



Education &  
Communities

2846



2022

# Paxton Public School Annual School Report

## Messages

### 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 2011.

As this report will demonstrate, Paxton Public School has continued to develop its existing and effective programs and introduce some new and innovative ideas that will enhance our children's education. For example, we have refined our whole-school program, Art of Conversation, to develop student group leaders, our public speaking program has developed into a successful debating team and a new program, Partnerships in Education was successfully launched.

National Partnerships and Priority Schools Program funding has allowed the school to employ extra staff to provide additional support to students who are struggling in certain areas and, equally importantly, students who are excelling. As always, our aim is to meet all our students' needs.

National Partnerships funds were also utilised in participating in the Books in Homes program, which benefits all students of the school by permitting them to choose nine books per year from an age appropriate selection to begin or add to their personal library. Obviously, the anticipated educational outcome of this program is that each child's love of reading will be enhanced.

The school's new computer room was finally completed and fully equipped late in the year and it is already obvious that it will quickly become an important resource for the school.

In short, it has been another exciting year at Paxton Public School.

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**



### P & C and/or School Council message

Paxton Public School's Parents and Citizens Association (P & C) works closely with the school and in 2011 supported school activities and held the following fundraising events:

- Easter Hat Parade – Raffle and catering
- Election Day – Cake stall
- Mother's Day stall and raffle
- Careers Day – catering
- Chocolate Drive
- Father's Day stall and raffle
- Pie drive
- Book Parade – Catering
- Assisted Year 6 fundraiser – Spooky fancy dress disco
- Children's Artwork calendars
- Christmas raffle

The P & C supports the school in the promotion of healthy eating and for a number of years has provided the children with a healthy breakfast in both summer and winter. Each year we add something new to the summer and winter menu for the children to try. The breakfast is enjoyed not only by the children but also the teachers.

Our fundraising goal for 2011 was to raise funds to go towards covered walkways.

We were fortunate enough to receive some wonderful prizes this year for our Mother's Day and Father's Day raffles which were donated by local businesses and I thank them for their support and generosity.

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

- Vice President – Samantha Johnson
- Treasurer – Natalie Connolley
- Secretary – Theresa Neville
- Canteen Supervisor – Patricia Dawes

I would also like to thank the volunteers and parents/carers for their support throughout 2011.

**Leeanne Ledbrook, President of P and C**



### **Student representative's message**

We have greatly enjoyed being school captains at Paxton Public School in 2011. It is certainly an honour to be in a role like that and we thank everybody at the school for giving us that honour and supporting us throughout the year.

Paxton School has given us many great opportunities and also given us great confidence and values, which will help in high school and our future lives.

Congratulations to the captains for 2012 and we hope that you enjoy the role of student leader as much as we did.

**Myah Graves and Lachlan Archer**

## **School context**

### **Student information**

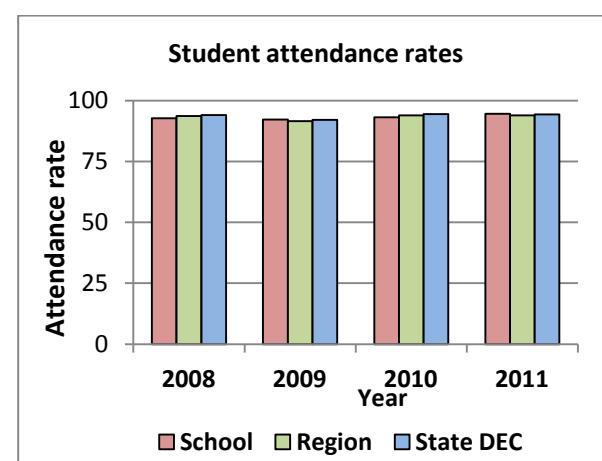
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### **Student enrolment profile**

Student numbers have grown slightly in recent years and it appears that that trend will continue into 2012 with a large Kindergarten group anticipated to begin school.

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Total</b>	<b>59</b>	<b>61</b>	<b>58</b>	<b>60</b>	<b>67</b>
<b>Male</b>	30	31	31	34	42
<b>Female</b>	29	30	27	26	25

### **Student attendance profile**



After falling slightly behind both State and Region figures in 2010, the school's 2011 average attendance rate of 94.6% exceeded that of the State, 94.3%, and the Region, 93.9%.

### **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.



### Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class	Grade	Total in Grade	Total in Class
K/1	K	11	18
	1	7	
2/3/4	2	10	25
	3	10	
	4	5	
4/5/6	4	6	25
	5	10	
	6	9	

As the table demonstrates, there were three permanent classes and, to keep them of comparable size, two classes included Grade four children.

The above class structure is altered for Literacy on four mornings each week when Priority Schools Program (PSP) resources are utilised to create an additional teaching group.

