



Education &  
Communities

Public Schools NSW

2846



# Paxton Public School Annual School Report

# 2012



## Our school at a glance

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. We promote our 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 member of the Cessnock Community of Great Public Schools (CCGPS), which encompasses the sixteen public schools serving the Cessnock community.

### Students

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. The student body includes four students who have retained student disability funding and the school has had considerable success in transitioning students from centres such as Autism Spectrum Australia (Aspect) schools.



### Staff

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 our 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.



### Significant programs and initiatives

Paxton Public School is very well resourced and receives a significant amount of additional funding through programs such as Low SES National Partnerships, Equity and Integration. This has allowed us to employ an additional teacher and support staff to provide close, quality instruction to our students.





## Student achievement in 2012

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	81.8
Writing	90.9
Spelling	81.8
Grammar & Punctuation	90.9
Numeracy	90.9

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	90.0
Numeracy	100.0



## Messages

### Principal's message

The 2012 school year has been an exciting one, with many events and activities that have combined to ensure our school community has had a successful and positive year.

Our school has been very lucky to have received Low SES National Partnership funding and Equity funding. These funds have been used to provide close instruction for our students, to develop a range of quality programs and to provide professional learning for our staff.

I am proud of our school's peer reading program which 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.

Partnerships in Education (PIE) is a program 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 any other appropriate area.

I would like to congratulate and thank the entire school community. This includes parents, families, students, teachers and support staff for their wonderful efforts and enthusiasm during 2012.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Megan Avery (Relieving Principal)**



### P & C message

Paxton Public School's Parents and Citizens Association works closely with the school and in 2012 supported school activities and held the following fundraising events.

- Easter Hat Parade – Raffle and Pizza Day

- Canteen at the Small Schools Carnival
- Mother's Day stall and raffle
- Chocolate drive
- Father's day stall and raffle
- BBQ for NAIDOC day
- Book Parade – Pizza day
- Children art work calendars
- Christmas raffle

We supplied the Year 5 students last year with senior shirts and calculators and donated \$500.00 towards their end of year excursion.

We were fortunate enough to receive a Volunteers Government Grant for \$2950.00 to purchase canteen equipment.

Our fundraising goal for 2012 was to raise funds to go towards covered walkways and extra seating for children.

I would like to thank the following P&C committee members for their dedication and support throughout the year.

- Vice President: Theresa Neville  
 Secretary: Samantha Johnson  
 Treasurer: Tracey Harrington  
 Canteen Supervisor: P. Dawes/Amanda Pace

I would also like to thank the volunteers and parents/carers for their support throughout the year.

**Leeanne Ledbrook**

**P & C President**



## Student representative's message

Being a school captain at Paxton Public School in 2012 was a great honour and we enjoyed all challenges that made the role such a memorable and enjoyable experience.

Congratulations to the captains for 2013 and we hope that you have a great time leading your peers.

**Annamarie Graves & Hayden Cashmere**

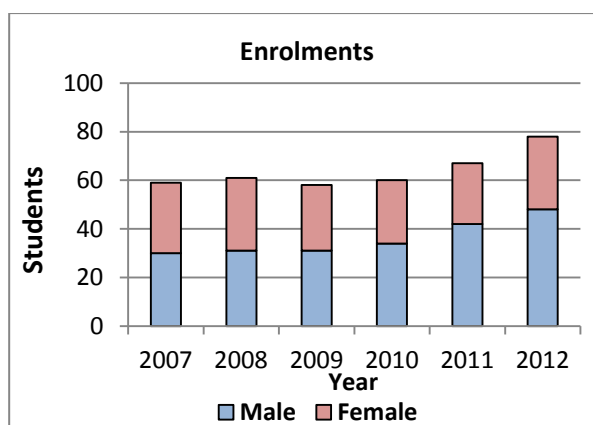
## School context

### Student information

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

### Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012
Male	30	31	31	34	42	48
Female	29	30	27	26	25	30



