

# Hoxton Park Public School Annual Report



2016



2187

## Introduction

The Annual Report for **2016** is provided to the community of **Hoxton Park Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kylie Donovan

Principal

### School contact details

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### Message from the Principal

2016 was a very successful year for the Hoxton Park PS learning community. Our teaching staff saw many successes including a significant increase in student engagement as teachers took risks and changed their pedagogy. Students were learning at a deeper level than ever before. It was evident that both teachers and students were enjoying learning together. This was reflected in discussions with parents and attendance at information sessions where parents were more engaged with the school and students shared their learning with their parents.

One double classroom (open space) in 2015 expanded to nine in 2016, as our teachers dived into authentic learning. The library officially changed to a Learning Hub, where the focus is still on books, but our students have the opportunity to learn coding in our new robotics lab funded partly by Salesforce. Students are learning in a different way, and teachers are learning skills alongside their class as we moved to a different model of professional learning utilising the time students spend in the Learning Hub.

Our dance program continues to be a feature of the school with an additional boys dance group being added to the kindergarten, junior, senior and ensemble groups. There were many performance opportunities this year with the dance group opening the NSW launch of Education Week; State Dance Festival; Schools Spectacular; light parade down Macquarie Street Sydney celebrating 100 years of Taronga Zoo; fundraising concert for Chloe Saxby for the teachers' philanthropy project; and our annual district performing arts festival.

We had visits to our school from the Executive Director NSW Schools, Murat Dizdar to view the work our teachers and students are doing in the Futures Learning space. Department staff from Technology Park spent time at our school also looking at the work our teachers are undertaking.

We are excited as to the direction Hoxton Park Public School is heading and this is only possible because of the sensational teaching staff and students who are willing to be risk takers in their learning; and our very supportive parent community.

## School background

### School vision statement

Hoxton Park Public School prides itself on: developing outstanding leadership for all; recognising the importance of wellbeing for the entire learning community; and preparing our students to become successful global citizens.

### School context

Hoxton Park Public School has an enrolment of 652 students and is situated on the western edge of Liverpool. Over 74% of our students come from an EALD background. Our current educational focus is authentic learning, project based learning and explicit teaching pedagogies.

We are working with David and Clare Price from *Engaged Learning* to provide teacher professional learning to develop skills in project based learning.

The area of literacy continues to be a focus as we move into our sixth year working with literacy expert Jo-Anne Dooner (Get Reading Right).

The school offers a playgroup and school readiness program; a specialist dance teacher; and outstanding high school links with our partner school Hoxton Park High School. The teaching staff strives for excellence through dynamic teaching based on collaboration with their colleagues, all guided by current research.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated;

In the domain of **Learning** the school's self-assessment is not consistent with the evidence presented using the School Excellence Framework. The school self-assessed at *Sustaining and Growing*.

In the element of;

- Learning Culture, the evidence presented indicates the school is operating at the *Excelling* stage;
- Well-being, the evidence presented indicates the school is operating at the *Sustaining and Growing* stage;
- Curriculum and Learning, the evidence presented indicates the school is operating at the *Excelling* stage;
- Assessment and Reporting, the evidence presented indicates the school is operating at the *Excelling* stage; and in
- Student Performance Measures, the evidence presented indicates the school is operating at the *Sustaining and Growing* stage.

### Project Based Learning (PBL)

A learning culture where risk taking is encouraged, enables students to develop future learning skills that employers have stated are the skills they require of potential employees. PBL encourages high student engagement and allows teachers to monitor and address individual student learning needs. Students are encouraged to pursue areas of interest within the scope of the project, ensuring high engagement and a much deeper understanding and transference of skills and information. Students, teachers and parents utilise the SEESAW app to monitor and share student progress

throughout the project. Students have the ability to upload work samples, video or pictures of their work. Teachers are able to provide quality feedback and direction to students. Parents are also able to see the task and provide feedback or ask questions.

## **Well-being**

Positive and respectful relationships are evident amongst staff, students and community at Hoxton Park PS, ensuring a good learning environment. High levels of communication enable all stakeholders access to all the work being done at a school level. The many philanthropic programs operating within the school enable students to support members of the wider community and consider the well being of all members of the Hoxton Park PS school community.

## **Get Reading Right**

Teachers regularly benchmark students using the school written benchmark assessments based on PM readers. These benchmarks include retell, comprehension and fluency to gain a robust assessment of a student's reading level. Teachers use the information gleaned from these assessments to regularly adjust their teaching programs, in particular, the focus in guided reading groups. Several times each term, the school leadership team analyses reading data to monitor progress and provide intervention where necessary. PLAN data is also used to track student performance and the report is provided as feedback for parents

## **Dance**

The Dance Program has provided students with the skills and confidence to participate in many extra curricular programs in the performing arts field. The numerous dance groups given students the opportunity to learn different dance styles during lunchtimes and perform at various events. The Glee Group provides opportunities for singing, dance and drama at lunch times and various events. The Cultural Group enables students to share their expertise in dance from a cultural point of view and introduce this to others.