### 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:	30/11/2011
<b>Income</b>	\$
Balance brought forward	160190.91
Global funds	63367.69
Tied funds	98098.16
School & community sources	10348.13
Interest	6368.38
Trust receipts	3898.78
Canteen	0.00
<b>Total income</b>	<b>342272.05</b>
<b>Expenditure</b>	
<b>Teaching &amp; learning</b>	
Key learning areas	8057.02
Excursions	9530.99
Extracurricular dissections	7152.91
Library	2407.88
Training & development	0.00
Tied funds	146416.71
Casual relief teachers	15122.21
Administration & office	33311.15
School-operated canteen	0.00
Utilities	9991.76
Maintenance	17628.27
Trust accounts	3403.35
Capital programs	0.00
<b>Total expenditure</b>	<b>253022.25</b>
<b>Balance carried forward</b>	<b>89249.80</b>

Of the amount carried forward, funds have been allocated for the imminent replacement of school equipment such as the photocopier and ride on lawn mower.

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the P and C. Further details concerning the statement can be obtained by contacting the school.



## **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 2011, 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 counsellor and specialist support staff on a needs basis.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At the end of 2011, one member of staff acknowledged Aboriginal heritage.

### **Staff retention**

The staff of the school was unchanged from 2010.

### **Teacher qualifications**

All teaching staff met the professional requirements for teaching in NSW public schools and participate in ongoing professional development in school priority and personal interest areas.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	

## **School performance 2011**

### **Achievements**

#### **Arts**

The rotation system for the teaching of Creative and Performing Arts (CAPA), which was trialled in

Semester 2, 2010, was 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 again practiced every Friday and performed at special assemblies and functions throughout the year. The school also entered the Hunter Valley Gardens Choir Competition for the second year with every student participating. This whole school approach once again drew complimentary comments and praise from the judges.



### **Sport**

Sport and exercise form an important part of school life and the teaching and modelling of healthy lifestyles. In 2011, 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 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

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)

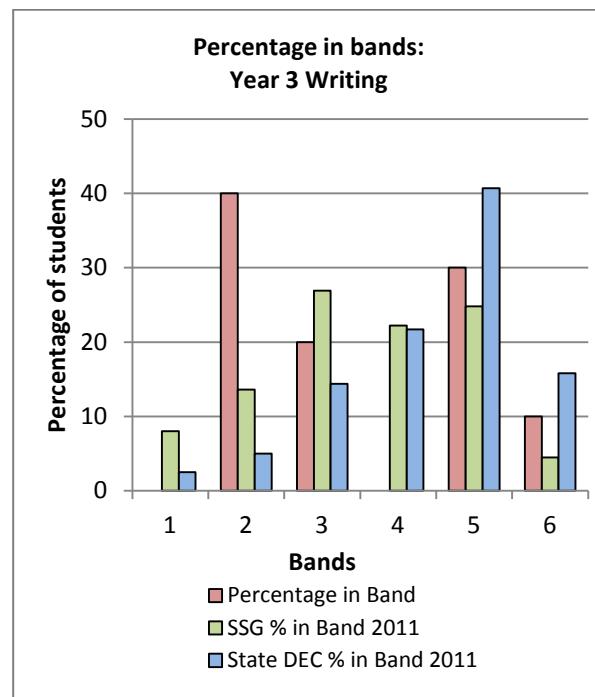
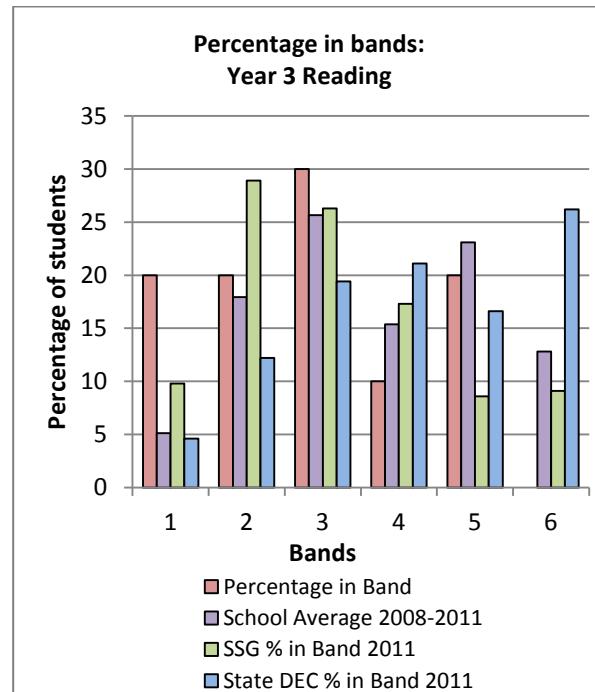
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

