, indicating a slight improvement towards the agreed lower bound target of 75.00% and slightly above DoE State <p><i>DoE State (65.3%), Network (63.3%), SSSG (62.6%).</i></p>
<p>Wellbeing TTFM</p> <ul style="list-style-type: none"> Increasing percentage of students with positive wellbeing above the 2020 baseline of 77%. (<i>TTFM Aggregate Data determined using the 2020 averages of snapshot 1 and 2 for Sense of belonging.</i>) 	<ul style="list-style-type: none"> TTFM data demonstrated a reduction in Sense of belonging at 68% overall, indicating a downward trend. Snapshot I was 64%, but increased to 71% in Snapshot II.
<p>Wellbeing</p> <ul style="list-style-type: none"> Establishing a downward trend in the number of negative minor (527) and major (45) behavioural referrals. And number of suspensions (6). <p><i>(Data sourced from Sentral and SCOUT 2020 to form baseline).</i></p> <p>School Excellence Framework (SEF) Elements</p> <ul style="list-style-type: none"> Effective classroom practice, themes <i>Explicit teaching</i> and <i>Feedback</i> are self-assessed at Delivering. Learning and development, themes <i>Collaborative practice</i>, <i>Feedback</i>, <i>Professional learning</i> and <i>Expertise and innovation</i> are self-assessed at Delivering. <i>Coaching and mentoring</i> is self-assessed at Sustaining and Growing. Wellbeing, theme <i>A planned approach to wellbeing</i> is self-assessed at Delivering. 	<ul style="list-style-type: none"> Negative minor behavioural referrals reduced by 30%, indicating a downward trend Negative major behavioural referrals increased by 42%, indicating an upward trend, however; Suspensions reduced by 17%, indicating a downward trend in negative behaviours. <p>School Excellence Framework (SEF) Elements</p> <ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and development Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$84,570.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Paxton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Student engagement to maximise learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional high-level learning and development needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Integration Funding Support (IFS) has been used effectively to improve the academic and social and emotional outcomes of the funded students through a model of supportive practices to engage learners. This has been achieved through differentiated learning to cater to individual needs and the monitoring of student goals and growth. Student PLPs, IEPs and Behaviour Support Plans have been implemented to ensure consistency for students receiving IFS across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: using internal and external student performance measures to plan effective support for 2022 with regular progress evaluations through Learning and Support Team (LST) and funding review meetings.</p>
<p>Socio-economic background</p> <p>\$52,744.90</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Paxton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2: Collaborative learning partnerships strengthened by community connections • Initiative 2: A planned approach to wellbeing with a supportive behaviour policy • Initiative 1: Student engagement to maximise learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • supplementation of extra-curricular activities • additional staffing to implement social/emotional programs to support identified students with additional needs • equitable access to specialist resources • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Improved outcomes for K-6 students in the areas of Literacy, Numeracy and wellbeing evidenced by:</p> <ul style="list-style-type: none"> * 29% fewer negative minor behaviour referrals in Sentral in 2021 compared to 2020 * 17.4% reduction in days on suspension in 2021 compared to 2020 * achieved Reading Target in NAPLAN 2021 and working towards Numeracy target * significant growth (>30%) for 5 students in Term 4 Check In Assessments