## **Professional Learning**

Hoxton Park PS achieves good value added results in literacy and numeracy due to ongoing Professional Learning in all target areas. Staff work collaboratively to ensure good outcomes for students.

In the domain of **Teaching** the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework.

In the element of;

- Effective Classroom Practice, the evidence presented indicates the school is operating at the *Sustaining and Growing* stage;
- Data Skills and Use, the evidence presented indicates the school is operating at the *Excelling* stage;
- Collaborative Practice, the evidence presented indicates the school is operating at the *Excelling* stage; and in
- Learning and Development, the evidence presented indicates the school is operating at the *Excelling* stage.

## **Project Based Learning (PBL)**

Staff are constantly reviewing teaching and learning programs to meet student outcomes. Projects are collaboratively planned and reviewed weekly to ensure the needs of all students are being met. Staff also share their experiences and plans within the community of schools group #GHFuturelearning which is Glenwood PS and Hoxton Park PS. Staff actively share their work in the area of PBL with many schools requesting to visit the agile learning spaces and experience the learning in the classroom. "I have taken lots of notes away and will be working my way through what we can learn from schools like yours and how we can further support any school wanting to take the future learning journey. I might be knocking on your door again with others in the future as you are a great example of how to do it right." – Email to Kylie Donovan from Chloe Read, Director, Office of the CIO Information Technology Directorate.

## **Get Reading Right**

Teachers collaboratively plan the Morning Routine across stages to develop consistency in delivery of content. All classes have a well-structured and tightly programmed daily literacy session which caters for individual needs. All students are provided with specific feedback to improve literacy performance. Teachers regularly use data from PLAN, student work samples and reading benchmarks to give quality student feedback to improve performance. Teachers change pedagogy depending upon feedback from students.

## **Dance:**

The Dance Program is accessed by all students K – 6 and as such the skills and enthusiasm generated extend across many programs throughout the school. Teachers utilise students' skills to choreograph assembly items and the students are very eager to present these to the community. Teaching staff volunteer their own time to attend events outside school hours, such is the high esteem in which the program is held at Hoxton Park PS.

### **Professional Learning**

Staff are actively involved in their own professional learning. They participate enthusiastically in demonstrations, discussions and planning activities with Jo–Anne Dooner (Get Reading Right) in literacy. Teachers also collaboratively plan and share learning in all classes. Staff actively share their learning with visiting colleagues and on their Professional Learning Network on Twitter.

### **Professional Development Framework (PDP)**

Teachers are actively involved in developing their PDP's and ensuring their professional growth to support the development of student outcomes. Teachers are regularly attending professional development opportunities to develop specific skills as identified in PDPs.

### **Learning Hub**

The Learning Hub is an outstanding agile learning space with strong pedagogy as a basis for all teaching and learning. The learning hub caters for all learning styles enabling students to plan, design research and produce. Students are given opportunities to work independently; collaboratively in class learning time; and extra–curricular time with friends. Learning is integrated between the classroom and the Learning Hub.

In the domain of **Leading** the school's self–assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework.

In the element of:

- Leadership, the evidence presented indicates the school is operating at the *Excelling* stage.

Project Based Learning Future learning and the development of PBL at Hoxton Park has led to increased agile learning spaces from one (2015) to nine (2016), which enhance student engagement and learning. These environments are more conducive for students to work collaboratively and at their individual level. The community have responded well to the change from traditional to future pedagogies. From surveys conducted at the 2016 semester 1 interviews, 70% of parents saw the skills of communication and problem solving to be vital for students to have on entry to the workforce. In response to the agile learning spaces, a common parent opinion was that the learning and spaces were beneficial for students: "They seem to enjoy what they are learning and like to come home sharing information with family and friends."

### **Well–being**

The open and online communication with the school community ensures they are well informed about the use of school facilities and in particular the development of agile learning spaces to support student's learning opportunities. The school hall is the hub for the school dance program and the Life Skills well–being program, ensuring physical and mental health. It is also utilised after school hours for a number of sporting pursuits such as karate and Zumba and as a base for Out Of School Hours (OOSH) care.

### **Dance**

The Dance Program provides numerous opportunities for staff and students in the area of performing arts and provides much acknowledgement from the community, the Arts Unit and media. The school acknowledges and celebrates all achievements at school assemblies, newsletters and on our social networks of Facebook and Twitter. The school community is proud of the recognition for our dance programs.