## Statistically Similar School Group (SSG)

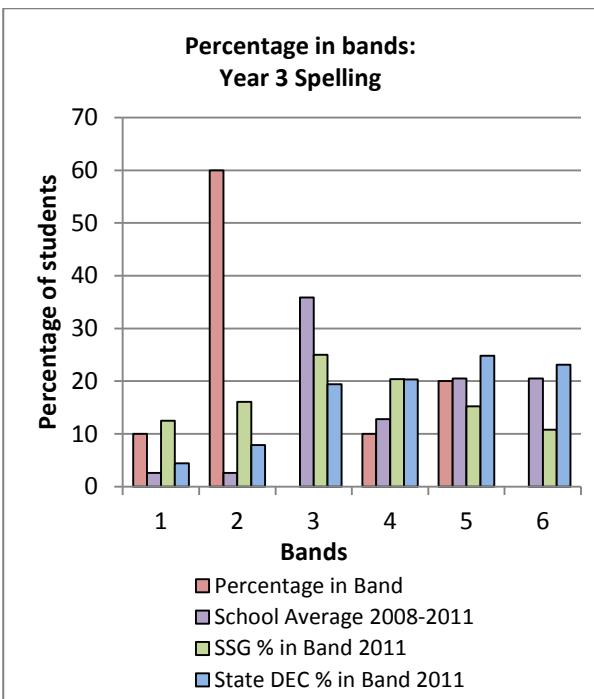
Department of Education and Communities (DEC) provides the average scores of a group of statistically similar schools for comparison of results and achievements. SSG results are included in the following graphs and reports.

## Literacy – NAPLAN Year 3

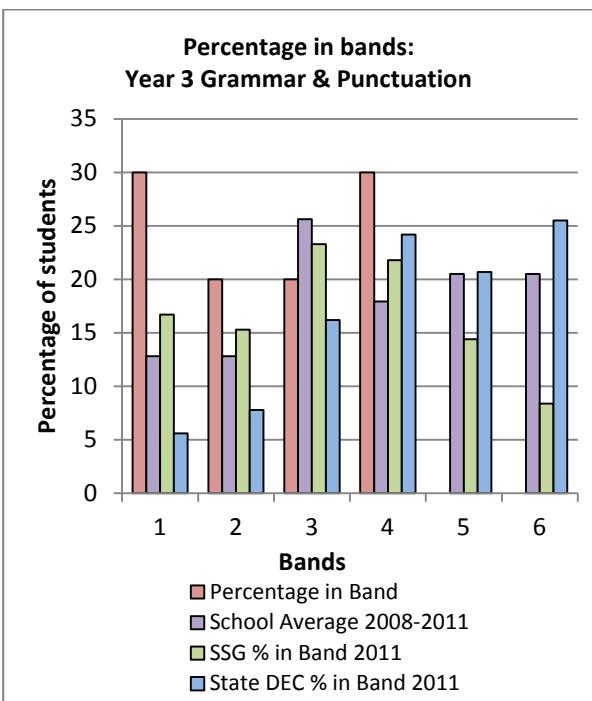
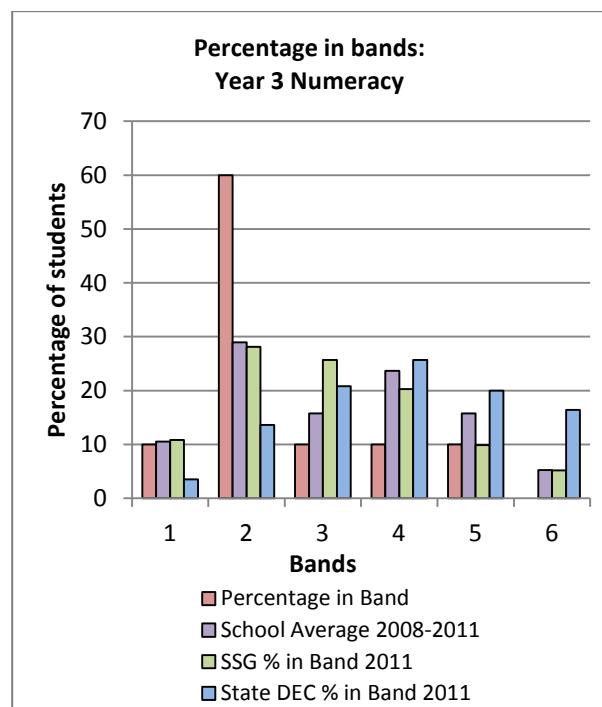
Although the school did not meet its targets in Year 3 this year, the school average 2008 – 2011 remains superior to that of the Statistically Similar School Group and comparable to the State figure in most areas.



(School averages for writing are not displayed due to the change this year from narrative to persuasive texts.)

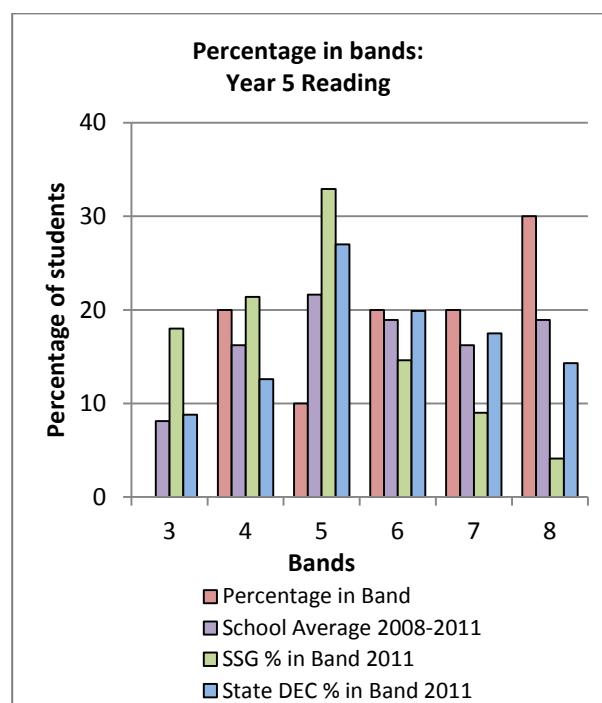


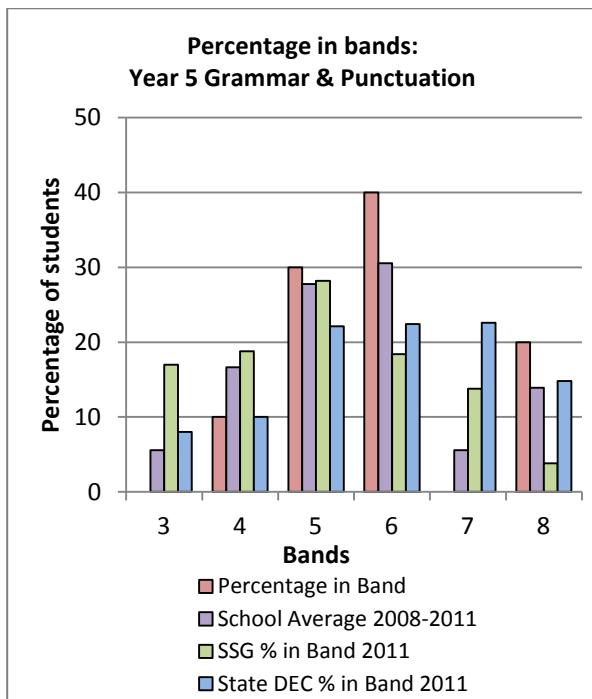
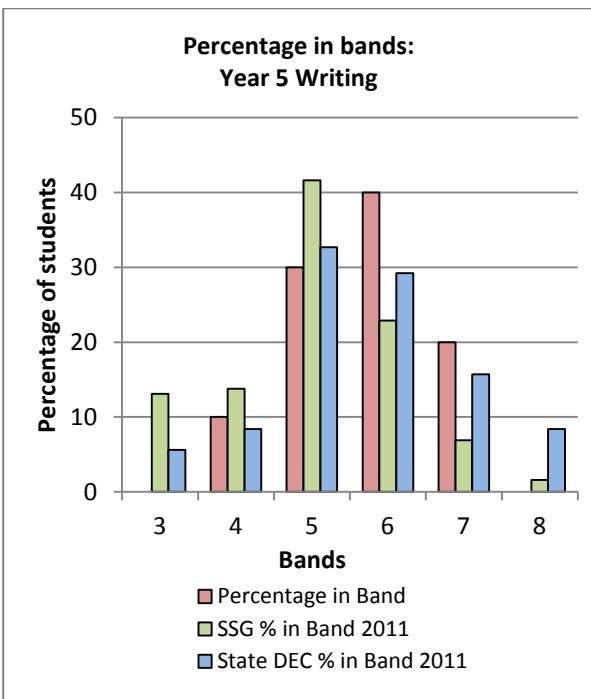
### Numeracy – NAPLAN Year 3



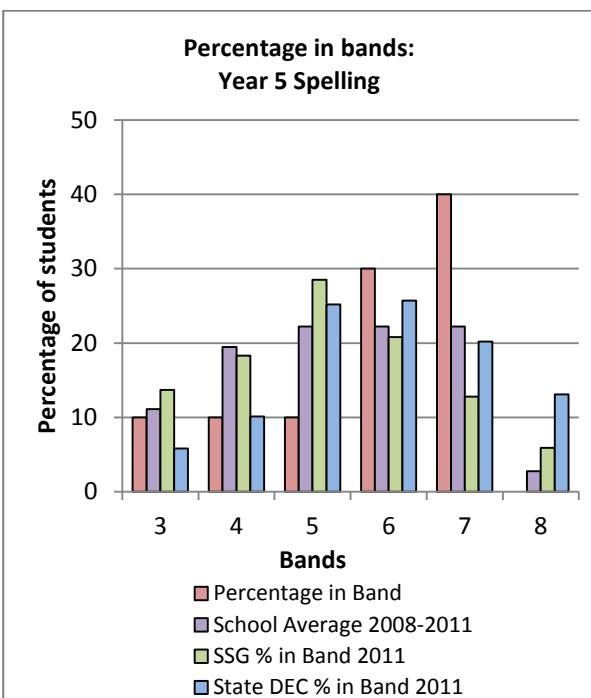
### Literacy – NAPLAN Year 5

Year 5 results in literacy met all school and regional targets. The group's average scores for 2011 were superior to the SSG's average in all areas and also superior to the state average in all areas except writing, where it was fractionally less.





(School averages for writing are not displayed due to the change this year from narrative to persuasive texts.)



## Numeracy – NAPLAN Year 5

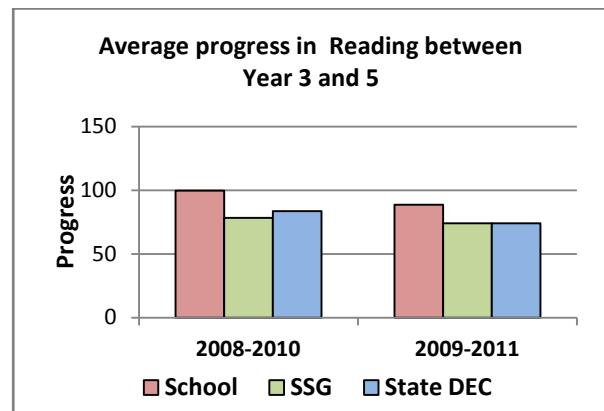
Because of a student's absence, the Year 5 group that completed the numeracy test was less than the minimum size (10 students) for reporting with graphs or tables. However, the group's average score exceeded both the SSG and state averages and 33% of students were in the top two bands. No students were in the bottom two bands.

## Progress in reading and numeracy

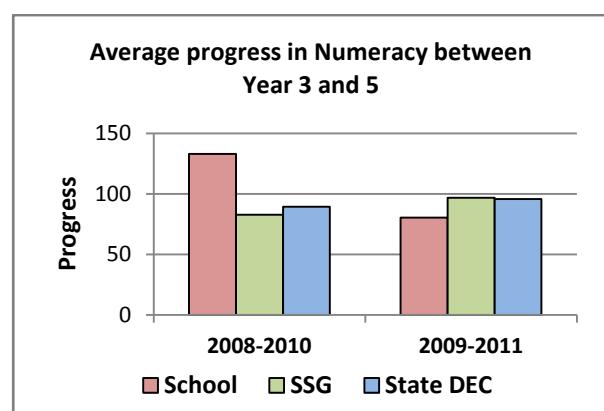
This is a measure of growth between the testing years and is considered to be an important indicator of a school's success and students' development. Increasingly, Year 7 students' results are being seen as the product of their primary school's teaching and learning programs.

An analysis of growth data for Year 5 and Year 7 students in reading and numeracy reveals that in all groups greater than 60% of students met or exceeded expected growth and the average growth exceeded state DEC growth in all areas except Year 5 numeracy. Both groups included Aboriginal students and their average growth exceeded state DEC growth in all areas.

Average progress in Reading between Year 3 and 5*		
	2008-2010	2009-2011
School	99.8	88.7
SSG	78.3	74.1
State DEC	83.7	74.0



Average progress in Numeracy between Year 3 and 5*		
	2008-2010	2009-2011
School	133.2	80.4
SSG	82.8	96.8
State DEC	89.6	95.8



## Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students

achieving at or above these standards are reported below.

No students at the school were exempted from completing the tests.

### Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

Reading	80.0
Writing	100.0
Spelling	90.0
Grammar & Punctuation	70.0
Numeracy	90.0

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

Reading	100.0
Writing	100.0
Spelling	90.0
Grammar & Punctuation	100.0
Numeracy	100.0

## 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.

## Aboriginal education

Paxton Public School is committed to promoting the educational achievements of all indigenous students and to enhancing the knowledge, understanding and respect of all students about Aboriginal cultural heritage. All classes experience Aboriginal Curriculum units integrated into the class program. Aboriginal culture formed a significant part of the school's Multicultural Day activities when Aboriginal artefacts, customs and traditional bush tucker were explained and demonstrated to interested students and family members.

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.

NAPLAN results for Aboriginal students, like those for the school population, generally cover a wide range and that was the case again in 2011.

The school was proactive in attempting to work with families to generate a Personalised Learning Plan for every Aboriginal student but fell slightly short of that target.



## 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 difference and promoting inclusiveness in our culturally diverse nation.

These factors were the focus when, once again, students and families were involved in a very

successful multicultural day during Education Week.

Multicultural education was also supported by explicit teaching about racism and discrimination within HSIE, Student Welfare and Child Protection units of work. The school has a fully trained Anti-Racism Contact Officer (ARCO) but she did not have any incidents of significance or any counselling needs during the year.



## 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. Paxton's Partnerships in Education evolved directly from such evaluations.

In 2011, 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 2011 targets**

### **Target 1**

#### **Literacy**

The school's achievements in Literacy match or better the HCC regional targets for PSP schools, Aboriginal students and Kindergarten students.

60% of students will achieve expected growth between Year 3 and Year 5, and 50% between Year 5 and Year 7 in NAPLAN results and the school will continue to be represented in the higher bands.

All kindergarten students demonstrate growth from entry level and 75% will achieve a Reading Recovery level of 6.

Our achievements include:

- There was a wide range of scores in NAPLAN results: in Year 3, the school did not meet school targets or match DEC State or SSG average scores. However, in Year 5, the school bettered school and regional targets in reading and was superior to DEC State and SSG average scores for all students in reading, spelling and grammar and punctuation.

- All Kindergarten students demonstrated growth during the year but the school fell fractionally short of meeting the target of 75%.

### **Target 2**

#### **Numeracy**

The school's achievements in Numeracy match or better the HCC regional targets for PSP schools.

60% of students will achieve expected growth between Year 3 and Year 5, and 50% between Year 5 and Year 7 in NAPLAN results and the school will continue to be represented in the higher bands.

All kindergarten students demonstrate growth from entry level.

Our achievements include:

- There was a wide range of scores in NAPLAN results: in Year 3, the school did not meet school targets or match DEC State or SSG average scores. However, in Year 5, the school bettered school and regional targets in reading and was superior to DEC State and SSG average scores for all students;
- Computer activities are an important part of all classes' maths programs and QuickSmart is providing improved number facts knowledge.

### **Target 3**

#### **Student and Community Engagement**

Student surveys over the year demonstrate a growth in student engagement and enjoyment in classroom activities.

Student attendance rate increases to match state average in 2011.

To facilitate and maintain meaningful home school partnerships that support student engagement in school and promote improved literacy and numeracy outcomes. Achieve a growth of one level in all strands of the reflection and planning matrix for school community partnerships.

Our achievements include:

- student attendance was better than state and regional averages;

- all Year 6 students successfully started high school after successfully participating in integration programs
- Partnerships in Education was successfully introduced with 85% of students having a plan after parental involvement;
- Focused careers education was introduced across the school including a whole day careers education expo.



## **Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

### **Educational and management practice**

#### **Partnerships in Education (PIE)**

##### **Background**

This innovative program developed as a strategy to address several findings from the 2010 Situational Analysis, which indicated an area of development should be the strengthening of a stronger home school partnership and, in particular, parent/carer involvement in literacy and numeracy programs. Instruments used to evaluate the strategies implemented included;

- the Analytical framework for effective leadership and improvement in literacy and numeracy, (Team leadership for School Improvement TLSI) which showed that the school was at level 2 for Item 12, Parent partnerships,
- a focus group of parents and the school's self-evaluation committee agreed that the

school is positioned in the lower two levels on all aspects of the PSP reflection and planning matrix for developing home, school and community partnerships,

- annual surveys, which demonstrated a high level of satisfaction of school programs, school culture and other aspects of school life,
- a focus group of parents assisted the school's self-evaluation committee and confirmed that the number of school volunteers has declined over several years, perhaps due to changing work and/or social commitments, and
- class records, which showed that high return rates for homework and high rates of parental attendance at parent/teacher interviews are consistent in early years but decline in the senior years.

Although the school community demonstrated strong support for all aspects of the school in annual surveys and attendance at school functions such as assemblies, presentation evenings and performances, meaningful participation in school literacy and numeracy programs was an area that needed strengthening.

#### **What we did – Strategies**

The focus group of parents and the self-evaluation committee decided that a personalised learning plan that incorporated contributions from students, parents and teachers would be implemented for each student in the school. It was agreed that, during a shared meeting, a single page plan would be developed that outlined targets in literacy and numeracy and one other area and strategies that would assist in the achievement of those targets. The potential benefits were seen to include:

- parents and students having meaningful contribution to and ownership of each child's learning and social development,
- a shared and enhanced understanding of students' strengths and needs,
- agreed targets for each student with agreed responsibilities,

- the development of a true partnership between home and school and
- ongoing and enhanced involvement in other school activities by parents who are comfortable in the school setting.

Partnerships in Education (PIE) was introduced in Term 2, 2011.

### **Findings**

85% of students had plans after parental involvement in preparation and meetings. Evaluations by teachers, parents and students were all very positive: parents and teachers appreciated the shared target setting and the development of greater understanding of aspects of the students and the students appreciated the chance to contribute to goals and their learning in general. Suggestions that will be introduced in 2012 include:

- holding the PIE meetings in Term 1, about Week 5,
- a follow up phone call or meeting by teachers in Term 2 or 3 to reinforce agreed actions and accountability and to maintain contact.

### **Conclusions**

Partnerships in Education was well received by all participants. It is clear that the meetings under the program, with their emphasis on shared accountability and planning, complement the current school practice of reporting academic progress and achievements at parent / teacher interviews at the end of semester one each year. It is also clear that it may take some time before a clear increase in parental involvement in all school activities is evident and the achievement of this outcome becomes the next challenge for the school. However, the school self-evaluation committee remains confident that, as the program is embedded more deeply in the culture of the school, greater involvement by the parent / carer community will result.

### **Future directions**

The program will continue with the above amendments and the potential benefits envisaged by the original planning groups are still seen to be realistic. PIE is highly sustainable post National Partnerships and will be institutionalised in the school's culture in coming years.

## **Curriculum**

### **Introduction of QuickSmart**

#### **Background**

The 2010 Situational Analysis and student performance data indicated a lack of knowledge and confidence with basic number facts by a significant number of the school's students. The QuickSmart program was investigated and implemented. This program has provided an excellent method of improving the immediate recall of basic number facts, developing "automaticity", that allows students to concentrate on concepts rather than repeatedly struggling with simple computations. Additionally, the general ethos and motivation of QuickSmart, such as "getting children into the main game" in a classroom and encouraging parental involvement, was considered relevant to the context of Paxton PS with its ongoing target of increasing student engagement. In recent years, it has been noted that average growth by Year 7 students has not been maintained at their Year 5 levels and it was hoped that successful involvement in the QuickSmart system would have a positive impact on that situation.

#### **What we did – Strategies**

During Semester 1, 2010, a teacher and SLSO were trained as coordinator and facilitator and the program was introduced to students and parents with information sessions and consent forms. Strict protocols for student movement, behaviour and student change over were established. Several changes in timetabling were necessary to reduce impact on other teaching programs and systems within classrooms. Work spaces were equipped fully and set up to reflect the importance that the school was placing on the program. Student achievement was recognised and an extremely supportive and encouraging atmosphere created in the groups.

#### **Findings**

Over the 30 week program, which began in 2010 and concluded with a graduation presentation early in 2011, all sixteen students improved in automaticity in number facts and all students, except two, improved in standardised PAT tests, several substantially. It became apparent very early that improvement in number facts quickly translated into growing confidence in maths overall. It also became apparent that students

were retaining and utilising QuickSmart strategies of working with number in the classroom.

Evaluations by students and parents after the program were extremely positive. Several parents noted a more positive attitude towards maths and, in at least one case, to school in general. Students all liked the systems and the variety of activities. Many also acknowledged that their improved confidence in number had led to greater engagement and enthusiasm in maths and the classroom in general. They also liked the fact that QuickSmart allowed them to advance at their individual rate. The second group, which will conclude in Term 4, 2011, is also progressing smoothly with similar positive results.

### **Changes in systems and practices**

- staff, particularly the SLSO, appreciated the professional learning that the program provides and much of this training has been shared with the balance of the teaching staff,
- QuickSmart provides a complete and measureable dimension to the teaching and learning of numeracy, which is highly motivational to students,
- Numeracy is becoming a far less daunting subject to students and parents of the school,
- School and class routines have proven to be adaptable enough to cope with children leaving and rejoining lessons,
- Classroom teachers are fully supportive of the program, especially as the increase in student confidence has continuing positive effects in maths and other areas of learning, and
- QuickSmart strategies have been extended into the introduction of a school-wide emphasis on problem solving techniques.

### **Conclusions**

The introduction of QuickSmart has been very successful. It has certainly increased many students' confidence and success when working with number, which is evidenced by student progress through the program, classroom performance and student and parent interviews. This confidence has resulted in a more positive attitude towards maths in general and kept our senior students more engaged with numeracy

lessons. This increased level of engagement with maths will, hopefully, continue into high school.

### **Future directions**

QuickSmart will continue in its current form in the school next year and the problem solving program will be reinforced with team teaching sessions conducted by STLA and classroom teachers.

### **Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

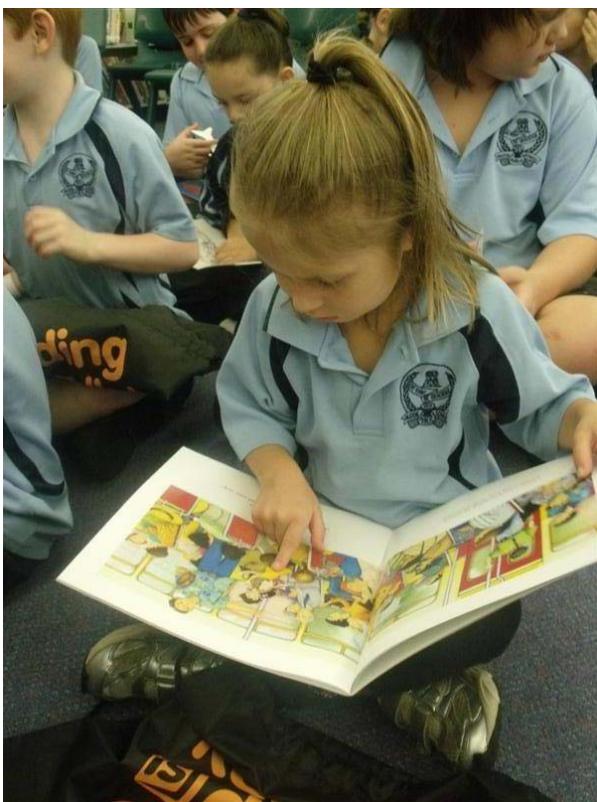
Their responses are presented below.

Parent levels of satisfaction were assessed through a survey that was distributed to one third of school families. A return rate of 70% was recorded, which is down on recent years. Parents were asked to respond to 14 positive statements about areas of the school's operation and management. Response options were Strongly Agree, Agree, Unsure, Disagree and Strongly Disagree. High levels of satisfaction were recorded in all areas with the only negative replies being single "Disagree" responses to three of the items.

General comments were also requested and received, including;

- More healthy food choices at the canteen would help to encourage healthy lifestyles;
- I have a high regard for Paxton School and its teachers;
- Praise is frequent but two class awards each fortnight seems inadequate; and
- Personal praise for individual teachers.

In focus group discussions, teachers and students also expressed high levels of satisfaction with the school with teachers noting the highly supportive and productive nature of the staff interaction that exists within the school. Students liked the large playground and equipment, the fact that there was very little bullying and teasing and that teachers would help when asked. The majority also favoured hands on learning activities and research projects.



## Professional learning

All teachers undertook professional learning during 2011. Tied funds for this area totalled \$3493 and were used in the areas of Literacy and Numeracy, Quality Teaching, Syllabus Implementation, Career Development and Welfare and Equity.

Additionally staff maintained their training in mandatory areas such as emergency care and Child Protection.

## 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

### Literacy

#### Outcome for 2012–2014

Data will demonstrate that each student's learning achievements are maximised in the critically important area of Literacy and the school will meet or better HCC Regional targets.

#### 2012 Targets to achieve this outcome include:

- The school's achievements in Literacy match or better appropriate HCC regional targets for PSP and Aboriginal students and K/1/2 students in Reading with an increasing representation in the higher bands.
- All kindergarten students demonstrate growth from entry level and 80% of students achieve Reading Recovery level 6.

#### Strategies to achieve these targets include:

- QTF is embedded in all Literacy programs, lessons and assessments.
- PSP funds support extra literacy group.
- Books in Homes continued to engage students in reading.

## School priority 2

### Numeracy

#### Outcome for 2012–2014

Data will demonstrate that each student's learning achievements are maximised in the critically important areas of Numeracy and the school will meet or better HCC Regional targets in this area.

#### 2012 Targets to achieve this outcome include:

- The school's achievements in Numeracy match or better appropriate HCC regional targets for PSP and Aboriginal students, with an increasing representation in the higher bands.
- All Kindergarten students demonstrate growth from entry level.

#### Strategies to achieve these targets include:

- SMART data and school data used to refine and develop teaching and learning in Numeracy.
- 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
- Parent / carer community involved in organisation and running of whole-school maths activities days each semester.

## **School priority 3**

### **Student and Community Engagement**

#### **Outcome for 2012–2014**

Innovative and dynamic teaching methods will be employed so that a range of teaching strategies and learning experiences, including appropriate use of technology and a highly personalised approach, will ensure that all students' learning needs are catered for.

Student surveys and other indicators will demonstrate that student and community engagement in all areas of school life will be maximised, which will benefit all students' learning outcomes and contribute to the narrowing of the achievement gap for Aboriginal and PSP students.

#### **2012 Targets to achieve this outcome include:**

- 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.

#### **Strategies to achieve these targets include:**

- 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.
- 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
- 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.

## **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, Teacher and Librarian

Natalie Connolley, Parent and P and C Treasurer

## **School contact information**

Paxton Public School

20 Anderson Ave, Paxton 2325

Ph: 02 49981278

Fax: 02 49981848

Email: 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>

