

Paxton Public School Annual School Report 2013



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 regular recognition at assemblies. In 2013, the school formed four classes and retained the same staff.

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. 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. The focus of the CCGPS strategies has resulted in measurable improvements in literacy and numeracy outcomes, elimination of the achievement gap for Aboriginal students, student engagement, quality teaching, effective transition and promotion of public education.

The teachers of Paxton Public School are committed small school educators who are confident and competent in the skills and strategies for teaching and learning in that context

Paxton Public School has a band of parents who lead an active P and C, which has been effective in supporting the school through donations and fund raising, and importantly, has resulted in strengthened partnerships between school and home.

The effectiveness of the strategies being implemented at Paxton Public School is evaluated progressively throughout the year, through a rigorous and consultative evidence based process to inform future directions for improvement. This report summarises many of those findings.

Principal's message

Once again, I have the privilege and the pleasure of contributing this message to the Annual School Report of Paxton Public School and I can

confidently report to you that we have had another successful year.

Paxton Public School certainly has the winning combination of supportive parents and families, great kids who are willing students and enthusiastic, committed and skilful teachers and support staff.

I sincerely congratulate and thank all of them for their efforts during 2013. I also thank and congratulate Megan Avery for her enthusiastic work as relieving principal during my leave over the first three terms.

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.

Graham White



1 Whole-school Bike Safety Day, Term 4

P & C and/or School Council message

I would like to acknowledge and thank the staff at Paxton Public School for a truly successful 2013. Your commitment to our children is exceptional.

I would also like to thank every person who has volunteered their time to assist with P&C functions and events during 2013 and the small but dedicated group of parents and carers who attend the P&C meetings. Your continued commitment to Paxton Public School is appreciated.

Many hands do make light work when it comes to Easter parade lunch, small school athletic carnival, Mother's and Father's Day stall, Thompson pie drive, Whole school breakfast, Excel Hunter Tour, Just right 4 U fundraiser, Jaspa Family Portraits, Election day stall, Meal Deal

canteen lunches, Mmm Fair day and the many Raffles held throughout the year.

The P&C has made significant monetary donations to the school during 2013 that have enabled the purchase of blinds for K/1 room, an iPad storage safe, 9 x iPads and seen the completion of the undercover walk ways.

In 2013 the P&C :

- purchased a much needed storage cupboard for P&C items (\$99.00)
- introduced re-useable lunch wallets into the canteen, offering family's one half price lunch wallet per student and supplying all new enrolments with a free re-useable lunch wallet.
- purchased re-useable plastic plates/bowls/cups to be used for the whole school breakfast
- purchased a Paxton School banner (\$130.00)
- commissioned a plaque for the reconciliation garden to recognise art work by Joselyn Snedden (\$80.00)
- supplied every senior student with a new senior's school shirt (\$352.00)
- upgraded the appliances and utensils used in the canteen
- provided the whole school with a free winter and summer healthy breakfast.

I would like to take this opportunity to personally express my sincere gratitude to the P&C's Treasurer (Tracey Harrington), Secretary (Catherine Dixon), Vice President (Allarna Young) and the canteen supervisor (Amanda Pace). Thank you for your guidance and patience as I wore the President's hats for the first time. I have learnt a lot about myself over the past year and have enjoyed being a part of this wonderful team.

One of the things you learn through being involved in the P&C is what a huge job it is for a Principal to manage a school, how limited the funding and how dedicated the teaching staff are.

I look forward to continuing the great partnership between the P&C and the school in 2014.

Carol Avery, President Paxton P and C.



2 Stage 1 Public Speaking

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

Gender	2007	2008	2009	2010	2011	2012	2013
Male	30	31	31	34	42	48	47
Female	29	30	27	26	25	30	27

Student attendance profile

Year	2008	2009	2010	2011	2012	2013
K		95.3	93.3	95.2	92.2	95.4
1		91.2	96.3	95.3	93.8	93.1
2		92.1	91.9	96.4	92.0	94.8
3		93.2	92.7	92.2	93.4	94.8
4		93.3	92.4	93.6	91.9	95.1
5		85.1	95.0	95.3	89.7	91.5
6		92.1	89.3	94.2	93.8	91.4
Total	92.7	92.2	93.1	94.6	92.5	93.7

Management of non-attendance

Parents are regularly reminded of the importance of attendance at school for their children and of their obligations in this area. The school works closely with the Home School Liaison Officer to monitor attendance rates and support parents and students if required.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. The staff of the school has remained very stable over recent years.

Workforce composition

The school staff consists of a teaching principal, 6 teachers (permanent and temporary), 5 School Learning Support Officers (SLSOs) and a School Administration Officer. 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 Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Of the total workforce at Paxton Public School, approximately 15% have identified as having Aboriginal heritage.



3 Peer Reading Program is very successful

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	
NSW Institute of Teachers Accreditation	42

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	30/11/2013
Income	\$
Balance brought forward	67603.84
Global funds	81003.02
Tied funds	218605.54
School & community sources	33547.68
Interest	3523.69
Trust receipts	3308.00
Canteen	0.00
Total income	407591.77
Expenditure	
Teaching & learning	
Key learning areas	13345.84
Excursions	9217.34
Extracurricular dissections	13122.38
Library	1961.69
Training & development	520.91
Tied funds	164129.90
Casual relief teachers	12370.55
Administration & office	34849.71
School-operated canteen	0.00
Utilities	13853.17
Maintenance	29665.63
Trust accounts	4326.76
Capital programs	0.00
Total expenditure	297363.88
Balance carried forward	110227.89

The balance carried forward includes amounts for unpaid casual salaries, unpaid invoices, unpaid orders and provision for replacement of assets such as computers, photo copier and mower.

A full copy of the school's 2013 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 2013

Arts

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, dance 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 again practised every Friday and performed at special assemblies and functions throughout the year.

Sport

Sport and exercise form an important part of school life and the teaching and modelling of healthy lifestyles. In 2013, students at Paxton Public School:

- joined with students from neighbouring small schools to participate in gala days that not only stressed sporting skills and teamwork but were valuable social experiences;
- represented 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;
- participated with great success in a whole school intensive swimming program aimed at improving confidence and competence in the water;
- as part of the combined small schools' team, advanced to zone and regional carnivals in several events; and
- strongly supported the school's athletics, cross country and swimming carnivals, which were successful days, very well attended by parents and community members.

Academic achievements

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.

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

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

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

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

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* to access the school data.

NAPLAN Year 3 - Literacy

The number of students in Year 3 was less than the minimum number required for reporting results with tables and graphs, a privacy requirement to avoid the possibility of identifying the results of individual students.

A wide range of achievements was obvious across the literacy areas of Reading, Writing, Spelling and Grammar and Punctuation.

NAPLAN Year 3 - Numeracy

The number of students in Year 3 was less than the minimum number required for reporting results with tables and graphs, a privacy requirement to avoid the possibility of identifying the results of individual students. A wide range was observed in the results and the group average was very similar to the average of a statistically similar group of schools, which is used for comparisons.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	75.0
Writing	100.0
Spelling	75.0
Grammar & Punctuation	75.0
Numeracy	87.5

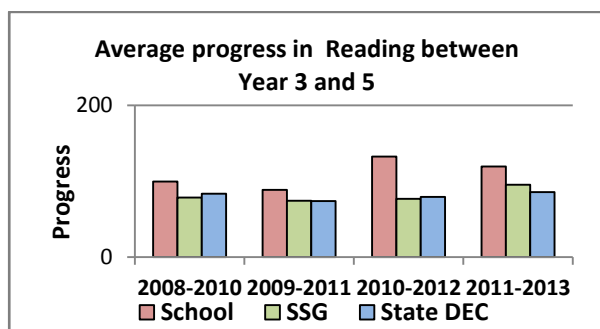
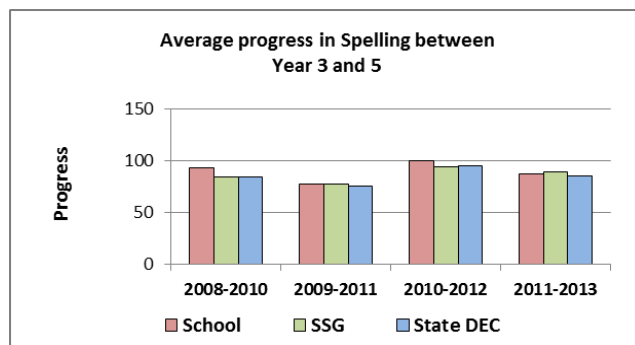
NAPLAN Year 5 - Literacy

Literacy results can be summarised by a wide range of achievements and a representation in all bands. In small schools, where results can vary dramatically from year to year, an average over several years is often considered to be an appropriate measure of a school's performance and the 2009-2013 average is retained in the following tables.

The graphs demonstrating average growth between Years 3 and 5 are also included.

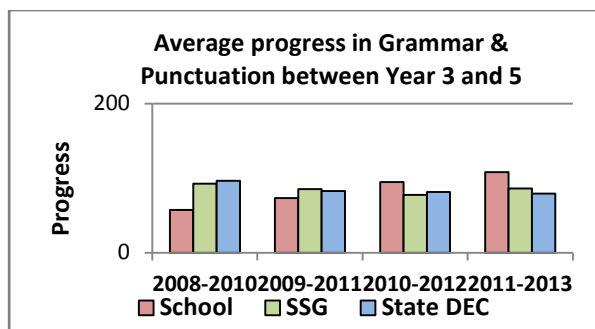
Year 5 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2013	465.1	470.3	500.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	2	6	2	1	0
Percentage in Bands	0.0	18.2	54.5	18.2	9.1	0.0
School Average 2009-2013	4.4	15.2	34.8	17.4	13.0	15.2
SSG % in Bands 2013	5.2	18.6	29.8	29.2	12.2	5.1
State DEC % in Bands 2013	2.2	11.2	24.3	28.2	20.3	13.8



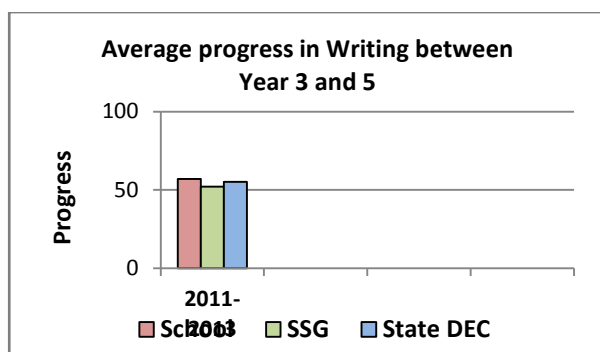
Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2013	440.0	463.4	501.3			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	2	3	3	1	0
Percentage in Bands	18.2	18.2	27.3	27.3	9.1	0.0
School Average 2009-2013	8.9	15.6	28.9	31.1	4.4	11.1
SSG % in Bands 2013	11.4	18.6	29.8	20.5	12.9	6.7
State DEC % in Bands 2013	5.8	10.9	23.0	21.4	21.4	17.4



Year 5 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2013	428.6	444.5	476.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	1	8	0	0	0
Percentage in Bands	18.2	9.1	72.7	0.0	0.0	0.0
School Average 2011-2013	6.5	19.4	45.2	22.6	6.5	0.0
SSG % in Bands 2013	13.7	18.6	38.8	20.9	6.2	1.8
State DEC % in Bands 2013	8.0	10.3	33.4	28.0	13.6	6.7



NAPLAN Year 5 – Numeracy

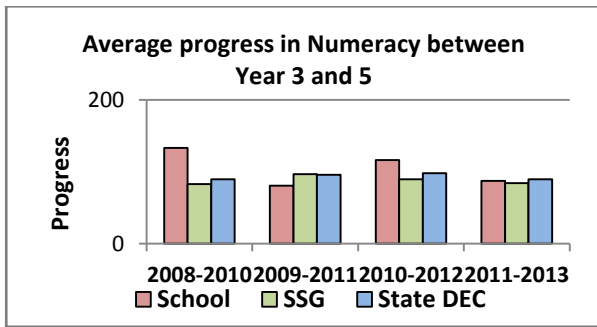
As with literacy, the numeracy results can be summarised by a wide range of achievements and a representation in all bands. In small schools, where results can vary dramatically from year to year, an average over several years is often considered to be an appropriate measure of a school's performance and the 2009-2013 average is retained in the following tables.

