

2022 Annual Report

Paxton Public School



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Introduction

The Annual Report for 2022 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 88 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 four years from an enrolment of 54 in 2019. Our Aboriginal student population has fluctuated over the last three years from 20-23%. In 2023, 26% of students identify as Aboriginal and we have two EAL/D students. Our 2022 FOEI was 112 as of December 2022.

Through our situational analysis in 2021, we used the School Excellence Framework (SEF) to identify elements needing the most improvement and 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 Works Best' has been used to consolidate our practices.

A strong focus on student growth and attainment and student engagement and wellbeing will continue to improve the academic and social and emotional outcomes for all of our students.

In 2023, we will prioritise the SEF elements of *Learning*: Curriculum and *Teaching*: Effective Classroom Practice and Data Skills and Use.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

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

Resources allocated to this strategic direction

Socio-economic background: \$38,083.48

QTSS release: \$14,709.89

Low level adjustment for disability: \$37,780.03

AP Curriculum & Instruction: \$30,114.20

Integration funding support: \$65,861.00

English language proficiency: \$1,200.00

Aboriginal background: \$18,008.95

Per capita: \$17,687.59

Professional learning: \$4,107.00

Summary of progress

All activities in relation to this strategic direction were designed to ensure student learning was differentiated to meet the needs of all students. Progress was achieved in this area by upskilling staff through targeted professional learning in effective planning and teaching for academic success. Data skills and use continued to be the driver for all decisions around professional learning as well as strengthening collaborative partnerships and community connections. This included building the capacity of staff within the school through identifying teacher expertise to lead professional learning teams with the goal of working towards a collaborative and sustainable learning culture. The school demonstrated student growth and attainment through achieving the NAPLAN Top 2 Bands targets for Literacy and Numeracy in 2022.

Data skills and use in differentiated teaching, assessment and feedback will continue to be the driver of student improvement during the implementation of the 2023-2027 school plan. A consistent approach to student goals that embed clear learning intentions and success criteria will continue as best practice across K-6.

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
NAPLAN Top 2 Bands <ul style="list-style-type: none">• Increase the proportion of students in Years 3 and 5 achieving in the top 2 bands in NAPLAN reading by 5%.	2022 NAPLAN data indicates 29.4% of students in the top two skill bands for reading in Years 3 and 5 indicating the school exceeded the system negotiated target.
NAPLAN Growth <ul style="list-style-type: none">• The number of students achieving expected growth continues an upward trend towards the 2023 lower bound target of 55% for reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Top 2 Bands <ul style="list-style-type: none">• Increase the proportion of students in Years 3 and 5 achieving in the top 2	2022 NAPLAN data indicates 17.65% of students are in the top two skill bands indicating the school exceeded the system negotiated target.

bands in NAPLAN numeracy by 5%.	
<p>NAPLAN Growth</p> <ul style="list-style-type: none"> The number of students achieving expected growth continues an upward trend towards the 2023 lower bound target of 33% for numeracy. 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>NAPLAN Value-Add</p> <ul style="list-style-type: none"> K-3 and 3-5 increases from (baseline) Delivering to (target) Sustaining and growing. <p>School Excellence Framework (SEF) Elements <i>Curriculum, Data Skills and Use, Student Performance Measures and Educational leadership</i> will be self-assessed as Sustaining and Growing. (Increasing from Delivering).</p>	<p>Value Added (VA) for 3-5 cannot be calculated for 2020/22 as the NAPLAN test was not run in 2020. Value added K-3 is not available for 2021 due to changes to the Best Start Kindergarten assessment in 2018.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of curriculum and data skills and use and sustaining and growing in the elements of student performance measures and educational leadership.</p>
<p>Literacy and Numeracy Progressions</p> <ul style="list-style-type: none"> 55-64% of students will achieve within the expected end of year progression for: <i>Phonological Awareness (K-5). Understanding Texts (K-4) & (S1- 6+). Creating Texts (K-4) & (S1 - 7+). Quantifying Numbers (K-7+) & (S1 - 9+). Additive Strategies (K-2+) & (S1 - 7+). Number Patterns and Algebraic Thinking (K-3+) & (S1-5+).</i> 55-64% of students will achieve the benchmark for Text Reading Level - K (9+), Year 1 (17-18), Year 2 (22+). 	<p>Internal measures indicate an increased percentage of students achieving within the expected end of year progression for targeted Literacy and Numeracy sub-elements in 2022.</p> <p><i>In 2022 we were an Accelerated Adopter school under the Curriculum Reform and this progress measure will be adjusted in 2023 to reflect the changes.</i></p>