## Student attendance profile

Year	2008	2009	2010	2011	2012
K		95.3	93.3	95.2	92.2
1		91.2	96.3	95.3	93.8
2		92.1	91.9	96.4	92.0
3		93.2	92.7	92.2	93.4
4		93.3	92.4	93.6	91.9
5		85.1	95.0	95.3	89.7
6		92.1	89.3	94.2	93.8
<b>Total</b>	<b>92.7</b>	<b>92.2</b>	<b>93.1</b>	<b>94.6</b>	<b>92.5</b>

## Management of non-attendance

Management of the non-attendance at Paxton Public School is supported by the Home School Liaison Officer, who assists with identifying students with high absenteeism. Parents are made aware of their responsibilities to ensure their children attend school through regular communication including notices in the school newsletter, telephone calls and individual letters.



## Staff information

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

## Staff establishment

In 2012, students were supported by a teaching principal, two permanent classroom teachers and another two teachers who each worked four days per week as teacher/librarian and support teachers, under the school's PSP and National Partnerships programs.

The school was also supported by a full-time school administration manager, a general assistant for one day per week and several school learning support officers in part time roles.

Additionally, the school has access to a school counselor and specialist support staff on a needs basis.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Paxton Public School has one staff employed at the school who identifies as being Indigenous Australian.

## Staff retention

The staff of the school was unchanged from 2011.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	





## Financial summary

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

Date of financial summary	30/11/2012
<b>Income</b>	\$
Balance brought forward	160190.91
Global funds	63501.60
Tied funds	98408.16
School & community sources	10387.22
Interest	6794.42
Trust receipts	3934.78
Canteen	0.00
<b>Total income</b>	<b>343217.09</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	8057.02
Excursions	9530.99
Extracurricular dissections	10410.17
Library	2407.88
Training & development	0.00
Tied funds	146416.71
Casual relief teachers	15122.21
Administration & office	30308.91
School-operated canteen	0.00
Utilities	10079.77
Maintenance	17628.27
Trust accounts	3403.35
Capital programs	0.00
<b>Total expenditure</b>	<b>253365.28</b>
<b>Balance carried forward</b>	<b>89851.81</b>

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2012

### Achievements

#### Arts

The creative and performing arts was a strong focus within our school in 2012.

The rotation system for the teaching of Creative and Performing Arts (CAPA) continued every Friday this year with great success. Students, in class groups, experienced blocks of music, art and

drama lessons during the year, with individual teachers taking one strand each. Both students and teachers reported that they enjoyed the format and also the fact that every student had every teacher in the course of the rotations.

The whole school choir practiced every Friday and performed at special assemblies and functions throughout the year. The school also entered the Hunter Valley Gardens Choir Competition with every student participating. This whole school approach once again drew complimentary comments and praise from the judges.

Some students from our school were involved in the Cessnock Community of Great Public Schools choir, a learning community initiative that caters for gifted and talented singers.





## Sport

Throughout 2012 Paxton Public School students participated in a variety of sporting events and skills programs. We believe that sport and exercise form an important part of school life and teachers model the integral aspects of healthy living daily.

2012 provided many highlights for students at Paxton PS . Our school participation included:

- joining with students from neighbouring small schools to participate in gala days that not only stressed sporting skills and teamwork but were valuable social experiences;
- representing our school at the small schools' athletics, swimming and cross country carnivals;
- supported local gala days for schools in different sports, such as touch football;
- participating with great success in a whole school intensive swimming program aimed at improving confidence and competence in the water;
- being a part of the combined small schools' team, advanced to zone carnivals in several events; and
- supporting the school's athletics, cross country and swimming carnivals, which were successful days, very well attended by parents and community members.
- Involvement in Active After- School Communities that saw a variety of sporting activities being offered to

students. These included basketball, golf and archery.

- Jump Rope for Heart participation that involved all students and staff.



## Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

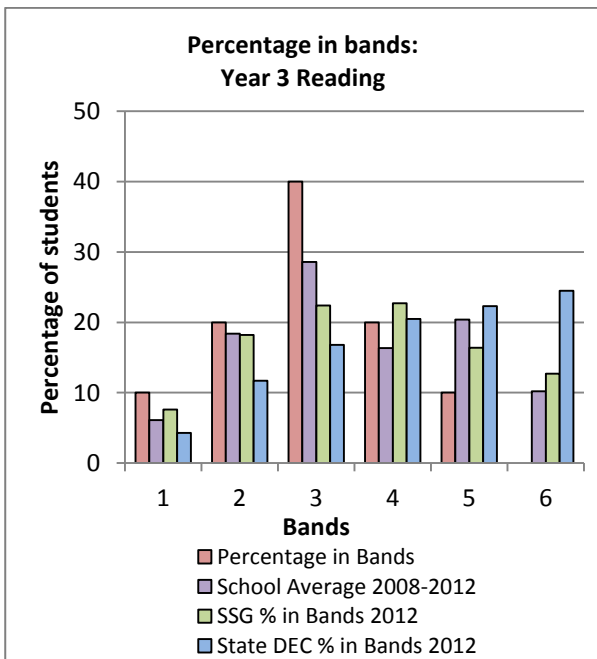
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

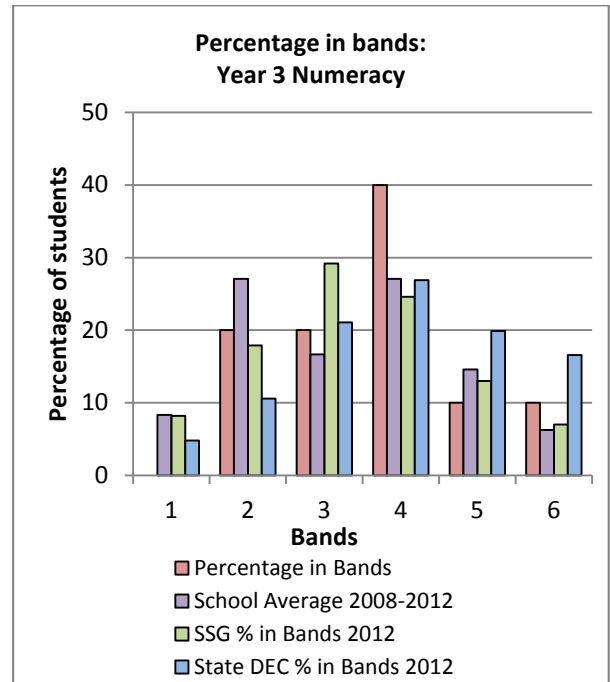


### Reading – NAPLAN Year 3

Our results in 2012 are characterized by 81.8% of Year 3 students reading at or above the National Standard; 90.9% of Year 3 students at or above the National Standard in writing; 81.8 % at or above minimum standard for spelling and 90.9% at or above minimum standard for grammar and punctuation.

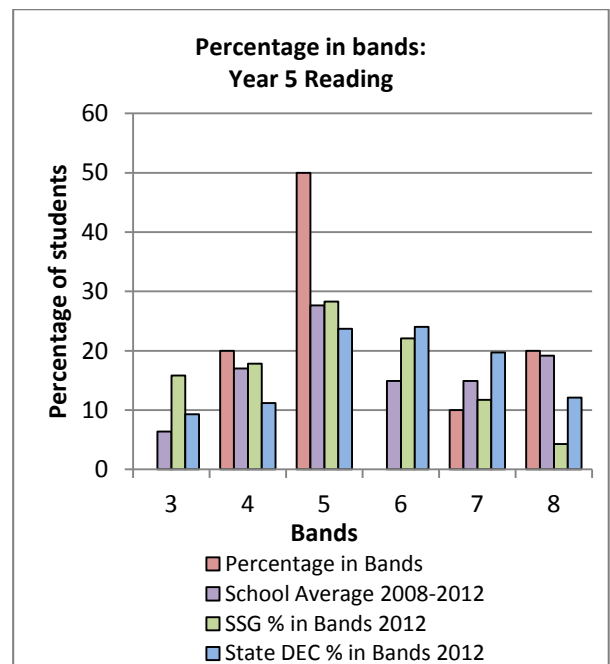


### Numeracy – NAPLAN Year 3

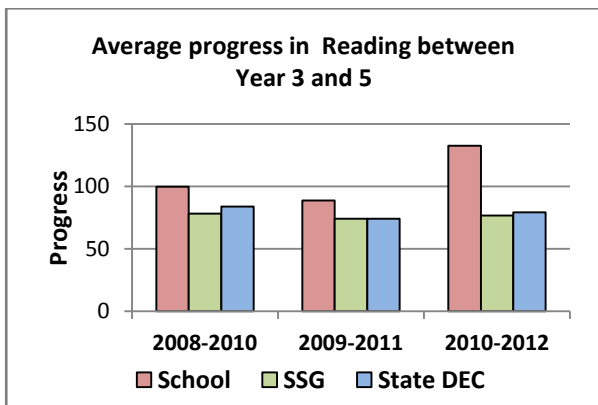


### Reading – NAPLAN Year 5

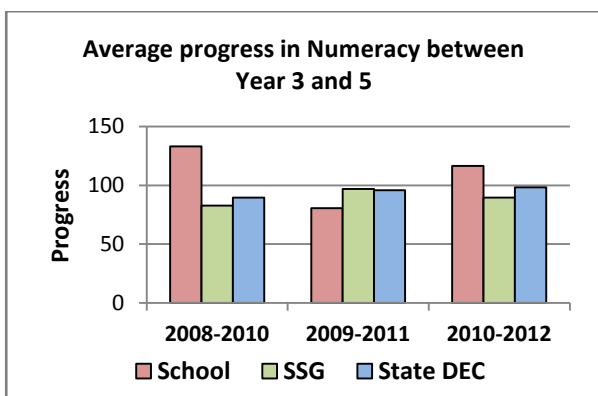
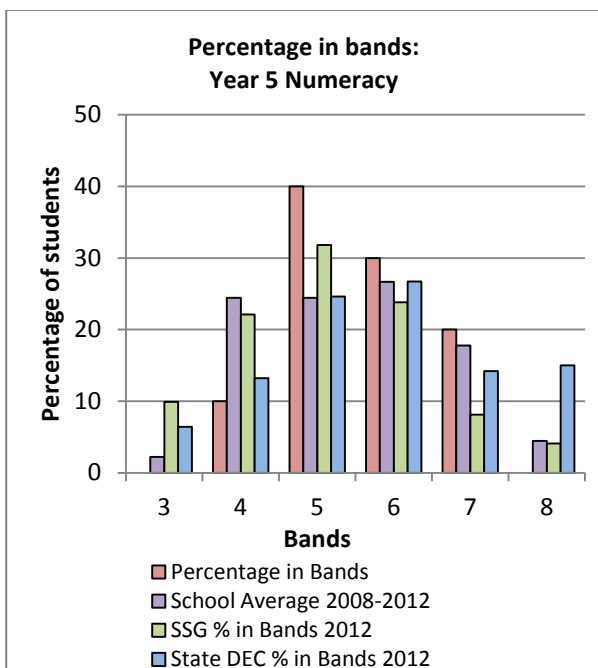
Our results in 2012 are characterized by 100% of Year 5 students reading at or above the National Standard; 100% of Year 5 students at or above the National Standard in writing; 100 % at or above minimum standard for spelling and 90.0% at or above minimum standard for grammar and punctuation.







### Numeracy – NAPLAN Year 5



The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

### Significant programs and initiatives

Paxton Public School endeavours to cater for all its students needs with a range of programs that are constantly assessed and monitored for effectiveness.

Such programs include:

- Art of Conversation, which teaches valuable conversation conventions and skills and recognizes that oral language is an important aspect of literacy;
- Peer Reading, which involves all students in Years 1 – 6 as tutor, tutee or partner reader and teaches valuable skills in leadership and cooperation;
- Public Speaking in which virtually all students participate and which undoubtedly gives our students a great boost in confidence and skill in this area;
- A policy of entering writing, newspaper, sporting, spelling and debating competitions to cater for our students' wide range of interests and abilities.
- 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.
- 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.

## Aboriginal education

2012 was a productive year where teachers across the school continued to focus on Aboriginal Education to be taught throughout the K-6 class programs. Students have had opportunities to learn about Aboriginal perspectives and culture through stories, music and art.