Year 5 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2013	426.4	464.4	499.7			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	4	1	3	3	0	0
Percentage in Bands	36.4	9.1	27.3	27.3	0.0	0.0
School Average 2009-2013	13.3	22.2	22.2	22.2	17.8	2.2
SSG % in Bands 2013	12.7	15.0	29.8	23.0	15.3	4.1
State DEC % in Bands 2013	6.9	9.2	21.7	26.2	23.1	12.9

Year 5 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2013	441.7	451.7	490.1			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	3	2	3	0	1
Percentage in Bands	18.2	27.3	18.2	27.3	0.0	9.1
School Average 2009-2013	4.6	20.5	27.3	22.7	18.2	6.8
SSG % in Bands 2013	9.9	26.4	32.6	21.2	6.2	3.7
State DEC % in Bands 2013	6.3	17.0	25.9	24.8	11.8	14.2



Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	81.8
Spelling	63.6
Grammar & Punctuation	81.8
Numeracy	81.8

Other achievements

The whole school public speaking program, which has been a feature of the school for many years, once again resulted in a strong team at the zone public speaking event and exciting class and school competition. In recent years, a healthy debating record has also been established in senior primary competition.

A team of senior students earned second place in the 2013 mayoral Academic Challenge, a general knowledge competition for all the primary schools, both public and private, in the Cessnock LGA.

Significant programs and initiatives

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.

The 6S program (a school-wide problem solving program) explicitly teaches problem solving strategies to all students in Stages 1, 2 and 3 in weekly sessions. Surveys of parents, students and teachers demonstrate strong acceptance of the program and all groups credit 6S as a contributing factor in a growing confidence in mathematics. School average growth in Year 5 NAPLAN numeracy for all students and for Aboriginal students both exceeded average State growth for all students.



4 Books in Homes presentation assembly

Aboriginal education

The focus of the CCGPS strategies has resulted in measurable improvements in literacy and numeracy outcomes, the diminishing of the achievement gap for Aboriginal students, student engagement, quality teaching, effective transition and promotion of public education. In 2013, the school became signatory to a formal agreement with the AECG. This milestone marks a commitment to working collaboratively to develop inclusive policies and practices that support high expectations, aspirations and life-long learning for successful outcomes for Aboriginal students.

Both the Year 5 and Year 7 cohorts within the school's NAPLAN results contained Aboriginal students and 66% of those students exceeded expected growth in Reading and Numeracy.

Significant events in 2013 included a whole-school NAIDOC Day celebration to which neighbouring small schools were invited and the formal opening by the president of the AECG of the Reconciliation Garden. A wonderful mural,

which was painted by a parent of the school, provides a dramatic backdrop to the garden.



5 Reconciliation Garden, opened 2013

Multicultural education

No students identify as ESL and the Ant-Racism Contact Officer (ARCO) reported no instances of racism.

Classroom teachers ensured that multiculturalism was a fundamental value taught and that culturally inclusive teaching strategies were implemented.

Teaching and learning programs promoted an understanding and appreciation that Australia has been multicultural in nature throughout its recent history and that people of many different cultural backgrounds have contributed to modern Australian society. Tolerance and harmony towards each other are a part of the school culture and is reflected in our behavior code.

Transitional Equity Funding

For many years, the school has created an additional literacy group as a major focus of resources under the Priority Schools Funding program and this format continued in 2013 with transitional equity funding. The extra group allows for smaller, graded teaching groups.

National partnerships and significant Commonwealth initiatives

2013 was the last year of the funding cycle under National Partnership program (NPLSES).

QuickSmart was 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. The school's

successful 6S program is a sustainable whole-school program that grew from the school's involvement with QuickSmart.

Books in Homes is another program that was funded by NPLSES during the program. 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. A positive outcome of this evaluation was that cost of Books in Homes in 2014 will be shared by the school and the P and C.



