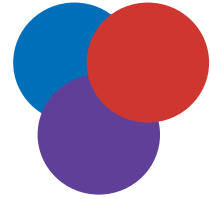


Paxton Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Paxton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Michelle-Anne Murphie

Principal

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Message from the Principal

2015 was a year of many achievements across the school. As a school we worked together to support student learning and achieved many milestones within our programs. I would like to thank our families and the community for their ongoing support throughout the year. The P&C strongly supported our school programs and I extend my appreciated and thanks to this particular group within our school.

School background

School vision statement

Parents, students and teachers all strive for the best by aiming high. Our vision is underpinned by Paxton Public School's core values of Safety, Teamwork, Achievement and Respect (STAR) which guide our students, staff and community as they work as a team to create a culture of a safe, supportive and respectful teaching and learning environment that promotes student wellbeing and high expectations for academic success.

Our dynamic, committed and vibrant school community is committed to engaging all students with a variety of rich and diverse learning activities. All teaching staff at Paxton Public School understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students through our Positive Behaviour for Learning (PBL), and relate to the variety of school settings such as classroom, playground, canteen and assemblies. School programs address the needs of identified student groups such as Aboriginal students, gifted students and students with disability.



School context

Paxton Public School is located on large grounds in a semi-rural setting, approximately 10km from Cessnock in the Hunter Valley. It is a very well-resourced school, which operates with strong support from the wider school family and is an integral part of the local community.

Paxton Public School and its community are committed to providing a warm and nurturing environment aimed at developing students physically, intellectually, socially and emotionally to cope with our ever-changing world. That is, children are given skills for life, often based on K- 6 programs that develop family values of supportiveness, inclusiveness and empathy.

20% of our students have Aboriginal heritage and we are an Early Action For Success School.

Mount View High School is the partner high school and Paxton Public School supports its transition programs for senior primary students.

Paxton Public School maintains a focus on the creative and performing arts with weekly class rotations in this area and a whole school choir. In five weekly blocks, all students participate in drama, art, dance and music lessons.

Paxton Public School is enthusiastic about developing parent and community partnerships and creating opportunities for parents and carers to be informed and involved in their children's education.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Excellence in Learning	Learning Culture	Delivering
	Wellbeing	Delivering
	Curriculum and Learning	Delivering
	Assessment and Reporting	Sustaining and Growing
	Student Performance Measures	Delivering
Excellence in Teaching	Effective Classroom Practice	Delivering
	Data skills and use	Sustaining and Growing
	Collaborative Practice	Sustaining and Growing
	Learning and Development	Sustaining and Growing
	Professional Standards	Sustaining and Growing

Excellence in Leading	Leadership	Delivering
	School Planning, Implementation and Reporting	Delivering
	Collaborative Practice	Sustaining and Growing
	School Resources	Delivering
	Management Practices and Processes	Delivering

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Develop consistent high quality learning and educational practices.

Purpose

To ensure students are literate, numerate, creative users of technology, and are productive participants in school and society for now and into the future by providing quality differentiated educational practices.

Overall summary of progress

During 2015, students were engaged in a range of learning experiences focused on literacy, numeracy and technology. These experiences catered for different student abilities within our multi-stage classrooms. Staff have an understanding of differentiation and its role within the classroom to provide effective learning opportunities for students. 21st Century practices are becoming embedded in classroom practice and reflected in teaching programs. Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their efforts. As part of Early Action for Success, staff are constantly monitoring teaching programs across the 5 weekly recording periods and adjusting their teaching as necessary to cater for student achievement levels and key focus areas as determined in consultation with our Instructional Leader.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All students tracked using Literacy and Numeracy continuums with at least 70% showing expected growth per semester relevant to expected time frames (eg cluster movement quicker in ES1 than S3)	Staff constantly used data analysis to implement literacy, numeracy strategies to identify targeted intervention and address student learning needs. 80% of students demonstrated growth in the areas of literacy and numeracy during the year. This was supported in classrooms through the use of instructional teaching to small groups of students with identified needs in particular areas.	Early Action for Success allocated funds, Low level adjustment for disability, Aboriginal background and Socio Economic funding

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students	Assessment data was used by staff to monitor student achievement and reduce the gaps in student learning. The Learning and Support Teacher was strategically placed within classrooms to target key areas of literacy and numeracy within all classrooms. This provided an opportunity for teachers and support staff to work on programs to specifically targeting small groups at different levels of achievement.	School staffing allocation, Low level adjustment for disability, Aboriginal background and Socio Economic and EAFs funding
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Next steps

During 2016 the school will continue to be part of Early Action for Success and will have an Instructional Leader for one day a week. During her time as our school, she will continue to work collaboratively with teachers of K-2 students to track students in the literacy and numeracy and use the observations and recording of student achievement to determine future practices.

Teachers working with students in Years 3-6, will also monitor student progress and evaluate growths every 5 weeks to determine individual needs of students. All students will have an Individual Learning Plan that identifies key strengths as well as indicating 3 focus goals over a semester. These plans will be discussed with parents and students and effective programs put into practice to enable students to work towards these goals.

Strategic Direction 2

A focus on teacher and leadership learning to deliver high outcomes for all students.

Purpose

To build capacity of all teachers and support staff to provide curriculum that is flexible enough to meet the diverse needs of our students and deliver excellent outcomes by engaging staff in individualised, team and shared professional learning for the 21st Century.

Overall summary of progress

During 2015, teachers participated in professional learning targeted to school priorities and their professional needs. This professional development included Literacy and Numeracy programs, supporting students, wellbeing of staff and students, collection of effective data and school leadership. This professional was conducted as part of state programs, within the Cessnock Community of Great Public Schools, within small school collectives, online and within our own school from members of staff.

Staff developed Professional Development Plans targeting key areas of development. This consisted of two common school goals focused on (1) To develop knowledge and implement strategies related to the new syllabus documents and (2) Increase knowledge of applications and implement strategies to support students. Teachers were also given an opportunity to choose personal goals related to their own identified areas of development.

Staff expertise and knowledge was drawn upon to provide curricula and extracurricular areas that lead to improved practice within the school. This proved to be successful and lead to whole school programs as

well as smaller group programs.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Evaluations of teacher professional learning will confirm high levels of confidence and implementation by teaching staff.	Significant professional dialog around professional development occurred during the year as part of regular staff meetings and also during attendance at structured courses and sessions. Staff confirmed higher levels of understanding, knowledge and ability to implement effective practices to enhance learning, social and well-being programs within the school.	Early Action for Success allocated funds School Training and Development funds
Individualised learning plans for all staff based on the Performance Development Framework.	In consultation with the principal, staff identified common school professional development goals based on identified areas within the school.	Early Action for Success allocated funds School Training and Development funds

Next steps

As a result of consultation processes, teachers will identify areas for professional development in 2016. It was decided to keep the two shared goals from this year in relation to new syllabus implementation and supporting students. Professional development in 2016 will focus on (1) Early Action for Success programs such as L3 (literacy) and TEN (numeracy), (2) Student and staff well-being, (3) Mandatory compliance modules and (4) Leadership.

Strategic Direction 3

Develop organisational practices to inspiring a culture of collaboration and engaged communication

Purpose

To embed across the whole community a positive culture and set of values based on the four values of safety, teamwork, achievement and respect which enable all students hand the wider school community to be highly engaged in education and develop a strong social conscience.

Overall summary of progress

During 2015, staff and students of Paxton Public School, engaged in a number of collaborative practices related to positive engagement around our PBL core values of Safety, Teamwork, Achievement and Respect. This consisted of whole school programs were students were provided with knowledge and experiences to display their positive behavior, resilience and citizenship skills. Staff monitored student behavior to determine focus areas during specified class and whole school lessons and worked collaboratively to build respectful relationships across the school community, to ensure a productive learning environment. The PBL set tool was conducted within the school, with staff and students interviewed on the implementation of PBL within the school. The results of the tool will drive future directions within the school.

During community events such as ANZAC services, Mother's Day/Father's Day, sporting activities, excursions and through partnership opportunities, Paxton Public School students showcased a range of

abilities both collectively and individually.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Students demonstrate resilience and positive behaviour techniques in the classroom and the playground	The majority of students demonstrated resilience and positive behaviour techniques. Resilience programs proved effective with students in Year 3-6 as to the use of Restorative practices when dealing with classroom and playground incidents. PBL passports were trialled during Term 3 and 4 for recording of positive behaviours.	\$500
At least 95% of students demonstrate resilience and positive behaviour techniques in the classroom and the playground each term.	Central data was monitored during the year to determine areas of assistance in the playground and classroom settings. At least 95% of students demonstrated resilience behaviour and positive behaviour in all settings. PBL end of term reward days proved successful and enjoyed by staff and students.	\$500

Next steps

Whole school PBL programs will continue in 2016 and will target key concerns within the school setting. A review of expectations within settings will be conducted early in the new year to determine PBL focus areas and use of language within the school. A review of the passports has led to a lanyard system to be trialled in term 2.

