

Paxton Public School (2846) **School Plan, 2012 – 2014**



Revised in October, 2012, as a result of the 2012 National Partnership (Low SES) Evaluation Report

Learning Is Not For School, But For Life

SCHOOL CONTEXT

Paxton Public School is a well-resourced school in a semi-rural area in the lower Hunter Valley. The school's programs enjoy strong community support as evidenced by community surveys over recent years. The school has a strong focus on meeting students' needs and potential in academic, social and welfare contexts through a highly personalised approach. The school promotes its core values of Safety, Teamwork, Achievement and Respect (STAR.) in weekly whole-school PBL sessions and with daily recognition at assemblies. Paxton Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS), which encompasses the sixteen public schools serving the Cessnock community. CCGPS is a collaborative group and works to maximise student achievement and raise the public profile of public education within the Cessnock area under the values of Collaborate, Inspire and Achieve.

There is a wide range of ability amongst the 79 students, 18 of whom identify as Aboriginal. In 2012, for the first time, student numbers required a fourth class to be formed but it is unclear at this stage if that will be continued in 2013. The student body includes four students who have retained integration funding and the school has had considerable success in transitioning students from centres such as ASPECT. The school has a small band of parents who are active P and C members and raising the levels of home / school partnerships remains a priority area. The school is also working to raise the involvement of parents of Aboriginal students in collaboratively developing Aboriginal education plans in both individual student and whole-school contexts. This aspect of the Aboriginal education planning matrix was rated as level 3 by the school evaluation committee in conjunction with Aboriginal parents, whose opinions and thoughts were sought by the school self-evaluation team at relevant times. The thoughts and opinions of a member of the executive of the local Aboriginal Educational Consultative Group (AECG) were also sought during the preparation of this report.

A wide range of achievement was apparent within the school's results in the 2012 NAPLAN. In Year 3, the school did not meet the school's targets in reading or numeracy and was over represented in the lower bands in reading. In Year 5, the school equalled or bettered school and regional targets for all students in reading and numeracy. In Year 7, the school was over represented in the lower bands in numeracy but matched regional targets for all students for proficiency in reading and numeracy. An analysis of growth data for Year 5 students reveals that 60% in reading and 90% in numeracy met or exceeded expected growth and, in both cases, the average scaled score growth exceeded that of all students in the state. The group included Aboriginal students and their average growth exceeded DEC Aboriginal students' growth in both areas. However, due to the small number of Aboriginal students in each cohort, any statistical analysis of NAPLAN could be misleading. The focus for Aboriginal students is the achievement of the outcomes in their PLPs. Among Year 7 students, 70% in reading and 37.5% in numeracy met or exceeded expected growth. Analysis of school performance in recent years demonstrates a steady improvement in several key areas, particularly the consistent growth in the percentage of students achieving proficiency in Years 5 and 7 in both reading and numeracy. This growth is, perhaps, reflected in the fact that, of the eligible cohort of 11 Year 6 students, the six students who applied for the 2013 selective Year 7 classes at MVHS were all successful. Members of this group also formed the school's team for the Mayoral Academic Challenge, a highly contested competition for all local schools, in which they earned second place.

Attendance rates for the first semester 2012 are 92.5% for all students (93.3% for 2011) and 91.8% for Aboriginal students (94.5% for 2011).

The school staff consists of a teaching principal, 5 teachers, 4 School Learning Support Officers (SLSOs), a School Administration Manager and a School Administration Officer (1 day per week). A general assistant (GA) is allocated one day per week and has the responsibility of maintaining the school and the upkeep of the extensive grounds. A school counsellor visits the school on a limited but regular timetable and is available to offer support to the students and provides specialist support and advice for the teaching staff. The teaching staff at the school are all confident and competent in the skills and strategies of small school education and keenly adopt a cooperative and collegial approach to student support issues and the development of whole school planning. During 2012 two teachers began full training in Accelerated Literacy (AL), which they have introduced to their classes with pleasing initial results. They also explained aspects of AL to their colleagues in professional development sessions. Teaching staff are

all trained in Quality Teaching, which is implemented in all classrooms. Two staff members have participated in the intensive Quality Teaching course and have shared their experience and knowledge with other staff in structured professional development sessions. The self-evaluation committee, in conjunction with the balance of the teaching staff, rate Quality Teaching within the school as level three (Implementation) in most categories of the Draft Implementation Matrix. Professional learning is ongoing and is focussed on enhancing Quality Teaching proficiency, upgrading skills and knowledge that will assist in the meeting of school targets and catering to individual interests and abilities. A feature of the school is that technology is widely integrated in teaching and learning. However, it is agreed by the teaching staff that a structured exposure to a wider range of software applications is required. Every teaching space is equipped with an interactive whiteboard, including the computer room, which was completed and commissioned towards the end of 2011.

Several programs run within the school to advance student learning and the Semester 2 intervention chart demonstrates that 23 students, or over one quarter of the student population, are receiving some additional assistance in their learning. MULTILIT is a reading intervention program which has had outstanding results with targeted students, particularly students in Years 3 and 4 whose self-esteem and general class participation was negatively affected by lack of reading confidence. Students on the program this year achieved an average increase of 7 PM reading levels. Priority Schools Program (PSP) funds have, for many years, been utilised to provide an additional literacy group and this format will continue into 2013 with guaranteed equity funding. The extra group allows for smaller, graded teaching groups. Several students have Individual Learning Plans, developed by classroom teachers, STLA and, frequently, parents or carers, which may include individual tuition and/or support within the class. Art of Conversation is a spoken language program that seeks to reinforce appropriate conversational behaviours and language patterns in our students. The program was developed within the school and operates successfully on four mornings each week with a rotation of senior students to lead and assess the conversation with the help of trained SLSOs. The school's peer reading program operates on four mornings each week and reinforces aspects of reading from sight word recognition to fluency reading of advanced texts. It is considered to be very effective by teachers, students and parents and its role in promoting responsibility and the importance of citizenship within students is also seen as an important part of the fabric of the school. QuickSmart is funded by NPLSES and has been very successful in advancing students' ability with number. Results of assessments demonstrate an effect size of between 0.6 and 0.8, or greater, in all aspects of accuracy and fluency. Improvement in PAT standard test was 0.7. Partnerships in Education (PIE) is a program introduced in 2011 which has the dual aims of increasing meaningful parental involvement in their child's education and in the school and, consequently, leading to improved learning outcomes. Input by all parties contributes to a personal learning plan with agreed goals in literacy, numeracy and another appropriate area. In 2011, the program resulted in a personal learning plan developed for over 80% of students. However, this year the rate was only 70%. Importantly, the same lack of growth was seen in the generation of Personalised Learning Plans (PLPs) for Aboriginal students, with 85% of students having an effective PLP, short of the targeted 100%. The self-evaluation team and focus group of parents agreed that more personal, individual approaches was the only way to improve this figure consistently so that PIEs and PLPs eventually become institutionalised within the school. Books in Homes is another program that is funded by NPLSES; by the school directly for the majority of students and by CCGPS for Aboriginal students. An assessment of its success and acceptance within the school was undertaken so that the question of its sustainability post National Partnerships would be properly informed.

The school is situated within an area that, traditionally, has had high youth unemployment and, historically, a low retention rate at local high schools. There is a continuing awareness within Paxton school staff that K-6 education has an integral role and responsibility in improving these statistics. Focussed careers education strategies, were continued across the school in 2012. These strategies sought to increase awareness amongst our students and the wider school community of the important contribution of primary education to a successful journey in education towards a fulfilling, working life for our students.

School staff judgement, student levels of achievement, regional guidelines, NPLSES priorities and previous community consultations all indicate that the school's priority areas should be an ongoing emphasis on Literacy and Numeracy along with maximising student and community engagement with all aspects of school life. These areas have been the focus of recent annual plans and, as the information above demonstrates, there have been mixed results. Results from Year 5 have been consistently improving and this has been carried forward into Year 7 at the proficient level but not all students are continuing to progress at high school, as shown by the increase in the number of students at or below NMS.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
<ol style="list-style-type: none"> 1. Literacy 2. Numeracy 3. Student and Community Engagement 4. New Syllabus documents and Australian Curriculum 	<ul style="list-style-type: none"> • To improve all students reading and comprehension skills. • To improve all students ability with number. • To increase the levels of student and community engagement in all areas of school life. • To prepare staff and school for the implementation of new syllabus documents
TARGET/S	
<p>Increase the percentage of students achieving their year appropriate cluster on the DEC literacy continuum in reading and comprehension from 65% in 2012 to 75% at the end of 2014. The target for 2013 is 70%.</p> <p>Increase the number of students achieving their year appropriate or better position in number from 66% in 2012 to 72% in 2014. The target for 2013 will be 69%.</p> <p>Indicators demonstrate a strengthening home – school partnership and increasing levels of student engagement as evidenced by student and parent survey results and parent participation in P and C and other school activities.</p>	
PRINCIPAL'S SIGNATURE	SED ENDORSEMENT DATE

SCHOOL IDENTIFIED PRIORITY : Literacy

OUTCOME/S	To improve all students reading and comprehension skills and, as a result, overall literacy.	TARGET/S	Increase the percentage of students achieving their year appropriate cluster on the DEC literacy continuum in reading and comprehension from 65% in 2012 to 75% at the end of 2014. The target for 2013 is 70%.
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Priority Area: Literacy

Indicators	Strategies	Timeframe			Responsibility	Reform	Funding Source/ Budget
		2012	2013	2014			
<p>Ongoing innovative timetable for literacy focused on a personalised approach to meet individual literacy needs</p> <p>Best Start continued with improved implementation.</p> <p>All students' learning needs in Literacy are catered for.</p> <p>High levels of student engagement in literacy activities supported by Quality Teaching framework evident in all programs and activities.</p>	<p>Equity funds will facilitate an extra class for literacy groups Mon-Thurs, 9-11am to ensure personalised approaches to meet student needs are implemented. Groups will be based on students' abilities and some social and management considerations. Kindergarten students will form one group, if possible.</p>		→		Principal, Classroom teachers	3 and 4	Equity staffing component. 0.1 PSP funds \$8500
	<p>PSP and other DET support staff will assist in improving student achievements with intensive programs to better meet individual needs of students, providing professional learning and the development of school programs that support school targets.</p>			→	Principal, classroom teachers		TPL funds
	<p>Best Start continues to identify Kindergarten students' skills and needs and consequently inform teaching programs.</p>			→			
	<p>A support teacher role will be continued to capture students at risk of not meeting stage outcomes in Literacy and Numeracy, to assist C/T in the development of PLPs for those students and to coordinate appropriate units of learning for GATS students.</p>		→		Principal, classroom teacher	3,4 and 5	Teacher 1 day per week = \$15200 NPLSES Funds (Personnel)\$15200

	Continuing professional development by all teaching staff will provide direction and increase staff capacity in the use of SMART and its implications for classroom planning and practices. Develop central recording of assessment data which is easily accessible by staff and updated frequently.			→	Principal, SDO, LMG	TPL funds
	Data from NAPLAN, standardised tests and class assessments used to identify students' learning needs and to inform classroom, STLA and GATS decisions			→	All teaching staff	
	QTF is embedded in all Literacy programs, lessons and assessments. All staff aware of, and cater for differing learning styles, recognise and include aspects of Aboriginal education and boys' education theories in their teaching. (See note re QTF focus in Student Engagement section.)			→	Principal, classroom teachers	3,4,5
	School continues with existing successful programs: School-wide public speaking leading to zone competition entries, School-wide intensive spelling program leading to Premier's Spelling entries, School-wide peer reading focussing on sight words and fluency reads, Art of Conversation (a talking and listening program) Senior students trained as leaders to enhance sustainability, and PSP writing and debating competitions.			→	Principal, classroom teachers, peers reading coordinator.	3,4,6 PSP funds: \$3500 Personnel (not certain beyond 2012)
Number of students in lower two bands in Years 3,5 and 7 is decreased.	Continue to deliver MULTILIT reading program to identified students. Purchase materials.			→	Principal, Multilit tutor and coordinator	4,5 1 tutor x 10 hours per week for year = \$15800 School coordinator x 0.5 day per week for

							year= \$7600 NPLSES funds: Literacy resources=\$428 Personnel=\$23400 TOTAL=\$23800
	Continue Books in Homes program for all students to promote student and parent engagement with reading. Activities to encourage greater community participation to be introduced.			→	Principal, librarian	3,6	NPLSES funds: Literacy resources=\$6240
Strengthened accountability in all NPLSES schools through rigorous Internal Reviews	Annual Internal Reviews and evaluations are conducted to evaluate effectiveness of current practice and determine future directions and meet requirements of NPLSES. Results reported in SRA and published on school web site.	→	→	→	Principal, school self- evaluation committee.	5	3 days release to prepare reports. NPLSES funds (personnel)= \$1200
Enhanced school capacity to lead classroom teachers in improving student learning outcomes.	Use the Team Leadership for School Improvement (TLSI) program to improve and sustain results in key areas for school improvement. School team plans implementation at school level for Phases 2 and 3. These phases will be delivered by the principal with the support of the Regional Coordinator with an initial whole day professional development day.			→	Principal, SDO, Regional coordinator	1,2	1 day release for each teacher, 6 days NPLSES funds personnel =\$2400
	Develop school-wide scope and sequence for the explicit teaching of aspects of language, grammar and sentence structure. Develop K-6 approach to teaching of exposition. Explicitly teach editing skills leading to higher expectations in writing performance.	→			Principal, PSP consultants, classroom teachers		
	Continue to evaluate spelling within the school, develop a scope and sequence with an emphasis on mastering high frequency words in the early years and a progressive understanding of spelling conventions and rules. Ensure spelling is part of quality work across the KLAs. Support parents with information about the teaching of spelling.	→		→	Principal, PSP consultants, classroom teachers		

	Students identified as Gifted and Talented are catered for with a range of strategies and activities: <ul style="list-style-type: none"> • debating teams • writing competitions • Mount View GATS program • higher order thinking and open ended tasks within small literacy groups • support regional GATS camps viewing and participating in the performing arts				Principal		

SCHOOL IDENTIFIED PRIORITY : Numeracy

OUTCOME/S	To improve all students' ability with number and, as a result, numeracy.	TARGET/S	Increase the number of students achieving their year appropriate or better position in number from 66% in 2012 to 72% in 2014. The target for 2013 will be 69%.
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Priority Area: Numeracy

Indicators	Strategies	Timeframe			Responsibility	Reform	Funding Source/ Budget
		2012	2013	2014			
<p>Explicit teaching of numeracy is evident in all teaching programs and classrooms.</p> <p>Best Start assessment process in place and programming is appropriate. SENA testing demonstrates improvement in student outcomes.</p> <p>Parents report greater understanding and ability to assist their children at home.</p>	<p>SMART data and school data used to refine and develop teaching and learning in Numeracy. A focus area for improvement has been identified as problem solving skills. School-wide strategies introduced in Term 4, 2011 and continued into 2012. Problem solving to form part of weekly units.</p>			→	Principal, classroom teachers	3,4	
	<p>Mental computation skills and number facts will form part of all maths units. A school-wide system of number facts assessments will be developed to indicate development in this area. This will be supported by a whole school intensive number facts program in Term 2.</p>			→			
<p>High levels of student engagement in Numeracy are observed and reported.</p> <p>All students' learning needs in Numeracy are catered for.</p>	<p>Provide professional learning in Numeracy which promotes teacher competence and confidence, the incorporation of the working mathematically strand into teaching programs, reflects the QTF and caters for a range of learning styles</p>			→	Principal		TPL, global funds
	<p>Quality Teaching Framework and use of ICT in Maths activities engages all students, caters for differing learning styles and recognises and includes aspects of Aboriginal education and boys' education theories.</p>			→	Principal, classroom teachers		

	Data from NAPLAN, standardised tests and class assessments used to identify students learning needs, to inform STLA and GATS decisions and lead to personalised learning plans where appropriate				Principal, STLA, classroom teachers		
	Numeracy at Home, a PSP project, will continue on alternate terms with involvement from parent/carers. Weekly hints and strategies included in newsletter.				PSP community coordinator		Global funds for materials, \$500
	Parent / carer community involved in organisation and running of whole-school maths activities days each semester.				Principal,PSP community coordinator		PSP funds: \$500 for materials
Increase the number of students exceeding the minimal standard in numeracy in Years 5 and 7 in numeracy	Continue the implementation of <i>QuickSmart</i> Numeracy Individual Intervention with students in Years 4, 5 and 6. <i>QuickSmart</i> Numeracy aims to improve students' understanding and recall of basic number facts, performance of elementary calculations, and problem solving skills. Pairs of students participate in 30 minute lessons three times a week.(QuickSmart program examined for sustainability of key elements within the classroom and school post NPLSES)				Principal, tutor, coordinator	3,4,5	NPLSES funds, future unclear after program. <i>QuickSmart training</i> :: \$400 per day x 2 day x 1 School Coordinator = \$800. \$200 per day x 2 day x 1Tutor = \$400. NPLSES TPL \$1200 <i>QuickSmart implementation</i> : 1 Tutor x 5hrs per day x3 days for year = \$23700 School Coordinator x 0.5 days per week for year = \$7600 <u>NPLSES Personnel \$31300</u> <u>NPLSES TPL \$1200</u>

SCHOOL IDENTIFIED PRIORITY : Student and Community Engagement

OUTCOME/S	To increase the levels of student and community engagement in all areas of school life.	TARGET/S	Indicators demonstrate a strengthening home – school partnership and increasing levels of student engagement as evidenced by student and parent survey results and parent participation in P and C and other school activities.
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Priority Area:

Indicators	Strategies	Timeframe			Responsibility	Reform	Funding Source/ Budget
		2012	2013	2014			
<p>All students engaged at appropriate levels of learning within quality learning environments that cater for their individual and collective needs.</p> <p>Growth in parent/community involvement in P and C and measurable increases in completion rates of homework and participation rates in home reading and Numeracy at Home are evident.</p> <p>Students will have a clear understanding of behaviour and learning expectations within the school setting and classroom and playground behaviour referrals are reduced.</p>	<p>Continue three way conferencing in Week 5 of Term 1 to produce a personal plan for each student that includes clear, simple and agreed targets in literacy and numeracy and promotes ongoing involvement in students' education by parents. Plans followed up by teachers in term 2 and 3.</p>			→	Principal, all teachers	4,5	Global funds
	<p>QTF will be embedded in all teaching programs, lessons and assessments to ensure that all learning styles and student groups are catered for. School staff will support students at risk of not meeting national standards, explicitly teach concepts and skills and provide open ended tasks for extension. In-school professional development will focus on one dimension of QTF in each of Terms 1, 2 and 3 to promote a consistent understanding and application of the pedagogy.</p>			→	Principal, all staff	3,4,5	TPL funds, global funds 7 days release for PD: NPLSES funds=\$2800
	<p>In line with the priority areas in the school plan, and to cater for their perceived needs and interests, all staff are to develop professional learning plans, which link to the National Partnerships reforms where appropriate. These are to be completed in consultation with the principal.</p>			→	Principal	3,4,5	

Develop music and drama programs throughout the school and community.	Beginning teacher is supported with mentoring by experienced staff in the school and visiting neighbouring schools.	→			Principal, mentor teacher	Beginning teachers funds
	Gifted and Talented program developed which identifies students across all areas of school life and individual programs or opportunities are pursued to cater for their needs			→		
	PBL introduced into classrooms and consolidated in non classroom settings focussing on Safety, Teamwork, Achievement, and respect (STAR). Explicit lessons developed to introduce expectations in specific settings.	→	ongoing			Principal, PBL coordinator, classroom teachers
	Embed Aboriginal perspectives in classroom learning activities, recognise and celebrate significant days and develop Personal Learning Plans. Provide class support for Aboriginal students and their families . Develop closer relationships with local Aboriginal community and support all AECG and Local Management Group initiatives in Aboriginal education. Use Aboriginal Education and Training Policy and Dare to Lead guidelines to increase staff and student cultural competencies. Complete work on the Reconciliation Garden within the school. Continue to participate in all LMG Aboriginal education activities including Cultural Competencies workshops and camps and whole-school art days.			→	Principal, classroom teachers	
	Continue to promote Paxton Public School within the immediate and broader communities as a happy, secure and successfully engaging learning environment for children by: <ul style="list-style-type: none"> Community guest speakers (ex-students, local community members, sportspeople) are invited regularly to support careers education, Middle Years strategies, KLAs and boys/girls interests. Investigate a weekly story time/ playgroup for 			→	Principal, classroom teachers	PSP funds the development of home school partnerships: \$3700

	<p>initial school experiences.</p> <ul style="list-style-type: none"> • Involve parents and grandparents in planning and presenting activity days focussing on aspects of crafts, Maths and personal safety • Continue to work with interested parents to develop social networking and support for parents of children transitioning to high school. • Introduce Dad's Day and Grandparents day to the school calendar • Liaise with local pre-schools 						
	<p>Continue with programs that enhance student wellbeing: values education, personal safety programs, Active After School, Sip and Crunch, whole-school PE, choir and Positive Behaviour for Learning.</p>	→			Classroom teachers		
	<p>Following school involvement with The Song Room, continue with focus on Creative and Performing Arts with whole-school rotations on Fridays.</p>	→			Classroom teachers		
<p>School works productively with Mount View High School to develop closer and more frequent contact and communication between schools, staff and students, which supports the engagement and continuing achievement of Paxton and Mount View students</p>	<p>Support all Mount View High School initiatives and strengthen a K-12 curriculum continuum by:</p> <ul style="list-style-type: none"> • Developing common programs, terminology etc; • Accept shared ownership of Year 7 performance, specifically student data for ex-students of Paxton; • Clearly establish for all students and the wider community that K-6 schooling is part of a continuum of education leading towards Year 12 and further study or employment • Extend aspects of Years 6/7 transition to include all Stage 3 students. • Support and assist in progression of GATS focus and shared intervention and transition responsibilities of vulnerable students • Continue with the development of whole-school approach to careers education based on the Kurri Kurri Learning Community model and provide professional learning and planning opportunities for staff. A careers reference embedded in all appropriate units. 	→			Principal, classroom teachers, MVHS transition team		

	<ul style="list-style-type: none"> Continue with successful careers day in 2011 by conducting them on alternate years. 						
School attendance rate will match or better the state average	<p>Communicate with parents to reinforce the legal obligation and importance of regular school attendance by their children.</p> <p>Implement recognition of students with attendance rates achieving state attendance rate strategies.</p> <p>Implement individualised programs for students not achieving an attendance rate of 90%.</p>				Principal, HSLO		
Increased integration of ICT in teaching and learning programs and within the wider community is evident.	<p>Continue to improve school website and include useful links to assist with homework, research and access to current school news. Class pages to be updated at least once per term and all permission and information notes to be posted for download.</p> <p>Survey parents/carers to determine levels of satisfaction with website and areas for improvement.</p>				Principal, SAM, classroom teachers		
	<p>Provide Professional Learning for all staff in:</p> <ul style="list-style-type: none"> Interactive White Board Connected Classroom Technology lesson plans Technology management Search engines Technology as a learning tool Technology as a communication tool, Wikis and blogs <p>Original Smartboard projectors upgraded to ultra short throw model and 4 notebook computers purchased.</p>				Principal	3,6	<p>TPL funds, DET resources</p> <p>NPLSES funds technology hardware:\$7850</p>
An inclusive, varied and engaging sports program throughout the school and community is evident.	<p>Continue the successful sports program involving Millfield, Paxton, Ellalong and Congewai Public Schools in a series of sports. Skills development in these sports culminates in a sporting and social gala day in Terms 1, 2 and 3. Events involve the integrating of students from the 4 schools and encourage the involvement of parents and community.</p>				All staff		

SCHOOL IDENTIFIED PRIORITY : Student and Community Engagement

OUTCOME/S	School and staff are fully prepared to implement new syllabus document on DEC timeline.	To prepare staff and school for the implementation of new syllabus documents
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Priority Area:

Indicators	Strategies	Timeframe			Responsibility	Reform	Funding Source/ Budget
		2012	2013	2014			
	<p>Implementation of new syllabuses will begin in term 3, 2012 with a gradual engagement with the documents leading to a review of the school curriculum and development of teaching units. Professional Learning materials from CLIC and PLLD, small school networks and CCGPS sponsored activities will be utilised in this process.</p> <p>Full implementation of the new syllabus documents, within an appropriate and vibrant quality teaching environment will take place by the beginning of 2015, or earlier.</p>				Principal and classroom teachers		PL funds may be utilised in 2012 but will certainly be required in subsequent years as combined small school syllabus networks and other opportunities are developed and implemented.