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.

- Student engagement to maximise learning
- A planned approach to wellbeing with a supportive behaviour policy

Resources allocated to this strategic direction

Socio-economic background: \$17,768.17

Integration funding support: \$65,862.00

English language proficiency: \$1,200.00

Location: \$1,993.83

Professional learning: \$4,107.25

Aboriginal background: \$6,188.96

Summary of progress

The activities the school undertook in relation to this strategic direction were designed to improve student engagement and wellbeing by strengthening whole school approaches and initiatives. Teaching, executive and support staff continued to engage in targeted professional learning in areas aimed at maximising the impact for positive student learning opportunities. The school continued to implement the positive behaviour for learning model with modifications made to ensure compliance with the new behaviour strategy in Term 4. Wellbeing data (Sentral) indicated that concerns are being resolved at the minor level and are not progressing to a major level as frequently as in previous years. The reduction in suspension data also indicates students are becoming more self-regulated with behaviour and more effective in problem solving, leading to fewer serious wellbeing incidents in the school.

Tell Them from Me data shows a slight decline in overall Sense of belonging from 2021 to 2022, demonstrating the need for initiatives in Strategic Direction 2 to be prioritised. In moving forward, explicit activities targeting student engagement, wellbeing and attendance will underpin the 2023-2027 school plan.

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
Attendance <ul style="list-style-type: none">• Increase the percentage of students attending > 90% of the time to be at or above the lower bound target of 70.00%.• Overall percentage attendance rate in comparison with DoE State, Network and SSSG.	<p>The number of students attending greater than 90% of the time or more has decreased by 21.93%, however this figure was significantly affected by public health orders.</p> <p>Overall percentage attendance rate in 2022 was 86.9% which was above DoE State, network and SSSG attendance rates.</p>
Wellbeing TTFM <ul style="list-style-type: none">• Continuing an upward trend of students with positive wellbeing.	<p>Tell Them From Me (TTFM) data indicated a slight decrease in the percentage of Years 3-6 students exhibiting a Sense of belonging from 2021 (67.5%) to 2022 (60%).</p>
Wellbeing <ul style="list-style-type: none">• Continuing a downward trend in the number of negative minor and major behavioural referrals.	<p>Sentral data indicated a 44.4% increase in minor behaviours from 2021 to 2022 but a 78% decrease in major behaviours. Suspension data also decreased by 20%.</p>

• And number of suspensions

School Excellence Framework (SEF)

- **Effective classroom practice**, prioritising the themes *Explicit teaching* and *Feedback* to progress from Delivering towards Sustaining and Growing for all themes.
- **Learning and development**, themes *Collaborative practice* and *Feedback* will be prioritised to move towards Delivering. Themes *Professional learning* and *Expertise and innovation* will be maintained at Delivering. *Coaching and mentoring* will be maintained at Sustaining and Growing.
- **Wellbeing**, priority will be given to the theme *A planned approach to wellbeing* to work on elements of Sustaining and Growing.

Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice and sustaining and growing in the elements of Learning and development and Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$131,723.00</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"> • Data skills and use in differentiated planning and teaching • 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 • intensive learning and behaviour support for funded students • consultation with external providers for the implementation of social and emotional, physical and academic interventions <p>The allocation of this funding has resulted in the following impact: Improved 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. 100% of eligible students demonstrated progress towards their personalised learning goals. All behaviour support plans and individual education plans were regularly updated and responsive to student learning needs and progress ensuring students receive a personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To strengthen the school's process for decision making around integration funding support to ensure all funding use is regularly reviewed in consultation with all parties. The use of integration funding will be adjusted throughout the year in response to student plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$55,851.65</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"> • Data skills and use in differentiated planning and teaching • Collaborative learning partnerships strengthened by community connections • Student engagement to maximise learning • 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"> • additional staffing to support identified students with additional needs • supplementation of extra-curricular activities including intensive swimming, school camps and excursions • additional staffing to implement social/emotional programs to support identified students with additional needs including additional SLSO support in all classrooms • equitable access to specialist resources such as subscriptions to quality literacy, numeracy and wellbeing programs • providing students with economic support for educational materials, uniform, equipment and other items needed to ensure inclusion • employment of additional staff to implement literacy and numeracy

<p>Socio-economic background</p> <p>\$55,851.65</p>	<p>intervention programs.</p> <p>The allocation of this funding has resulted in the following impact: Additional teaching roles allowed for more effective and differentiated learning programs leading to academic growth. This was evidenced through 2022 Scout data including achieving the NAPLAN Top 2 Bands targets in Literacy and Numeracy and achieving above DoE State and SSSG in Check in assessment results for Years 3 and 4 Reading and Numeracy.</p> <p>Additional support roles allowed for teaching staff to be supported in the classroom with students requiring social and emotional and academic interventions who are not eligible for integration funding support. The impact of this was evidenced by a reduction in major behaviours and suspension data. Student wellbeing was also positively impacted by the inclusion of all students in all programs, despite their financial situation.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional intervention for K-6 in the areas of literacy, numeracy and social/emotional support and extension to support the school vision of aiming for excellence. Data shows that attendance rates for students attending >90% of the time has slightly declined since 2021, demonstrating the need to allocate a higher proportion of equity funds into student engagement and wellbeing.</p>
<p>Aboriginal background</p> <p>\$24,197.91</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"> • Data skills and use in differentiated planning and teaching • Collaborative learning partnerships strengthened by community connections • Student engagement to maximise learning • 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 including support staff for K-6 students in the classroom, playground and on excursions • community consultation and engagement to support the development of cultural competency including AET leadership days and Deadly Cooking • staffing release to support development and implementation of Personalised Learning Pathways including supporting students to achieve academic, social and cultural goals • employment of additional staff to support literacy and numeracy programs including the extension of the COVID-ILSP program (0.3 to 0.4) • staffing release for teaching and support staff to engage in targeted professional learning including Personalised Learning Pathways, Aboriginal Pedagogies and Connecting to Country. <p>The allocation of this funding has resulted in the following impact: The development of a more authentic Personalised Learning Pathways process including the introduction of a PLP portfolio for all Aboriginal students strengthened relationships with Aboriginal families, students and the community. Professional learning opportunities were chosen under the guidance of the AECG, ensuring authenticity and relevance to students and families and alignment with DoE and premier's priorities. More importantly, conversations around Aboriginal Education became more authentic for all staff, students and community members. Tell Them From Me data indicated 70% of Aboriginal students feel good about their culture and 60% felt teachers understood culture. Although these results indicate room for improvement in both areas, 0% of Aboriginal students disagreed with the</p>

<p>Aboriginal background</p> <p>\$24,197.91</p>	<p>statements around cultural understanding and pride.</p> <p>After evaluation, the next steps to support our students will be: Engaging and consulting with identified DoE staff, community members and the AECG to ensure the delivery of meaningful academic, wellbeing and cultural programs, delivering differentiated and personalised support to Aboriginal students. This will assist in achieving the goal of improving pride in culture and providing a deeper understanding of culture for all staff.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning 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> <ul style="list-style-type: none"> • Data skills and use in differentiated planning and teaching • 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"> • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Building teacher confidence in assessing English language proficiency on the EAL/D learning progression, resulting in effective tailoring of teaching to support language, literacy and numeracy development.</p> <p>After evaluation, the next steps to support our students will be: Liaising with an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. The Universal Resource Hub will be utilised by teaching and support staff to ensure accuracy and impact when teaching the school's 3% EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$37,780.03</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"> • Data skills and use in differentiated planning and teaching • Collaborative learning partnerships strengthened by community connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher (LaST) to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with evidence-based interventions in literacy, numeracy and social and emotional programs to increase learning outcomes • engaging an Assistant Principal Transition teacher to collaborate with families, teaching and support staff to build capability in meeting the individual needs of kindergarten students. <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Transition supports for pre-school to kindergarten were strengthened through the relationships the AP Transition was able to develop with educators and families. The information gathered provided a smoother transition in terms 3 and 4 of 2022.</p>

<p>Low level adjustment for disability</p> <p>\$37,780.03</p>	<p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of specialist interventionists and continue with the AP transition model into 2023.</p>
<p>Location</p> <p>\$1,993.83</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"> • 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"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Equal opportunities and choices for all students through subsidised excursion and incursion costs for families. 100% of students were included in opportunities despite their economic circumstances.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide academic, leadership, cultural, social, wellbeing and sporting opportunities for students outside of our local area and to take advantage of engaging incursions to increase participation.</p>
<p>Professional learning</p> <p>\$8,214.25</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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> <ul style="list-style-type: none"> • Collaborative learning partnerships strengthened by community connections • Student engagement to maximise learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging with specialist teachers to unpack evidence-based approaches to teaching literacy and numeracy and exploring modelled, interactive, guided and independent methods of teaching <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of phonics, resulting in improved internal student results. K-2 teachers completed micro-learning modules to support the implementation of the new English and mathematics curriculum.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching for the implementation of the Years 3-6 curriculum in 2023. The school will strengthen their processes for learning intentions and success criteria leading to the fluent use of student goals to drive learning directions.</p>
<p>QTSS release</p> <p>\$14,709.89</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> <ul style="list-style-type: none"> • Data skills and use in differentiated planning and teaching

<p>QTSS release</p> <p>\$14,709.89</p>	<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 the following impact: The employment of an additional teacher has resulted in the principal providing quality instructional leadership by teaching, leading and learning. This has led to improved staff confidence and teaching practice in embedding evidence-based, high impact teaching strategies within their classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ additional staffing to implement high quality support programs for K-6 students including the new English and mathematics curriculums.</p>
<p>COVID ILSP</p> <p>\$38,330.00</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 2022.</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy • releasing classroom teachers to participate in professional learning and providing time for the educators to develop their own capacity • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor their progress. <p>The allocation of this funding has resulted in the following impact: Improvement of spelling age data for K-4 students, averaging 6-12 months ahead of for each year group. Reading ages improved for Stages 2 and 3 with 92% of students at or above the end of year target. The implementation of decodable readers assisted with filling gaps in reading, however, this was a new adjustment to teaching practice. Releasing teaching staff from their classrooms to engage in numeracy professional learning in 'Number Talks' led to improvement of practice in the delivery of high-quality lessons.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be prioritised to ensure high impact delivery. Additional funding will be contributed to ensure the COVID-ILSP program is sustainable in improving student outcomes long-term. COVID-ILSP staff will continue to implement decodable readers with explicit comprehension focuses to improve all elements of literacy for K-6. Numeracy will continue as a priority with the strengthening of student goals.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Data skills and use in differentiated planning and teaching

AP Curriculum & Instruction

\$30,114.20

Overview of activities partially or fully funded with this Staffing - Other funding include:

- employment of Assistant Principal Curriculum & Instruction to build capacity of K-6 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.

The allocation of this funding has resulted in the following impact:

High-level support through engaging a specialist teacher with expertise in literacy and numeracy to support and mentor teaching staff, and support staff with curriculum implementation.

After evaluation, the next steps to support our students will be:

To continue to employ an Assistant Principal Curriculum & Instruction (0.2) to mentor teachers in areas of focus informed by data and strategic improvement plan priorities. Formative assessment will be prioritised across the school, focusing on immediate feedback through the continued implementation of learning intentions and success criteria.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	34	34	35	43
Girls	21	30	35	36

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	95.7	89.7	91.4
1	92.1	87.9	91.2	84.1
2	89.4	92.4	90.9	91.4
3	91.5	92.9	91.2	89.9
4	92.2	91.7	91.0	88.5
5	96.8	95.4	90.3	83.0
6	87.5	93.7	92.1	88.0
All Years	91.2	93.0	90.8	87.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	3.56
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	20,147
Revenue	1,225,049
Appropriation	1,199,587
Sale of Goods and Services	4,178
Grants and contributions	21,076
Investment income	109
Other revenue	100
Expenses	-1,218,672
Employee related	-1,129,649
Operating expenses	-89,023
Surplus / deficit for the year	6,377
Closing Balance	26,524

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.

	2022 SBAR Adjustments (\$)
Targeted Total	131,723
Equity Total	120,230
Equity - Aboriginal	24,198
Equity - Socio-economic	55,852
Equity - Language	2,400
Equity - Disability	37,780
Base Total	823,744
Base - Per Capita	17,688
Base - Location	1,994
Base - Other	804,063
Other Total	69,881
Grand Total	1,145,577

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

Regular P&C meetings occurred to ensure community voice was present in all key decision-making processes for 2022. Opportunities for families to contribute to decisions were made through a mixture of paper based and electronic mediums (Dojo, Facebook and Sentral SMS) as well as satisfaction surveys and phone calls. Formal parent/teacher meetings were held each semester with daily opportunities for informal conversations with teaching and executive staff through an 'open door policy'. The school completed Tell Them From Me (TTFM) which provided a formal platform for families to provide feedback. TTFM results were at or above NSW Govt Norm in the areas of; parents feel welcome, parents are informed, school supports learning, school supports positive behaviour and inclusive school. Areas for development in 2023 include safety at school and parents support learning at home, which were both slightly below the NSW Govt Norm. Attendance continued to be high at school events demonstrating a high level of engagement from families in regard to student learning and achievement and affirms the school's welcoming nature. The school will continue to strengthen learning partnerships with families through positive experiences, consultation and effective communication.

Student satisfaction is measured daily through informal interactions with teaching and support staff in which the majority of students speak positively about their day and are proud to attend Paxton Public School. In the TTFM Snapshot II, all students named a staff member they felt comfortable going to for help. This included a variety of teaching and non-teaching staff and all staff members were named at least once, indicating the student population felt supported by the 2022 team. In the survey, students were asked about their favourite memory at school for the year and common answers centered around cultural, leadership and sporting events, as well as excursions and camps. Students also held lots of value in the friendships they had made.

Teaching and support staff completed the People Matters Education Survey (PMES) and the results indicated the following trends; 100% of staff were proud to tell others they worked for their organisation and feel a strong personal attachment to their school. 100% of staff understand what is expected of them to do their job well and they get the support needed. 100% of staff felt their organisation is making improvements to meet future challenges and they felt their manager communicates effectively how their role contributes to the organisation's purpose. 100% of staff felt comfortable notifying their manager for support with grievances and had confidence in the decision the manager makes. TTFM School Context indicators were at or above NSW Govt Norms for Inclusive School, Leadership and Collaboration. For Classroom Context, indicators at or above NSW Govt Norms were Teaching Strategies, Challenging and Visible Goals, Planned Learning Opportunities and Technology. The school will prioritise performance and development feedback to ensure the continuous improvement of all staff, as well as strengthening staff wellbeing to ensure a positive and happy work environment.

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.