### **Professional Learning**

All staff are leaders in their classroom and are given opportunities to lead within the school. Professional learning is pivotal to ensuring we have both successful teachers and students.

### **Professional Development Framework**

The school leadership team are active on Twitter, constantly developing their Professional Learning Network (PLN) to support staff and students in the area of Future Learning. All staff are leaders in their classrooms and as such are encouraged to develop their skills in future learning through their PLN and share their learning with other staff. End of

term celebration meetings provide real opportunities for teachers to share successes and growth, in addition to supporting whole school achievements as a learning community.

## **Learning Hub**

The Learning Hub provides not only quality access to the latest technology for staff and students but real opportunities for learning experiences. Staff and students can work in the Learning Hub, as well as utilise the technology in the classroom space. Students need to be involved in real authentic tasks that encourage high student engagement and the development of critical thinking, creativity, communication and collaboration.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Purpose

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.

### Overall summary of progress

Teachers have had substantial professional learning in both explicit teaching and Project Based Learning. Students have been exposed to different pedagogy through teacher professional learning and are working in agile learning spaces.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• "Tell them from me" survey.</li><li>• Survey Monkey – student engagement.</li><li>• 2016 100% of teachers including 3 authentic tasks per week in the classroom</li><li>• 2017 100% of teachers including 4 or more authentic tasks per week in the classroom</li><li>• 70% of staff attending optional workshops for additional TPL</li><li>• 100% of teachers planning collaboratively</li></ul>	<p>100% of students are engaged in a minimum of three authentic learning tasks per week. Students completed the "Tell Them From Me" survey. Baseline data was established.</p> <p>100% of teachers are collaboratively planning.</p> <p>40% of teachers are attending optional workshops for additional TPL.</p>	<p>"Tell Them From Me" survey</p> <p>RAM – Human Resource Component</p>

### Next Steps

The challenge is for our teachers to have a balance of the pedagogies of explicit instruction, authentic learning and project based learning. The focus will also be on devising highly engaging units of work which encompass many key learning areas.

Improvement in data from the "Tell Them From Me" survey. Although generally the data was strong, there were some areas which can still be improved. These will be included in the 2017 milestones and also the 2018–2020 plan to ensure long term change.

Teachers are developing a deeper understanding of Project Based Learning which is evident through translation to units of work with high impact on student engagement and outcomes.

## Strategic Direction 2

### Purpose

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

### Overall summary of progress

Staff expertise has been shared amongst the learning community in various forms: parent meetings, parent and community workshops, staff meetings, team meetings, interest meetings, P&C meetings and Kindergarten Orientation sessions.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 90% of teaching staff achieving their professional goals outlined in individual Performance and Development Plans at the annual review.</li><li>• 85% of staff values the self-reflection and feedback process as indicated by surveys.</li><li>• 100% increase in people engaged with the school's Facebook page since January 2015; the total number of people engaged increasing each year.</li><li>• 20% of families attending all school events and information workshops.</li></ul>	<p>Greater use of coding by students at the classroom level. Evaluating HPPS Professional Learning direction. Principal signs off on Professional Development Plans.</p> <p>94% of teachers achieved their goals as outlined in their professional learning plans.</p> <p>63.5% increase in people engaged with the school's Facebook page.</p> <p>12% of families attend all school events and information workshops.</p>	<p>Robotics equipment – Equity funding (Socio-economic background) (\$5000.00)</p> <p>Professional Development Plans.</p>

### Next Steps

The area of the leadership capacity for the whole school community needs to continue to be a focus area. Further authentic community links need to be established:

- building a community kitchen
- expanding the vegetable garden and composting program
- creating an Aboriginal bush tucker garden
- creating further technology partnerships

## Strategic Direction 3

### Purpose

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.

### Overall summary of progress

There was an increase in parent attendance at all school events. This was due to increased communication and reminders through the school Facebook page. We also had an overwhelming number of parents attend the first Open Classroom information sessions.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased community attendance at events from 75 families to 150 families. Increase attendance at workshops from 10 families to 30 families.	<p>The Spring Fair saw a substantial increase of 150 families attending, although in general, Facebook has taken the place of parents attending workshops.</p> <p>Funding submission successful for Indigenous Community Bush Tucker garden.</p> <p>Feedback to teachers in staff meeting from the Tell Them From Me survey data.</p> <p>Parent/teacher &amp; student surveys.</p> <p>A small number of parents/carers accessing SeeSaw (only four classes were attached to SeeSaw).</p>	<p>Teacher – time to work with students on application.</p> <p>Aboriginal background loading \$480.00</p> <p>Survey Monkey – annual subscription \$348.00</p> <p>Seesaw app</p>
Increased positive feedback from families and the community on the school's Facebook page.	<p>Jan 2016 = 668 likes on the page.</p> <p>Dec 2016 = 944 likes on the page.</p> <p>A 27% increase in engagement.</p> <p>Jan 2016 = 1093 people reach.</p> <p>Dec 2016 = 2141 people reach.</p> <p>A 49% increase in people reach.</p> <p>37 people access the Facebook page from other countries around the world.</p>	

### Next Steps

Continue to harness the power of social media. Use the school Facebook and Twitter pages to directly communicate with our community and also to promote the school.

