Our school at a glance

School Context Statement

Hoxton Park Public School is situated in a growing residential area on the western edge of Liverpool. Over 50 countries and 49 languages are represented in the school community of 583 students which increased to 603 students by the end of 2014. The school was constructed in 2002, having relocated from the original site in 1882 in Hoxton Park. All learning spaces are air conditioned, utilise interactive whiteboard technology, and students and staff are connected throughout the school by Wi-Fi.

The school’s educational plan 2012-2014 had 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.

Messages

Student representative’s message

Throughout 2014 we led many assemblies, organised the raising of the school flags, set up for morning lines and greeted various school visitors. By actively participating in the student forum sessions, we were able to organise a variety of school activities. We helped organise year six market days and out-of-school uniform days. These fundraising events, along with the Fun Run, financed our year six farewell at Hunts Function Centre.

Student leaders also participated in Young Leaders Day and visited NSW Parliament House. These events enhanced our leadership skills. Each of the student leaders was responsible for a year six committee. They were responsible for

- Sports Committee - organising sports equipment;
- Technology Committee - taking photographs at special events;
- Special Events Committee - organising and publicising fundraising events;

- Environment Committee – organising the collection and disposal of recycling, planting and watering gardens.

On behalf of the student leadership team of 2014, we would like to thank all the teachers and students for their participation and support.

Jessica Phillips and Brodie Berry
School Captains 2014

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

Enrolment chart

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.6</td>
<td>95.5</td>
<td>94.8</td>
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<tr>
<td>Total</td>
<td>95.1</td>
<td>95.5</td>
<td>94.6</td>
<td>94.8</td>
<td>95.3</td>
<td>95.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

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

Long term and unexplained absences are followed up by office staff through phone and written correspondence.
Morning routines have been implemented in all classrooms from 9-9.30am to encourage students to arrive on time. An essential agreement has been created by all staff members 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

<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>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
<td>N/A</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>20.05</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.815</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>N/A</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36.427</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Hoxton Park PS, one staff member 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>100%</td>
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<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>43%</td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation

All teaching staff took part in professional learning in the area of literacy and the implementation of the Get Reading Right professional learning component of the School Plan led by Jo-Anne Dooner (Get Reading Right consultant)

Extensive support was given to all staff in the further learning of new syllabus documents in whole school staff meetings and team meetings. Individualised support was given in teacher individual meeting times. Both English, mathematics and science syllabuses have been implemented at Hoxton Park PS.

The average expenditure per teacher on professional learning in 2014 was $600. Teachers attended all staff development days including two on Saturdays to maximise learning time and the effectiveness of the professional learning being translated into practice.

Administrative staff were consistently attending training or accessing online support as part of the LMBR (Learning Business Management Reform) being a 229 trial school.

### Beginning Teachers

As part of the Great Teachers Inspired Learning Initiative, our school has supported early career teachers. They have been provided with professional learning through mentoring with buddies both in informal and formal meetings and discussions; had targeted professional learning, demonstration lessons, team teaching opportunities and reflection and feedback through individual meeting times with their team leaders. These reflect individual goals that have been identified by the teachers.

In 2014, one teacher completed their accreditation at Proficient level, with another casual teacher also completing their accreditation through our school. No teachers were due to complete their maintenance this year.

### 100 Days of Learning celebration

![100 Days of Learning celebration](image)
Financial summary

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

Financial Summary for the Year Ended 31 December 2014 (Hoxton Park Public School)*

<table>
<thead>
<tr>
<th></th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(339,821)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(4,469,600)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(4,179,440)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(4,729)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(252,100)</td>
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<tr>
<td>Investment Income</td>
<td>(10,001)</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td>Expenses</td>
<td>4,469,950</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>4,469,950</td>
</tr>
<tr>
<td>Employee-Related</td>
<td>3,991,266</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>470,713</td>
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<tr>
<td>Capital Expenses</td>
<td>-</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>21,321</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(316,100)</td>
</tr>
</tbody>
</table>

* Data source: Schools Finance - Learning and Business

The finance committee meets every fortnight to discuss the school’s financial management processes and governance structures to meet financial policy requirements. The finance committee has also attended network meetings for the 229 trial LMBR schools. There hasn’t been an occurrence of unusual spending patterns or substantial under spending or overspending. As per school plan, the funds will be allocated to Teacher Professional Learning (TPL) with a continued focus on literacy and Future Schools.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Achievements

Arts

The school promotes and provides students with a balanced curriculum. All students from Hoxton Park have participated in a range of Creative Arts activities throughout the year. Students completed units in music, drama, dance and visual arts.