Key initiatives and other school focus areas

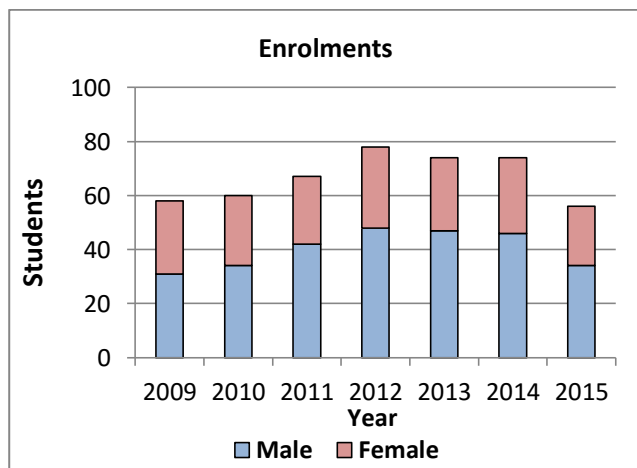
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>The school received funding to improve outcomes for Aboriginal students through RAM. These funds were used to help provide programs such as Books in Homes, additional Learning and Support Officers, subsidies camps and other activities to provide experiences for all students.</p>	<p>100% of Aboriginal students have PLPs which are evaluated every term.</p> <p>Staff members regularly attend the AECG meetings.</p>	<p>RAM Aboriginal Funding \$13426</p>
<p>English language proficiency funding</p>	<p>The school did not receive any funding in this area.</p>	<p>0</p>
<p>Targeted students support for refugees and new arrivals</p>	<p>The school did not receive any funding in this area.</p>	<p>0</p>
<p>Socio-economic funding</p> <p>RAM Equity Funding was used to provide additional Learning and Support Officers, programs and other resources in line with the school plan.</p>	<p>The school used these funds to provide extra support to students and teachers in the classroom, playground and on excursions.</p>	<p>RAM Socio-Economic funding \$35462</p>
<p>Low level adjustment for disability funding</p> <p>RAM Equity Funding was used to provide additional Learning and Support Officers, programs and other resources in line with the school plan.</p>	<p>The school used these funds to provide extra support to students and teachers in the classroom, playground and on excursions. Funds were also used to provide teachers to hold LST with the school counsellor, families and for planning to effectively support students.</p>	<p>RAM Low Level Adjustment for disability funding \$8411</p>
<p>Support for beginning teacher</p>	<p>The school did not receive any funding in this area.</p>	
Other school focus areas	Impact achieved this year	Resources (annual)
<p>Early Action for Success</p> <p>An Instructional Leader was funded for 1 ½ days within the week and her role was to evaluate, monitor and implement effective literacy and numeracy programs for K-2.</p>	<p>Staff were trained in L3 Kindergarten (literacy) and TEN (numeracy) and assisted with their programs by the Instructional Leader. The school purchased new classroom resources such as reading texts, quality texts to be read to students.</p>	<p>\$14350</p>

<p>Sporting grants</p> <p>Our school were successful in receiving sporting grants to assist with the implementation of a range of sporting programs.</p>	<p>Students and staff were involved in a range of programs such as gymnastics with Cessnock PCYC, surf safety with Hunter Lifesaving, Basketball program with Hunter Basketball.</p>	<p>\$5200</p>
<p>Cessnock Community of Great Public School</p>	<p>Our school worked collaboratively within schools within the Cessnock Community of schools to provide a range of programs for staff students. These programs included: speech therapy, professional development, student and staff well-being initiatives</p>	<p>\$1000</p>

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K	93.3	95.2	92.2	95.4	96.9	96.5	
	1	96.3	95.3	93.8	93.1	91.4	92.1	
	2	91.9	96.4	92.0	94.8	94.5	90.3	
	3	92.7	92.2	93.4	94.8	94.2	95.6	
	4	92.4	93.6	91.9	95.1	89.0	92.6	
	5	95.0	95.3	89.7	91.5	95.3	89.3	
	6	89.3	94.2	93.8	91.4	93.8	94.8	
	Total	93.1	94.6	92.5	93.7	93.7	93.2	
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4	
	1	94.2	94.2	93.9	94.5	94.7	93.8	
	2	94.4	94.2	94.2	94.7	94.9	94.0	
	3	94.5	94.4	94.4	94.8	95.0	94.1	
	4	94.5	94.3	94.3	94.7	94.9	94.0	
	5	94.4	94.2	94.2	94.5	94.8	94.0	
	6	94	93.8	93.8	94.1	94.2	93.5	
	Total	94.4	94.3	94.2	94.7	94.8	94.0	

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2,294
Teacher of Reading Recovery	0

Position	Number
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0.1
School Administrative & Support Staff	1.2
Other positions	1
Total	6,194

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Paxton Public School no employees identified as being Aboriginals.

Teacher qualifications (mandatory)

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25%

Professional learning and teacher accreditation

During 2015 at Paxton Public School, 1 teacher maintained their level of Proficient status and another teacher achieved the Proficient status. All teachers attend professional learning opportunities inline with the school's strategic directions.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	77334.25
Global funds	76013.54
Tied funds	199195.23
School & community sources	14781.83
Interest	2646.54
Trust receipts	4903.10

Canteen	0.00
Total income	374874.49
Expenditure	
Teaching & learning	
Key learning areas	11423.13
Excursions	13648.54
Extracurricular dissections	12818.07
Library	3280.93
Training & development	161.82
Tied funds	165557.36
Casual relief teachers	17421.46
Administration & office	31492.54
School-operated canteen	0.00
Utilities	13278.59
Maintenance	4458.18
Trust accounts	4767.90
Capital programs	0.00
Total expenditure	278308.52
Balance carried forward	96565.97

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.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN Reading

Average score, 2015	School		SSG		State DoE	
	407.2		387.3		422.4	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	1	2	4	3	4
Percentage in Bands	12.5	6.3	12.5	25.0	18.8	25.0
School Average 2011-2015	12.3	14.0	28.1	15.8	17.5	12.3
SSG % in Bands 2015	8.9	9.1	28.1	23.8	14.3	15.9
State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9

Year 3 NAPLAN Writing

Average score, 2015	School		SSG		State DoE	
	409.1		391.3		417.1	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	2	5	0	7	2
Percentage in Bands	0.0	12.5	31.3	0.0	43.8	12.5
School Average 2011-2015	0.0	17.5	24.6	22.8	28.1	7.0
SSG % in Bands 2015	3.6	8.6	26.9	27.7	27.5	5.7
State DoE % in Bands 2015	2.3	5.1	18.5	23.6	36.3	14.2

Year 3 NAPLAN Spelling

Average score, 2015	School		SSG		State DoE	
	385.5		385.7		413.3	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	1	3	7	0	3
Percentage in Bands	12.5	6.3	18.8	43.8	0.0	18.8
School Average 2011-2015	12.3	24.6	14.0	31.6	7.0	10.5
SSG % in Bands 2015	8.4	16.0	22.3	19.8	17.1	16.4
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1

Year 3 NAPLAN Grammar and Punctuation

Average score, 2015	School		SSG		State DoE	
	353.2		393.1		431.7	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	5	2	0	3	4	2
Percentage in Bands	31.3	12.5	0.0	18.8	25.0	12.5
School Average 2011-2015	19.3	15.8	21.1	21.1	15.8	7.0
SSG % in Bands 2015	8.5	13.2	18.9	26.9	16.9	15.5
State DoE % in Bands 2015	5.1	8.5	13.6	24.0	19.2	29.6

Year 5 NAPLAN Reading

Average score, 2015	School		SSG		State DoE	
	442.1		458.4		494.3	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	4	1	2	1	0
Percentage in Bands	0.0	50.0	12.5	25.0	12.5	0.0
School Average 2011-2015	2.2	24.4	33.3	15.6	13.3	11.1
SSG % in Bands 2015	10.4	27.0	25.2	18.1	12.7	6.6
State DoE % in Bands 2015	5.8	17.3	21.4	20.9	18.7	15.9

Year 5 NAPLAN Writing

Average score, 2015	School		SSG		State DoE	
	407.2		451.8		476.9	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	1	5	0	0	0
Percentage in Bands	25.0	12.5	62.5	0.0	0.0	0.0
School Average 2011-2015	13.3	15.6	46.7	20.0	4.4	0.0
SSG % in Bands 2015	12.2	16.5	38.8	24.4	6.9	1.3
State DoE % in Bands 2015	7.3	10.2	33.9	29.6	13.4	5.6

Year 5 NAPLAN Spelling

Average score, 2015	School		SSG		State DoE	
	438.2		473.4		501.4	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	2	3	1	1	0
Percentage in Bands	12.5	25.0	37.5	12.5	12.5	0.0
School Average 2011-2015	15.6	17.8	24.4	24.4	15.6	2.2
SSG % in Bands 2015	10.1	17.1	24.3	23.7	18.7	6.0
State DoE % in Bands 2015	5.7	11.6	20.4	24.3	25.5	12.4