<p>Socio-economic background</p> <p>\$52,744.90</p>	<p>(Reading and Numeracy) with 80% of those students identifying as Aboriginal</p> <ul style="list-style-type: none"> * above state average in 22 Check In Assessments including 15 Years 3-6 students in Reading and Numeracy and 7 in both * a higher proportion of students in the middle two bands in NAPLAN 3 and 5 * growth target exceeded in NAPLAN 2021 in Reading * implementation of effective use of resources to increase engagement in class and to ensure equitable access. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to employ additional staffing to support students from low socio-economic background in the areas of Literacy, Numeracy, social-emotional support and the equability of resources. Due to not reaching our Numeracy NAPLAN target yet, it is evident we need additional support in Numeracy in 2022. We will adjust our budget accordingly.</p>
<p>Aboriginal background</p> <p>\$27,251.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Paxton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2: Collaborative learning partnerships strengthened by community connections • Initiative 1: Student engagement to maximise learning • Initiative 2: A planned approach to wellbeing with a supportive behaviour policy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improved attendance patterns for Aboriginal students, including 50% of students who identify as Aboriginal, in the top 10 * an increase in individual scores in Check In Assessments in Reading and Numeracy (Years 3-6) with a higher percentage of Aboriginal students included in Top 2 Bands and above SSSG and State averages. * significant growth (>30%) for 5 students in Years 3-6 in both Reading and Numeracy Check In Assessments (from Term 2 to Term 4) and 80% of those students identifying as Aboriginal * continual strong connections with Korreil Wonnai AECG and ACLO Sonia Sharpe to ensure authentic cultural/educational experiences for our students and staff (Deadly Cooking, AET Leadership days, professional learning, JAET and the AECG) * high impact professional learning including 100% of staff completing PLP training with Sue Stewart and the Cessnock Network and 3 staff members completing 'Connecting to Country'. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to deliver differentiated and personalised support to Aboriginal students under the guidance of the Aboriginal Education Policy and the Korreil Wonnai AECG. Data shows evidence of an increase in academic outcomes for Aboriginal students in 2021, however, a decline in overall wellbeing and attendance data. This will be addressed through initiatives</p>

<p>Aboriginal background</p> <p>\$27,251.85</p>	<p>and activities in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$34,786.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Paxton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Student engagement to maximise learning • Initiative 1: Data skills and use in differentiated planning and teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * smaller class sizes for stage based teaching allowing for lower teacher to student ratios * fewer negative behaviour referrals leading to less 'loss of learning' * increased positive wellbeing for students and staff * flexible principal load allows for learning support to be implemented on a needs basis for all K-6 students * NAPLAN Reading and Expected Growth targets achieved * an increase in the number of students accessing support through the Learning Support Team (LST) programs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of an additional intervention teacher in 2022.</p>
<p>Location</p> <p>\$1,792.06</p>	<p>The location funding allocation is provided to Paxton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Student engagement to maximise learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *equal opportunities and choices for all students *subsidised excursion and incursion costs for families <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to provide academic, leadership, social, wellbeing and sporting opportunities for students outside of our local area.</p>
<p>Literacy and numeracy</p> <p>\$5,307.25</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Paxton Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$5,307.25</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Data skills and use in differentiated planning and teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • teacher release to engage staff in developing personalised learning pathways and individual education plans • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *increased knowledge and skills in the use of the Soundwaves resource for all K-6 classroom teachers *improved performance in regards to reading, writing and spelling for K-6 students (Scout/PLAN2) *effective use of PLAN2 to collect, analyse and plan 'next steps' for all classroom teachers *high impact professional learning for teaching staff including 'Additive Strategies' and 'Effective Reading and Fluency'. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to provide high impact literacy and numeracy professional learning opportunities to all staff and invest in effective resources for students.</p>
<p>Early Action for Success (EAfS)</p> <p>\$58,759.38</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Paxton Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Data skills and use in differentiated planning and teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation • lead professional learning opportunities available through the Numeracy Strategy <p>The allocation of this funding has resulted in:</p> <p>specialist support through a 0.2 Instructional Leader for K-4 (extending to Stage 3 when possible) for classroom teachers to implement quality literacy and numeracy programs to increase results across K-6 (as evidenced by Scout and PLAN2 data and previously stated).</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to use equivalent funding to employ a 0.2 FTE Assistant Principal Curriculum and Instruction (APC&I) to continue with initiatives.</p>
<p>QTSS release</p> <p>\$10,651.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Paxton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>QTSS release</p> <p>\$10,651.21</p>	<ul style="list-style-type: none"> • Initiative 1: Data skills and use in differentiated planning and teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • principal provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Teaching principal in the Learning and Support Teacher (LaST) role has allowed for smaller class sizes (4 classes with only funding for 3) to allow for a lower student to teacher ratio to improve the academic and social/emotional outcomes of K-6 students. By being on class one day less per week, the principal was able to assist students in need of additional support.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ additional staffing to implement high quality support programs for K-6 students.</p>
<p>COVID ILSP</p> <p>\$40,316.59</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students using Check In Assessment results <p>The allocation of this funding has resulted in: improved results and growth through the implementation of intense literacy and numeracy small group support, as evidenced by NAPLAN and Check In Assessment results</p> <ul style="list-style-type: none"> *significant growth for 5 students from the Term 2 to Term 4 Check In Assessments in both Reading and Numeracy with 80% of those students identifying as Aboriginal *above state average in 15 Term 4 Check in assessments across Years 3-6 with 7 students achieving this in both Reading and Numeracy *higher school average in Years 3 and 5 Check in assessments from Term 2 to Term 4 *the majority of K-2 students on track with instructional reading levels at years end. <p>After evaluation, the next steps to support our students with this funding will be: to continue to use data to identify students requiring intervention and provide intensive learning support through small group tuition.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	26	34	34	35
Girls	21	21	30	35

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.9	93.8	95.7	89.7
1	91.3	92.1	87.9	91.2
2	94	89.4	92.4	90.9
3	96.8	91.5	92.9	91.2
4	96	92.2	91.7	91
5	92.4	96.8	95.4	90.3
6	96.8	87.5	93.7	92.1
All Years	94.5	91.2	93	90.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	2.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	36,730
Revenue	1,065,323
Appropriation	1,046,998
Sale of Goods and Services	3,963
Grants and contributions	14,348
Investment income	14
Expenses	-1,081,906
Employee related	-1,000,137
Operating expenses	-81,769
Surplus / deficit for the year	-16,583
Closing Balance	20,147

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.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	71,169
Equity Total	114,783
Equity - Aboriginal	27,252
Equity - Socio-economic	52,745
Equity - Language	0
Equity - Disability	34,786
Base Total	689,895
Base - Per Capita	15,777
Base - Location	1,792
Base - Other	672,326
Other Total	88,776
Grand Total	964,623

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.

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.

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.

Parent/caregiver, student, teacher satisfaction

in 2021 we completed Tell Them From Me (TTFM) surveys with parents and caregivers, Years 3-6 students and teaching staff. Due to the small number of responses from parents and caregivers, a trend report wasn't generated in that instance. We did complete internal surveys in addition to TTFM which generated reportable data.

Parent/caregiver satisfaction - we surveyed parents around the themes of communication, feedback, level of work provided for homework and 'learning from home', student engagement and student success.

- 95% of the parents surveyed reported their children engaged in paper based learning during learning from home and 76% of students engaged in online learning
- During 'learning from home', 89.5% of students engaged in Zoom lessons with their classroom teacher which improved communication after this period was over
- 80% of parents described the work provided during 'learning from home' and general homework in 2021 as 'just right' in regards to level of difficulty
- When receiving feedback, 79% of parents said it was important to them and 74% said it made their child proud. The preferred method of feedback was through Class Dojo
- When referring to student celebrations such as assemblies, PBL rewards and newsletters, 84% of parents said they were positive and encouraging
- 89.5% of parents rated our overall efforts during 'learning from home' as 'amazing'!
- 98.75% of our families are connected through Class Dojo and engage regularly through posts and direct messaging, demonstrating exceptional community engagement.

Student satisfaction - we completed two TTFM Snapshots in 2021 (April and November).

- Sense of belonging increased by 7% from April to November (71%)
- Advocacy at school increased by 0.3 points from April to November (7.5)
- There was a slight decrease in the areas of 'expectations for success' and 'behaviour at school', indicating areas of focus for 2022.

Teacher satisfaction - we completed the TTFM Snapshot in November 2021.

- Inclusive school was scored at 8.4 (NSW Govt Norm 8.2)
- Leadership was scored at 7.8 (NSW Govt Norm 7.1)
- Parent involvement was scored at 7.4 (NSW Govt Norm 6.8)
- Challenging and visible goals was scored at 7.5 (NSW Govt Norm 7.5)
- Planned learning opportunities was scored at 7.8 (NSW Govt Norm 7.6)
- Quality feedback was scored at 7.7 (NSW Govt Norm 7.3)
- Overcoming obstacles to Learning was scored at 8.0 (NSW Govt Norm 7.7)
- Collaboration was scored at 7.5 (NSW Govt Norm 7.8) - indicating an area of focus for 2022
- Learning culture was scored at 7.6 (NSW Govt Norm 8.0) - indicating an area of focus for 2022
- Data informs practice was scored at 7.7 (NSW Govt Norm 7.8) - indicating an area of focus for 2022
- Teaching strategies was scored at 7.8 (NSW Govt Norm 7.9) - indicating an area of focus for 2022.

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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.