NAIDOC Week was celebrated at our school with local small schools joining us. This day was organised with close consultation with our AECG president. The day was well supported by our community members and was thoroughly enjoyed by the many people in attendance. Activities on the day included:

- Traditional smoking ceremony
- Bush tucker awareness and BBQ
- Aboriginal dance lessons by a member of the AECG
- Didgeridoo playing
- Aboriginal Art lessons
- Dreamtime stories
- Whole school performances including poetry reading, dancing and singing



All Indigenous students have personalised learning plans and again this year many of our students have received acknowledgement for their efforts in class, at sport and to their contribution to school life.



Children and parents of Aboriginal heritage are actively encouraged to participate in camps, cultural days and competitions organised by Cessnock Community of Great Public Schools or other groups.



## Multicultural education

Multicultural education was incorporated in the Human Society and its Environment curriculum and programs across all stages and stressed the importance of appreciating differences and promoting inclusiveness in our culturally diverse nation.

Harmony day was celebrated with schools from our learning community (Cessnock Community of Great Public Schools).



### National partnership programs

Paxton Public School is a participant school in the federally funded Nation Partnerships Low SES school communities program. The program provides numerous benefits for member schools, including extra funding, profession development for teachers and school executive and training in data driven evaluation of school programs and methods.

In 2012, National Partnerships funds were used to support QuickSmart and MULTILIT in the school. Both of these programs have been greatly successful in improving student learning outcomes.

Paxton has also benefited from teacher professional development in Quality Teaching and this is one of the ways that changes introduced under National Partnerships will be sustainable into the future. Similarly, Paxton staff members are selecting or adapting activities and strategies from National Partnerships sponsored programs that are sustainable within the school beyond the program. One example of this is the recently introduced whole school problem solving strategy.



### Priority Schools Program (PSP)

PSP schools are provided with funding and staffing supplementation to support the achievement of program targets around the three PSP action areas – quality teaching and learning, classroom and school organisation and school culture and home, school and community partnerships.

At Paxton, some funds were utilised to augment the staffing supplement, which allowed the creation of an extra class for the four two hour Literacy blocks each week. The smaller class sizes and closer skill level of the students have enhanced our school’s classroom organisation and provided obvious teaching advantages when catering for individual needs and engaging students.

The staffing supplement also provided teacher time to foster parent and community partnerships through parent information sessions and some STLA time to manage our whole-school peer reading program and a remedial program in literacy and numeracy for targeted students.





## Progress on 2012 targets

### Target 1

#### Literacy

The school's achievements in Reading match or exceed appropriate HCC regional targets for PSP and Aboriginal students and K/1/2 students in Reading with an increasing representation in the higher bands.

- Year 5 students matched or bettered regional targets for all students in reading. Year 3 students did not meet regional targets. Year 7 results were very close to regional targets for students at or below minimum standard and exceeded the target for students at proficiency.
- Students at year appropriate level for reading in ES1 and S1 were; Kindergarten 79%, Year 1 62% and Year 2 60%. 60% of Year 5 and 70% of Year 7 students met or exceeded expected growth, meeting regional targets.
- A consistent growth in the percentage of Years 5 and 7 students achieving at the proficiency level in reading is apparent.

### Target 2

#### Numeracy

The school's achievements in Numeracy match or exceed appropriate HCC regional targets for PSP and Aboriginal students, with an increasing representation in the higher bands.

- Year 5 students met regional targets for all students in numeracy.
- Year 3 met regional targets for students at or below minimum standard but not for students at proficiency.
- Year 7 students were over represented in the lower bands but met the target for students at proficiency. 90% of Year 5 and 37.5% of Year 7 students met expected growth.

- A consistent growth in the percentage of Years 5 and 7 students at proficiency level in numeracy is apparent.

### Target 3

#### Student and Community Engagement

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.

- Strong support by parents and community for performances, presentations and assemblies is always evident.
- Surveys of parents demonstrate very strong support for the culture of the school and very high levels of satisfaction with the school (out of 270 individual responses to survey items only 2 were negative and there were 19 “unsure”.)

