Our school at a glance

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 610 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 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 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.

Hoxton Park Public School is committed to teacher improvement through quality professional learning. The school is currently involved in training initiatives that include Accelerated Literacy, Focus on Reading and Targeted Early Numeracy.

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.

Significant programs and initiatives

The school ran a number of additional programs across the six Key Learning Areas to give students extra opportunities throughout 2010.

These included:

- Accelerated Literacy
- Technology Program
- Student Welfare Program
- Multicultural Program
- Aboriginal Education Program
- Reading Recovery Program
- Student Support Program
- Speech Therapy Program
- Life Education Program
- Special Swimming Scheme
- Active Australia After-School Program
- Gymnastics Skills Program
- School Band, choir and dance groups
- Parent Tutor Literacy Support Programs.

The school also continued to implement a very successful student leadership program involving peer tutoring, peer mediation and student parliament.

Student achievement in 2010

Literacy – NAPLAN Years 3 and 5

<table>
<thead>
<tr>
<th>Strand</th>
<th>2009 (%)</th>
<th>2010 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Writing</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Spelling</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>22</td>
<td>16</td>
</tr>
</tbody>
</table>

Year 3 Students in lower achievement bands (Bands One and Two)

<table>
<thead>
<tr>
<th>Strand</th>
<th>2009 (%)</th>
<th>2010 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>Writing</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Spelling</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>25</td>
<td>23</td>
</tr>
</tbody>
</table>

Year 5 Students in lower achievement bands (Bands Three and Four)
The progress of our Year Five students since they were in Year Three was above the state average for Reading and Spelling and below the state average for Writing and Grammar.

Percentage of Students performing below the National Minimum Standards

<table>
<thead>
<tr>
<th>Strand</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>29</td>
<td>27</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>4</td>
<td>99</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>0</td>
<td>4</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>7</td>
<td>6</td>
<td>93</td>
<td>94</td>
</tr>
</tbody>
</table>

Percentage of Students performing at or above the National Minimum Standards

<table>
<thead>
<tr>
<th>Strand</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>5</td>
<td>10</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The progress of our Year Five students since they were in Year Three was above the state average for Numeracy.
Messages

Principal’s message

I am pleased to provide you with the 2010 Annual School Report, which describes many of the achievements made, and initiatives conducted, within the school during the last twelve months. It shows the success of students and staff in meeting many of the teaching and learning targets set for the year and the areas that are targeted for improvement in 2011. I am always keen to hear from parents and community members about any aspect of the report and any ways that you think we can build on the success of the school’s programs and organisation as we move into 2011.

The inaugural Spring Fair was a huge success, raising over $15 000 towards the purchase of playground equipment for the whole school to enjoy.

The enhancement of school facilities through the completion of the Federal Government Building the Education Revolution program has been invaluable. Six new classrooms with interactive whiteboards and the COLA over the basketball court complement our modern facilities.

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.

Steve Cooper

P & C and/or School Council message

The P & C were all about the Spring Fair in 2010. We set a goal to raise enough money to purchase a playground for the students to use. The fair was the largest event a P & C at Hoxton Park had organised and our small but dedicated group worked hard to make the event successful. Around $15 000 was raised through the school fair and this was put together with the P & C funds of $20 000 to construct the new playground.

Even though the Spring Fair took up a lot of our planning and meeting time, we still managed to organise an Easter raffle, Mothers Day stall, disco and Fathers Day stall.

We look forward to seeing the playground in action in 2011 and hope the P & C continue to grow as an important part of Hoxton Park.

Debbie Cross

Student representative’s message

The students at Hoxton Park Public School were very busy in 2010. We cooperated with school staff and the P & C to raise money for the school. The school student leadership team were also responsible for the functioning of the School Parliament and led many fundraising events including lunchtime discos.

We raised all the money needed to fund our farewell and school gift in 2010 through the fun run which was part of the school cross country event.

The biggest event of the year was definitely our first ever Spring Fair. The parents raised enough money to buy playground equipment for the children. We got to help choose the type of playground. Overall we had a very successful year.

Adam Monti and Amy Raso
School Captains 2010
School context

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

Student enrolment profile
School enrolment numbers have decreased in 2010 with school numbers around 619 (March 2010). It is expected that the school will commence 2011 with twenty-three mainstream classes and a student population around 600.

The total enrolment of students from a language background other than English (LBOTE) was seventy percent of the school’s population. The school has an Aboriginal enrolment of twenty-eight students. The main language groups are Hindi, Italian, Assyrian, Spanish, Samoan and Arabic.

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 or caregiver.

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 Orientation program.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K CHRISTIANSEN</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K FRY-SILVER</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K SCHULZ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K SPILSBURY</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 CARTWRIGHT</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 HOLDEN</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 KEPLER</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1 MARRISON</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2 CARSON</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2 GOODYEAR</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2 KILBY</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3 FLOREY</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4 JAMES</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>2/3 GOLDMARK</td>
<td>2</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>2/3 GOLDMARK</td>
<td>3</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>3 PAGE</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4 VOLTA</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4/5 OHM</td>
<td>4</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>4/5 OHM</td>
<td>5</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>5 CLARK</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5 STRAUSS</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5 HOLLAND</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6 TSUKAMOTO</td>
<td>5</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>5/6 TSUKAMOTO</td>
<td>6</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>6 MARS</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6 STEPHENSEN</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>1/2 OLSON</td>
<td>1</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>1/2 OLSON</td>
<td>2</td>
<td>7</td>
<td>23</td>
</tr>
</tbody>
</table>
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 33.207 teaching positions allocated for 2010. This included six executive staff, twenty classroom teachers and 7.207 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 Assistants, four part-time Teachers Aides 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>4.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20.0</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>0.815</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
<tr>
<td>Total</td>
<td>37.269</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. Two Teacher Aides are employed who identify 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</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>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>411 014.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>257 282.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>189 737.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>181 557.09</td>
</tr>
<tr>
<td>Interest</td>
<td>15 118.81</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>34 251.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>10 920.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 099 882.82</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>68 975.04</td>
</tr>
<tr>
<td>Excursions</td>
<td>39 562.53</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>94 086.60</td>
</tr>
<tr>
<td>Library</td>
<td>9 839.79</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 991.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>348 261.15</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>75 731.44</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>87 088.63</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>44 896.70</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9 072.96</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>28 685.82</td>
</tr>
<tr>
<td>Capital programs</td>
<td>11 867.69</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>823 059.50</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>276 823.32</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

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.

- A school band was formed in Term Four with the aim to perform in the second half of 2011.
- The school participated in the Western Liverpool Music Festival in both song and dance.
- Two school dance groups and a choir successfully performed throughout the year.
- The school debating team successfully participated in the local cluster competition.
- Students from stages two and three represented the school in the Premier’s Spelling Bee.
- Students performed class items at weekly assemblies.
- Entries were placed in several art competitions including Bicycle Australia’s Design a Helmet program.
- Students took part in a photography competition as part of the Spring Fair.
- High quality pieces of students’ artwork were displayed in the school administration block, in the school hall and featured regularly in weekly ‘Quality Work’ awards.

Sport
Students were offered a range of sporting activities and special events designed to enhance skills, improve fitness, heighten interest and increase participation.

- Blake Jackson and Brady Moore represented the school in the Sydney South West Region Softball team.
- Francisca Asabere and Joel Saldaneri represented the school and region at the state athletics carnival.
- Ninety-nine students represented the school at district carnivals with twenty-five students going on the represent the district at regional carnivals.
- Six students represented the school in zone sporting teams.
- Eight Primary School Sports Association titles were won in various competitions.

Other
Opportunities for the development and promotion of student leadership continue to be a school focus.

- Student Parliament again operated successfully. Class representatives from junior years joined senior students debating a variety of school issues.
- Student Parliament held Fundraisers to support charities such as Stewart House.
- Peer Mediators were taught conflict resolution skills to help students solve problems in the playground.
- Students attended a ‘Young Leaders Day’ to develop leadership skills.

In addition;

- The school continued to participate in the Active Australia After School Program.
- An excellent gymnastics program was utilised by all K-6 students.
- A number of camps and excursions were organised to supplement students’ learning and provide positive learning experiences.
- Students’ fitness levels were enhanced through continued use of the school’s walking track.

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)
Writing – NAPLAN Year 5

Progress in reading

Numeracy – NAPLAN Year 5

Progress in writing

Progress in numeracy
Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

**Background**

There are twenty-six students who have an Aboriginal or Torres Strait Islander background. Aboriginal Education continues to be valued and celebrated at Hoxton Park Public School.

**Findings and Conclusions**

Reconciliation Week was a huge success with students discussing the significance of this event in all classes. The event was also recognised at the weekly school assembly.

Some of our students were fortunate enough to be selected to participate in the Coolabah project which is designed to test students’ ability to identify their strengths. One student scored in the top five percent for learning potential and was invited to a learning camp.

![Aboriginal garden](image)

The In Class Tuition program commenced in Term Two. An Indigenous tutor supported Aboriginal students to develop literacy and numeracy skills. Aboriginal students in Years Four and Six received individual support for up to three hours weekly.

The Indigenous Students Home Reading Program continued with great success. The Learning Support Team continued to implement Individual learning programs to increase the reading skills and confidence of Aboriginal students.

Our Aboriginal students spent time in NAIDOC week creating their family history with support from the local Aboriginal community. The day was spent with their families at the school.

All school events and assemblies included a welcome to country. The National Anthem has an Aboriginal music accompaniment.

**Future directions**

The educational needs of our Indigenous students will continue to be met through the implementation of quality teaching and learning programs. National Reconciliation Week and NAIDOC week will be used as opportunities to raise awareness of Indigenous people, culture and traditions. All Aboriginal students will have Personal Learning Plans to support their achievement of outcomes.
Multicultural education

Background

Hoxton Park Public School has a population of 610 students, with 69% of students coming from Language Backgrounds other than English (LBOTE). There are 48 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 again this year. Much of the English as a Second Language (ESL) support time has been given to Early Stage 1 and 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 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.

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 parents and families.

English as a second language (ESL) students had their needs identified through a short testing process which effectively catered for their learning needs through comprehensive, specialist language programs.

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 and social skills of Kindergarten students.

A talking and listening focus will continue to be the basis for much of the learning in 2011, along with a strong comprehension component in the area of reading.

Respect and responsibility

Hoxton Park Public School has always promoted strong values education through its student welfare policy and Key Learning Area teaching. The tone and culture of the school mirror its efforts in these areas.

The following initiatives strengthened community understanding and application of values education in 2010:

- Respect, Responsibility, Care and Participation were reinforced as our school’s targeted values. Newsletter articles discussed these values.
- The school’s revised Anti Bullying program was implemented to ensure the safety and well being of students.
- A revised Bandanna Buddy program was developed for use in 2010.
- Parent Forums and regular Parent and Citizen meetings were held to ensure the community had a voice in all decision making.
- The Junior Red Cross Group continued to support a variety of global charities.
- Students were provided with the opportunity to take part in welfare programs such as Life Education.
Connected learning

Hoxton Park Public School has worked hard to ensure staff and students are exposed to technology as a daily learning tool.

All established classrooms have interactive whiteboard technology in place. The boards are used by both staff and students in daily lessons. All parties report heightened levels of engagement through use of this technology. The six new classrooms built through the Federal Government Building the Education Revolution program will have interactive whiteboards installed in 2011 as part of this program.

All classrooms are connected to the internet with both wired connections and school wide wireless coverage. Sixty student netbooks were purchased in Term Four to support internet learning in classes. The school subscribed to the online mathematics resource, Mathletics, to further enhance connected learning in 2010.

All classes received one hour each week in the computer laboratory with a specialist technology teacher. During this time students took part in lessons dealing with word processing, publishing, animation, photo editing, game construction and many internet related activities. The computer laboratory has 30 computers, an interactive whiteboard, printer, microphones, headsets and cameras.

Hoxton Park Public School uses the Sentral intranet system in the school for administration. Class rolls, welfare records, student assessment and the school plan are all available through this system. All teachers are provided with laptop computers to access Sentral, plan and assess class programs and connect to the interactive whiteboards.

One connected classroom is available in the school for use by all staff and classes. It is a classroom that has an interactive whiteboard and further video conferencing equipment including a plasma television, two cameras and two microphones. The room was used throughout the year for virtual excursions, class projects with other schools and professional training for teachers. The use of this resource will continue to be enhanced in 2011.

Progress on 2010 targets

The targets for 2010 continued to focus on improved literacy and numeracy outcomes as it was the second year in a three year cycle.

Target 1

Improved literacy outcomes for all students

Our success will be measured by:

- at least ninety-five percent of students achieving at or above minimum standard in NAPLAN reading and writing
- at least thirty-five percent of students achieving in the two highest bands in NAPLAN reading and writing
- at least eighty percent of students achieving or exceeding state average growth in NAPLAN reading and writing
- at least seventy percent of students achieving stage exit outcomes in English.

Our achievements include:

Ninety-four percent of Year Three students and ninety-seven percent of Year Five students achieving at or above minimum standard in NAPLAN reading, meeting the target of ninety-five percent.

Ninety-six percent of Year Three students and ninety-seven percent of Year Five students achieving at or above minimum standard in NAPLAN writing, bettering the target (95%).

The target of thirty-five percent of students achieving in the two highest bands was met for Year Three writing (46%) but not for Year Three reading (30%), Year Five writing (15%) or Year Five reading (18%).

Fifty-three percent of students achieved or exceeded state average growth in literacy, significantly better than our 2009 percentage (Thirty-one) but still below our target (70%).
**Target 2**

*Improved numeracy outcomes for all students*

Our success will be measured by:
- at least ninety-five percent of students achieving at or above minimum standard in NAPLAN numeracy
- at least thirty percent of students achieving in the two highest bands in NAPLAN numeracy
- at least eighty percent of students achieving or exceeding state average growth in NAPLAN numeracy between years three and five
- at least seventy percent of students achieving stage exit outcomes in Mathematics.

Our achievements include:

Ninety percent of Year Three students and ninety-eight percent of Year Five students achieving at or above minimum standard in NAPLAN numeracy, with Year Five achieving the target of ninety-five percent.

The target of thirty percent of students achieving in the two highest bands in NAPLAN numeracy was met by Year Three (36%) while Year Five failed to meet the target with twenty-two percent of students in those bands.

Sixty-six percent of students achieved or exceeded state average growth in numeracy, below our target of eighty percent but significantly better than our 2009 result of forty-eight percent.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Teaching and English (Comprehension).

**Educational and management practice**

**Teaching**

**Background**

Review of NAPLAN trend data was not showing any measurable improvement in student achievement in Literacy despite continuing teacher professional learning, significant resourcing and early intervention strategies.

Evidence from the Best Start and Targeting Early Numeracy programs indicated that an explicit, systematic, integrated and balanced approach was needed for programming, teaching and assessment.

As a result, the school has undertaken major whole school professional learning initiatives in 2009-10 in the area of Literacy. Accelerated Literacy and Focus on Reading were selected as the programs that would be of most benefit to staff and students.

**Findings and conclusions**

- The analysis of NAPLAN data and the associated strategies have become integrated into common teacher practice.
- Shorter programming cycles and use of more appropriate and varied assessment strategies in common across the majority of classes.
- Improved student comprehension; which is further investigated in the Curriculum Evaluation below.
- Staff were incorporating Focus on Reading, Accelerated Literacy and Targeting Early Numeracy strategies in daily practice.
- Students stated that learning was easier and that they learnt more in classrooms.

**Future directions**

NAPLAN analysis will continue as one of the tools used by all teachers when determining class programs and overall school needs.

Focus on Reading and Accelerated Literacy will continue in 2011 as the school’s professional learning focus.

Numeracy training will become the priority in semester two of 2011 and into 2012.

Technology, including interactive whiteboards and student laptops, will be integrated across the Key Learning Areas into daily practice.
Curriculum
English - Comprehension

Background
The analysis of NAPLAN 2008-09 data showed a major discrepancy between student levels in decoding and their ability to comprehend both literally and inferentially. This confirmed information collected through school data and teacher reflection.

All students were benchmarked using the PM Benchmark Kit to gauge their reading level, based on both decoding and comprehension skills. This benchmarking showed that the discrepancy worsened in Years Four to Six.

The Focus on Reading initiative was commenced in Term Three as a way of explicitly teaching the comprehension skills of making connections, predicting, visualizing, summarizing, monitoring and questioning.

Findings and conclusions
The program has been highly successful across all classes. Teachers report;

- improved personal understanding of comprehension through quality professional learning
- higher student engagement in lessons based on more inclusive pedagogy including the use of learning circles, reflection and feedback
- improved reading levels
- an increased willingness to participate in text discussions using a wider range of reading materials outside of guided readers
- increased student vocabulary
- greater comprehension of studied texts.

Future directions
The Focus on Reading professional learning program will continue into 2011. Semester Two in 2011 will see the new learning assessed through a school wide action research project. The program will then need to reflect on how it will be sustained after the training is complete.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students acknowledged that teachers were helpful and concerned about their learning. Senior students are able to raise issues through Student Parliament sessions and felt decisions made in parliament sessions had a positive effect on the school.

Feedback from parents was positive concerning teacher care, reporting and responsibilities. They believed teachers were working in the children’s best interests but thought the student report was difficult to interpret. Many felt it was difficult to know how their children were performing in relation to the cohort.

Teacher satisfaction is gauged through regular professional dialogue with their team leader and through open discussion at staff meetings. Feedback from staff is generally positive about all aspects of Hoxton Park Public School, particularly the learning programs. There was strong support for continuing professional learning through the Accelerated Literacy and Focus on Reading programs.

Professional learning
The staff at Hoxton Park Public School takes part in professional learning as part of their regular teaching duties. Priority is given to professional learning opportunities that help meet the goals of the School Management Plan, DET strategic priorities and individual learning plans. All teachers attend a mix of school based training, DET courses and training provided by outside agencies and companies.

In 2010 all staff participated in the Focus on Reading professional learning initiative organised with Greenway Park Public School. This is a series of professional learning experiences where teachers develop strategies to explicitly teach the skills of comprehension.

Hoxton Park Public School spent over $22 000 on professional learning in 2010. The largest proportion of this funding paid for professional learning in the area of literacy, in particular, Accelerated Literacy ($9 000).
School development 2009 – 2011

Targets for 2011

The targets for Hoxton Park Public School for 2011 will remain the same as those for 2009-10 as we are in the last year of a three year program. The strategies to achieve these targets and indicators of success will be reviewed in line with the assessment data collected during 2010.

Target 1

Improved literacy outcomes for all students

Strategies to achieve this target include:

Continuation of the Best Start Kindergarten Assessment program to identify literacy learning that students bring to school and plan quality learning experiences based on the data collected. This program will be extended into Years One and Two.

Teacher Professional Learning initiatives to plan, deliver and assess quality literacy sessions. Major training will occur through the Focus on Reading program to improve student comprehension. Training will continue with the Accelerated Literacy teaching model across all stages.

Continued Implementation of a data collection and measuring system across the school. All student data will be amalgamated through the Edupro Sentral module.

Purchase authentic texts to support the implementation of the Focus on Reading Comprehension strategies and the Accelerated Literacy model of teaching.

Our success will be measured by:

- at least ninety-five percent of students achieving at or above minimum standard in NAPLAN reading and writing
- at least thirty-five percent of students achieving in the two highest bands in NAPLAN reading and writing
- at least eighty percent of students achieving or exceeding state average growth in NAPLAN reading and writing between years three and five
- at least seventy percent of students achieving stage exit outcomes in English.

Target 2

Improved numeracy outcomes for all students

Strategies to achieve this target include:

Continuation of the Best Start Kindergarten Assessment program to identify numeracy learning that students bring to school and plan learning experiences based on the data collected. This program will be extended into Years One and Two.

Targeted Early Numeracy Support (TENS) to continue in K-2 classrooms with a strong emphasis on the teaching and learning cycle.

Continued Implementation of a data collection and measuring system across the school. All student data will be amalgamated through the Edupro Sentral module.

Implement the online Mathletics program K-6 to support the teaching and consolidation of maths concepts. The program has both home and school applications.

Our success will be measured by:

- at least ninety-five percent of students achieving at or above minimum standard in NAPLAN numeracy
- at least thirty percent of students achieving in the two highest bands in NAPLAN numeracy
- at least eighty percent of students achieving or exceeding state average growth in NAPLAN numeracy between years three and five
- at least seventy percent of students achieving stage exit outcomes in Mathematics.
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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