Year 5 NAPLAN Grammar and Punctuation

	School		SSG	State DoE		
Average score, 2015	379.7		460.4	500.9		
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	3	2	1	2	0	0
Percentage in Bands	37.5	25.0	12.5	25.0	0.0	0.0
School Average 2011-2015	15.6	17.8	28.9	26.7	2.2	8.9
SSG % in Bands 2015	15.4	18.2	29.0	17.8	13.0	6.6
State DoE % in Bands 2015	8.2	12.3	23.5	20.7	18.8	16.5

NAPLAN - Numeracy

Year 3 NAPLAN Numeracy

	School		SSG	State DoE		
Average score, 2015	367.9		364.0	395.9		
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	2	4	3	5	0
Percentage in Bands	12.5	12.5	25.0	18.8	31.3	0.0
School Average 2011-2015	8.8	22.8	22.8	22.8	17.5	5.3
SSG % in Bands 2015	9.6	22.0	25.2	22.0	13.5	7.6
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5

Year 5 NAPLAN Numeracy

	School		SSG	State DoE		
Average score, 2015	457.6		459.1	493.1		
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	3	1	2	1	0
Percentage in Bands	0.0	42.9	14.3	28.6	14.3	0.0
School Average 2011-2015	7.0	16.3	27.9	32.6	9.3	7.0
SSG % in Bands 2015	7.6	27.5	31.0	19.4	9.1	5.3
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	87.5
Writing	100.0
Spelling	87.5
Grammar & Punctuation	68.8
Numeracy	87.5

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	75.0
Spelling	87.5
Grammar & Punctuation	62.5
Numeracy	100.0

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Policy requirements

Aboriginal education

During the year, specific targeting of academic outcomes for Aboriginal students were supported by RAM equity loading and staffing allocations. As a result Aboriginal education programs at Paxton Public School included to ongoing maintenance of PLPs for all Aboriginal students. During Term 4, in collaboration with a number of schools in the Cessnock area, we began to trial MGoals as a method of communicating local Aboriginal information to the community and wider. Our contribution to the creation of a Cessnock collective will continue into 2016 in partnership with other schools and under the direction of the local AECG. Aboriginal education is embedded in classroom practice and we actively encourage our Aboriginal students and families to contribute to the school.

Multicultural Education and Anti-racism

Multicultural education is embedded in all teaching and learning practices in 2015. Students participated in events and our school PBL core values play a large role in communicating the message of multicultural education and Anti-racism within the school and community.

Excursions

During 2015, students and staff participated in a number of excursions as part of a community of small schools with Millfield, Mulbring and Congewai Public Schools. End of year activities also included a farewell day for our Year 6 students heading off to high school.



Parent/caregiver, student, teacher satisfaction (mandatory)



Sporting Programs

Students participated in a number of quality sporting programs and activities during the year. This included the Small Schools swimming, athletics and cross country carnivals. During term 3, students participated in an intensive gymnastics program at Cessnock PCYC. Activities included trampolining, apparatus and floor programs. Students thoroughly enjoyed their weekly visits to the centre.

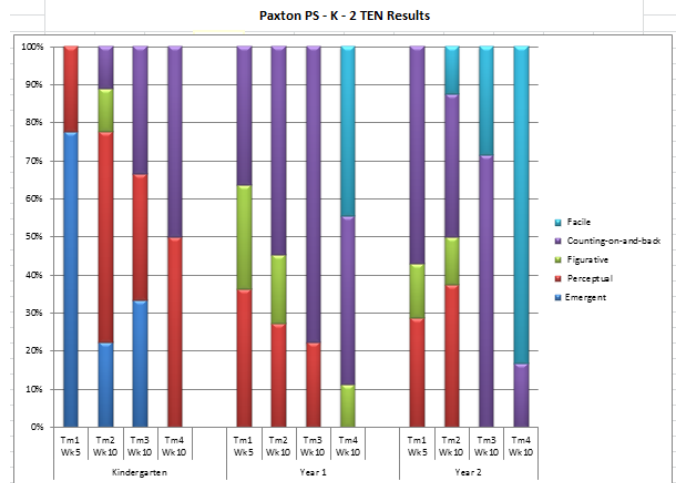


In Term 4, Hunter Basketball provided a 10 week intensive basketball clinic. Students developed their skills in a variety of basketball skills under the tutorage of qualified staff.



TEN (Targeted Early Numeracy)

During 2015, staff attended and implemented numeracy programs based on TEN. This practice has become embedded into classrooms and will continue to be a focus of classrooms K-2.



Positive Behaviour for Learning (PBL)

Over the year, students participated in class and whole school based activities that focused on our core values of Safety, Teamwork, Achievement and Respect. Students learnt how to contribute to a positive school environment, developed resilience and self-monitoring skills. Students were rewarded with mid term and end of term reward days such as discos, movies and a water fun afternoon.