Build a kitchen in the general purpose room (Learning Hub) for authentic learning tasks.

Community workshops on SeeSaw for parents and carers.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>71% of students agree they "feel good about their culture when they are at school." (Tell Them From Me survey 2016).</p> <p>58% of students agree "my teachers have a good understanding of my culture." (Tell Them From Me survey 2016).</p> <p>Supported student's welfare through providing access to all excursions. School uniforms were also provided.</p> <p>Whole school NAIDOC day celebration. Cost of Indigenous performance supplemented so that all students K–6 may attend. This deepens understanding of Aboriginal culture and history for both indigenous and non-indigenous students.</p> <p>8 ways of learning included as part of ES1 programming.</p>	\$4063.00
<b>English language proficiency</b>	<p>1.8 teachers work in classroom with targeted students who need assistance with literacy and numeracy.</p> <p>Fifteen ipads purchased to support programs in the classroom</p>	\$231 635 (includes 1.8 teachers)
<b>Low level adjustment for disability</b>	<p>1.7 teachers worked in classrooms targeting programs and monitoring SMART goals for students.</p> <p>(0.2) Headstart program: 1 playgroup session</p> <p>Two school readiness groups</p> <p>Five Student Learning Support Officers (SLSO) working in classrooms with targeted students on SMART goals.</p>	\$235 127 (includes 1.7 teachers)
<b>Socio-economic background</b>	<p>Additional SLSO time to support students in the classroom with specific needs.</p> <p>Life Skills program for all students to promote well being and resilience.</p> <p>Speech therapist to provide individual and group therapy sessions.</p> <p>Established the learning hub, including a robotics lab.</p> <p>Student welfare – providing funds for excursions, lunches and uniforms for students in need.</p>	\$67 898
<b>Support for beginning teachers</b>	<p>Releasing newly appointed permanent teachers for an additional two hours a week for professional learning and to complete their teacher accreditation.</p> <p>Mentors given an additional one hour release</p>	\$12 150

<b>Support for beginning teachers</b>	to work with the new scheme teacher in all areas of planning, programming, assessment and evaluation.	\$12 150
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	302	298	303	319
Girls	278	289	308	335

Student enrolments continue to gradually rise, with the 26th class being formed this year. We expect enrolments to remain at a constant for the 2017 year.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	93.4	91.9	93
1	94.7	94.4	92.5	92.5
2	95.3	95.3	94.1	92.9
3	94.6	95.2	94.4	94
4	95.8	96.2	94.2	94.3
5	96.3	95.3	95.3	93.9
6	94.7	96	93.7	95.7
All Years	95.3	95.1	93.7	93.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Attendance is managed by class teachers who monitor individual students. Phone contact is made with parents and carers to ascertain the reason for leave. Following this, non-attendance is referred to the Learning Support team (monitored every two weeks) and in turn, to the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher of ESL	2
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

We have one Aboriginal teacher and one Aboriginal SASS member who works as an School Learning Support Officer and School Administrative Officer.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	74

### Professional learning and teacher accreditation

There are five teachers in the process of gaining accreditation.

There are four teachers who have recently completed their accreditation level at Proficient.

There are nine teachers maintaining accreditation at Proficient level.

There is one teacher working towards accreditation at Highly Accomplished level.

The amount spent on professional learning: \$42 555.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	736 708.40
<b>Revenue</b>	5 079 852.41
(2a) Appropriation	4 750 361.77
(2b) Sale of Goods and Services	49 900.89
(2c) Grants and Contributions	272 937.93
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	6 651.82
<b>Expenses</b>	-5 042 225.30
Recurrent Expenses	-5 042 225.30
(3a) Employee Related	-4 217 014.52
(3b) Operating Expenses	-825 210.78
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	37 627.11
<b>Balance Carried Forward</b>	774 335.51

