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 34 languages are represented in the school community of 586 students. The school was constructed in 2002 and has modern classrooms with wet areas and withdrawal rooms, a large community hall, two covered outdoor learning areas, abundant technology and a library equipped for 21st century learners. 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 the effective use of assessment, 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

2013 was a very successful year at Hoxton Park PS. We continue along the path in moving good teachers to become great teachers by providing significant, targeted, professional learning. Our teachers have individual professional goals which they also worked towards, throughout the school year.

Our literacy results, particularly in the area of reading, were outstanding. Our benchmark results showed a huge shift in reading ability K-6 and are detailed further in this annual school report.

Creative arts took a front row as our dance groups performed at many different venues and one of the dance groups were a part of the Schools Spectacular.

The strong team approach led by the school leadership team continues to promote a model of excellence in pedagogy and support for teachers.

Throughout the year we have had many visiting teachers from other schools attend classroom observations where Hoxton Park teachers have demonstrated Morning Routine and Guided Reading lessons.

This year, Hoxton Park High School began a science initiative where targeted year 4 students attended the science labs. Students were exposed to amazing lessons, experiments and dabbled in robotics. This was a fabulous experience and will be continued next year.

The students at Hoxton Park PS continue to achieve and experience outstanding success.

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

P & C Message

The Parents and Citizen’s group, meets on the third Thursday of the month, during school terms.

There has been a focus on fundraising with all money raised being directly spent on students of Hoxton Park PS. The following fundraising activities took place throughout the year:

Easter raffle; Mother’s Day stall; P&C Membership; Pyjama Day; Father’s Day stall; Billy G’s Cookie Dough; Election Day BBQ & Cake stall; Insulated lunch bags; Disco; Mini Fete; and Hamilton Island Raffle.
Funds were used to erect a shade area over the play equipment, so students could safely use the equipment during the hotter months.

We have a small group of dedicated parents who attend meetings but are ably assisted by other parents to help out with some activities. We greatly appreciate this.

Paula Dos Santos
P &C President

Student representative’s message
Throughout 2013, 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. By actively participating in school parliament sessions, we were able to organise a variety of school activities which were enjoyed by the students. These included a talent quest and mufti days. Money raised by participating in these events, and 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 2013, I would like to thank all the teachers and students for their participation and support.

Madison Tieu and Mark Calleja
School Captains 2013

**School context**

**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**

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
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<tr>
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<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K PEARL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K REEF</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K SHELLS</td>
<td>K</td>
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<td>20</td>
</tr>
<tr>
<td>K/1 NARWHAL</td>
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<tr>
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<td>13</td>
<td>21</td>
</tr>
<tr>
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<td>25</td>
</tr>
<tr>
<td>1 HERMIT CRAB</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1/2 KRILL</td>
<td>1</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>1/2 KRILL</td>
<td>2</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>2 ORCA</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2 QUAHOG</td>
<td>2</td>
<td>23</td>
<td>23</td>
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<tr>
<td>2 VAQUITA</td>
<td>2</td>
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<td>3 SEAL</td>
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<td>28</td>
</tr>
<tr>
<td>4 GEMFISH</td>
<td>4</td>
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<td>29</td>
</tr>
<tr>
<td>4 TENTACLES</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5/6 SHARKS</td>
<td>4</td>
<td>6</td>
<td>30</td>
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<tr>
<td>4/5/6 SHARKS</td>
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<td>12</td>
<td>30</td>
</tr>
<tr>
<td>4/5/6 SHARKS</td>
<td>6</td>
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<td>30</td>
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<tr>
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<tr>
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<td>10</td>
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<tr>
<td>6 LIONFISH</td>
<td>6</td>
<td>28</td>
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</tr>
<tr>
<td>6 SEAHORSE</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>
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:

- 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 32.46 teaching positions allocated for 2013. This included six executive staff, nineteen classroom teachers and 7.46 specialist support staff.

The teaching staff was supported by a School Administrative Manager, two 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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal</td>
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<tr>
<td>Assistant Principals</td>
<td>4</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>21.05</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.5</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>2.2</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
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<tr>
<td>Total</td>
<td>36.522</td>
</tr>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal 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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

Date of financial summary 30/11/2013

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<td>Global funds</td>
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<td>Tied funds</td>
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<td>Canteen</td>
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<table>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Casual relief teachers</td>
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<td>Total expenditure</td>
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<td>Balance carried forward</td>
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</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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.
- The junior dance ensemble performing at Central Station for Seniors Week celebrations.
- The junior and senior dance ensembles performing at the South Western Sydney Regional Dance Festival, the Western Liverpool Festival of Performing Arts and various school events.
- The junior dance ensemble performing at the State Dance Festival and the prestigious Directors Choice awards.
- Students from Years 1 to 4 performed at the annual Schools Spectacular.
- Three students (Victoria Eyke, Jeena Nguyen and Angelina Kostrevska) were selected to participate in a state dance day at the Sydney Dance Company.
Sport

Numbers of Students Attending Carnivals

District Swimming: 14
Regional Swimming: 2 (Mark Calleja and Jessica Stanley)

District Cross Country: 32
Regional Cross Country: 5 (Meegan Jimenez, David McHugh, Connor Martin, Gyndaalee Croft, Jayden Oudshoorn)

District Athletics: 57
Regional Athletics: 19 (Connor Martin, Tyler Afoa, Jaidyn Tieu, Jaymesson Ieremia, Aiulu Falefata, Shirley Lee, Alisha Hutchinson, Courageous Afoa, Feliciti Lim, Gisell Pereria Da Silva, Asin Akbar, Jasmin Phoumin, Sawaan Kreidie, Angela Ly, Mickayla Safar, Kayla Brown, Falealii Falefata, Jacob Catania, Kenji Tuazon)
State Athletics: 2 (Falealii Falefata, Connor Martin)

PSSA Teams

Season 1

- Boys’ Softball
- Boys’ Basketball
- Boys’ Oz Tag (Junior Boys’ Oz tag - Runners up)
- Girls’ Soccer (Senior Girls’ Soccer – Runners up, Junior Girls’ Soccer – Premiers)
- Girls’ Touch
- Mixed Newcombeball

Season 2

- Boys’ Soccer
- Girls’ Oz Tag (Junior girls’ Oz Tag – Runners up)
- Mixed Netball (Juniors – Premiers)
- Mixed AFL
- Mixed Newcombeball

Season 3

- Boys’ Cricket (Senior and Junior Boys’ Cricket – Premiers)
- Boys’ Touch (Junior Boys’ Touch – Runners up, Senior Boys’ Touch – Premiers)
- Girls’ Softball
- Girls’ Cricket (Junior and Senior Girls’ Cricket – Premiers)
- Girls’ Basketball
- Mixed Newcombeball

Individual Achievements

Zone Teams

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

Girls’ Softball
Jade Cross

Boys’ Touch
Tyler Afoa
Jaymesson Ieremia
Connor Martin
Zac Price

Boys’ Rugby League Under 11’s
Tyler Afoa
Connor Martin
Rick Siofele

Boys’ Rugby Union
Jaymesson Ieremia

Girls’ Soccer
Meegan Jimenez
Makayla Daly

Boys’ Soccer
Nicholas Hoenselaars

Regional Teams

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

Rugby Union
Jaymesson Ieremia

Physical Education Programs

Premiers Sporting Challenge

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

Gold: 23 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 3 each class participated in a one hour lesson about healthy lifestyles. The program promotes an awareness of a healthy lifestyle and encourages students to make positive and healthy life decisions. Students who attended the session also received an activity booklet based on the topic discussed during their lesson.

**Swim Scheme**

During weeks 3 and 4 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 develop basic swimming skills and water confidence. We had 130 students participate in the program this year.

**Live Life Well**

This year all staff implemented this 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**

An involvement in the Socceroos 2013 Schools’ March Past was organised for students in Years 3 to 6. Football Federation Australia allocated 40 tickets for our school at Stadium Australia to view the Socceroos v Iraq 2014 FIFA World Cup Qualifier on Tuesday the 18 June 2013. In term 3, NSW Swifts netball player Vanessa Ware visited the school. Stage 3 students were taken through a 30 minute workshop about netball. Also in term 3, AFL representatives from AFL NSW/ACT visited the school and ran an AFL Gala Day. Each class participated in a 30 minute workshop focusing on developing kicking, hand passing, and general ball handling skills. Following the skill development sessions, the AFL representatives ran a six-week after school AFL program on school grounds.

**Future Directions**

There will be 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, there will be a continued focus on the ‘Live Life Well’ program. *SportsPro* Gymnastics will continue throughout 2014 and we will be continuing the school-based dance initiative K-6. There are plans to explore opportunities for students to develop Rugby League skills for future possibilities of a PSSA Rugby League team.

**Other**

**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.

**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.

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)
Progress in literacy

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 2014. The School plan for 2014-2015 was rewritten.

Literacy Focus
The focus this year has been on improving literacy from Kindergarten to Year 6. All staff undertook extensive professional learning in order to ensure best practice in teaching literacy. Teaching Staff were trained in the principles of Get Reading Right. Get Reading Right is a whole school approach to teaching literacy using corporate programming. It ensures all students receive explicit teaching of literacy concepts.

Teachers participated in workshops that covered a range of topics in literacy: synthetic phonics, phonemic awareness, vocabulary knowledge, comprehension, fluency, speaking and listening, the gradual release of responsibility, the traits and conventions of writing and the afternoon routine. All teachers had the opportunity to attended lesson demonstrations in guided reading and speaking and listening. Teachers had their guided reading lessons observed by Get Reading Right consultants and feedback was provided to teachers.

Reading Targets
Due to our essential agreements, scope and sequences and quality teaching in literacy, our reading data has significantly improved. We continued 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 who required additional support participated in target group lessons using the Get Reading Right Powerpack program. Students’ reading achievements have been celebrated, with students who have reached their reading target being acknowledged in the Bunya (school newsletter).

Reading Assessment Analysis – T4 2013.

<table>
<thead>
<tr>
<th></th>
<th>K-6</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Difference</th>
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</thead>
<tbody>
<tr>
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<td>165</td>
<td></td>
<td>124</td>
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<td>At &amp; Above</td>
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<tr>
<td>Within</td>
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<td></td>
<td>-248</td>
</tr>
<tr>
<td></td>
<td>588</td>
<td>580</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On average, students progressed 4.04 reading levels across K-6. In total, teachers moved students 2345 reading levels this year. In Term 4, the school recorded 64% of students being at and above or beyond grade level expectations for reading (43% in 2012). Our school goal is to have 75% of our students at and above or beyond grade expectations for reading. In Term 4, 1% of students were reading level 4 or below (3% in 2012) with none of those students in Years 1-6.

Home Reading
Our Home Reading program has continued in 2013. Home reading has been monitored throughout the year, with students being rewarded for consistent home reading, through class reward systems.

Reading Eggs
In 2013 all students K-6 were provided access to the Reading Eggs online program to support reading at home and at school. Students progressed individually and teachers had access to a range of teaching tools and resources for use with the Interactive Whiteboard. Reading Eggs has been integrated in classroom programs and has formed part of the literacy component of
homework for all students. It has been monitored online by teachers.

Resources

The Literacy budget has been used to purchase additional resources to support Get Reading Right. A wider range of guided readers have been purchased that included graphic novels and traditional fairy tales. Additional listening posts have also been purchased.

School Plan Review

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

- Professional learning – Get Reading Right professional learning in relation to the traits and conventions of writing.
- Reading data tracking - ongoing tracking throughout 2014.
- Benchmarking – maintenance of benchmarking each term.
- Continuation of morning routines.
- Commencement of afternoon routines.
- Continuation of target groups in literacy to support students with additional learning needs.
- Commencement of walkthroughs.
- Continuation of integrating ICT including Reading Eggs and the ICT Scope and Sequence in literacy.
- Continuation of professional learning plans for staff to support quality teaching practices in literacy.
- Continuation of the Speech Therapy Support Program.
- Commencement of whole school tracking of data in writing.
- Continuation of reviewing PLPs (personal learning plans) with students and parents.
- The development of a scope and sequence and essential agreement for speaking and listening.

- 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 TPL in areas like TENS, Best Start and CMIT
- 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](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**
All teaching staff were involved in the design and review of the Crunch & Sip essential agreement, which was implemented in 2013.

**Aboriginal education**
Aboriginal education remains of high importance as a valued and integral part of our school plan. There are twenty students from an Aboriginal or Torres Strait Islander background. Each Aboriginal student has a Personalised Learning Plan (PLP) to foster their interests and support their achievement of learning outcomes.

In Term 2, our Aboriginal community applied for a grant to hold ‘Yarns’ in our school. Yarns are regular, relaxed meetings with our Aboriginal community and provide opportunities for communication. Yarns are run by Aboriginal parents and are facilitated by teachers. Yarns have included sharing workbooks, craft, art lessons from an Aboriginal artist and phone calls to parents. Many parents have offered ideas and support to improve Yarns which will form part of our grant application for 2014.

NAIDOC celebrations included researching Aboriginal people who have contributed to society. Students presented this information in various forms such as posters, illustrations, Powerpoint presentations and drama. We enjoyed tucker time together and joined in the hall to sing an Aboriginal song.

Our school received funding from the Department of Education to support Aboriginal students to reach their literacy and numeracy targets. We receive this funding, called Norta Norta, based on information from NAPLAN.

Students received explicit direction from and Aboriginal SLSO in reading via the “Powerpack”. This was supplemented with further practice of reading skills with their individual levelled text. This complemented the school program and the online homework. Our average reading growth for these students was 6 levels in 3 terms.
Multicultural education

Background

Hoxton Park Public School has a multicultural population of approximately 70% of students coming from Language Backgrounds other than English (LBOTE) and 65% who speak English as an Additional Language or Dialect (EAL/D). There are 43 different languages spoken by these students who come from a variety of ethnic backgrounds.

Findings and conclusions

English as a Second Language (ESL) support time varied with each class as time was allocated depending on student needs. All Phase 1 students and most Phase 2 students were catered for, with Phase 3 students included where time permits or specific needs arise. Newly arrived students from overseas and refugee students received specialist New Arrival support for one hour each day to aid the development of introductory English language skills in their first year of school in Australia. There was a strong focus on Early Intervention in Early Stage 1 to help boost language development and form the foundation for successful English language learning. ESL support was provided using a variety of grouping strategies such as withdrawal, team teaching and small group teaching.

ESL students had their needs identified through an initial phasing assessment. Learning needs were effectively catered for through comprehensive, specialist language programs and ongoing assessment of progress.

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. Our school celebrated Harmony Day and Multicultural Day to recognise and celebrate the cultural diversity of our school community. Letters of importance were translated and interpreters were used where necessary to ensure clear communication with students, teachers, parents and families. All of which convey the strong message that our school is welcoming and inclusive of all.

Future directions

The languages and cultural backgrounds of all students and their families will continue to be valued and promoted throughout the school. ESL student progress will be assessed and tracked using the EAL/D Learning Progression across all four modes of listening, speaking, reading and writing. A talking and listening focus will continue to be the basis for much of the learning in 2014, along with a synthetic phonics and comprehension component in the area of reading and a grammar component in the area of writing. ESL and New Arrival student needs will continue to be catered for and Early Intervention will continue to provide the support needed to build the initial language skills of Kindergarten students.

Progress on 2013 targets

Our achievements include:

- 42% reduction in the number of students who were below reading exit levels K-6.
- 23% improvement in the number of students K-6 at and above their reading exit level
- 21% 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 2013 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.

Professional learning
The majority of professional learning funds was 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.

School planning 2014—2015

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.
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.

Kylie Donovan - Principal
Donna Casey – Deputy Principal
Cathie Circosta – Teachers’ Federation Rep.
Yvette Fabian-Carter – Assistant Principal
Mark Nielsen – Assistant Principal
Karen Pierson – Assistant Principal
Jamie Scales – Assistant Principal
Thuan Dang – Assistant Principal (Rel.)
Kelly Sandrone – Assistant Principal (Rel.)

School contact information

Hoxton Park Public School
Pacific Palms Circuit
Ph: 9607 0005
Fax: 9608 4937
Email: hoxtonpark-p.school@det.nsw.edu.au
Web: hoxtonpark-p.school.nsw.edu.au
School Code: 2187

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: