



Education &  
Communities

# Paxton Public School Annual School Report 2014



School code 2846

## School context statement

Paxton Public School is situated approximately 10 km from Cessnock, in the Hunter Valley. The town's heritage lies with mining and rural activities.

Paxton Public School, a member of the Cessnock Community of Great Public Schools, has been an important part of Paxton life since 1926. The school enjoys the support of the local community and has a staff committed to meeting the varied academic and social needs of the students.

The school strives to provide a secure and nurturing environment that develops respect, inclusiveness and responsibility. The school values, which underpin our participation in the Positive Behaviour in Learning (PBL) program, are Safety, Teamwork, Achievement and Respect.

The school is well resourced and, from Term 2, benefitted from becoming a participating school in Early Action for Success, a program which concentrates on maximising student learning in the early years of school. Extra staffing and funding are components of the program.

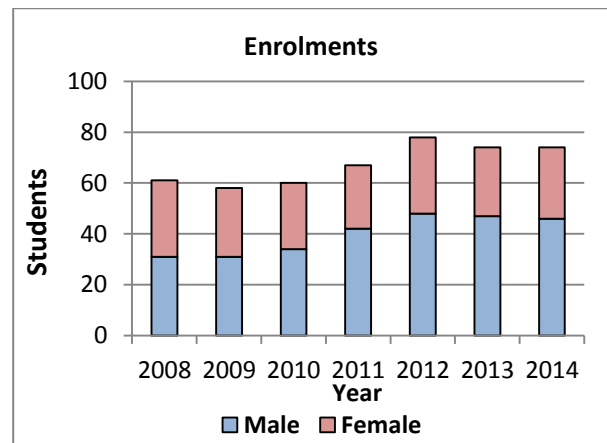


## Student information

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

### Student enrolment profile

Student enrolment has risen in recent years, together with a gender bias towards male students. This has resulted in the formation of a fourth class in the last three years. However, anticipated enrolments indicate that the fourth class is unlikely for 2015.



## Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	95.3	93.3	95.2	92.2	95.4	96.9
	1	91.2	96.3	95.3	93.8	93.1	91.4
	2	92.1	91.9	96.4	92.0	94.8	94.5
	3	93.2	92.7	92.2	93.4	94.8	94.2
	4	93.3	92.4	93.6	91.9	95.1	89.0
	5	85.1	95.0	95.3	89.7	91.5	95.3
	6	92.1	89.3	94.2	93.8	91.4	93.8
	<b>Total</b>	<b>92.2</b>	<b>93.1</b>	<b>94.6</b>	<b>92.5</b>	<b>93.7</b>	<b>93.7</b>
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	<b>Total</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>

Widespread sickness during Term 3 adversely affected the school's attendance figures. However, 51% of students achieved an attendance rate for the year of 95% or above.





## P and C Report

I would like to acknowledge and thank the staff at Paxton Public School for a truly successful 2014. Your commitment to our children is exceptional.

I would also like to thank every person who has volunteered their time to assist with P and C functions and events during 2014 and the small but dedicated group of parents and carers who attend P and C meetings. Your continued commitment to our school is appreciated.

The P and C were pleased to be involved in the Books in Homes program this year, contributing funds to ensure that this wonderful program continues in our school.

I would like to take this opportunity to personally express my sincere gratitude to our treasurer, Allarna Young, secretary, Catherine Dixon, vice president, Mandy Francis and canteen supervisor, Rebecca Andrews.

I would also like to wish Graham White a wonderful and relaxing retirement and congratulate him on a very successful and rewarding role as principal of Paxton Public School.

I look forward to being part of the continuing great partnership between the P and C and the school in 2015.

Carol Avery, President.



## Workforce information

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

## Workforce composition

The school has a teaching principal, three full time classroom teachers and two part time teachers (one of whom fills the Learning and Support and library roles). School administration and support staff (SASS) comprises a full time School Administration Manager, a library support person for one day per week and five School Learning Support Officers, who work various portions of the week supporting staff and students and supervising learning support programs. A school counsellor attends the school for half a day per week to support staff and students.

Early Action for Success provides an Instructional Leader for two days per week and a teacher for one and a half days per week.

The extensive school grounds are maintained by a general assistant one day per week.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce and, of the total workforce, 16% acknowledge Aboriginal ancestry.



## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	

## Professional learning and teacher accreditation

Professional learning during the year centred on developing an understanding of the new curriculum documents and assessment and teaching strategies under the early Action for Success program. The majority of the training took place at the school and included all teaching staff.

