Our school at a glance

Students
Hoxton Park Public School is situated in a growing residential area on the western edge of Liverpool. Over 50 countries and 40 languages are represented in the school community of 570 students. The school was constructed in 2002 and has modern classrooms with wet areas and withdrawal rooms, a large community hall, two COLAs, a computer lab, library computer lab and a library. All learning spaces are air conditioned and utilise interactive whiteboard technology.

The school’s educational plan has a strong focus on improving outcomes in literacy and numeracy for all students through outstanding pedagogy, the effective use of assessment and programming, and the integrated use of technology. The values of respect, responsibility, care and participation are woven through all aspects of school life.

Students at Hoxton Park Public School benefit from programs in Reading Recovery, Targeted Early Numeracy (TEN), Count Me In Too, Best Start, inter-school sport, gymnastics, band, dance, choir, onsite before and after school care, student leadership initiatives, after school sport and various state competitions and programs.

Staff
Hoxton Park Public School is committed to teacher improvement through quality professional learning. The school is currently involved in training initiatives that include Get Reading Right and Targeted Early Numeracy.

Messages

Principal’s message
Hoxton Park Public School is a school with amazing capacity. The students, the teachers and the community are such that our school and our students should be able to achieve great things.

The focus of professional learning through 2012 was a K-6 approach to pedagogical change in reading. The impressive uptake of teachers to this new learning and the almost immediate impact this was having upon our students, drew a very positive response from our learning community. Our students are now operating with reading targets; teachers are continuing to outline clear learning intentions to students; and student’s expectation of what they can achieve has increased. It is wonderful to see such growth in such a short space of time. The difference in student learning is made from the combination of our talented, dedicated teachers and with the support we receive from our parent community.

2012 was the first year to recognize and celebrate our 100 days of learning. This is the culmination of a mathematics focus in Morning Routines and is a community celebration where students and staff dress up to reflect the numeral 100. We look forward to another celebration next year.

Our kindergarten team was the recipient of the Regional Young Learners Award this year. This award was a result of a K-6 school initiative to improve our reading achievement. We understand that overall school success can be directly linked to the success a student achieves in literacy. Without a strong literacy background, students find difficulty accessing the other subject areas in the curriculum. The kindergarten team achieved outstanding results and the award is recognition of their students’ achievements.

Winners of the South Western Sydney Regional Young Learners Award, the Kinder team: Karen Pierson (Assistant Principal), Kate Harvey, Lisa Heffernan and Gloria McAllister (not pictured).

2012 was the year of the Spring Fair. Thank you to the Parents and Citizens’ group (and their families) who were amazing in helping to create a magical day for our community. A very special and heartfelt thank you must be given to Debbie Cross. Deb was the driving force behind the
Spring Fair which would not have been the success it was without her outstanding organizational skills and her dedication to our school.

I would like to take this opportunity to recognise my outstanding leadership team:

Donna Casey
Yvette Fabian-Carter
Rob Francis
Kate Harvey
Karen Pierson
Barbara Rich
Jamie Scales

They are focused and driven leaders who are committed to their role as teachers and leaders in our school. The team continues to provide great support to their own stage and office teams through professional learning; modeling teaching strategies during class visit time each week; mentoring and in providing honest feedback to their teachers to continually improve their performance.

All of our teaching staff including our school learning support officers and our non-teaching staff; the administrative staff and the general assistants, all strive each day to do the best they possibly can for the students we teach. We work towards our end goal of making Hoxton Park PS the school of choice for our local area.

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.

Kylie Donovan (M.Ed. B.Ed. Dip Teach)

P & C Message

Another successful year is coming to a close and what a year it is has been!

With continual, tireless efforts from a handful of dedicated parents the P & C initiative has continued its commitment to fundraising and ensuring community involvement at all levels.

Complimentary to the traditional fundraising efforts of the team we also held our bi-annual Spring Fair. The day was a fantastic success which was enjoyed by the whole community. The proceeds from the day will be donated to the school to assist with much needed financial support for the speech therapy program.

Our aim for the year was to reach $20,000 and we exceeded our expectation.

The remaining funds will be directed towards picnic tables and chairs for around the school grounds, and if financially viable, a shade over the existing playground equipment.

The most exciting change we are looking forward to next year will be the implementation of our new school uniform.

We also look forward to meeting the new kindergarten students and hope we have lots of eager new parents to assist us in our fundraising efforts next year.

I would like to say a big thank you to all the parents who assist when they can both physically and financially. Your support is greatly appreciated by all.

The P & C group meet the 3rd Wednesday of everything month at 7pm. Please feel free to come along and share the fun.

Paula Pye
P & C President

Student representatives’ message

The student leaders were busy in 2012. We lead many assemblies, organised the raising of the school flags and greeted various school visitors throughout the year. We also helped out with many functions. Money raised by participating in the school Fun Run financed our year six farewell at the Liverpool Catholic Club.

Student leaders also participated in Young Leaders Day and visited Parliament House. These events enhanced our leadership skills.

On behalf of the student leadership team of 2012, I would like to thank all the teachers and students for their participation and support.

Daniel Dos Santos and Christina Skantzos
School Captains 2012

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Daniel Dos Santos and Christina Skantzos
School Captains 2012
School context

Student information

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Student enrolment profile

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<tr>
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<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>K HUSH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K MACLARY</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 DALMATIAN</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 KOVU</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 OSCAR</td>
<td>1</td>
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<td>22</td>
</tr>
<tr>
<td>1 OZ</td>
<td>1</td>
<td>18</td>
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<tr>
<td>2 FRANKLIN</td>
<td>2</td>
<td>24</td>
<td>24</td>
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<tr>
<td>2 HAGRID</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2 SHREK</td>
<td>2</td>
<td>24</td>
<td>24</td>
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<tr>
<td>2/3 FERN</td>
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<tr>
<td>2/3 FERN</td>
<td>3</td>
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<td>27</td>
</tr>
<tr>
<td>3 STANLEY</td>
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<td>3</td>
<td>30</td>
<td>30</td>
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<tr>
<td>3/4 VARJAK</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3/4 VARJAK</td>
<td>4</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>4 QUASIMODO</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4 SHADOWFAX</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4/5 JADIS</td>
<td>4</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>4/5 JADIS</td>
<td>5</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>4/5/6 SHERLOCK</td>
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<td>30</td>
</tr>
<tr>
<td>4/5/6 SHERLOCK</td>
<td>6</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>5 GOLLUM</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Student attendance profile

Annual attendance rates for Hoxton Park Public School continue to be above the state average.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>93.6</td>
<td>95.5</td>
<td>94.8</td>
<td>94.2</td>
<td></td>
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<tr>
<td>1</td>
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<td>94.9</td>
<td>95.1</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.6</td>
<td>95.8</td>
<td>93.7</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.1</td>
<td>94.8</td>
<td>95.1</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.8</td>
<td>95.2</td>
<td>93.8</td>
<td>95.5</td>
<td></td>
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<tr>
<td>6</td>
<td>95.5</td>
<td>96.4</td>
<td>95.0</td>
<td>94.5</td>
<td></td>
</tr>
</tbody>
</table>

Total 94.3 95.1 95.5 94.6 94.8

Management of non-attendance

All student absences must be explained in writing, citing the reason and duration of the absence, with the signature of the parent.

Long term and unexplained absences are followed up by office staff through phone and written correspondence. All new Kindergarten parents have the opportunity to meet with the Home School Liaison Officer during the Kindergarten Transition program.

Morning routines have been implemented in all classrooms from 9-9:30am in an attempt to encourage students to arrive at school on time. An essential agreement has been created by all staff to ensure consistent implementation. Morning routines focus on improving:

- grammar and punctuation
- talking and listening skills
- writing strategies
- numeracy skills
- background knowledge
- vocabulary
Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school had 35.19 teaching positions allocated for 2012. This included six executive staff, seventeen classroom teachers and 8.128 specialist support staff. The majority of staff members are very experienced with six staff members in non-promotion positions having ten or more years teaching experience.