6 Graduates of the QuickSmart program

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used in 2013 included:

- Surveys and frank discussion with a focus group of 15 parents. This process was led by a parent and 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 of school culture and levels of parental satisfaction with aspects of the school.
- Discussions and surveys with students provided data about their perceptions of school culture and school programs.

- Analysis of student achievement data including 2013 SMART, student performance when assessed against the literacy and numeracy continuums, 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.
- The online survey assessing student engagement and school climate, Tell Them from Me, was completed by all students in Years 4-6 in March and September.
- Beststart action research report.
- Several surveys were used during the evaluation and they included; Quicksmart and 6S student, parent and teacher surveys, School Culture, parent and student surveys, School Culture student survey, Parent Satisfaction survey and IEP teachers and LAST.



7 A popular early morning visit from KO-FM

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

To improve all students' reading and comprehension skills.

Evidence of progress towards outcomes in 2013:

- Target: 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%.
- 2013 NAPLAN results show average growth for all Yr 5 students was 112.3 and for Aboriginal students was 133.6 (State figure for all students was 83.2). Average growth for Year 7 students was 51.9, exceeding average growth for State all students of 48.4.
- The percentage of students achieving their appropriate cluster was 65%, the same figure as 2012.

Strategies to achieve these outcomes in 2014

- 2014 Target: Increase the percentage of students achieving their year appropriate cluster on the DEC literacy continuum in reading and comprehension from 65% in 2013 to 70% at the end of 2014.
- Classroom teachers and LAST collaborate in the further development of IEPs to include flexible groupings of students and lead into Partnerships in Education (PIE) meetings to incorporate community and communicate the school's high expectations and aspirations
- Continue use of Best Start in conjunction with Literacy continuum and Best Start software.

School priority 2

Numeracy

Outcomes from 2012–2014

To improve all students' ability with number.

Evidence of progress towards outcomes in 2013:

- Target: 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%.
- The percentage of students achieving their appropriate or higher position was 70%.

- School average growth in Year 5 NAPLAN numeracy for all students (94.0) and for Aboriginal students (123.8) both exceeded average State growth for all students (88.5).
- The 6S program explicitly taught problem solving strategies to all students in Stages 1, 2 and 3 in weekly sessions. Surveys of parents, students and teachers demonstrate strong acceptance of the program and all groups credit 6S as a contributing factor in a growing confidence in maths.
- QuickSmart, once again, was effective in improving students' knowledge of number facts and overall confidence in mathematics. 100% of students surveyed stated that the program had helped them achieve in the classroom, 100% of teachers said that the program had positively affected achievement and attitude and 100% of parents also recorded a positive change in attitude.

Strategies to achieve these outcomes in 2014:

- 2014 Target: Increase the number of students achieving their year appropriate or better position in number from 70% in 2013 to 73% in 2014.
- Student achievement to be measured against Numeracy continuum and specific teaching strategies developed to target any identified needs.

School priority 3

Student and Community Engagemnt.

Outcomes from 2012–2014

To increase the levels of student and community engagement in all areas of school life.

Evidence of progress towards outcomes in 2013:

- The P and C has been increasingly active and have supported the school's programs in a material sense as well as adding to the levels of school / community relationships
- Responses to surveys assessing levels of parental satisfaction with the school and parents' perceptions of school culture were almost universally positive.

- *Tell Them From Me* student surveys assessing aspects of student outcomes and school climate demonstrate that 93% of students feel safe attending the school, positive student-teacher relations were rated 86% and 85% of students reported that they tried hard to succeed.

Strategies to achieve these outcomes in 2014:

- 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.
- 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.
- 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.

Professional learning

Professional Learning of staff in 2013 was focused on the delivery of the new English syllabus in 2014 and extending staff capacity and confidence in areas of special student need such as autism and reading difficulty.

Mandatory training in CPR, Code of Conduct and Child Protection were also completed.

Several teachers and SLSOs completed an online learning module on dyslexia with the staff of a neighbouring small school.

Other professional development opportunities that were accepted by staff included participation in the Classroom Teachers Aspiring for Leadership course, CCGPS combined activities and LAST networks.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Strong support by parents and community for performances, presentations and assemblies is always evident. The P and C has been increasingly active and have supported the school's programs in a material sense as well as adding to the levels of school / community relationships. Responses to surveys assessing levels of parental satisfaction with the school and parents' perceptions of school culture were almost universally positive. *Tell Them From Me* student surveys assessing aspects of student outcomes and school climate demonstrate that 93% of students feel safe attending the school, positive student-teacher relations were rated 86% and 85% of students reported that they tried hard to succeed.



8 Art, to complement Stage 1 unit of Transport

Program evaluations

Development of Individual Education Plans (IEPs)

Background

There has been an increase in the number of students attending Paxton Public School with learning, social and/or behavioural issues effecting their education. In 2013, of the 78 students there are 11 students with Individual Education Plans (IEPs) focusing on their learning needs. The development of Individual Education Plans provides targeted intervention focusing on a student's individual strengths and areas for development in order to raise the achievements

of these students within the school. Previous IEPs were effective but it was felt that a more refined version was possible and appropriate.

Strategies:/What we did:

- Teachers collaborated with the Learning and Support Teacher (LAST) in planning, monitoring, managing and evaluating student achievement to identify specific learning needs and appropriate teaching and learning intervention strategies. These meetings took place in Term 1 and Term 3 prior to individual learning support team meetings with parents and others involved.

Ongoing monitoring of student progress by teacher and LAST through assessments and observations provided data to track learning and inform decision-making regarding content, learning strategies employed, allocation of time for instruction and practice and the environment in which the intervention was conducted.

- Staff collaborating with LAST in the development and monitoring of the IEPs provided opportunities for teacher professional development and 'up-skilling'. LAST has provided assistance and feedback towards Individual Education Plans, in regards to outcomes, strategies and techniques, and assessment.
- Most Staff have participated in 3 days of professional development regarding the Quality Teaching Framework. This has provided teachers with techniques to create quality assessment tasks and quality teaching strategies to aid student learning.

Findings

An analysis of responses to staff and parent surveys evaluating the Individual Education Plan process indicated a universally favourable response to the changes in practice in the preparation of the IEPs. Valuable refining of the process and the follow up was prompted by suggestions from parents. Teachers reported that they felt a higher level of ownership of the documents and that they were more likely to refer to them in their daily lesson preparation.

Conclusion:

- The current Individual Education Plan process of collaborating with the LAST has had a positive impact on teacher direction and up-skilling towards the Individual Education Plan process. The development of the IEP process

has complemented the staff's increasing confidence and competence in utilising the continuums to monitor, measure and advance student achievement.

- Parents do feel a part of their child's Individual Education Plan process and their child's education through the current process.
- Parents and teachers both agree that their students' Individual IEP has had a positive impact on their academic and social achievements.

Future directions

The school will continue to use the current Individual Education Plan process with the collaboration of LAST to improve monitoring of students on an Individual Education Plan.

Changes are required to enable more effective implementation, monitoring and reviewing of a student's Individual Education Plan. As a whole school, there needs to be a set time period for collaboration with the LAST in writing and monitoring the student's Individual Education Plan throughout the year. Formal meetings with parents, to review and share their child's Individual Education Plan, need to be planned for at least once a term.

Those students that require an Individual Education Plan will have their plan shared and reviewed with parents during the Partnership In Education (PIES) meetings, which occur in Term 1, with the LAST to take part in these meetings.

As a matter of equity, students with exceptional ability in an area will also have an IEP prepared to meet their particular educational and/or social needs. These plans will also be discussed within the PIE meetings with parents.



9 Paint the Town Read, a CCGPS initiative

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

Deborah Asquith, Librarian and LAST

James Eagleton, Teacher

Tracey Harrington, Parent and P and C Treasurer,

School contact information

Paxton Public School

20 Anderson Avenue, Paxton 2325

Ph: 02 49981278

Fax: 02 49981278

Email: paxton-p.school@det.nsw.edu.au

Web: <http://www.paxton-p.schools.nsw.edu.au>

School Code: 2846

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

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