2023 Annual Report

Paxton Public School

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Introduction

The Annual Report for 2023 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 across 4 classes is located on large grounds in a semi-rural setting, approximately 10km from Cessnock in the Hunter Valley. Student enrolments have remained strong with numbers trending between 80 and 90 students each year. Our Aboriginal and Torres Strait Islander student population continues to increase each year with 29% currently identifying in 2024. 2.4% of students are EAL/D and our FOEI was 120 as of December 2023.

Through the external validation process in 2023, we used the School Excellence Framework (SEF) to identify elements needing the most improvement to develop our 2024-2027 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 for positive wellbeing will continue to improve the academic and social and emotional outcomes for all of our students. In 2024, we will prioritise the SEF elements of 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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
Aboriginal background
Location
English language proficiency
QTSS release
AP Curriculum & Instruction
Integration funding support
Low level adjustment for disability
Professional learning
Per capita

Summary of progress

Extensive activities in relation to this strategic direction were designed to ensure all student needs were accounted for through differentiated teaching. To meet the dynamic needs of our students, areas to build staff capacity were identified through collaborative planning and addressed through targeted professional learning. Data skills and use continued to be the driver for all decisions around professional learning as well as strengthening collaborative partnerships and community connections. Teaching staff identified areas for learning during collaboration time with the APC&I (K-2 and 3-6) as well as through the professional development planning (PDP) process. Teacher expertise was used 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 Check In and NAPLAN Assessments. Classroom teachers continued to refine the use of student goals that embed clear learning intentions and success criteria will continue as best practice across K-6. Through the process of External Validation in 2023, Data skills and use in differentiated teaching, assessment and feedback was identified as an integral part of the 2024-2027 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
Reading Check-in Assessment Demonstrate progress in Yr 3 to 5 Reading Check-in assessment, halving the gap against SSSG/State achievement data, across cohorts.	Term 4 Check-in assessment results demonstrated significant improvement for Years 4 and 5 in Reading. The Year 4 cohort score was 11.2% above SSSG and 4.4% above DoE State. The Year 5 cohort score was 10.5% above SSSG and 2.6% above DoE State. Halving the gap against SSSG/State was achieved for the Year 6 cohort with an increase of 7.4% (school cohort) from Term 2, 2023 to Term 3, 2023. Baseline data from the Year 3 Reading check in will be used to form priorities for the 2024 school improvement plan.
Numeracy Check-in Assessment Demonstrate progress in Yr 3 to 5 Numeracy Check-in assessment,	Term 4 Check-in assessment results demonstrated significant improvement for Years 4 and 5 in Numeracy. The Year 4 cohort score was 11% above SSSG and 2.3% above DoE State. The Year 5 cohort score was 4.2% above SSSG. Halving the gap against SSSG/State was achieved for the

halving the gap against SSSG/State achievement data, across cohorts.	Year 6 cohort with an increase of 10.1% (school cohort) from Term 2, 2023 to Term 3, 2023. Baseline data from the Year 3 Numeracy check in will be used to form priorities for the 2024 school improvement plan.
65-70% of students are able to demonstrate growth and achievement in areas of focus over the year, using the learning progressions.	In 2023, the learning progressions were utlised by staff to monitor student growth. Areas of focus were implemented to target school-wide priorities, such as phonological awareness and phonics, reading fluency, writing and additive strategies. Targeted students who participated in literacy and numeracy intervention demonstrated growth in pre and post assessing through ALAN diagnostic assessments.

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

Professional learning
Socio-economic background
Location
Per capita
Integration funding support
Aboriginal background

Summary of progress

Activities were carefully selected with the aim 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 for maximum impact in improving student learning opportunities. The school continued to align Positive Behaviour for Learning (PBL) processes with the student behaviour policy to provide a safe, inclusive and respectful environment. Wellbeing data (Sentral) indicated that restorative practices were effective in reducing repeated minor behaviours, such as reflection time and co-constructed effective resolutions. The number of students with more than one suspension was lower than in previous years, demonstrating growth in the ability to regulate behaviour. A decline in major behaviours can be attributed to more effective problem solving, increased resilience and consistent approaches across K-6. Tell Them from Me data stayed stagnant from 2021 to 2022, demonstrating the need for initiatives in Strategic Direction 2 to be prioritised. This is consistent with data in the Cessnock Network. In moving forward, explicit activities targeting student engagement, wellbeing and attendance will underpin the 2024-2027 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
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.	The number of students attending greater than 90% of the time increased by 8.4% from 2022 to 2023, moving closer to the lower bound target. Overall percentage attendance rate in 2023 was 88.5% which was above DoE State, network and SSSG attendance rates and an improvement of 1.6% from 2022.
Tell Them From Me Increasing percentage of students with a positive sense of belonging from 2022.	Tell Them From Me (TTFM) data for Sense of Belonging was similar to 2022, in 2023 but no further decline was evident. It will be prioritised as a focus in the 2024-2027 school improvement plan. Growth of 22% was evident in the social-emotional outcome of Positive Behaviour at School from October, 2022 to May, 2023. Results improved in all drivers of student outcomes for the same period.
Behaviour	Refining PBL processes and aligning with the Student Behaviour Strategy resulted in fewer minor and major behaviour referrals when comparing 2022

Continuing a downward trend in the number of negative minor and major behavioural referrals and number of suspensions.

School Excellence Framework

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.

to 2023 wellbeing data. There was a decline in suspensions for students with more than one suspension. Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and growing in the elements of Learning and development and Wellbeing. Effective classroom practice continues to be a driving force in future school planning decisions.

Funding sources	Impact achieved this year
Integration funding support $220,449.00	Integration funding support (IFS) allocations support eligible students at Paxton Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data skills and use in differentiated planning and teaching • A planned approach to wellbeing with a supportive behaviour policy **Overview of activities partially or fully funded with this targeted funding include:** • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • consultation with external providers for the implementation of occupational and speech activities to complement therapy in the school setting **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. Student PLPs, IEPs and Behaviour Support Plans have been implemented to ensure consistency across the school. All student plans were regularly updated and responsive to student learning needs and growth, ensuring students receive personalised learning and support within their own classrooms, allowing all members of the class to succeed. **After evaluation, the next steps to support our students will be:** To monitor the use of funding in relation to targeted students, ensuring a balance of academic and behavioural supports to ensure all students are achieving optimal outcomes.
Socio-economic background $56,406.40	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • 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 **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support literacy, numeracy program implementation. • professional development of staff through collaboration time with the executive and additional release to support student learning • employment of additional staff to support wellbeing program implementation such as Aboriginal Education and Project Humble • resourcing to increase equitability of resources and services for excursions, uniforms and student programs **The allocation of this funding has resulted in the following impact:** Improved wellbeing, literacy, and numeracy outcomes for students and targeted student groups through differentiated programs. All students were able to participate in all programs regardless of their individual circumstances. **After evaluation, the next steps to support our students will be:** Continued employment of specialist staff to deliver engaging and purposeful

Socio-economic background $56,406.40	programs to improve the achievement of students within the classroom and assist the continued development of individual student learning needs.
Aboriginal background $27,992.01	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data skills and use in differentiated planning and teaching • Collaborative learning partnerships strengthened by community connections • A planned approach to wellbeing with a supportive behaviour policy **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in the following impact:** High expectations for all students in the areas of leadership, academic and social and emotional growth, through the modelling of the importance of authentic and meaningful programs and interventions for Aboriginal and Torres Strait Islander students. Celebrating success within our school and among our communities to ensure strong cultural connections are maintained. **After evaluation, the next steps to support our students will be:** Continued to prioritise the implementation of a range of diverse cultural programs, leadership opportunities and events to enable students, staff, and the community to acknowledge, build upon and develop cultural understanding. A focus on local Aboriginal cultures, in consultation with ACLOS and the AECG will be implemented in 2024, building the capacity of staff to cater to the cultural needs of all students, with respect to the learning needs of Aboriginal and Torres Strait Islander students.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Paxton Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data skills and use in differentiated planning and teaching **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff **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. **After evaluation, the next steps to support our students will be:**

| English language proficiency

$2,400.00	Liaising with neighbouring and network schools to seek EAL/D specialist teachers to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. Invest in resources that aim to specifically and explicitly improve EAL/D outcomes and proficiency in English.
Low level adjustment for disability

$39,062.93 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Data skills and use in differentiated planning and teaching
 • Collaborative learning partnerships strengthened by community connections

Overview of activities partially or fully funded with this equity loading include:
 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers
 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students

The allocation of this funding has resulted in the following impact:
Increased targeted support to address specific student learning needs, leading to NAPLAN and Check In Assessment results greater than students at statistically similar schools (SSSG). This academic achievement is attributed to differentiated programs such as literacy and numeracy intervention as well as comprehensive transition programs for Pre-K to K and Year 6 to 7.

After evaluation, the next steps to support our students will be:
Developing and sustaining a needs-based learning and support program in which specialist staff collaborate with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students. Collaboration within our small school's network will ensure a consistent approach amongst our communities. |
| Location

$2,268.53 | The location funding allocation is provided to Paxton Public School to address school needs associated with remoteness and/or isolation.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Data skills and use in differentiated planning and teaching
 • Student engagement to maximise learning

Overview of activities partially or fully funded with this operational funding include:
 • subsidising student excursions to enable all students to participate
 • student assistance to support excursions
 • technology resources to increase student engagement

The allocation of this funding has resulted in the following impact:
Students have had the opportunity to engage in wider community opportunities and experiences to and develop core academic, sporting and social and emotional skills that may be difficult to access when living in a small rural setting. Equity funding allows opportunities for all students to participate, despite their individual circumstances.

After evaluation, the next steps to support our students will be:
To continue to provide a range of opportunities for all students that align with the strategic improvement plan and the differentiated learning needs and goals of all students at Paxton PS. |
| | |

Professional learning $9,888.15	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative learning partnerships strengthened by community connections • Student engagement to maximise learning • A planned approach to wellbeing with a supportive behaviour policy **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • other methods of learning designed to improve student outcomes. **The allocation of this funding has resulted in the following impact:** Personalised and targeted professional learning opportunities identified through staff professional development plans, driven by school and network priorities to improve student outcomes. Collaboration, mentoring and co-teaching models were used for the implementation of the English and mathematics curriculum in 2023 with a strong focus on learning intentions and success criteria leading to the fluent use of student goals to drive learning directions. **After evaluation, the next steps to support our students will be:** Continue to implement explicit teacher instruction across K-6 and strengthen practices to ensure a consistent approach to student goals, feedback and evaluations. Engaging with a variety of professional learning communities (PLCs) to ensure consistent teacher judgement in the areas of literacy and numeracy professional development and initiatives.
QTSS release $15,387.84	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Paxton Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data skills and use in differentiated planning and teaching **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** The employment of additional teaching staff has resulted in the executive providing quality instructional leadership by teaching, leading and learning for academic and social and emotional student growth. This has led to improved staff confidence and teaching practice in embedding evidence-based, high impact teaching strategies within their classrooms through a collaborative approach. Additional literacy and numeracy intervention programs have ensured differentiated practices transfer to the classroom for optimal learning outcomes. **After evaluation, the next steps to support our students will be:** Continue to structure timetabling to allow for collaboration across stages with colleagues and the executive to ensure high quality professional development and the implementation of evidence-based programs and