- The Creative Arts committee organised the ‘Sparks of Art’ art exhibition for the whole school community in Term 4. Each student from each class displayed individual art. There were many different artworks that highlighted various visual art skills and techniques using a variety of media. All students contributed to a collaborative piece of art work created by their class. The students came to school dressed as a famous artist;

- Musica Viva - *The World of James*, a jazz quartet introduced our students to the real world of jazz. The students had the opportunity to be introduced to the basic concepts and building blocks for music making. The lessons taught prior to the performance were directly linked to the music curriculum as well as other curriculum areas;

- All students participated in a dance program this year for one term learning dance techniques which was supported by outcomes from the syllabus;

- The senior dance ensemble performing at Campbelltown Performing Arts for the official Education Day celebrations and Southern Stars;

- The junior and senior dance ensembles performing at the Sydney Dance Festival, the State Dance Festival, the Western Liverpool Festival of Performing Arts and various school events;

- The boys dance ensemble performing at the Western Liverpool Festival of Performing Arts and Westfield Sports High School Fundraising Concert;

- 24 students from Years 1 to 6 performed at the annual Schools Spectacular;

- Four students (Amaani Azmal, Amelia Tieu, Jeena Nguyen and Angelina
Kostrevska) were selected by the Arts Unit to participate in a state dance day at the Sydney Dance Company;

- Four students were selected to represent our school in the Community of Schools Dance ensemble;

- The choir/Glee club performed at the school’s Multicultural Day, Kinder Transition, Grandparent’s Day Presentation Day and the P&Cs Carols by Candlelight.

**Future Directions:**
- End of year concert term 4;
- Drama workshop; and
- Operation art at Westmead Hospital. Art work displayed at hospital and returned to the school.

**Sport**

Number of Students Attending Carnivals

**District Swimming:** 17  
Regional Swimming: 3 (David McHugh, Tara McHugh and Cameron King)

**District Cross Country:** 32  
Regional Cross Country: 6 (Milisa Aleksic, Max Stanley, Makaela Daly, Michiko Loyaga, Gyndaaylee Croft and David McHugh)

**District Athletics:** 40  
Regional Athletics: 16 (Filip Haracic, Max Stanley, Joshua Karauwan, Aleksandar Aleksic, Felicit Lim, Milisa Aleksic, Sally Tin, Mickayla Safar, Giuseppe Orell-Maritato, Aman Aga, Connor Martin, Zachery Price, Roman Canosa, Daniela Falefata, Iopu Falefata, Jaidyn Tieu)

State Athletics: 2 (Milisa Aleksic and Iopu Falefata)

**PSSA Teams**

**Season 1**
- Boys’ Softball
- Boys’ Basketball
- Boys’ Oz Tag (Senior Boys’ Oz tag - Premiers)
- Girls’ Soccer
- Girls’ Touch
- Mixed Newcombeball

**Season 2**
- Boys’ Soccer
- Boys’ Rugby League (Senior Boys’ Rugby League - Premiers)
- Girls’ Oz Tag (Juniors – Runners up)
- Mixed Netball (Juniors – Premiers)
- Mixed AFL
- Mixed Newcombeball (Juniors – Runners up)

**Season 3**
- Boys’ Cricket
- Boys’ Touch
- Girls’ Softball
- Girls’ Cricket
- 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**  
  Aimee Walker  
  Leilani Campbell

- **Boys’ Rugby Union (U 11’s)**  
  Tyrese Weatherby

- **Boys’ Rugby League**  
  Connor Martin  
  Rick Siofele

- **Boys’ Touch Football**  
  Connor Martin

- **Girls’ Netball**  
  Leilani Campbell  
  Rachel O’Grady

- **Girls’ Soccer**  
  Makaela Daly
Boys’ Soccer
Rolando Daly

Boys’ Basketball
Aman Aga

Girls’ Basketball
Jireh Ieremia

Regional Teams

SSW Boys’ Rugby League
Connor Martin
Rick Siofele

Physical Education Programs

PDHPE Committee

The PDHPE committee promoted many different programs and activities this year;

- Participated in Fruit and Veg Month which raised awareness of the importance of healthy eating habits;
- Held a number fund raising days and raised money to purchase soccer jerseys;
- Attained rugby league jerseys for PSSA league team;
- Participated in Ride Safely to School Day which increased physical activity of students and increased awareness of Road Safety;
- Participated in the Adidas fun run;
- Introduced after school AFL clinics to increase participation in out of school sport;
- Continued participation in the Crunch and Sip initiative which promotes healthy eating/drinking habits;
- Classroom playground boxes were established to promote physical activity at break times;
- Participated in a variety of gala days which provided opportunity for our students to participate in a range of sports.

Premier’s Sporting Challenge

This year we participated again in the Premier’s 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.

Diamond: 1
Gold: 20
Bronze: 2

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.

Swim Scheme

During Term 4, 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 156 students participate in the program this year.

External School Sport Groups

Stage 3 students participated in several Gala Days throughout the year. In term 1, 12 stage 3 students were selected to participate in the Cops and Kids League Tag Gala day. In term 2, 17 stage 3 students were selected to participate in the Wests All Schools Rugby League Gala Day. This team also qualified for the grand final and later represented our school at the NSW All Schools Rugby League Carnival. In term 3, 10 stage 3 students were selected to participate in the Netball NSW School Cup. In term 4, 24 Stage 3 students were selected to participate in a Tiger Tag Gala Day.

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.
Sporting teams visited our school to run assemblies for students in K-6. AFL NSW/ACT representatives organised for 3 AFL Giants players to run an assembly focusing on leadership skills and good sportsmanship. NRL representatives also organised for 3 West Tigers players to run an assembly focusing on tackling bullying in schools.

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 will be a continued focus to explore opportunities for students to develop Rugby League skills after a PSSA Rugby League team was formed this year.

Science

Achievements

- Implemented and evaluated Primary Connections K-6;
- Purchased resources for Primary Connections;
- Updated and maintained science resources;
- Established and implemented a new science scope and sequence;
- Established the science storeroom;
- Delivered whole staff TPL in the 5 Es pedagogy from Primary Connections;
- Unpacked the new Science and Technology syllabus as a staff;
- Implemented the new syllabus;
- Successful science fun day and Fizzics Education incursion to promote students engagement in science;
- Conducted a K-6 staff self-audit about teacher confidence when teaching science, identifying needs in TPL.

Future Directions:

- Increase participation in Science Fun Day 2015 with Surfing Scientist incursion;
- Integrate non-fiction science reading and writing into other KLAs;
- Audit of science-based literature and multimodal texts in the library and resources for computers and tablets;
- Investigate electronic resources for supporting science and Primary Connection units;
- Identify opportunities for problem based learning (e.g. water conservation);
- Establish a science club for students

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Significant programs and initiatives – Policy and equity funding

Aboriginal Education 2014

HPPS currently has 20 students of Aboriginal and Torres Strait Islander heritage. These students have Personalised Learning Plans (PLPs) to highlight strengths and areas for improvement. PLPs are created in collaboration with the class teacher, student and their parents or carers. Our review meetings for all Aboriginal students included the DEC Aboriginal Education Consultant
and each student’s parent or carer, teacher and the Deputy Principal.

The 8 Aboriginal Ways of Learning were embedded in all KLA programs across all stages. In 2013, the staff was provided with teacher professional learning on how to incorporate these into their programs. This has continued and is represented in programs using symbols.

NAIDOC day celebrations – This year, 501 students participated in a full day of fun workshops. We had Koomurri Management running the whole school event. All students who participated were able to experience and learn about Aboriginal heritage and culture through storytelling and hands on experiences. The aim was to share the significant place that Aboriginal culture has in our lives but to build the profile of all our Aboriginal students and Aboriginal student leaders.

Koori Kids Event – 10 Aboriginal students in years 5 and 6 had the opportunity to attend this event day at the UWS Bankstown Campus University to participate in cultural games, life skills, and interest workshops and to establish friendships with other school students. This great experience provided the opportunity for the 10 students to share their heritage with each other.

In 2014, Hoxton Park Public School received some funding from Norta Norta NAPLAN component. The funds assist in supplementing the much needed time to address specific areas of need. Students have shown effective growth in decoding, fluency, comprehension and vocabulary in reading.

We utilised our Aboriginal SLSO who works as a trained SLSO and supports the implementation of the Norta Norta program.

This achievement allows students to access the other KLAs with greater success and confidence. Teachers have closely monitored and tailored explicit teaching and learning programs to support this growth. Parents are satisfied with the academic growth of their children.

An average growth of 4.5 reading levels per student has been recorded. See table below for more information.

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading level - Term 1</th>
<th>Reading level - Term 4</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>27</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
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<tr>
<td>1</td>
<td>5</td>
<td>14</td>
<td>9</td>
</tr>
</tbody>
</table>

Future directions:

- Enhance and foster a sense of culture for our Aboriginal students. Provide the opportunity to share this with non-Aboriginal and Aboriginal friends. It would be valuable to provide life experiences for our Aboriginal students: visiting local parks, networking with other schools using video-conferencing or emailing students to share stories;
- Increase student achievement outcomes by 20% and continue to close the gap between non-Aboriginal and Aboriginal in reading and learning. This can result from ongoing professional learning for teaching staff and strengthening teacher-student connections early in 2015;
- level of support focusing on the students with less than a guided reading benchmark, 4 level growth in ES1, stage 1 and stage 2.

Multicultural and Anti-racism education

Background

When surveyed, Hoxton Park Primary School had a student population of 582 students. The number of students who are LBOTE is equal to 478 (82% of whole school). The number of ESL students is 378 (65% of whole school). The
biggest ethnic group is from Fiji (69), who add up 
to approximately 14% of children in the school. 
Major ethnic groups also include:

Iraq – 54  
Italy - 35  
Cambodia - 26  
Vietnam - 26  
Lebanon - 24  
New Zealand - 23  
Other ethnic groups are from India, Philippines, 
Samoa, Laos, Lebanon, Malta, China and a range 
of other backgrounds.

Hoxton Park Public School has a multicultural 
population with approximately 82% of students 
coming from Cultural and Linguistically Diverse 
Backgrounds (CALD) and 76.9% who speak 
English as an Additional Language or Dialect 
(EAL/D). There are 49 different languages spoken 
by these students.

Findings and conclusions

EAL/D support time varied with each class as time 
was allocated depending on student needs. 
Newly arrived students received specialist New 
Arrival Program for one hour each day to support 
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 assist  language 
development. EAL/D support was provided using 
a variety of grouping strategies, such as team 
teaching and small group teaching.

EAL/D 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.

Our school celebrated Harmony Day and 
Multicultural Day to recognise and celebrate the 
cultural diversity of our school community. 
Letters 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 four modes of the EAL/D Learning 
Progression that involve listening, speaking, 
reading and writing will be used to program and 
assess EAL/D students. In addition to synthetic 
phonics and comprehension, there will be a 
continued focus on speaking and listening. There 
will be a focus on grammar and vocabulary to 
enhance writing. A continuation of early 
intervention programs will build the initial 
language skills of kindergarten students. The 
programs will be designed in collaboration with 
the class teachers to cater to the needs of EAL/D 
students and students in the New Arrival 
Program.

The use of technology will play an integral part in 
providing EAL/D students with valuable language 
experiences. It will be used to support the 
teaching a variety of strategies as well as 
accommodate a variety of learning styles.

Socio–economic background

The school is funded based on a number of 
factors of the Resource Allocation Model. Socio- 
economic background funding is based on FOEI 
which is a score ranging from 0 to approximately 
300, with a mean of 100 and a standard deviation 
of 50. A higher FOEI score indicates a higher level 
of need (ie: lower SES). The funding is calculated 
by quartiles of either 1 or 2. Based on our FOEI of 
112, quartile 1 attracts $353 per student, which 
at Hoxton Park PS, equates to $56,869. Quartile 2 
attracts $177 per student, which at Hoxton Park 
PS, equates to $33,909.

Low level adjustment for disability

In 2014, our school had two students who 
received additional funding to support them in 
regular classes. These students had Individual 
Education Plans to accommodate their 
adjustments which were developed with the 
Learning and Support Teacher, the LST team and 
the class teacher. These IEPs were reviewed 
through the year with parents and caregivers, the 
deputy principal, the student and the classroom 
teacher.

All IEPs were aimed at improving literacy and 
numeracy outcomes and had a component 
included specifically in each plan.

Teachers were trained in the Disability 
Discrimination Act (DDA) and the school 
participated in the trial of the Nationally 
Consistent Collection of Data (NCCD). Both of 
these professional learning opportunities 
resulted in an increase in teacher awareness and 
catering for students with a disability or needing 
low-level adjustment.
School planning and evaluation 2012—2014

School evaluation processes

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

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

#### Reading Targets

Reading Assessment Analysis – Term 4 2014

<table>
<thead>
<tr>
<th>K-6</th>
<th>Term 1</th>
<th>Term 4</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyond</td>
<td>65</td>
<td>212</td>
<td>147</td>
</tr>
<tr>
<td>At &amp; Above</td>
<td>106</td>
<td>219</td>
<td>113</td>
</tr>
<tr>
<td>Within</td>
<td>129</td>
<td>95</td>
<td>-34</td>
</tr>
<tr>
<td>Below</td>
<td>197</td>
<td>74</td>
<td>-123</td>
</tr>
<tr>
<td></td>
<td>497</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

On average, students progressed 3.95 reading levels across K-6. In total, teachers moved students 2371 reading levels this year. In term 4, the school recorded 72% of students being at and above or beyond grade level expectations for reading (64% in 2013, 45% in 2012). Our school goal is to have 75% of our students at and above or beyond grade expectations for reading.

**Product:** Students sustain or exceed state average growth from years 3 to 5 in NAPLAN literacy results.

<table>
<thead>
<tr>
<th></th>
<th>School Growth</th>
<th>State Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>95.2</td>
<td>78.2</td>
</tr>
<tr>
<td>Writing</td>
<td>56.2</td>
<td>49.7</td>
</tr>
<tr>
<td>Reading</td>
<td>75.9</td>
<td>78.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>81.5</td>
<td>79.4</td>
</tr>
</tbody>
</table>

**Product:** Aboriginal students sustain or exceed state average growth from years 3 to 5 in NAPLAN literacy results.

- Reading: four out of six students exceeded state average growth;
- Writing: five out of six students exceeded state average growth;
Spelling: four out of six students exceeded state average growth;

Punctuation: two out of six students exceeded state average growth.

**Practices:** Quality teaching and learning practices across the school, demonstrated through differentiated literacy lessons and assessment.

Literacy data was monitored and analysed during team meetings and leadership meetings. The leadership team provided feedback of reading tracking data to staff. This data was used for planning days and identifying target students. All staff participated in collaborative stage planning to design assessments, rubrics and report benchmarks. The Reading Fluency Toolkit was implemented with focus groups throughout the school to support students.

**Practices:** Proactive professional learning teams across stages and curriculum areas that are focused on using best evidence-based practice and data analysis.

The school engaged a literacy consultant to provide opportunities for teacher professional learning in evidence based practice. Teachers participated in seminars that encompassed a broad range of topics in literacy: spelling, vocabulary knowledge, comprehension, traits and conventions in writing and the gradual release of responsibility. Stage representatives attended demonstration lessons in spelling and comprehension which were recorded for future reference.

**Practice:** Ensure quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.

Get Reading Right has refined Literacy pedagogy by developing essential agreements and scope and sequences in line with the new syllabus.

**Practices:** Students and staff reflecting upon their personal and professional learning goals.

TARS – Feedback from the principal has ensured that our teaching practices are aligned with professional goals.

Students have self-assessed their learning through the sentence of the day. Students have also reflected on their learning in their own report comments and individual learning targets.

**Home Reading Program**

Our Home Reading program has continued in 2014. Home reading has been monitored throughout the year. New resources have been provided to all classes to increase the number of quality texts available to students for home reading.

**Reporting to Parents**

Below is a list of the ways that the school has reported to parents and caregivers during 2014:

- Formal semester one and two reports;
- Information provided via the school newsletter based on educational events and programs;
- Parent/carer and teacher interviews and meet the teacher night;
- Open classrooms for parents/carers to view student work;
- Pre-arranged meetings and phone calls home to discuss student progress in literacy;
- Work samples on the school website.

**Allocation of Resources**

The Literacy budget has been used to purchase additional resources to support the implementation of Get Reading Right programs and pedagogies. A range of classic and contemporary novels were purchased for classes to borrow for shared reading and guided reading. Tablets were purchased for stage 3 students to use in Literacy sessions. Funds were used to purchase a range of games to support Literacy activities in class. Members of the Literacy team were released to complete delegated tasks.
**Professional Learning Opportunities**

- Jo-Anne Dooner from Get Reading Right conducted demonstration lessons in Literacy;
- Staff attended spelling and writing workshops;
- Morning routines and guided reading lessons were observed and teachers were provided feedback on their lessons.

**Future Direction**

- There will be a review of the reporting template that is currently used;
- The home reading program will continue during 2015, with an aim to add many more quality resources;
- The newsletter and school website will continue to be avenues of communication with parents/carers and the wider community;
- Formal and informal reporting methods will continue during 2015 to provide open communication about student achievement and needs;
- Continue to add to the guided reader collection and enrich home reader collection with new titles;
- Class sets of graphic novels have proved very popular and more titles will need to be purchased;
- Printing and commencement of the use of unaided writing progress books;
- TPL for unaided writing and marking rubrics;
- Get reading right will be embedded in all literacy areas;
- Use of technology in connected classrooms;
- Speech therapy – up skilling teachers and parent involvement;
- Handwriting program from kinder upwards;
- Training for teachers and students in creation and publishing of multimodal texts;
- Grade demonstration lessons for teachers to watch and learn from each other and Jo-Anne Dooner;
- Ongoing TPL for new staff in benchmarking and literacy.

**Numeracy**

**Achievements:**

- Each class participated in the Mathletics program;
- Essential Agreement was established for Numeracy;
- Basic number facts assessment sheets were created for all grades and were given to students semester one and semester two;
- Remedial basic number fact home program was established for stage three students;
- Helpful hints and websites about how to improve numeracy at home were listed in the newsletter;
- There was a focus on mathematics for the 100th day of learning celebration. All classes rotated with other stage classes and completed a numeracy activity;
- Additional CMIT games were created for year one, year two and kindergarten classes;
- Maths storeroom was reorganised and new resources were purchased as needed;
- Made an inventory of classroom maths resources and organised fair distribution or equipment and purchased new items that were needed by classroom teachers;
- Quality program implementation occurred in all classes and the embedding of the teaching/learning cycle was evident;
- The school maintained a basic number drill program for quick and accurate recall of addition, subtraction, multiplication and/or division facts across ES1, stage one and stage two;
• TPL on the numeracy continuum provided so teachers could complete recording continuum data on Sentral;
• Numeracy data was entered into the continuum data tracking system on Sentral;
• TPL on tape diagrams provided for teachers;
• Resources were purchased to support the teaching of all strands;
• Planning days were used to corporately program grade units of work using the new syllabus and programming tool.

Future directions:
• Classes will support World Maths Day and participate in Numeracy Week initiatives
• Professional development for all staff to use the Counting On program for ideas to improve student outcomes in number;
• Need to create new resources (Counting On) for stage two and stage three;
• Continue informing parents about how to help their child with maths at home through newsletter items;
• Continue to maintain maths store room and ensure resources are shared fairly;
• Working Mathematically and problem solving TPL for all staff;
• Trial problem based learning in classes using ideas from the Singapore Mathematics model;
• Professional development provided to ensure teachers are linking 100 days of learning activities during Morning Routines to mathematics program;
• Teachers to use the new syllabus scope and sequence;
• Support staff used to create focus groups for students who do not reach national standards in NAPLAN;
• Possible school incursion- World of Maths;
• Purchase problem solving boxes that are grade based- one for each class;

• Purchase additional volume and capacity resources in a variety of different formal sizes;
• Purchase basic classroom resources for the additional kindergarten class;
• Create new CMIT resources for the new kindergarten class.

Stage messages
ES1
2014 has been a successful year for Kindergarten. Students have been given the opportunity to participate in a variety of activities and experiences such as;

• Musica Viva
• Farm Incursion
• Movie Day excursion
• Gymnastics
• Healthy Harold
• Aquarium and Wildlife excursion
• Puppetry
• Book Week
• Sparks of Art Gallery

Students have engaged with technology, such as; Microsoft tablets, laptops and iPads, and used these to research topics of interest and record information.

All students were screened in the CELF 4 speech assessment and referred on for speech therapy if required.

Kindergarten teachers have run many target groups to support students with phonological awareness, phonemic awareness, handwriting, numbers, reading and writing.

K Picasso trialled a Facebook account to communicate with parents. This has been an extremely successful form of communication and will continue in all Kindergarten classrooms in 2014. K Picasso teachers shared student success and updated or reminded parents about school events. Parents who work, were able to communicate easily with teachers.

Our Philanthropy project involved meeting with residents of Scalabrini Village and communicating with the elderly residents. Teachers visited
residents in their school holidays and students made cards and decorations to send to them. Both students and residents enjoyed this communication and wish to keep in touch.

Our reading data has signficantly improved with most students in Kindergarten reaching or exceeding the grade expectation of level 8.

We wish all students the best for another successful year in 2015.

Karen Pierson – Assistant Principal

Stage 1

In Literacy, the afternoon routine has been introduced to support all students in increasing the time spent reading and increasing reading and writing fluency. Using Literacy data, teachers have identified and supported students in small group target teaching with a focus on reading, phonemic awareness and phonics. In term three, students participated in our stage-based public speaking competition. Reading Eggs has been integrated into Literacy lessons. In Numeracy, teachers have been implementing the Targeting Early Numeracy program in order to support students in developing number skills.

Mathletics has been integrated into math lessons. XO computers have been deployed to all classes and are being used to support literacy, numeracy, collaborative learning and research skills.

In Science and Technology, Primary Connections has been implemented in all classes to support inquiry-based learning in scientific concepts. Students attended a science show by Fizzics Education. All students have participated in weekly stage-based sport which has a focus on developing fundamental movement skills and applying those skills in modified games.

Students in stage one have had two major excursions to support the curriculum area of Human Society and Its Environment. Students visited the Wannabees play town to support learning about occupations in our community. They visited the Powerhouse Museum to support learning about different forms of transport. Additionally, we have had the RSPCA visit all classes to teach students about how to care for pets and learn about animal welfare. We have continued to engage with the RSPCA through participating in the RSPCA's fundraising Cupcake Day in August, where stage one students sold cupcakes to the school. The school community donated cupcakes to support this philanthropic initiative.

Mark Nielsen - Assistant Principal

Stage 2

This year the Stage 2 students have been collecting non-perishable items for the Food Bank as part of their philanthropy project. The students discussed items that would be suitable for collection and why we should help other people in need. As a result there have been two successful collections. The whole school was involved in the collection for term 4 to help families in the approaching holiday season.

Many students attended the Stage 2 camp to Stanwell Tops in term 3. This was an exciting and great experience for the students. The students participated in archery, climbing and survival activities. They thought it was super fun to stay in rooms with their friends and have a sleepover.

Students have been participating in SOLE (Self Organised Learning Environments) in their classrooms. Students work in groups of 4 and have a question to investigate. This differentiated approach to learning in HSIE and Science has produced some amazing results. The students have been highly engaged and motivated to complete projects and present their findings to the class. Stage 2 will continue using the SOLE program in 2015.

Selected Year 4 students participated in the Science Initiative at Hoxton Park High School. During the visits the students learnt valuable information and participated in many exciting experiments.

Yvette Fabian-Carter - Assistant Principal
Stage 3

Stage three achieved numerous targets in 2014. One of our major initiatives was the implementation of the BYOD policy (Bring Your Own Device). The policy was trialled successfully this year, and will be implemented in all primary classes in 2015. BYOD enables students to bring their own ipad or laptop to school. Access to such technology supports and enhances student learning in all curriculum areas.

Academically, stage three classes established afternoon routines which aimed to increase reading and writing fluency. All classes exhibited positive growth in reading benchmark levels and basic mathematics number facts. Stage three classes successfully implemented new Primary Connections science units which are fully aligned with the Australian curriculum.

In addition, stage three students supported the Westmead Children’s Hospital this year. Collectively, we rose over $500 to support this worthwhile organisation. One hundred and one stage three students attended the Great Aussie Bush Camp where they engaged in team building exercises aimed at developing teamwork and everyday social skills.

Jamie Scales - Assistant Principal

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The Tell Them From Me Survey was used to measure student engagement at Hoxton Park Public School compared to a set of norms established in NSW. The survey measured three aspects of engagement:

1. Social Engagement that is involved in school life with friends and participating in sports and other activities;

2. Institutional Engagement which is learning at school and reflection on class behaviour and homework; and

3. Intellectual Engagement – using higher order thinking skills and problem solving

1. Social Engagement:
   90% of students at Hoxton Park felt a sense of belonging this was above the norm of 82%.
   90% of students felt they had positive relationships at school compared to the norm of 80%.

2. Institutional Engagement:
   98% of students at Hoxton Park value school outcomes compared to the norm of 95%.
   85% of students are engaged in positive behaviour which is in line with the norms.

3. Intellectual Engagement:
   95% are interested and motivated compared to the norm of 78%.
   98% believe there is quality instruction compared to the norm of 91%.

Levels of disengagement were highest in Year 6 which is support by research that high levels of disengagement are experienced in year 6 and secondary school. However the percentage of disengaged students at Hoxton Park was 5% compared to the norm of 14%, so it was considerably lower than other schools.

Recommendations were to examine the levels of disengagement by investigating teaching arrangements. It would be beneficial to examine school and class schedules, the way students are grouped and assessment strategies.

Hoxton Park has addressed these issues and Professional Development has been instigated with a community of schools group for 2015.

Future Directions
2015-2017 School Plan

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

The focus areas we have highlighted are:

Future Learning
To equip students to develop the skills necessary to become successful global citizens.
To develop staff expertise in explicit teaching and authentic tasks leading to high student engagement.

Leadership
To develop leadership capacity of the whole school community, recognising specific strengths and areas of expertise.

Wellbeing
To create a community of well informed and valued members who collaborate to create a successful school community. Staff, students and families recognise the importance of the school as the central place for developing the culture of community.

Celebrating Grandparents’ Day

Stage 2 excursion to Botany Bay

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 – Teacher’s Federation Rep.
Karen Pierson – Assistant Principal
Yvette Fabian-Carter - Assistant Principal
Jamie Scales - Assistant Principal
Mark Nielsen - Assistant Principal
Thuan Dang - Assistant Principal (Rel.)

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