#### School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school Evaluation Report began with the decision to focus its terms of enquiry on examining the effectiveness of the measures taken under the school's involvement in NPLSES to address the terms of reference in the previously completed Situational Analysis. The first term of reference examined all aspects of the teaching and learning in the areas of literacy and numeracy and the second examined and made recommendations about home, school and community partnerships in the Paxton community.

Therefore, this evaluation report focuses on:

- The ongoing implementation of QuickSmart, 6 S's program and MULTILIT. Are they effective? Are they accepted by students, staff and parent/carers?
- The school's involvement in Books in Homes. Are there benefits? Is it supported by students, parent/carers and staff and is it sustainable?
- Is the Partnerships in Education (PIE) program increasing and enhancing parent/carer

involvement in school life and student learning? How can meaningful partnerships between families, school and community be best fostered in this setting?

Information for analysis by the self evaluation team was collected by the following processes:

- Interviews and frank discussion with a focus group of twelve parents. The group included members of the P and C executive, parents/carers of students in all stages, of Aboriginal students, of students of all ability groups and students with special needs or integration concerns. The group provided data about parental perceptions and opinions on 6S strategy, Books in Homes, school culture, levels of parental satisfaction, the range of learning assistance within the school as well as the adequacy of transition programs, and community engagement in general. The availability of survey packs for interested parents was also advertised in the school newsletter with one parent taking the opportunity to contribute.
- Discussions and surveys within class groups of students provided data about their perceptions of all the above as well as the adequacy of transition programs, school culture and community engagement in general.
- Interviews, surveys and discussion groups involving all staff.
- Surveys were distributed to several past students and parents of past students to assess their perceptions of the high school transition process.
- Informal discussion with teaching staff from Mount View High School
- Analysis of student achievement data including 2012 SMART, school assessment records, reading benchmarking records and attendance records.
- Review and analysis of other qualitative and quantitative school records including teaching programs, meeting minutes, program evaluations and other documents seen by the school as informing the review.
- Surveys used during the evaluation included:

- 6S Student survey
- 6S Parent survey
- 6S Teacher survey
- Books in Homes Parent survey
- Books in Home Student survey
- School Culture, Parent
- School Culture, Student
- Parent Satisfaction survey
- High School Transition Student
- High School Transition Parent
- High School transition Past Parent
- High School Transition Past Student



## Professional learning

All teachers undertook professional learning during 2012. Tied funds for this area were used in the areas of Literacy and Numeracy, Quality Teaching, Syllabus Implementation, Career Development and Welfare and Equity.

## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

## School priority 1

### Outcome for 2012–2014

#### Literacy

To improve all students reading and comprehension skills.

#### 2013 Targets to achieve this outcome include:

- Increase the percentage of students achieving their year 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%.

#### Strategies to achieve these targets include:

- Equity funds will facilitate an extra class for literacy to ensure personalized approaches to meet students' needs are implemented.
- DEC support staff and online training 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.
- QTF is embedded in all Literacy programs, lessons and assessments. All staff are aware of, and cater for differing learning styles, recognize and include aspects of Aboriginal education and boys' education theories in their teaching.

## School priority 2

### Outcome for 2012–2014

#### Numeracy

To improve all students ability with Number.

#### 2013 Targets to achieve this outcome include:

- 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%.

#### Strategies to achieve these targets include:

- 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 Term4, 2011 and continued into 2012. Problem solving to form part of weekly units. (6S program)

- 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.
- Quality Teaching Framework and use of ICT in maths activities engage all students, caters for individual learning styles and recognizes and includes aspects of Aboriginal education and boys' education theories.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Graham White – Principal

Megan Avery – Relieving Principal

Debbie Asquith – Learning and Support Teacher

## School contact information

Paxton Public School

20 Anderson Avenue, Paxton 2325

Ph: (02) 4998 1278

Fax: (02) 4998 1848

Email: [paxton-p.school@det.nsw.edu.au](mailto:paxton-p.school@det.nsw.edu.au)

Web: [www.paxton-p.schools.nsw.edu.au](http://www.paxton-p.schools.nsw.edu.au)

School Code: 2846



Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