QTSS release $15,387.84	interventions.
COVID ILSP $28,747.36	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 2023.
	Overview of activities partially or fully funded with this targeted funding include: • providing targeted, explicit instruction for student groups in literacy/numeracy, focusing on spelling, writing, phonics, reading, number and place value • providing intensive small group tuition for identified students who were not meeting the desired outcomes through teacher instruction in their regular classroom
	The allocation of this funding has resulted in the following impact: Literacy and numeracy growth through the implementation of targeted, explicit support in 2023. Intervention staff worked collaboratively with the LaST and APCI to ensure classroom teachers planned for effective teaching strategies that complemented the student goals during COVID-ILSP sessions.
	After evaluation, the next steps to support our students will be: To plan effective teaching and learning opportunities targeting areas for student development in literacy and or numeracy, through a combination of small group instruction and whole class delivery.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	34	35	43	50
Girls	30	35	36	38

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	95.7	89.7	91.4	91.5
1	87.9	91.2	84.1	89.0
2	92.4	90.9	91.4	89.5
3	92.9	91.2	89.9	91.1
4	91.7	91.0	88.5	87.6
5	95.4	90.3	83.0	87.0
6	93.7	92.1	88.0	88.2
All Years	93.0	90.8	87.6	89.3
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	3.57
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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	18,268.57
Revenue	1,368,364.22
Appropriation	1,340,655.79
Sale of Goods and Services	5,225.86
Grants and contributions	22,254.23
Investment income	228.34
Expenses	-1,304,172.77
Employee related	-1,181,590.71
Operating expenses	-122,582.06
Surplus / deficit for the year	64,191.45
Closing Balance	82,460.02

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	138,041
Equity Total	125,861
Equity - Aboriginal	27,992
Equity - Socio-economic	56,406
Equity - Language	2,400
Equity - Disability	39,063
Base Total	853,044
Base - Per Capita	20,561
Base - Location	2,269
Base - Other	830,215
Other Total	70,182
Grand Total	1,187,129

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Community consultation and voice continued to be strong in 2023, ensuring multiple opportunities to collaborate on key decision-making involving school planning. 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. P&C meetings were held monthly with regular communication happening in between. Formal parent/teacher meetings were held each semester with daily opportunities for informal conversations with teaching and executive staff through an 'open door policy' and an environment that welcomes visitors. This positive school culture is affirmed by the high level of attendance and engagement from families at school events, demonstrating strong community support. The school will continue to strengthen learning partnerships with families through positive experiences, consultation, and effective communication and by encouraging new families to join the P&C in 2024.

The school completed Tell Them From Me (TTFM) which provided a formal platform for families to provide feedback. Highlights from the TTFM results were that 100% of participants were happy with the level of communication from the school and their children's teachers which is consistent with 100% of families being connected on Class Dojo in 2023. When asked to list things parents liked about our school, positives included the friendly, welcoming nature of our small school as well as the variety of meaningful opportunities we provide for all students.

Teaching and support staff completed the People Matters Education Survey (PMES) and questions with the highest favourable scores included those around role clarity and support, job purpose and enrichment and autonomy and opportunity. 100% of staff indicated they understand what is expected of them to do their job well, and that the job gives them opportunities to use a variety of skills. 100% of staff felt they had a choice in deciding how to carry out day to day work tasks, and that they felt comfortable notifying their manager if they become aware of any risks at work. 100% of staff were proud to tell others they worked for their organisation and feel a strong personal attachment to their school. In 2023, we aimed to strengthen staff wellbeing, ensuring a positive and happy work environment for all, resulting in improved student outcomes.

Student satisfaction is measured daily through informal interactions with teaching and support staff, multiple opportunities to engage in student check-ins with identified teaching and executive staff, in which the majority of students speak positively about their day. 100% engagement at school events indicates students are proud to attend Paxton Public School and experience a high sense of belonging. In the TTFM Snapshot II, students indicated they felt happiest when in the playground with friends, closely followed by in the classroom. Results indicated that 88% of students felt they had positive behaviour at school in 2023 (above the NSW Govt Norm) and over 50% of students felt they would like to go to university. When Aboriginal students were asked the question; 'I feel good about my culture', 82% agreed and the remaining 18% strongly agreed. When Year 6 leaders were asked about their favourite memories of Paxton Public School, 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 and the positive connections with their teachers.

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.