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	110227.89
Global funds	69107.80
Tied funds	174440.78
School & community sources	17525.31
Interest	3287.27
Trust receipts	6447.50
Canteen	0.00
Total income	<u>381036.55</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	3986.84
Excursions	5004.54
Extracurricular dissections	5826.04
Library	2196.14
Training & development	763.17
Tied funds	208916.35
Casual relief teachers	22882.15
Administration & office	27603.00
School-operated canteen	0.00
Utilities	12047.47
Maintenance	8028.29
Trust accounts	6448.33
Capital programs	0.00
Total expenditure	<u>303702.32</u>
<b>Balance carried forward</b>	77334.25

The school canteen, which operates on one day each week, is wholly run by the P and C and parent volunteers so no funds appear on the school's financial statement.

The carried forward amount includes funds for accounts due in December, 2014 and provision for the replacement of assets as needed.

A full copy of the school's 2014 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 2014

### Sport

Sport and exercise form an important part of school life and the teaching and modelling of healthy lifestyles. In 2014, 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.

### Arts

The rotation system for the teaching of Creative and Performing Arts (CAPA) continued weekly 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.

Additionally, the whole school public speaking program, which has been a feature of the school for many years, once again resulted in a strong team and very commendable results at the zone public speaking event and exciting class and school competitions.



## 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)

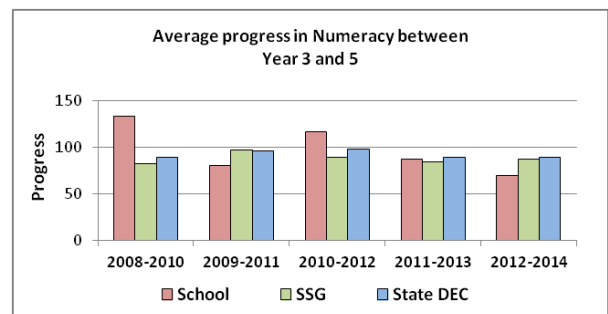
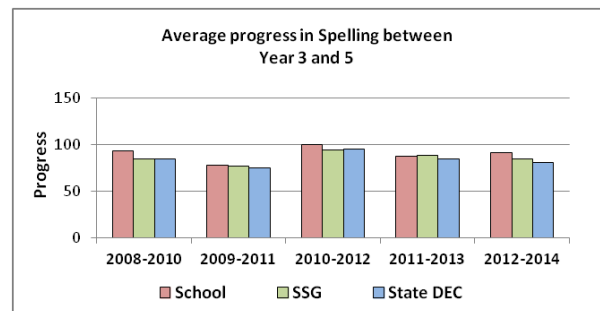
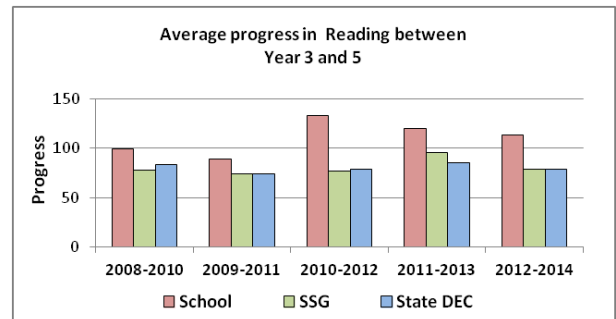
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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.

Reporting protocols dictate that discretion is used when reporting the results of small student cohorts to prevent any student being identified.





## Significant programs and initiatives – Policy and equity funding

### Aboriginal education

Both the Year 5 and Year 7 cohorts within the school's NAPLAN results contained Aboriginal students and, as with the total school population, a wide range of results was achieved, from proficiency level to at or below National Minimum Standard.

Significant events in 2014 included a whole-school NAIDOC Day celebration at a neighbouring small school where students rotated through a variety of Aboriginal cultural experiences.

### Multicultural education and anti-racism

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.

### Aboriginal background

Because the school has a significant proportion of student with Aboriginal heritage funding was received to promote the achievements of these students. Funds were utilized in the promotion of Read Smart, a very successful program designed to support the reading of students at risk of not achieving age appropriate benchmarks and in providing Books in Homes, a very popular program, which promotes reading and provides books for all children in the school community.



### Socio-economic background

The school was provided with an amount of funding which was utilized in promoting the achievements of all students with support needs. Extra support teacher time was provided and extra programs run by Support Learning Officers.

As in recent years, the school created an additional literacy group as a major focus of these resources. The extra group allows for smaller, graded teaching groups and individualised learning.

### Other significant initiatives

Early in 2014, the school was included in an innovative and targeted program called Early Action for Success, which is the department's strategy for implementing the NSW government's State Literacy and Numeracy Plan. It aims to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling. Identified schools receive funds that allow them to tailor support for students with more complex literacy and numeracy needs.

Key features of Early Action for Success include:

- instructional leadership
- personalised learning

- an emphasis on continuous assessment for learning
- high quality professional learning with a focus on the early years of schooling K-2.

Under the program, schools receive:

- support for targeted interventions for students who have been identified as being at risk of not meeting minimal benchmarks in literacy and/or numeracy
- funds to assist in the training of staff in literacy and numeracy assessment and teaching
- the development of instructional leadership through the appointment of instructional leaders.

The instructional leaders play a key role in building staff skills and knowledge in teaching and assessing literacy and numeracy. They also assist teachers to customise interventions for individual students.

At Paxton PS in 2014 in Literacy:

- 100% of students in Kindergarten reached the benchmark of Cluster 4 in Reading and Comprehension and 80% in Writing
- 100% of students in Year 1 reached the benchmark of Cluster 6 in Reading, 57% in Comprehension and 71% in Writing
- 57% of students in Year 2 reached the benchmark of Cluster 8 in Reading, 50% in Comprehension and 57% in Writing

At Paxton PS in 2014 in Numeracy:

- 100% of students in Kindergarten reached the benchmark of Perceptual counting
- 71% of students in Year 1 reached the benchmark of Figurative counting
- 93% of students in Year 2 reached the benchmark of Counting-On-And-Back

## 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 include:

- surveys involving parents and students
- focus group discussion involving parents, students and staff groups
- professional learning for school leaders highlighting the importance of community consultation in the evaluation process
- informing the parent community through the school newsletter of the process.

### School planning 2012-2014:

#### School priority 1

Literacy

#### Outcomes from 2012–2014

To improve all students' reading and comprehension skills.

#### Evidence of progress towards outcomes in 2014:

- 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.
- 2013 NAPLAN results show average growth in reading for all Yr 5 students over those years of 2012 – 2014 was 113.5(State figure for all students was 78.8).
- The percentage of students in the school achieving their appropriate cluster was 65%, the same figure as 2013.

#### School priority 2

Numeracy

#### Outcomes from 2012–2014

To improve all students' ability with number.

#### Evidence of progress towards outcomes in 2014:

- Target: Increase the number of students achieving their year appropriate or better position in number from 66% in 2012 to 72% in 2014.

- The percentage of students achieving their appropriate or higher position was 72%.

### School priority 3

Community engagement.

#### Outcomes from 2012–2014

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

#### Evidence of achievement of outcomes in 2014:

- 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.
- A range of innovative community activities, including bus trips and a country fair have been led and managed by community members and were well supported.



### Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

A survey was distributed to all families within the school and a return rate of approximately 50% was achieved. The survey asked for parents' perceptions and levels of satisfaction with aspects of the school's management practices, academic programs, teacher competence, availability of technology, discipline and school connection to the community and students. The

survey consisted of fourteen positive statements about the school and invited respondents to agree or disagree (either "strongly" or "somewhat") with the statements. A fifth response "unsure, do not know", was also available. The percentage of total responses is shown below:

Strongly Agree:	73%
Agree	22%
Unsure, do not know	5%
Somewhat disagree	0.3%
Strongly disagree	0%

Comments, suggestions or wishes were also requested and the several received included a comment about the scheduling of P and C meetings, a wish that the Cultural Camps that had been held in recent years in conjunction with Mt View HS could continue and a request for more visiting dramatic or science-based workshops or performances.

### Future Directions

#### 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Our planning process in 2014 began with collaborative meetings with the P&C group, the staff and the students to attain school aspirations of all stakeholders. The current vision statement was discussed and unanimously confirmed.

**STRATEGIC DIRECTION 1:** Develop consistent high quality learning and educational practices.

**STRATEGIC DIRECTION 2:** A focus on teacher and leadership learning to deliver high outcomes for all students.

**STRATEGIC DIRECTION 3:** Develop organizational practices to inspiring a culture of collaboration and engaged communication,





## 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

Carol Avery, P & C President

Tracey Harrington Parent

### School contact information

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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/learning/emsad/asr/index.php>