The teaching staff was supported by a School Administrative Manager, three School Administrative Officers, five part-time Student Learning Student Officers (SLSO) and a General School Assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
<tr>
<td>Primary Teacher Executive Release</td>
<td>1.0</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.9</td>
</tr>
<tr>
<td>RFF</td>
<td>1.008</td>
</tr>
<tr>
<td>Total</td>
<td>35.19</td>
</tr>
</tbody>
</table>

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

Hoxton Park Public School does not have any teaching staff who identify as Aboriginal or Torres Strait Islander. One SLSO identifies as Aboriginal.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>282 727.34</td>
</tr>
<tr>
<td>Global funds</td>
<td>233 403.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>245 936.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>231 523.37</td>
</tr>
<tr>
<td>Interest</td>
<td>14 316.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>31 499.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 039 406.55</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
  Key learning areas       68 357.77
  Excursions               59 834.76
  Extracurricular dissections 96 100.42
  Library                  0.00
  Training & development   7 905.00
  Tied funds               196 185.22
  Casual relief teachers   67 351.39
  Administration & office  77 231.59
  School-operated canteen  0.00
  Utilities                46 878.35
  Maintenance              10 894.02
  Trust accounts           29 711.58
  Capital programs         32 533.23
  Total expenditure        692 983.33

Balance carried forward  346 423.22

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

Arts

The school promotes and provides students with a balanced curriculum. Programs in the areas of creative and practical arts have remained a focus.

- The school band has continued to practice throughout the year, with the formation of a junior and senior band. The band has performed at school functions.
- The school participated in the Western Liverpool Music Festival in both choir and dance.
- Two school dance groups (junior and senior) and the choir successfully performed throughout the year.
- Students performed class items at weekly assemblies.

Sport

Numbers of Students Attending Carnivals

District Swimming: 21
Regional Swimming: 2 (Mark Calleja and Hannah Vo)

District Cross Country: 30
Regional Cross Country: 1 (Joel Saldaneri)

District Athletics: 55
Regional Athletics: 6 (Rolando Daly, Connor Martin, Aman Aga, Tyler Afoa, Joel Saldaneri, Travis O’Grady)

PSSA Teams

Season 1
- Boys Softball
- Boys Basketball
- Boys Oz Tag (Senior Boys Oz-Tag – Premiers, Junior Boys Oz-Tag - Runners Up)
- Girls Soccer (Junior Girls – Premiers)
- Girls Touch
- Mixed Newcombeball

Season 2
- Boys Soccer
- Girls Oz Tag
- Mixed Netball (Junior Girls – Premiers)
- Mixed AFL
- Mixed Newcombeball

Season 3
- Boys Cricket
- Boys Touch
- Girls Softball
- Girls Cricket (Junior Girls – Premiers, Senior Girls – Premiers)
- Mixed Newcombeball

Individual Achievements

Zone Teams

The following students made it into the GVPSSA (Zone) team and participated at the regional carnival for the specified sport.

Girls Softball
Thea Hayday-King

Boys Softball
Zac Raso
Travis O’Grady

Girls Touch Football
Bianca Robertson
Tamalee Dargan

Boys Rugby League
Joel Saldaneri
Tyreece Siofele

Girls Soccer
Meegan Jimenez
Makayla Daly

AFL
Connor Martin
Regional Teams
The following students made it into the SSW (Regional) team and participated at the state carnival for the specified sport.

Rugby League
Joel Saldaneri

Physical Education Programs

Premiers Sporting Challenge
This year we participated again in the Premiers Sporting Challenge. Seventeen classes participated in the challenge lasting ten weeks. Students received either a silver, gold or diamond achievement at the end of the challenge.

Diamond: 1 class
Gold: 14 classes
Silver: 2 classes

Sports Pro Gymnastics
Students participated in a ten week program that developed their gymnastics skills.

Life Education
The Life Education van came to our school again this year. Early during term 4 each class participated in an hour lesson about healthy lifestyles. The program promotes an awareness of a healthy lifestyle and teaches students to make positive and healthy decisions in their life. Students who attended the session also received an activity booklet based on the topic discussed during their lesson.

Swim Scheme
During weeks five and six of term four, students from years 2-6 participated in the Swim Scheme program. This program is designed to teach students about water safety and how to swim. We had 166 students participate in the program this year.

Live Life Well
This year some teachers undertook professional learning to develop and implement a healthy lifestyle program within the school. This program encompasses sun safety, healthy eating and an active lifestyle. Next year Hoxton Park PS will be implementing these new strategies and programs throughout the school. Programs to be implemented are:
- Sun safety at school
- Crunch and Sip
- Water in the classroom

External School Sport Groups
Throughout the year we had the Milo In2Cricket visits where students from each class were taken through a 30min workshop about cricket. They received a show bag full of cricket information. Later in the year, an AFL representative came to the school to also provide 30min workshops for each class. Following this, the AFL representatives ran a ten week, after-school AFL program on school grounds.

Active After School Program
Students were offered after school sport sessions for one hour twice a week each term. This encouraged active lifestyle and learning new sporting skills and interacting in team activities.

Future Directions
A continued focus on sport and fitness where students are provided with continued opportunities to participate in school and interschool sporting events. We will continue to provide life education, swim scheme and partnerships with local clubs such as, AFL and cricket. Next year, we will focus on finalising an essential agreement for the Live Life Well program and begin to implement elements of this throughout 2013, beginning with Crunch & Sip. SportsPro Gymnastics will continue throughout 2013 and we will be commencing a new school-based dance initiative K-6.

Other
Kids Design Challenge TechnoPush
30 students from stage 3 took part in the NRMA KFC TechnoPush Challenge at Eastern Creek. The students were involved in designing and constructing a pushcart. They took part on a series of events testing their design, speed and
road safety knowledge. They were short-listed for two major awards.

Mrs Circosta and her awesome 5/6C team at Technopush.

Student Leaders
Dr Andrew McDonald MP invited our student leaders to Parliament House. This day included a guided tour of Parliament House, chambers, the rooftop garden often used for press announcements and the library.

Our 2012 student leaders on the rooftop garden at NSW Parliament House.

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)

Progress in literacy
- Students representing us in the district Spelling Bee were:
  Tui Niko and Marvin Galla – Stage 2
  Yvonne Mudliar and Varsha Kumar - Stage 3
- See evaluation for Reading.

School Plan
The school plan has been reviewed by the whole staff. There was productive discussion about aspects that need to remain and new elements to be implemented in 2013. The School plan for 2013-2014 was rewritten.

Reading Focus
The focus this year has been on improving reading from Kindergarten to Year 6. All staff undertook extensive professional learning in order to ensure best practice in teaching reading. Staff were trained in the principles of Get Reading Right (a new approach to teaching reading K-6). Get Reading Right is a whole school approach to teaching reading using corporate programming, scope and sequence documents to ensure consistency in skill development, and develop expert teacher knowledge of how we learn to read. It ensures all students receive explicit teaching of reading concepts. A considerable portion of the Literacy budget was used to purchase a variety of resources to aid the teaching of Get Reading Right content, including
teaching toolkits, electronic resources, and manipulative resources and books.

Reading Targets
As a school we have written an essential agreement for assessment of students’ reading success. Our benchmarking system is more extensive, providing greater analysis of students’ strengths and weaknesses when reading. We have begun to collate school-wide data based on reading levels and used team and staff meetings to analyse the needs of students. Reading growth is reviewed three times a term during leadership meetings and professional discussions are undertaken in team meetings to identify students who need additional support. Students have reading targets set and each student is responsible for knowing their target. Students’ reading achievements have been celebrated, with students who have reached their reading target being acknowledged in the Bunya (school newsletter).

Home Reading
Our Home Reading program has been reviewed and updated throughout the year. A draft home reading essential agreement was published to ensure consistency across the school. A new streamline box system has been utilised to match the colours and levels of the guided reading texts. This has made the program more efficient and effective for students and staff. The home reading books have been equitably distributed to each grade with a variety of age appropriate texts and levels. At a class level, home reading has been monitored throughout the year, with students being rewarded for consistent home reading, through class reward systems.

Resources
The Literacy budget has not only been used to resource the new teaching approach Get Reading Right, but also to expand the depth of literature provided to students. A wider range of guided readers and talking texts have been purchased that included a large number of traditional tales. Each double classroom has been provided with a listening post and each stage has received two sets of fluency recorders.

Future Directions
A review of the school plan has identified the following areas:

- Resources – purchase of more home readers, guided readers and class sets of novels that cover a diverse range of literature.
- Review of essential agreements – whole staff review of the current essential agreements (i.e. morning routine, home reading system, reading and benchmarking).
- Professional learning – Get Reading Right professional learning in relation to grammar, writing and comprehension.
- Reading data tracking - review of the reading data tracking system and ongoing tracking throughout 2013.
- Benchmarking – review of the benchmarking system and maintenance of benchmarking each term.
- Continuation of morning routines.
- Parent information sessions.

Literacy – NAPLAN Year 3 and 5
Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Progress in numeracy
Achievements:

- Each class participated in the Mathletics program.
- Quality program implementation in all classes occurred embedding the teaching/learning cycle in numeracy.
- The school implemented a basic number facts program K-6.
- All staff undertook professional learning in areas like Targeted Early Numeracy, Best Start and Count Me In Too.
• Resources were purchased to support the teaching of all strands.
• Planning days were used to corporately program stage/grade units of work.
• All classes supported World Maths Day and participated in Numeracy Week initiatives.

Future directions
• Parent information sessions to enhance understanding of modern teaching methods.
• ‘How to help your child with maths at home’ newsletter items.
• “Working Mathematically’ and problem solving TPL for staff.
• 100 days of learning scope and sequence.
• Whole school scope and sequence to be finalised (ensuring that all teachers use the same North Coast online maths resource.

Numeracy – NAPLAN Year 3 and 5
Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives
Get Reading Right program
Whole school professional development in relation to explicit and systematic teaching of literacy with a focus on research based pedagogy.

Live Life Well @ School
Trialled Crunch & Sip across all classes during 2012. All staff were involved in the design and review of the Crunch & Sip essential agreement, to be implemented in 2013.

Aboriginal education
We celebrated NAIDOC week with a fabulous full day of activities including indigenous games.
A K-6 assembly which was led by our Aboriginal students to honour heritage and culture was held and our school community was invited to attend. The aim was to not only teach non-Aboriginal students more about the significant place that Aboriginal culture has in our lives but to build the profile of all our Aboriginal students and Aboriginal student leaders.

Our review meetings for all Aboriginal students included the DEC Aboriginal Education Consultant and each student’s parent, teacher and Mrs Casey. The purpose was to create a meaningful personal learning plan which is valued at home and at school. This is the school working in true partnership with our community.

An application for funding was successful for yarning sessions but we were unable to complete this to the original scope as only 10% of funds set out in the application were received.

Future Directions:
• The aim of Aboriginal Education is to move from a tokenistic approach to developing a greater understanding of culture and identity with all students, teachers and the community. Our Aboriginal students should feel proud of their heritage and their ancestors. At Hoxton Park PS we are committed to closing the gap in achievement between our Aboriginal and no-Aboriginal students and will achieve this through professional learning, quality teaching, reflected in personal learning plans.
• To resubmit the application for funding for yarning sessions where the Aboriginal community are sharing their oral stories of tradition and culture with our students.

Multicultural Education
Background
Hoxton Park Public School has a population of 570 students, with approximately 79% of students coming from Language Backgrounds other than English (LBOTE) and 61% who speak an additional language (ESL). There are 50 different languages spoken by these students who come from a variety of ethnic backgrounds.

Findings and conclusions
There has been a strong focus on Early Intervention this year as well as oral, reading and written comprehension. Much of the English as a Second Language (ESL) support time has been given to Early Stage 1 to help boost language development as well as reading and writing
abilities, setting up a strong foundation for them to build their skills in future years. ESL support time varies with each class, depending upon need. All Phase 1 students and most Phase 2 students are catered for, with Phase 3 students included where time permits or specific needs arise.

ESL support was given using a variety of grouping strategies such as withdrawal, team teaching and small group teaching. This included a New Arrivals group where students received specialist support for one hour a day to aid the development of introductory language skills in their first year of school in Australia. Supplement support was also allocated with an ethnic aid to support our refugee new arrival students.