- The finance committee consisting of School Administrative Manager, Principal and Deputy Principal meets each month to review both budget and funds availability using the BPC.
- There are no unusual spending patterns.
- It will be necessary for a new system to be in place for 2017 for recording the correct code for staffing.
- Intended use of funds available: equipping additional classrooms (2) with furniture conducive to agile learning spaces; upgrade playground areas including synthetic grass; replace teacher laptops; further robotics hardware for the Learning Hub; fund biannual whole school concert; replacement of home readers and updating guided readers; additional professional learning for teachers and SASS; establishing new gardens; and replacement of ride-on lawn mower.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 962 178.83
Base Per Capita	32 805.16
Base Location	0.00
Other Base	3 929 373.67
<b>Equity Total</b>	602 117.31
Equity Aboriginal	10 079.52
Equity Socio economic	112 978.01
Equity Language	233 933.69
Equity Disability	245 126.09
<b>Targeted Total</b>	44 188.21
<b>Other Total</b>	46 763.77
<b>Grand Total</b>	4 655 248.12

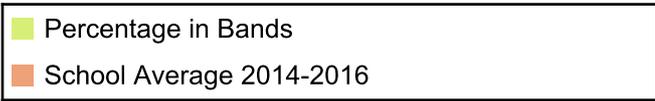
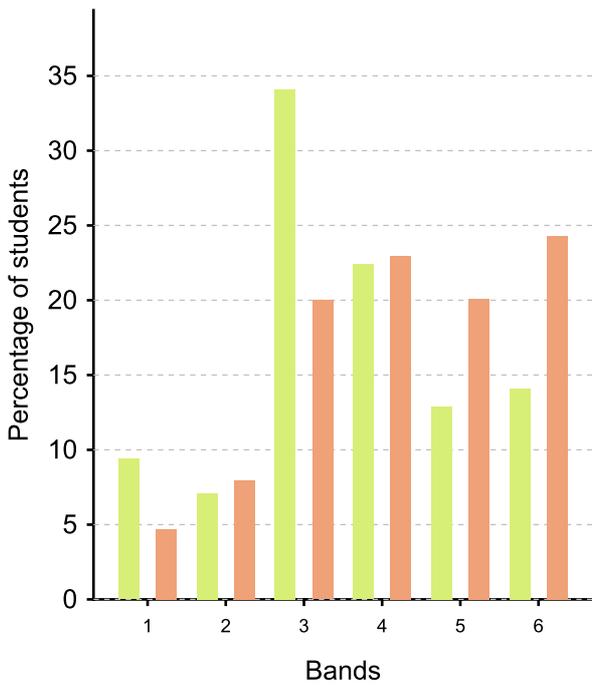
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

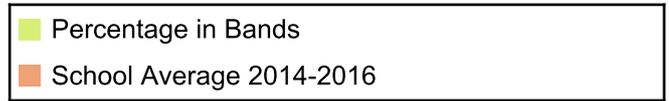
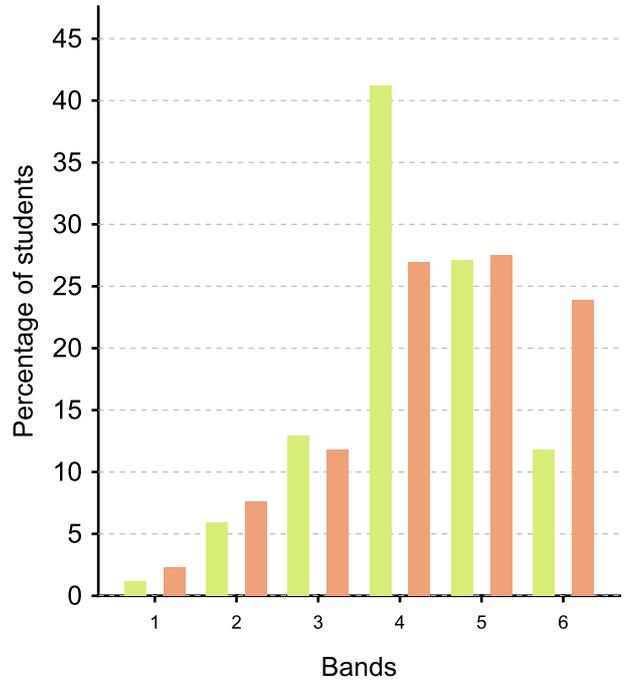
### NAPLAN

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.

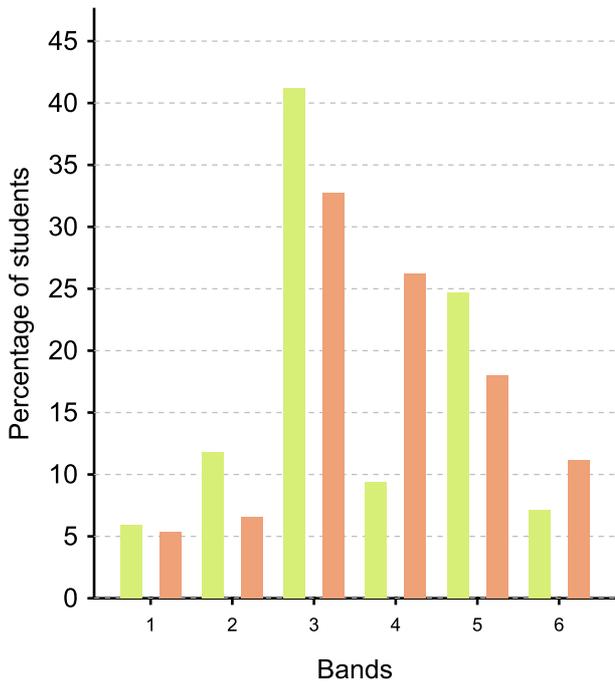
**Percentage in bands:**  
Year 3 Grammar & Punctuation



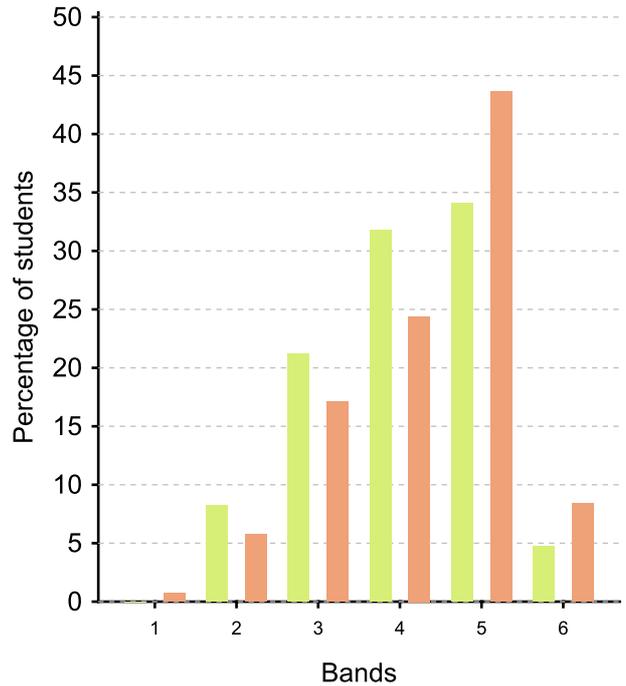
**Percentage in bands:**  
Year 3 Spelling



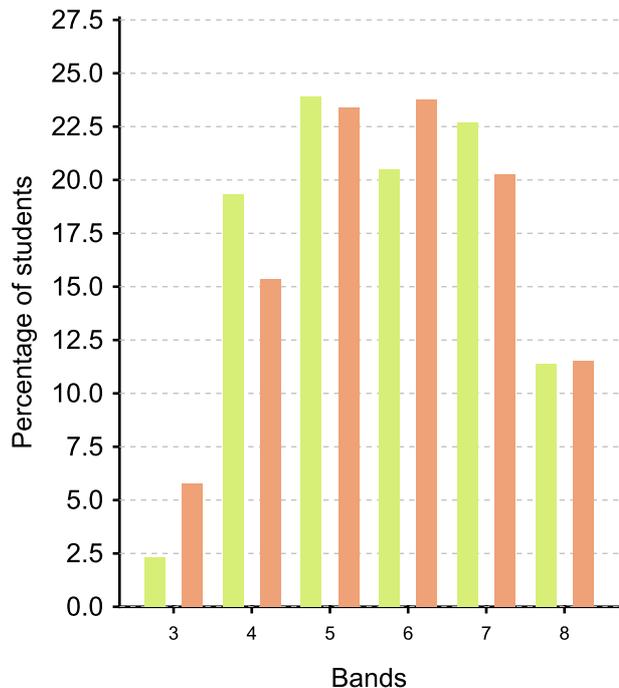
**Percentage in bands:**  
Year 3 Reading



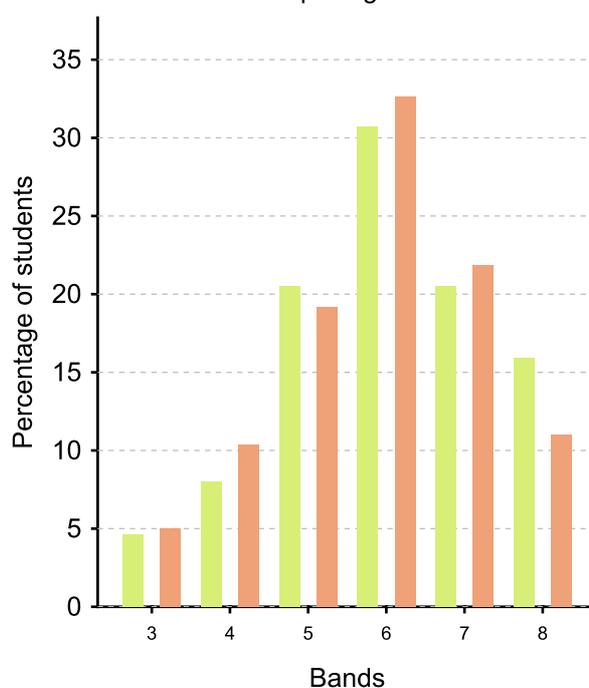
**Percentage in bands:**  
Year 3 Writing



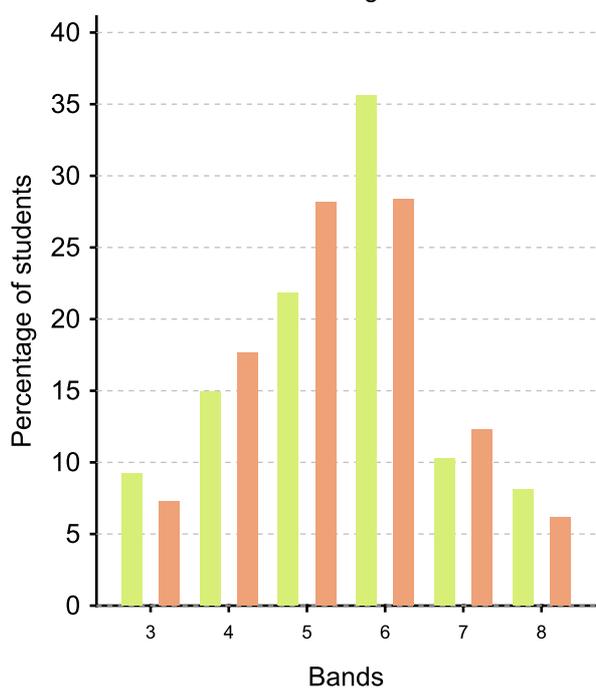
**Percentage in bands:**  
Year 5 Grammar & Punctuation



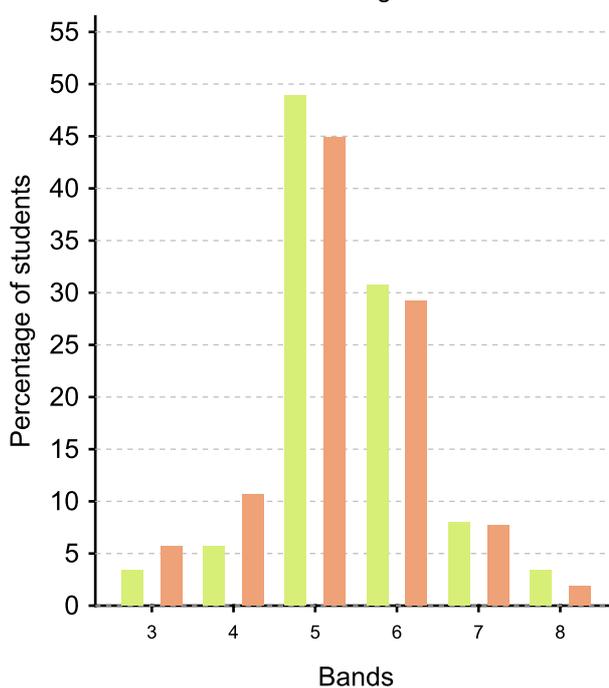
**Percentage in bands:**  
Year 5 Spelling



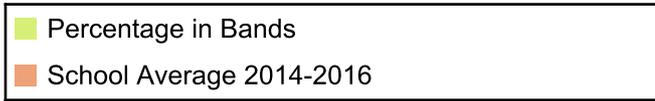
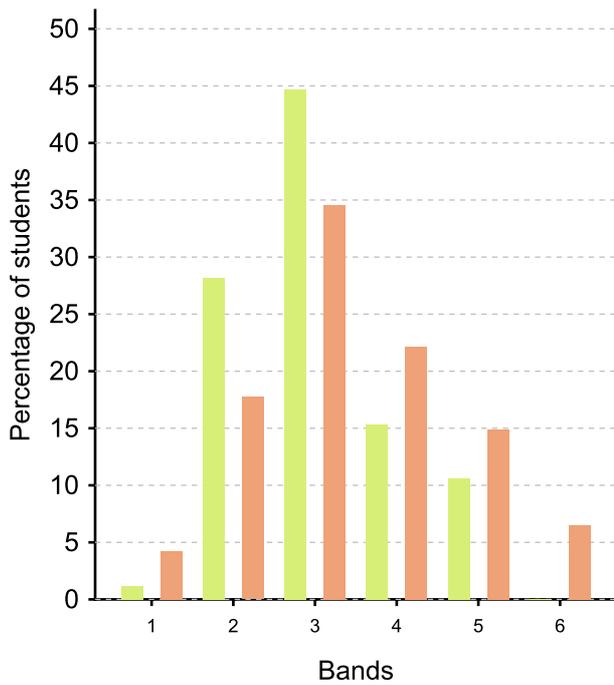
**Percentage in bands:**  
Year 5 Reading



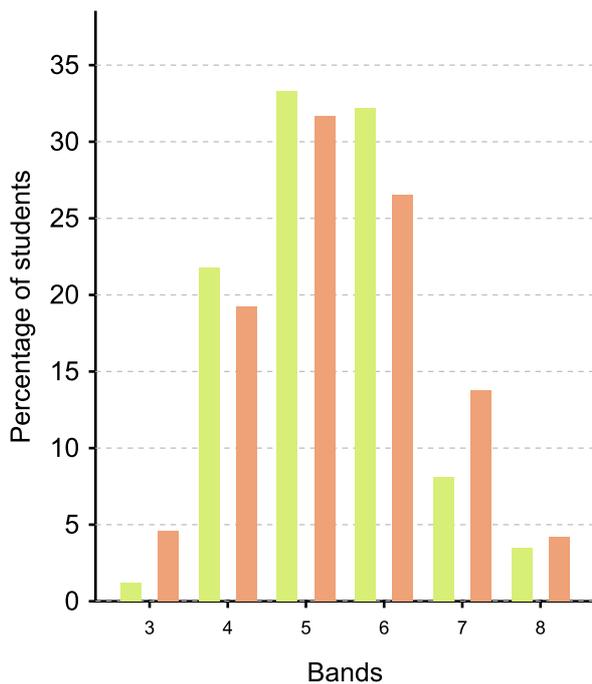
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



In **2014** we had six Aboriginal students in Year 5, and two students in Year 3, attempt NAPLAN.

For the reading component of NAPLAN, one student achieved the top 2 bands in Year 5. No student achieved these bands in Year 3.

For the numeracy component, one student achieved the top 2 bands in Year 5. No student achieved these bands in Year 3.

In **2015**, there were no Aboriginal students in the Year 5 cohort, and three students in Year 3, attempted NAPLAN.

For the reading component of NAPLAN, no student achieved the top 2 bands in Year 5. One student achieved these bands in Year 3.

For the numeracy component, no student achieved these bands in either grade.

In **2016**, we had one student in Year 5, and three students in Year 3, attempt NAPLAN.

For the reading component of NAPLAN, no student achieved the top 2 bands in Year 5. One student achieved these bands in Year 3.

For the numeracy component, no student achieved these bands in either grade.

## Parent/caregiver, student, teacher satisfaction

### PARENTS

In line with our futures focus, a parent survey was conducted to ascertain parent's opinion of future learning aspects at Hoxton Park Public School.

59.4% of parents surveyed indicated their child talks about what they are learning at school when they come home. A parent commented that their child "enjoys what they are learning and like to come home sharing information with family and friends".

49% of parents surveyed attended an open classroom event informing them of the structure of a classroom. Some comments included;

"I think it's a great idea. My child is thriving and loves it". "Great! It makes the classroom and learning transparent". "Great, but sometimes a little noisy".

### STUDENTS

Data collated from the Tell Them From Me survey indicated that;

\* Students are interested and motivated in their learning. According to the results. 86% of students in this school were interested and motivated. The NSW government norm for these years is 78%.

At the beginning of each school year, teachers use research based connecting activities to establish connections with students (Classroom of Choice; Elwin, 2014). When students were surveyed using the The Tell Them From Me survey they indicated that in this school, 89% had positive relationships. The NSW

government norm for these years is 85%.

## **TEACHERS**

66.7% of teachers strongly agree and 33.3% agree that school leaders clearly communicate their strategic vision and values for our school.

## **Policy requirements**

### **Aboriginal education**

71% of students agree they "feel good about their culture when they are at school"

(Tell Them From Me survey 2016).

58% of students agree "my teachers have a good understanding of my culture."

(Tell Them From Me survey 2016).

All teachers have included Aboriginal perspectives in their teaching programs for 2016.

Teachers also take into consideration Aboriginal perspectives in all project based learning units.

### **Multicultural and anti-racism education**

Achievements in multicultural education include:

Year 3 NAPLAN – an increase of 8.4% in the top 2 bands in reading.

Year 5 NAPLAN – an increase of 14.8% in the top 3 bands in reading.

We celebrated our diverse community with our annual Multicultural and Diversity Day. This included students learning about other people's cultures through a day of authentic learning K–6. The community joined our students for the day and participated in activities as well as tasting food from around the world.