Programs and strategies were implemented that educated all students for a culturally diverse society. A multicultural board in the foyer displayed pictures and information on various religious and cultural celebrations. The ESL room also displayed welcome signs in languages other than English. This focus in the foyer and the ESL room conveys the strong message that our school is welcoming and inclusive of all.

Letters of importance were translated and interpreters were used where necessary to ensure clear communication with students, parents and families.

English as a second language (ESL) students had their needs identified through an initial phasing assessment which identified areas of need. Learning needs were effectively catered for through comprehensive, specialist language programs and ongoing assessment of progress.

Future directions

- The language and cultural backgrounds of all students will continue to be valued and promoted throughout the school. The Early Intervention program will continue to provide the support needed to build the language skills of Kindergarten students.

- A talking and listening focus will continue to be the basis for much of the learning in 2013, along with a grammar component to provide extensive learning in the area of writing and a strong synthetic phonics and comprehension component in the area of reading.

Progress on 2012 targets

Our achievements include:

- **26% improvement** in the number of students who were below reading exit levels K-6.

- **15% improvement** in the number of students K-6 at or above their reading exit level

- **10% improvement** in the number of students K-6 beyond their reading exit level.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of reading.

Reading

Background

A major focus on reading was deemed necessary after initial reading level benchmark data was collected.

Benchmarking assessments were rewritten to create a robust assessment for teachers to use. A benchmarking essential agreement was written which helped develop a consistency in the benchmarking process. We found that student initial reading levels were numerically lower than teachers anticipated because of the new assessment. These updated levels were now authentic and we had a place to start comparing our data.

At the end of a year of reading focus K-6, students, parents and teachers were surveyed.

Findings and conclusions

98% of students knew their reading target.

91% of students shared that reading target with their family.

84% of students achieved their reading target.

88% of parents knew their child’s reading level.

78% of parents were aware of their child’s final target.

66% of parents stated that their child read every night.

32% of parents stated that their child read 2 to 3 times per week.
57% of teachers stated that writing the essential agreements for Hoxton Park PS has made some difference to the consistency of their lessons.

42% of teachers stated that writing the essential agreements for Hoxton Park PS has made a significant difference to the consistency of their lessons.

79% of teachers stated that using the developed literacy scope and sequences have made some difference to the planning and delivery of their lessons.

22% of teachers stated that using the developed literacy scope and sequences have made a significant difference to the planning and delivery of their lessons.

100% of teachers stated that the introduction of the morning routine has had a positive effect on their classroom pedagogy.

**Future directions**

- Continue promoting reading targets and highlight this more at assemblies, in the newsletter and on the school website for parents;
- Continue morning routine, further developing teacher expertise in this area;
- Utilise scope and sequence to further develop consistency between teacher expectation and student’s skill development.
- Class visits to further develop teachers’ expertise and provide valuable feedback.

**Professional learning**

The majority of professional learning funds were expended in the area of literacy. We engaged the skills of a literacy expert, Jo-Anne Dooner from Get Reading Right to be employed as a consultant to deliver high quality, explicit literacy professional learning for teaching staff.

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**School planning 2013—2014**

**School priority 1**

**Literacy**

Improve student achievement through quality teaching and learning in the areas of writing, reading and talking and listening in literacy.

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

2013: 75% of students attaining grade reading exit benchmark level. School growth for reading and writing in the NAPLAN matches or exceeds the state average growth.

**School priority 2**

**Numeracy**

Improve student achievement through quality teaching and learning in numeracy.

2013: 95% of students attaining minimum national standards in numeracy. School growth for numeracy in the NAPLAN correlates with or exceeds state average growth.

**School priority 3**

**Technology**

Improve student achievement through quality teaching and learning in all areas of technology across key learning areas.

2013: 95% of students achieving grade based skills from school technology scope and sequence.

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The colour orange represents Harmony Day in Australia.
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.

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Donna Casey – Deputy Principal
Cathie Circosta – Teachers’ Federation Rep.
Yvette Fabian-Carter – Assistant Principal
Kate Harvey – Assistant Principal (Rel.)
Karen Pierson – Assistant Principal
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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: