

2021 Annual Report

Hoxton Park Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

School contact details

Hoxton Park Public School

99 Pacific Palms Circuit

HOXTON PARK, 2171

<https://hoxtonpark-p.schools.nsw.gov.au>

hoxtonpark-p.school@det.nsw.edu.au

9607 0005

School vision

Hoxton Park Public School is a collaborative and inclusive learning community where diversity and difference is valued, and a culture of targeted, ongoing improvement is achieved through innovative practice.

School context

Hoxton Park Public School is located in the south west of Sydney, on Darug Country, in the Liverpool Local Council Area. The student population of 670 has slightly increased over the past three years. Our school community is diverse, with 72% of students coming from a non-English speaking background. First Nations people account for 4% of student enrolment. In 2020, our FOEI (Family Occupation Education Index) was 115. In 2019, students with either a cognitive, physical, social/emotional or sensory disability made up 47.6% of the total student cohort.

The student population is drawn from various socio-cultural backgrounds with forty six identified home languages spoken. The predominant languages after English are Arabic, Hindi, Khmer, Vietnamese, Samoan, Assyrian and Spanish. Specialist teachers support students with English as an Additional Language or Dialect in the beginning and emerging phases. A strong Learning Support Team accompanied by the school counsellor and Speech Pathologist provide additional support to access the curriculum.

Student achievement, inclusion and the celebration of cultural diversity and First Nations people are all recognised through Community Connection and Engagement programs.

Literacy and numeracy is taught explicitly and integrated through project based learning, resulting in high engagement. Future focused pedagogy through agile learning spaces; including technology, robotics and STEM; and a podcast studio in the Learning Hub. Collaborations with Social Ventures Australia and Salesforce enhance teacher professional learning. Extra-curricular opportunities in the performing arts and sport supplement student learning and add to wellbeing.

The Community Hub will expand to encompass the broader school community, providing training in areas of interest, social connection and support.

The situational analysis and consultation with key stakeholders has targeted the areas of Student Growth and Attainment, Innovative Practice and Community Connection and Engagement as areas of focus which are high level focus areas of improvement over the next 4 years.

The majority of Equity funding from the School Budget Allocation Report will be used to support the School Improvement Plan.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes through; evidence informed teaching practice and data driven teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Teaching Practices school wide
- Data Driven Practices

Resources allocated to this strategic direction

QTSS release: \$125,908.51

Low level adjustment for disability: \$98,873.46

Literacy and numeracy intervention: \$47,089.56

Socio-economic background: \$206,513.00

Literacy and numeracy: \$5,000.00

Summary of progress

Flexible funding was built into the RFF timetable to enable teachers to be released in pairs to view effective feedback and develop their skills in giving effective feedback to colleagues.

Professional learning sessions and demonstration lessons for morning routine, reading benchmarking and phonics. Morning routine sessions involved pre-viewing of Training 24/7 modules, workshop sessions reviewing the modules and developing a clear understanding between staff. These sessions were followed-up with a week of morning routine demonstration lessons in each teacher's class. The reading benchmark PL involved an information session, review of data entry practices and booking a session for each teacher to view a demonstration of reading benchmark assessment using a student from their class. These PL areas targeted new staff to Hoxton Park PS.

The leadership team met weekly with Assistant Principals in leadership time to engage in professional learning and planning with the whole leadership team - Educational Leadership. This PL was focused on the *What Works Best* document in relation to explicit teaching, high expectations and collaboration.

Professional Learning Communities (PLCs) were established to maintain consistent evidence-informed practice in phonics and guided reading. Within the PLC model teachers will be identified and offered leadership experiences in planning and facilitating the PLC.

Data driven practice was identified as an area for staff development. Staff were provided explicit PL on data literacies including: approaches to assessment, considerations when planning assessment, reflection and discussion about the What Works Best theme of Data to inform practice, data literacies (aggregate, granular, small sample size, large sample size, frequency, mean, median, mode, box plot, causality, correlation), data collection (validity, reliability, objective and inclusiveness).

Staff participated in SENA data knowledge and analysis. Stage/Grade-based teams were supported to analyse SENA data from semester 1 analysis, based on one area (EAS - K-2, Place Value 3-6). Teachers were guided through identifying class trends, grouping students based on needs, and planning intervention targeting the needs of each group.

COVID tutoring was provided for students. COVID small group instruction of students performing in the top three bands of NAPLAN for reading and numeracy. Term 1, Week 3 - Term 2, Week 9: students in years 3 and 5. Term 3, Week 1 - Term 4, Week 9: students in years 2 and 4.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

Numeracy

Increase in the number of students achieving in the top two bands by 1%.

Evidence of Activity

Initially the COVID ILSP initiative began with the COVID ILSP teachers undertaking professional learning from the COVID ILSP Microsoft Teams platform. These professional learning sessions were followed-up with collaborative planning sessions facilitated by the deputy principal. The COVID ILSP team designed the structure of tutoring lessons, timetables for small group withdrawal and guidelines for programming and assessment. These collaborative planning sessions used external NAPLAN data, analysis of NAPLAN data on Scout, feedback from classroom assessments and teacher recommendations. The data identified that mathematical language, problem solving strategies, two-dimensional shapes, three-dimensional objects, place value, multiplication and division, were areas of need.

COVID ILSP tutoring sessions commenced in week 4 term 1. These sessions targeted small groups of students, three times a week for a minimum session time of 40 minutes. Teachers identified comprehension strategies that previous cohorts had found challenging and also areas from pre-assessments that students were less capable of demonstrating when answering questions about text.

The timeline and original organisation of the COVID ILSP tutoring was altered from week 1 of term 3 to week 6 term 4, due to remote learning. The COVID ILSP tutorial groups were still undertaken during remote learning. Students were requested to attend two virtual tutorial sessions each week via the Microsoft Teams platform and complete one online task via the Seesaw platform with individual feedback being provided.

These sessions started gradually from week 3 term 3 with tutorial videos accompanying online tasks via the Seesaw platform, with students receiving individual feedback on all submitted tasks. Following this, parents were requested to provide permission for their child to attend virtual online tutorials using the Microsoft Teams platform. Initially there was one tutorial session per week with the continuation of three Seesaw tasks. Following this, students with permission, attended two tutorial sessions and completed one online Seesaw task each week. This remained the structure throughout the remainder of term 3 and until students returned in cohort groups in term 4.

Throughout 2021, the COVID ISLP teachers engaged in weekly professional learning from the suite of learning opportunities within the COVID ILSP Microsoft Team.

Evidence of Process Quality

The structure of the groups, professional learning from the COVID ILSP Microsoft Team and resources on the Universal Hub, all positively impacted the success of the small group interventions. These elements provided the COVID ILSP teachers with confidence, effective teaching practices and the resources to provide impactful interventions to students in the tutorial groups.

Taking time at the beginning of the initiative to engage in deep data analysis and collaborative planning, supported teaching in creating relevant and targeted teaching that effectively met the needs of all students. Throughout the process there was data and review times built into the COVID ILSP's timetables. These checkpoints provided opportunities for the COVID ILSP teachers to engage in reflection about the effectiveness of the teaching strategies and data analysis to identify if there was impact from the teaching.

The use of the COVID ILSP professional learning suite was an effective resource for teachers to develop their explicit teaching strategies.

There was embedded assessment throughout each teaching cycle for numeracy fluency and mathematical skills. This data was beneficial in driving the teaching and learning cycles. During semester 1, the pre and

Numeracy

Increase in the number of students achieving in the top two bands by 1%.

post summative assessments were different, and some of the pre-assessments were not challenging enough for students. Due to this, there was less summative data showing positive growth in student abilities, or students who had performed exceptionally well in the pre-assessment, were not able to show their improved skills. This issue was rectified during semester 2, where the COVID ILSP team spent time analysing the questions they included, related to NAPLAN band difficulty, and ensured that the assessment was suitably challenging to provide opportunities to display growth in NAPLAN style, problem solving skills. The use of the same pre and post assessment meant that there could be valid data about growth in certain areas of comprehension.

Remote learning for 16 weeks during the semester 2 portion of the COVID ILSP intervention had a significantly negative impact on the attendance of students in tutorial sessions and also growth in students' academic progress. During remote learning there were technological issues for students connecting. This ranged from poor internet connection to students having limited devices within houses and the connectivity to support additional devices when there were more than one student participating in remote learning. The online session also impacted the rate of feedback, which decreased as access to the students' work was not immediate or challenging to see through the online platform.

Evidence of Impact

There was a 4% increase in the number of year 5 students performing in the top two bands in numeracy and a 5% decrease in the number of year 3 students performing in the top two bands in numeracy. This data was a comparison between 2019 NAPLAN results and 2021 NAPLAN results, due to no NAPLAN assessment in 2020.

Internal data sources collected and analysed by the COVID ILSPs included pre and post mathematics assessments, timed mental knowledge, multiple choice problem solving questions, anecdotal notes and student work samples to answer the question: To what extent has the COVID tutoring intervention improved students' mathematical fluency and mathematical problem solving skills?

Year 3 Mentals Assessments

- Average growth in mental assessments results showed the term 1 cohort had a positive improvement of 14%; 5 students with a negative growth ranging from -0.1 to -15.8%, and 14 students with a positive growth ranging from 1% to 29%.

- Average growth in mental assessments results showed the term 2 cohort had a positive improvement of 7%; 8 students with a negative growth ranging from -2 to -12%, and 14 students with a positive growth ranging from 1% to 26.6%.

Year 3 Multiple Choice Problem Solving Assessments

- Average growth in problem solving assessment results showed the term 1 cohort had an overall positive growth of 1%; 11 students with a positive growth rate between 9.5% and 40%, and 8 students with a negative growth rate between -2% to -20% (2 students' results were not included in the analysis due to their high absences and therefore minimal data for analysis).

- Average growth in problem solving assessment results showed the term 1 cohort had an overall positive growth of -1%; with 12 students having a positive growth rate between 8% and 47% and 8 students having a negative growth rate between -8% to -44%.

- Graphs of these demonstrate particular assessments were significantly more challenging for all students which may have impacted the overall average growth of students, for example, test 4 for the term 2 cohort saw a dip of at least 20% for all students.

Year 5 Mentals Assessments

- Average growth in mental assessment results showed the term 1 cohort had a positive improvement of 11.3%; 4 students with a negative growth ranging from -0.9% to -6%, and 19 students with a positive growth ranging from 1.07% to 33.6% (1 student's results were not included in the analysis due to their high absences and therefore minimal data for analysis).

Numeracy

Increase in the number of students achieving in the top two bands by 1%.

- Average growth in mental assessment results showed the term 2 cohort had a positive improvement of 4.6%; 6 students with a negative growth ranging from -2.8% to -4.6%, and 16 students with a positive growth ranging from 1.1% to 20.7%.

Year 5 Multiple Choice Problem Solving Assessments

- Average growth in problem solving assessment results showed the term 1 cohort had an overall growth of -7.1%; with 8 students having a positive growth rate between 1% and 17.7%, and 10 students having a negative growth rate between -2% to -53% (1 student's results were not included in the analysis due to their high absences and therefore minimal data for analysis).

- Average growth in problem solving assessment results showed the term 2 cohort had an overall positive growth of -11%; with 4 students having a positive growth rate between 3.8% and 20.6% and 16 students having a negative growth rate between -0.8% to -31.3%. Of these 16 students, 6 students had an initial score of 100%, which resulted in them being unable to gain a positive growth. These results were significantly impacted by inconsistent assessment difficulties. When data was adjusted to account for this, overall positive growth improved by 46%.

- As with the Year 3 results, data demonstrated particular problem solving assessments were significantly more challenging for all students (based on different strand content) which may have impacted the overall average growth of student. For example, test 4 and 7 for the term 2 cohort saw a dip of at least 40% for most students. Test 7 saw the lowest scores of all students with a drop in results of in excess of 55%. Term 1 data was not able to be adjusted for these issues because the data sets would have been too small to use for analysis.

Implications for the Next Phase

- continued mental with the addition of timed completion of tasks to elicit increased the speed of recall to complete the necessary computations within problem solving under a time restriction of assessments.

- PL and collaborative creation of pre and post assessments to ensure data is reliable and valid to confidently assess the value added from tuition programs.

- continued processing skill development to support skill adaptability to a range of topics and learning areas.

Evidence of Activity

Staff were developed in how to use Sentral to run data reports and worked in teams to develop the tools to analyse SENA data for their classes. Leadership led workshops for SENA data knowledge and analysis. Stage/Grade-based teams were supported to analyse SENA data from semester 1 analysis, based on one area (EAS - K-2, Place Value 3-6). During the COVID lock down, teachers completed online DoE professional learning on multiplicative strategies.

Evidence of Process Quality

Teachers were guided through identifying class trends, grouping students based on need, and planning intervention targeting the needs of each group.

Evidence of Impact

Teacher surveys from the PL session on analysing SENA data showed 47% of teachers are developing their confidence to analyse SENA data; 35% of teachers are developing their confidence to plan and teach mathematics to meet the needs of their students; 65% of teachers rate their knowledge of SENA data as 'developing'; and 47% of teachers rate their knowledge to plan and teach mathematics to meet the needs of their students as 'developing.'

In 2019, 16% of students were in the top two bands for numeracy, year 5. In 2021, 20% of students were in the top two bands for numeracy, year 5.

In 2019, 28% of students were in the top two bands for numeracy, year 3. In 2021, 23% of students were in the top two bands for numeracy, year 3.

<p>Numeracy</p> <p>Increase in the number of students achieving in the top two bands by 1%.</p>	<p>Implications for the Next Phase</p> <p>Continued PL in analysing data and planning mathematics sessions using data; interpreting numeracy data and how this relates to the syllabus; observing what a quality number session looks like; developing/locating resources to support teaching place value; PL in planning short and sharp focused lessons; analysis of SENA data with team leaders and consequently planning activities; ideas for engaging mathematics activities and time to plan activities as a stage; using maths manipulatives to assist students; resources to complete activities in a double space; and more information about CMIT, TEN, TOWN.</p>
<p>Reading</p> <p>Increase the number of students achieving in the top two bands by 4%</p>	<p>Evidence of Activity</p> <p>Initially the COVID ILSP initiative began with the COVID ILSP teachers undertaking professional learning from the COVID ILSP Microsoft Teams platform. These professional learning sessions were follow-up with collaborative planning sessions facilitated by the deputy principal. The COVID ILSP team designed the structure of tutoring lessons, timetables for small group withdrawal and guidelines for programming and assessment. These collaborative planning sessions used external NAPLAN data, analysis of NAPLAN data on Scout, feedback from classroom assessments and teacher recommendations. The data identified that reading fluency, vocabulary knowledge, text purpose and identifying main ideas were areas of need.</p> <p>COVID ILSP tutoring sessions commenced in week 4 term 1. These sessions targeted small groups of students, three times a week for a minimum session time of 40 minutes. Teachers identified comprehension strategies that previous cohorts had found challenging and also areas from pre-assessments that students were less capable of demonstrating when answering questions about text.</p> <p>The timeline and original organisation of the COVID ILSP tutoring was altered from week 1 of term 3 to week 6 term 4, due to remote learning. The COVID ILSP tutorial groups were still undertaken during remote learning. Students were requested to attend two virtual tutorial sessions via the Microsoft Teams platform and complete one online task via the Seesaw platform with individual feedback being provided.</p> <p>These sessions started gradually from week 3 term 3 with tutorial videos accompanying online tasks via the Seesaw platform, with students receiving individual feedback on all submitted tasks. Following this, parents were requested to provide permission for their child to attend virtual online tutorials using the Microsoft Teams platform. Initially there was one tutorial session per week with the continuation of three Seesaw tasks. Following this, students with permission, attended two tutorial sessions and completed one online Seesaw task each week. This remained the structure throughout the remainder of term 3 and until students returned in cohort groups in term 4.</p> <p>Throughout 2021, the COVID ISLP teachers engaged in weekly professional learning from the suite of learning opportunities within the COVID ILSP Microsoft Team.</p> <p>Evidence of Process Quality</p> <p>The structure of the groups, professional learning from the COVID ILSP Microsoft Team, and resources on the Universal Hub positively impacted the success of the small group interventions. These elements provided the COVID ILSP teachers with confidence, effective teaching practices and resources to provide impactful interventions to students in the tutorial groups.</p> <p>Taking time at the beginning of the initiative to engage in deep data analysis and collaborative planning supported the teaching in creating relevant and targeted teaching that effectively met the needs of all students. Throughout the process there was data and review times built into the COVID ILSPs</p>

Reading

Increase the number of students achieving in the top two bands by 4%

timetables. These checkpoints provided opportunities for the COVID ILSP teachers to engage in reflection about the effectiveness of the teaching strategies and data analysis to identify if there was impact from the teaching.

The use of the COVID ILSP professional learning suite was an effective resource for teachers to develop their explicit teaching strategies.

There was embedded assessment throughout each teaching cycle for reading fluency and comprehension skills. This data was beneficial in driving the teaching and learning cycles. During semester 1, the pre and post summative assessments were different, and some of the pre-assessments were not challenging enough for the students. Due to this, there was less summative data showing positive growth in student abilities, or students who had performed exceptionally well on the pre-assessment, were not able to show their improved skills. This issue was rectified during semester 2, where the COVID ILSP team spent time analysing the questions they included, related to NAPLAN band difficulty, and ensured that the assessment was suitably challenging to provide opportunities to display growth in comprehension skills. The use of the same pre and post assessment meant that there could be valid data about growth in certain areas of comprehension.

Remote learning for 16 weeks during the semester 2 portion of the COVID ILSP intervention had a significant negative impact on the attendance of students in tutorial sessions and growth in students' academic progress. During remote learning there were technological issues for students connecting, ranging from poor internet connections to limited devices within houses who had more than one student participating in remote learning. The online session also impacted feedback rates, decreasing as access to the students' work was not immediate or challenging to see through the online platform.

Evidence of Impact

There was a 4% increase in the number of year 5 students performing in the top two bands in reading and a 10% decrease in the number of year 3 students performing in the top two bands in reading. This data was a comparison between 2019 NAPLAN results and 2021 NAPLAN results, due to NAPLAN not being undertaken during 2020 because of remote learning during term 2.

Internal data sources collected and analysed by the COVID ILSPs included pre and post reading assessments, reading fluency tracking, weekly work samples and observational data.

Year 5 Reading Fluency

- 38 students had an increase in reading fluency as measured by words per minute (wpm). The increase had a range of individual improvements from 5wpm to 129wpm and an average of increase of reading fluency of 45wpm.
- 19 students had a decrease in overall reading fluency as measured by words per minute (wpm). These students had a reading fluency in excess of 200wpm at the beginning of the intervention. These students saw a significant drop in wpm after they received instruction on reading fluency whilst maintaining understanding. The students then showed a positive trend in wpm following the initial drop in wpm.
- Group graphs for fluency all show positive trend data for reading fluency, including positive trends for students who had an overall negative growth rate (as stated in above analysis).

Year 5 Reading Comprehension

- In the first cohort of intervention, students' results showed a 64% increase, 5% maintenance and 31% decrease in accuracy in responding to NAPLAN style multiple choice comprehension questions at a basic level.
- In the first cohort of intervention, students' results showed a 79% increase in accuracy in responding to NAPLAN style multiple choice comprehension questions at an extension level.
- In the second cohort of intervention, students results' showed a 39% increase, 27% maintenance and 33% decrease in accuracy in responding to

Reading

Increase the number of students achieving in the top two bands by 4%

NAPLAN style multiple choice comprehension questions at a basic level.

- In the second cohort of intervention there were no comparative data for analysis due to the reduced length of this intervention cycle.
- Trend data for reading comprehension was not present due to the limited number of assessments and the two different types of question types (basic vs. extension).

Year 5 Lesson Observation and Anecdotal Notes

- After explicit instruction and guided practice, students demonstrated an improved ability to identify and solve errors, justify their responses with supporting evidence from a text, and engage in discussion about text purpose and main ideas.
- Students improved their engagement in reflecting on their learning.

Year 3 Reading Fluency

- 58 students had an increase in reading fluency as measured by words per minute (wpm). The increase had a range of individual improvements from 3wpm to 171wpm and an average overall increase of reading fluency by 65wpm.
- 4 students had a decrease in overall reading fluency as measured by words per minute (wpm).
- Group graphs for fluency all show positive trend data for reading fluency, including positive trends for students who had an overall negative growth rate.

Year 3 Reading Comprehension

- In the first cohort of intervention, students' results showed a 51% increase, 8% maintenance and 41% decrease in accuracy in responding to NAPLAN style multiple choice comprehension questions.
- In the second cohort of intervention students results showed a 15% increase, 54% maintenance and 32% decrease in accuracy in responding to NAPLAN style multiple choice comprehension questions at a basic level.
- In the second cohort, the large percentage of students gaining a 'maintaining' result was due to these students achieving 100% on all assessments, including their initial baseline assessment.

Year 3 Lesson Observation and Anecdotal Notes

- After explicit instruction and guided practice students demonstrated a... Students independently could locate the keywords in the text to answer the questions. They were successful to tell the purpose of the text. Students improved their skills at solving unknown vocabulary, however, continued work on synonyms and morpheme knowledge is required.

Reading Data Semester 2

Year 2 Reading Fluency

- Students were exposed to the fiction and non-fiction texts with Lexile 620.
- All 40 students had an increase in reading fluency as measured by words per minute (wpm). The increase had a range of individual improvements from 10wpm to 60wpm and an overall increase of 100%.
- Group graphs for fluency all show positive trend data for reading fluency.

Year 2 Reading Comprehension

After remote learning, during term 4, students results showed 85% increase, 7.5% maintenance and 7.5% decrease in accuracy in responding to multiple choice comprehension questions.

- The large percentage of students gaining an 'increase' result was because of the concepts they have effectively achieved the success criteria during these sessions.

Year 2 Lesson Observation and Anecdotal Notes

After explicit instruction and guided practice, students demonstrated that they could independently locate the keywords in the questions and in the text to answer the questions. Students could explain what was asked in the question or what was the question about. They were successful to tell the purpose of the text and explain the text conventions.

Students are working toward improving their vocabulary. They worked on definitions/ synonyms/shades of meaning/ Morpheme words (prefix, suffix, base words).

Year 4 Reading Fluency

Reading

Increase the number of students achieving in the top two bands by 4%

- 92% of students in cohort 1 had an increase in reading fluency as measured by words per minute (wpm). The increase had a range of individual improvements from 6wpm to 42wpm.
- 1 student in cohort 1 had a decrease in overall reading fluency as measured by words per minute (wpm). The average reading fluency showed a decline of 6 wpm.
- 75% of students in cohort 2 had an increase in reading fluency as measured by words per minute (wpm). The increase had a range of individual improvements from 1wpm to 45wpm.
- 25% of students in cohort 2 had a decrease in overall reading fluency as measured by words per minute (wpm). The average reading fluency showed a decline between 1 to 17 wpm.
- 100% of students in cohort 3 had an increase in reading fluency as measured by words per minute (wpm). The increase had a range of individual improvements from 3 wpm to 49wpm.
- Group graphs for fluency all show positive trend data for reading fluency, including positive trends for students who had an overall negative growth rate (as stated in above analysis).

Year 4 Reading Comprehension

- In the first cohort of intervention, students' results showed a 90% increase, and a 10% decrease in accuracy in responding to NAPLAN style multiple choice comprehension questions in pre and post intervention assessment. The texts were lexiled at 900.
- In the second cohort of intervention, students' results showed a 71% increase and 29% decrease in accuracy in responding to NAPLAN style multiple choice comprehension questions in pre and post intervention assessment. The texts were lexiled at 900.
- In the third cohort of intervention, students' results showed a 50% increase and 50% decrease in accuracy in responding to NAPLAN style multiple choice comprehension questions in pre and post intervention assessment. The texts were lexiled at 600-700. Only two students sat the post test, so the data is not a true reflection of growth for this cohort.
- In the first cohort of intervention, results showed 62% increase, 21% maintaining and 17% decrease in responding to NAPLAN style multiple choice questions and written response based on concepts studied.
- In the second cohort of intervention, results showed 48% increase, 29% maintaining and 23% decrease in responding to NAPLAN style multiple choice questions and written response based on concepts studied.
- In the third cohort of intervention, results showed 70% increase and 30% decrease in responding to NAPLAN style multiple choice questions and written response based on concepts studied.

Year 4 Lesson Observation and Anecdotal Notes

- After explicit instruction and guided practice, students demonstrated an improved ability to identify and solve errors, justify their responses with supporting evidence from a text, and engage in discussion about main ideas and sequence of ideas in text.
- Students improved their engagement in reflecting on their learning. As a result of the analysis it is evident that the small group tuition, with highly focused learning goals that are taught explicitly, and practice through guided experiences that is regularly undertaken at least three times a week for a ten week period, improved students ability to:
 - individually solve unknown vocabulary by following research-informed processes
 - answer a range of literal and inferential questions about main idea and summarising
 - understand questions, find answers by referring to text and justify their answer by providing evidence
 - increase their fluency rate whilst maintaining comprehension to complete question sets within an identified time frame
 - answer a range of literal and inferential questions about main idea and summarising
 - scan text for key vocabulary

Implications for the Next Phase

After analysis and reflection on the data, future directions needing to be considered:

- Students should be exposed a range of texts to improve their fluency and comprehension skills. Based on the observable decline in the mini test

<p>Reading</p> <p>Increase the number of students achieving in the top two bands by 4%</p>	<p>results when the text genre was changed/unfamiliar, it may be necessary to assess both fiction and non-fiction texts or teach comprehension skills applied to these in 5 week blocks.</p> <ul style="list-style-type: none"> • Consistently the observational data continued to demonstrate limited vocabulary knowledge and processing skills to solve unknown vocabulary, which was consistent with NAPLAN and Check-in Assessment data. Therefore a continuation and area for consistent explicit and guided instruction remains vocabulary including; synonyms, shades of meaning, morphemic knowledge and etymological knowledge. • continuation of the current tutorial structures - possible options for shorter cycles with time between cycles to improve retrieval practice • continued clear and specific learning goals with explicit instruction and guided practice • continued regular fluency instruction built into the program • review of assessments to enable better trend data to be gathered • To improve the limited vocabulary knowledge and processing skills to solve unknown vocabulary.
<p>Increase the percentage of Aboriginal students achieving in the top 3 bands in reading and numeracy from the NAPLAN data in 2019.</p>	<p>Evidence of Activity</p> <p>Establish Professional Learning Community (PLC) to maintain consistent evidence-informed practice in phonics and guided reading. Within the PLC model teachers will be identified and offered leadership experiences in planning and facilitating the PLC. They will be provided with mentoring to develop their skills in this roles.</p> <p>Provided explicit PL on data literacies including: approaches to assessment, considerations when planning assessment, reflection and discussion about the What Works Best theme of Data to inform practice, data literacies (aggregate, granular, small sample size, large sample size, frequency, mean, median, mode, box plot, causality, correlation), data collection (validity, reliability, objective and inclusiveness).</p> <p>Professional learning sessions and demonstration lessons for morning routine, reading benchmarking and phonics. Morning routine sessions involved pre-viewing of Training 24/7 modules, workshop sessions reviewing the modules and developing a clear understanding between staff. These sessions were follow-up with a week of morning routine demonstration lessons in each teacher's class. The reading benchmark PL involved an information sessions, review of data entry practices and booking of a sessions for each teacher to view a demonstration of a reading benchmark assessment with a student from their class. These PL areas targeted new staff to Hoxton Park PS.</p> <p>Workshops for SENA data knowledge and analysis. Stage/Grade-based teams were supported to analyse SENA data from semester 1 analysis, based on one area (EAS - K-2, Place Value 3-6). During the COVID lock down, teachers completed online DoE professional learning on multiplicative strategies.</p> <p>Evidence of Process Quality</p> <p>Professional readings and collegial discussions, with the purpose of maintaining current research standards for all staff. Teachers were guided through identifying class trends, grouping students based on needs, and planning intervention targeting the needs of each group.</p> <p>Evidence of Impact</p> <p>Reading data:</p> <p>Year 3: There was a decrease of 6% from 2019 to 2021 results.</p> <p>Year 5: There was an increase of 23% from 2018 to 2021 results. There was no 2019 data.</p> <p>Numeracy data:</p>

<p>Increase the percentage of Aboriginal students achieving in the top 3 bands in reading and numeracy from the NAPLAN data in 2019.</p>	<p>Year 3: There was a decrease of 10% from 2019 to 2021 results.</p> <p>Year 5: There was an increase of 50% from 2018 to 2021 results. There was no 2019 data.</p> <p>Teacher surveys from the PL session on analysing SENA data showed 47% of teachers are developing their confidence to analyse SENA data; 35% of teachers are developing their confidence to plan and teach mathematics to meet their needs of their students; 65% of teachers rate their knowledge of SENA data as 'developing'; and 47% of teachers rate their knowledge to plan and teach mathematics to meet the needs of their students as 'developing.'</p> <p>Implications for the Next Phase</p> <ul style="list-style-type: none"> - Continued PL on data literacies including: identifying reliable data, interpreting data with multiple assessable elements, and analysing data for cohort trends. - Continued PL to support teachers confidence in using data to plan for targeted teaching for groups and individual students. <p>Continued PL in analysing data and planning mathematics sessions using data; interpreting numeracy data and how this relates to the syllabus; observing what a quality number session looks like; resources to support teaching place value; PL with planning short and sharp focused lessons; analyse SENA data with team leader and planning activities; ideas for engaging mathematics activities and time to plan activities as a stage; using maths manipulatives to assist students; resources to complete activities in a double space; and more information about CMIT, TEN, TOWN.</p>
<p>Numeracy</p> <p>Increase in expected growth in NAPLAN numeracy by a minimum of 2%.</p>	<p>Evidence of Activity</p> <p>Workshop for SENA data knowledge and analysis. Stage/Grade-based teams were supported to analyse SENA data from semester 1 analysis, based on one area (EAS - K-2, Place Value 3-6). Teachers were guided through identifying class trends, grouping students based on needs, and planning intervention targeting the needs of each group.</p> <p>Evidence of Process Quality</p> <p>Teachers were guided through identifying class trends, grouping students based on needs, and planning intervention targeting the needs of each group.</p> <p>Evidence of Impact</p> <p>There is was an increase of 5% in expected growth in numeracy. In 2019, there were 61.8% of students at or above expected growth in numeracy. In 2021, there were 66.7% of students at or above expected growth in numeracy.</p> <p>Implications for the Next Phase</p> <ul style="list-style-type: none"> - RUCSAC assessment for data analysis to individualise problems solving strategies linked to NAPLAN - PL on planning RUCSAC intervention in 2022
<p>Reading</p> <p>Increase in expected growth in NAPLAN reading by a minimum of 1%.</p>	<p>Evidence of Activity</p> <p>Staff were provided with explicit PL on data literacies including: approaches to assessment, considerations when planning assessment, reflection and discussion about the What Works Best theme of Data to inform practice, data literacies (aggregate, granular, small sample size, large sample size, frequency, mean, median, mode, box plot, causality, correlation), data collection (validity, reliability, objective and inclusiveness).</p>

Reading

Increase in expected growth in NAPLAN reading by a minimum of 1%.

Professional learning sessions and demonstration lessons for morning routine, reading benchmarking and phonics. Morning routine sessions involved pre-viewing of Training 24/7 modules, workshop sessions reviewing the modules and developing a clear understanding between staff. These sessions were followed up with a week of morning routine demonstration lessons in each teacher's class. The reading benchmark PL involved an information session, review of data entry practices and booking of a session for each teacher to view a demonstration of a reading benchmark assessment with a student from their class. These PL areas targeted new staff to Hoxton Park PS.

Professional Learning Communities (PLCs) were established to maintain consistent evidence-informed practice in phonics and guided reading. Within the PLC model teachers will be identified and offered leadership experiences in planning and facilitating the PLC.

Evidence of Process Quality

Workshop sessions to guide staff in navigating, analysis and using data to plan teaching and learning cycles based on the year 4 and 6 check in assessments. These sessions included information about the check in assessment data analysis, demonstration of how to navigate the platform on SCOUT and guided analysis of data and planning options using the data to drill down to focus areas, teaching strategies and grouping of students.

One significant enabler of the Professional Learning Communities (PLCs) for K-2 and 3-6, was the allocation of these meetings into Staff Development Days (SDDs). By allocating these sessions into current systems, we promoted positive engagement by teachers without adding to extra meetings outside of school hours. Another enabler was the mentoring and coaching provided to the facilitators of the PLCs. By providing mentoring for creating coherent agendas and links between school essential agreements, professional readings and classroom practice, the PLC meetings were meaningful and linked to current school priorities.

A barrier to the PLC process was a lack of clear guidelines and norms and a collaborative team. This led to superficial discussions and a lack of shared ownership. Within the guidelines of the amended Reading Essential Agreement developed by the PLC committees, teachers are required to observe and provide feedback to a colleague each term. This part of the process was impacted by remote learning. Due to remote learning, the ability to have the Professional Learning Community meetings was hindered and teachers were unable to complete the allocated lesson observation of a colleague and feedback opportunities during the meetings.

Evidence of Impact

Between 2019 and 2021, there was an increase 18.28% of students at or above expected growth in reading. This growth was 3.92% above the annual lower bound trajectory and only 1.08% below the annual upper bound trajectory.

A pre-survey at the beginning of 2021 provided baseline data for staff knowledge about phonics and reading. This survey was unable to be completed based on the impact of remote learning on Professional Learning Communities being unable to meet for two terms, and the focus on student and staff wellbeing upon return from remote learning. The pre-survey results showed in general the staff had a limited ability to articulate what synthetic phonics or guided reading was, a lack of confidence in discussing and sharing pedagogical practices in phonics or guided reading, limited to no observations or peer feedback on lessons and limited to no engagement in research. This data drove the agendas for the Professional Learning Communities in the first semester of the year.

Implications for the Next Phase

Within the next phase, there will be a renewed focus of collegial feedback in reading and phonics with lesson observations able to be undertaken each

<p>Reading</p> <p>Increase in expected growth in NAPLAN reading by a minimum of 1%.</p>	<p>term. PLC facilitators will also be provided with professional readings and mentoring to support their skills at developing deeper collaborative professionalism through the creation of PLC norms and roles, to increase the PLC teams' collective efficacy, collective responsibility, mutual dialogue and joint work.</p>
<ul style="list-style-type: none"> • Maintain <i>Excelling</i> in <i>data analysis</i>. • Achieve <i>Excelling</i> in <i>data literacy</i> for sound understanding of the analysis, interpretation and extrapolation of data. 	<p>Evidence of Activity</p> <p>Applied professional learning experiences that strengthens teacher understanding of data literacy.</p> <p>The Data Literacy Session during SDD Term 3 included the following activities:</p> <p>Executive provided explicit PL on data literacy including: approaches to assessment, considerations when planning assessment, reflection and discussion about the What Works Best theme of Data to inform practice, data literacy (aggregate, granular, small sample size, large sample size, frequency, mean, median, mode, box plot, causality, correlation), data collection (validity, reliability, objective and inclusiveness)</p> <p>Teacher participated in a workshop for SENA data knowledge and analysis. Stage/Grade-based teams were supported to analyse SENA data from semester 1 analysis, based on one area (Early Arithmetic Strategies - K-2, Place Value 3-6). Teachers were guided through identifying class trends, grouping students based on needs, and planning intervention targeting the needs of each group.</p> <p>Evidence of Process Quality</p> <p>It was identified that the declarative knowledge of teachers about assessment and data had improved after the PL session. Teachers' understanding of how to analyse data, and use data to drive their teaching was effective when led by their stage supervisor. These elements were successful because there was adequate time allocated to provide teachers with opportunities to have deep collegial discussion and active planning from data with support at the time of need to ask questions and clarify their planning from data. The initiative had limited sustained impact due to remote learning impacting on the opportunities to use data analysis session to influence teaching in the classroom. This element of the process has been transferred to 2022 to ensure the development of staff data analysis to drive teaching is sustained and staff build their capacity to independently analyse data to drive teaching.</p> <p>Evidence of Impact</p> <p>By term 4 2021, we were expecting to see increased teacher clarity around effective assessment and data literacy knowledge, an increasing range of assessment strategies throughout the school, improved ability of teachers to analyse both granular and aggregate data to drive their teaching, evidence of data analysis within class programs and embedded data analysis during collaborative planning sessions.</p> <p>There was a 11% increase in teachers' ability to list a range of assessment opportunities; 3-10% increase in teachers' confidence in analysing data; and a 5% increase in teachers' confidence in using data to plan for targetted teaching for groups and individual students. Throughout the school the five most commonly used assessment opportunities for collecting data by teachers were: observations, checklists, work samples, school mandated assessments (reading benchmarks and SENA) and exit slips. There is a limited range of assessments used by staff outside these 5 common assessment types.</p> <p>Samples from workshop sessions, showed teachers' ability to analyse SENA data in one area and confidently group students based on needs. The structured templates provided staff with a clear scaffold to use data directly influencing their planning. Post surveys were not conducted after the initial session, these were indented to be schedules after each</p>

- Maintain *Excelling in data analysis*.
- Achieve *Excelling in data literacy* for sound understanding of the analysis, interpretation and extrapolation of data.

subsequent data analysis workshop session. These surveys will need to be undertaken in 2022 to provide evidence of impact.

For Data literacy from the School Excellence Framework we have developed a school-wide sound understanding of student assessment and data literacies. We are still developing the ability of all staff K-6 to effectively analyse, interpret and collaboratively use this to inform planning and identify and modify teaching practise. These areas are present consistently in some classes and for the Learning Support Programs. Similar trends were seen in the theme of Data analysis.

Implications for the Next Phase

During the next phase of Data Informed Practices, the following implications will be considered:

- Continued PL on data literacies including: identifying reliable data, interpreting data with multiple assessable elements, and analysing data for cohort trends.
- Continued PL to support teachers confidence in using data to plan for targeted teaching for groups and individual students.
- Continued PL in analysing data and planning mathematics sessions using data; interpreting numeracy data and how this relates to the syllabus; observing what a quality number session looks like; resources to support teaching place value; PL with planning short and sharp focused lessons; analyse SENA data with team leader and planning activities; ideas for engaging mathematics activities and time to plan activities as a stage; using maths manipulatives to assist students; resources to complete activities in a double space; and more information about CMIT, TEN, TOWN.

Implications for our next phase in the theme of Data literacy and Data Analysis from the School Excellence Framework is to embed the practices of effectively analyse, interpret and collaboratively use this to inform planning, and identify and modify teaching practice in all areas of the curriculum in all classes K-6.

78% of all students maintain an annual reading level growth rate of four levels in years K-2, and two levels in years 3-6 on internal school reading data.

Evidence of Activity

Students are benchmarked to ascertain their independent reading level. These benchmarks are detailed individual assessments which take 30 minutes to administer. The student's reading level is determined by a mix of data including: retell, comprehension and fluency rate.

Evidence of Process Quality

Teachers implement full class benchmark assessments in week 9 of each term. In the beginning of the following term, teachers meet with the Deputy Principal to analyse the data. The focus is on growth rate, develop targeted interventions and identify students who require significant intervention at the Learning Support Team meeting.

Evidence of Impact

We would expect to see an overall growth of four reading levels in Kinder-year 2, and two reading levels in years 3-6.

Yearly Data:

71% of students in K-2 had a minimum of 4 levels growth.

58% of students in years 3-6 had a minimum of 2 levels growth.

This data was heavily impacted by 16 weeks of remote learning during semester 2. Results at the end of semester 1 showed:

83.6% of students in K-2 had a minimum of 2 level growth in reading levels,

78% of all students maintain an annual reading level growth rate of four levels in years K-2, and two levels in years 3-6 on internal school reading data.

which is on track for mid-year analysis.

58% of students in years 3-6 had a minimum of 1 level growth in reading levels, which is below for mid-year analysis, but this was maintained throughout semester 2.

Implications for the Next Phase

Planning and executing the benchmarking schedule while on class is challenging, often resulting in teachers preparing independent activities for students to work on so they can administer these assessments by the due data date. Further professional learning and practical examples to show teachers how to work assessment and data collection into their regular teaching day to minimise the impact on their workload.

Data based on cohort need will inform the allocation of staffing resources (LaSTs).

Strategic Direction 2: Innovative Practice

Purpose

To deliver strong teacher knowledge and understanding of innovative practice through maximising individual learning opportunities in adaptive environments.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Adaptive Learning Spaces
- Individualised Learning

Resources allocated to this strategic direction

Professional learning: \$26,051.03

Literacy and numeracy: \$33,408.57

Socio-economic background: \$51,007.63

English language proficiency: \$346,202.59

Per capita: \$60,000.00

Low level adjustment for disability: \$145,753.40

Refugee Student Support: \$6,861.29

Integration funding support: \$81,392.00

School support allocation (principal support): \$33,966.40

Summary of progress

Our rich connection with Social Ventures Australia continued. School leaders attended the Thought Leader Gatherings where they collaborated with leaders from other schools across New South Wales, Victoria and South Australia. The NSW Hub Days were an invaluable opportunity to visit other showcase schools to view their practice, systems and structures developed from the teachers in the classroom through to the school leadership. Once a term, mentors from Social Ventures Australia attend an engagement visit to our school in-person or online to develop, refine and evaluate the school's Project Action Plan which was developed from our program logic, aligned to learning and development from the School Excellence Framework.

Professional learning was embedded through the funding of an additional Deputy Principal. This was achieved through demonstration teaching, whole staff professional learning, support for teachers in data analysis, mentoring sessions for beginning teachers, workshops, and lesson observations.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Maintain <i>Excelling in Collaborative practice and feedback, Professional learning and Expertise and innovation.</i>• Maintain <i>Sustaining & Growing for Coaching and mentoring.</i>	<p>Evidence of Activity</p> <p>Throughout 2021, Hoxton Park Public School continued the connection with Social Ventures Australia. Within this work, teachers and executives engaged with a range of activities, including:</p> <ul style="list-style-type: none">- Thought Leader Gatherings where teachers collaborate with leaders from other schools.- Hub Days to make inter-school connections and engage in both the sharing of ideas, and giving and receiving feedback around effective school practice.- Termly engagement visits with mentors from Social Ventures Australia to develop, refine and evaluate the school's 'Project Action Plan' which is aligned to learning and development from the School Excellence

<ul style="list-style-type: none"> • Maintain <i>Excelling in Collaborative practice and feedback, Professional learning and Expertise and innovation.</i> • Maintain <i>Sustaining & Growing for Coaching and mentoring.</i> 	<p>Framework.</p> <p>Driven from the school's Social Ventures Australia 'Project Action Plan', the innovation team designed strategies, resources and professional learning in the areas of innovation and individualised learning. The innovation team met weekly throughout the year. These sessions in 2021 had a focus on creating rubrics for collaboration, critical thinking, creativity and communication for a trial in 2022.</p> <p>Evidence of Process Quality:</p> <p>Working with an external partnership was a positive enabler for our engagement in learning and development. Social Ventures Australia ensures there are regular checkpoints, built around frameworks, to keep our project moving forward. The time allocated at the Thought Leaders' Gathering and subsequent Hub Days meant that there was designated time to work in this space. Remote learning impacted negatively on our ability to complete all identified actions for 2021, and also meant that Hub Days were unable to be undertaken during semester 2. Thought Leader Gatherings, however, were presented online.</p> <p>The use of funds to release the innovation team to meet regularly, enabled the team to engage in sustained discussions and review progress. Remote learning had a significant impact on the innovation team's ability to meet regularly, and there was also reduced opportunity for the team to affect innovation and expertise within the classroom during this time.</p> <p>Evidence of Impact:</p> <p>Through these activities we have maintained <i>Excelling in Collaborative practices and feedback</i> through embedded and explicit systems that facilitate professional dialogue, collaboration and the provision of specific and timely feedback between teachers.</p> <p>The activities also helped to maintain <i>Excelling in Professional learning and Expertise and innovation</i>, with teachers and executives collaborating with staff in other schools. We created time and systems to trial innovative practice and develop processes to evaluate, refine and scale success in the area of futures focused learning.</p> <p>Implications for the Next Phase:</p> <p>The valuable connections and processes from our work with Social Ventures Australia will continue. The focus with this work in the future will be to use the 'smart sharing' practices and The Connections website to make additional and deeper connections with other schools.</p> <p>A continued focus on innovation through regular meetings of the innovation team will continue into 2022. With staff turn-over, there is always a challenge to cater for all staff, whilst still moving forward and scaling success. These next steps for the innovation team are to find new ways to cater for the differing professional learning levels of staff within the school. In 2022, the innovation team will expand to include the executive team and the inclusion of students to ensure there is student voice in innovative changes throughout the school.</p>
<p>Maintain <i>Delivering at 4.3 Develop expertise that is sustained over time.</i></p>	<p>Evidence of Activity:</p> <p>Embedded professional learning through an additional Deputy Principal achieved through following methods: demonstration teaching, whole staff professional learning, support for teachers in data analysis, mentoring sessions for beginning teachers, workshops, and lesson observations.</p> <p>During term 1, Professional learning sessions and demonstration lessons for morning routine, reading benchmarking and phonics. Morning routine sessions involved pre-viewing of Training 24/7 modules, workshop sessions reviewing the modules and developing a clear understanding between staff. These sessions were followed-up with a week of morning routine</p>

Maintain *Delivering* at 4.3 *Develop expertise that is sustained over time*.

demonstration lessons in each teacher's class. The reading benchmark PL involved an information session, review of data entry practices and booking of a session for each teacher to view a demonstration of a reading benchmark assessment with a student from their class. These PL areas targeted new staff to Hoxton Park PS.

Throughout semester 1, we held adaptive professional learning sessions for beginning teachers. These sessions were based on negotiated focus areas based on the needs and goals of the staff. The sessions involved pre-readings, guided collegial discussions, collaborative planning and opportunities for staff to ask questions and share their success each week based on their goals.

Sustained throughout most of the year were workshop sessions to guide staff in navigating, analysing and using data to plan teaching and learning cycles based on the year 4 and 6 check in assessments. These sessions included information about the check in assessment data analysis, demonstration of how to navigate the platform on SCOUT and guided analysis of data and planning options using the data to drill down to focus areas, teaching strategies and grouping of students. In addition to this, individualised professional learning based on staff self-referral was undertaken. These cycles of support included focus areas in writing, guided reading, mathematics and phonics. The support provided was negotiated with staff based on their needs and preference for support, and included demonstration lessons, collaborative planning, lesson observations, feedback, and collegial discussions.

Evidence of Process Quality:

Through the use of effective timetabling and planned timelines, the professional learning implemented by the Deputy Principal Curriculum was effective and focused. The combining of teachers into sessions with the same professional learning focus also made effective use of the allocated funding.

Evidence of Impact:

These activities centred on addressing the needs of subject matter expertise that was relevant to the teachers involved in the professional learning. There was a limited number of strategies or approaches that utilised a limited number of evidence-informed resources. The use of sustained professional learning with a small number of reliable evidence-informed practices resulted in long term growth in teacher practice and student progress. These elements demonstrated our ability to maintain *Delivering in 4.3 Develop expertise that is sustained over time* from the *High Impact Professional Learning School self-assessment tool*.

At the conclusion of 2021, staff who engaged in any of the professional learning experiences related to this activity were invited to complete a survey. The results from this survey also link back to the improvement measures of maintaining *Sustaining and Growing for Coaching and mentoring* to improve teaching provided to teachers identified as in need of support; maintaining *Excelling in Professional learning* through staff evaluating professional learning activities and to implement the most effective strategies to improve teaching and learning.

Outcomes from the survey identified staff found demonstration lessons, collaborative planning, team teaching and professional reading the most effective form of professional learning. Staff rated the professional learning sessions a 9 out of 10 effectiveness rating, a 9.4 out of 10 for improving their knowledge and understanding in their professional learning focus area, and a 9.4 out of 10 rating for impact on their classroom practice. The survey also identified that beginning teachers found these sessions useful to have structured collegial discussion with a mentor and other beginning teachers developing their expertise at the same time. Survey results identified these sessions as valuable to teachers. The written feedback identified that a focus on writing may be a useful professional development area, and more time to practice what was learnt in these professional development areas,

<p>Maintain <i>Delivering</i> at 4.3 <i>Develop expertise that is sustained over time.</i></p>	<p>with review cycles built in to support their reflection on growth and future goals for individual teachers. One teacher identified the impact remote learning had on time to consolidate and check back in with the Deputy Principal Curriculum.</p> <p>Implications for the Next Phase:</p> <p>Based on feedback from the surveys there will be a continuation of the current structure of targeted professional learning. The focus of professional learning strategies will include collaborative planning, professional readings, demonstration lessons and team teaching. For future professional learning experiences, staff will be pre-surveyed to identify their professional learning goal, and identify their preferred method on professional learning strategy.</p> <p>We had readings to do, however, the process was not complete. We didn't get into classrooms to observe (due to COVID and time limitations). It was good as a refresher. The training was effective and there were interesting things.</p>
<p>Achieve <i>Excelling</i> for 3.1 <i>Create a culture of openness to sharing identified challenges and areas for development</i> as assessed by the High Impact Professional Learning School Self-Assessment Tool.</p>	<p>Evidence of Activity:</p> <p>Aligned with the Social Ventures Australia focus, the school applied to be part of the the blended learning project in partnership with Schools Plus and Salesforce. The project coordinator developed an EOI (expression of interest) process to identify teachers and classes for the blended learning project. The EOI was distributed to all staff and the responses were evaluated by the project coordinator. The teachers and classes were identified for the project. In total, 12 teachers were identified (6 agile classes). The project coordinator developed a survey for staff around knowledge and confidence to teach and assess blended learning.</p> <p>Evidence of Process Quality:</p> <p>The initial process for identifying teachers who were motivated and had a beginning understanding of blended learning, was successful. The use of the EOI meant that clear parameters were used and teachers who were willing to engage in the sustained project were identified. One impact on the process was that the EOI was completed at the end of the year, which may have an impact on participating teachers within the project for 2022.</p> <p>Evidence of Impact:</p> <p>Blended Learning Project -Survey Target group have increased capacity and confidence to integrate collaboration/creativity and utilise technology through Blended Learning pedagogy. It is embedded in classroom practice and shared with other teachers across the school.</p> <p>Survey showed 50% of staff surveyed are developing their confidence to effectively use online platforms to support collaboration and creativity; 75% of staff surveyed are developing their knowledge to effectively use online platforms to support collaboration; 88% of staff surveyed are developing their confidence to assess student progress in collaboration and creativity against learning outcomes; and 100% of staff surveyed are developing their knowledge to assess student progress in collaboration and creativity against learning outcomes.</p> <p>Implications for the Next Phase:</p> <p>The blended learning team will engage with research evidence, especially around creativity, and embed various online platforms in their teaching and learning programs. Classes will complete the pre-assessment, and then, at the completion of the project, the post assessment, using the Schools' 4Cs rubric with a focus on collaboration and creativity. The blended learning team will meet to further discuss the research evidence around blended learning and explicit teaching. They will also discuss effective strategies for teaching collaboration and creativity. Resources will be shared among all teachers in the project. The iPads will be distributed to the classes participating in the blended learning project. The innovation team will</p>

<p>Achieve <i>Excelling</i> for 3.1 <i>Create a culture of openness to sharing identified challenges and areas for development</i> as assessed by the High Impact Professional Learning School Self-Assessment Tool.</p>	<p>develop a draft scope and sequence for technology skills, including Canva, Microsoft programs, etc.</p> <p>Increased student confidence and agency to co-design and collaborate traditional and online learning through blended projects. Increased teacher capacity to facilitate quality and authentic blended learning, involving students in the design and implementation to increase engagement . A clear focus with 4Cs as a specific outcome to increase student agency and inclusion.</p> <p>Target group to increase capacity and confidence to integrate collaboration/creativity and utilising technology through Blended Learning pedagogy. It will be embedded in classroom practice and shared with other teachers across the school</p>
<p>All staff utilising varied classroom structures to provide individualised learning opportunities for at least 40% of each day as measured through observation data and teacher surveys.</p>	<p>Evidence of Activity:</p> <p>Within the support element of individualised learning opportunities within the classroom, a range of Learning and Support initiatives were implemented.</p> <p>Throughout semester 1, the Learning and Support Coordinator engaged in one-on-one professional learning with all staff on how to effectively develop Individualised Learning Plans (ILPs) for students requiring support. These sessions included reference to the Department of Education requirements, school system requirements, and a detailed outline of each element within the ILP templates. During each session, the Learning and Support Coordinator collaboratively designed an ILP for a student in the teacher's class. This provided time for teachers to ask questions about the process and understand how to sufficiently complete an ILP.</p> <p>The professional learning and systems for School Learning and Support Officers (SLSOs) was trialed during 2021. Within this initiative, SLSOs were provided time as a group within the SLSO timetable to engage in professional learning relevant to their roles within the classroom. The professional learning was centered around effective reading in K-2, including synthetic phonics training. A systems change within 2021 included the creation of SLSO intervention templates. This included training for all staff on designing SMART goals for students and outlining the monitoring process of these. The process also involved a clear process for storing these intervention templates on the school Sentral platform to ensure the learning Support Team could access this information during Learning and Support Team meetings and when completing review meeting for individual students.</p> <p>Evidence of Process Quality:</p> <p>The structure of embedded one-on-one sessions to develop staff understanding and skills in developing ILPs was effective. It ensured that all staff had the same information and that the parameters for ILPs were consistent between teachers and classes. By allocating time within the RFF timetable, it meant that all teachers participated in the training. A limit to the process was the inability to run review PL sessions with staff during semester 2 to develop their skills and understanding for reviewing ILPs and documenting process and changes.</p> <p>Evidence of Impact:</p> <p>The improvement measure was partially achieved during 2021. The surveys of the percentage of individualised learning for all classrooms and all students during 2021 was impacted by remote learning. Without being in classrooms, this part of the improvement was not achievable.</p> <p>Survey results collected after the ILP professional learning showed 100% of staff found the session useful, with all staff implementing at least one new element into their classroom and ILP development. When asked areas for further professional learning in Learning and Support, staff identified ILP development for high potential students and also more focused PL for particular high needs students identified by the classroom teacher.</p>

All staff utilising varied classroom structures to provide individualised learning opportunities for at least 40% of each day as measured through observation data and teacher surveys.

Based on SMART goal templates uploaded to our Sentral platform, students identified as requiring individualised learning programs were catered for and monitored effectively, providing them with individualised learning programs.

Information obtained from a focus group with the SLSOs showed that training sessions on effective reading K-2 was useful in developing their knowledge of supporting phonics in the classroom and that they found the session beneficial. Feedback from the focus groups sessions identified that having these training sessions regularly would allow them to develop their understanding and skills gradually and provide them opportunities to consolidate these skills and seek feedback as required. Another relevant piece of feedback was the positive impact of the SMART Goal plans, however it was raised, that there was a need for opportunities to meet with the classroom teacher (or supervising executive) to discuss progress related to the SMART Goal plans.

Implications for the Next Phase:

Upon reflection of current feedback from staff, the Learning and Support PL for classroom teachers and targeted SLSO training have yielded positive results and will continue to be implemented through 2022. The Learning and Support PL will use the feedback from staff survey responses to target PL based on the needs of teachers, through pre-surveying staff and developing the PL to suit the need within their classroom. SLSO training sessions will be timetabled and backward mapped to allow staff to engage at a deeper level, over sustained periods, with time to check in and modify the training based on the progress of application within the classroom.

A new process will need to be trialed in relation to the SLSO SMART Goal plans. During 2022, a clear system for reviewing these plans and embedding time for SLSOs to review their impact, will need to be designed.

Strategic Direction 3: Community Connection and Engagement

Purpose

To improve student wellbeing in the school through; connection through a sense of belonging; and an engagement with the school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Culture of Belonging
- Environment of Engagement

Resources allocated to this strategic direction

Professional learning: \$16,100.00

Aboriginal background: \$12,872.95

Socio-economic background: \$58,180.00

Summary of progress

Current school procedures for attendance interventions were maintained throughout 2021. During remote learning, student participation in learning activities and class check-in via Teams was monitored. Students with limited access to these were referred to school leadership and check-in phone calls with parents were made.

Throughout 2021, there was a significant focus on developing a sense of belonging for Aboriginal students and an increased awareness and skills for teachers in connection with and promotion of Aboriginal histories and perspectives across the school community. These areas were somewhat developed, with a renewed drive by a dedicated teacher facilitating our the Culture Club and liaising with Aboriginal elders and community members. The development of staff understanding and the teaching of Aboriginal cultures and histories was impacted by remote learning.

Community connections were developed through the implementation of the Fathering Project. The launch event saw an increased number of families engaging in school events. Dads and father figures were actively engaged during the Lego challenge.

School funding was allocated to employ an outside company to facilitate wellbeing sessions with stage 3 students, once a week for a ten week program. These sessions involved all stage 3 students, and teachers engaged with the lessons to help the use of wellbeing strategies within the classroom.

The leadership team undertook training to develop their skills in building on a culture of trust at Hoxton Park Public School. During lockdown, all staff engaged in *The Flourish for Teachers* Program. This program centered on staff wellbeing, building skills and strategies to maintain personal wellbeing and engagement in meaningful discussions with colleagues about wellbeing and making lifestyle changes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• An increase in the number of students attending greater than 85% of the time.	<p>Evidence of Activity:</p> <p>The current school procedures for attendance interventions were maintained throughout 2021. These included:</p> <ul style="list-style-type: none">- review of attendance data and Home School Liaison Officer updates every 5 weeks at Learning and Support Team meetings- attendance reports distributed to classroom teachers each term with directives for contact with parents

<ul style="list-style-type: none"> • An increase in the number of students attending greater than 85% of the time. 	<ul style="list-style-type: none"> - termly meetings with the Home School Liaison Officer - planned interventions for students with major attendance issues <p>During remote learning, students participation in learning activities and class check-in via Teams were monitored. Students with limited access to these were referred to school leadership for check-in phone calls with parents to be made.</p> <p>Evidence of Process Quality:</p> <p>Systems and processes for attendance are strong enablers. The processes provide for student monitoring.</p> <p>Evidence of Impact:</p> <p>There was no data for 2020, due to COVID lockdown. Data was compared between 2019 and 2021.</p> <p>There was a 2.76% decrease in the number of students attending more than 85% of the time.</p> <p>Implications for the Next Phase:</p> <p>During 2022, a review of the attendance procedures will be undertaken. The Deputy Principal will join the Cowpasture network attendance working party to adopt ideas and effective strategies which can be implemented at Hoxton Park Public School.</p>
<ul style="list-style-type: none"> • An increase of 5% for First Nations students' response to <i>I feel good about my culture</i> as measured by the Tell Them From Me survey. • An increase of 5% of teaching staff having a good understanding of Aboriginal culture as measured by the Tell Them From Me survey. 	<p>Evidence of Activity:</p> <p>Within the strategic direction focus of <i>Culture of Belonging</i>, a range of experiences were implemented throughout the year to engage Aboriginal students with cultural and to make connections with peers. During term 2, the relaunch of Culture Club was undertaken. This initiative was lead by a teacher one day a week, with Aboriginal students taking part in cultural experiences, story telling and connection with cultural experts and elders from outside the school. A range of art, craft and cooking experiences were offered to students. Funds were also invested into renewing the school's Bush Tucker garden, with this experience involving the student from Culture Club. When returning from remote learning, the teacher leading Culture Club trialed engaging Aboriginal students with peers in their classroom, to build connection and understanding between Aboriginal students and their peers.</p> <p>Evidence of Process Quality:</p> <p>There was a successful implementation of weekly Culture Club sessions. Some enablers of this program were the connections that were made with external experts. This provided ideas for Culture Club experiences and background knowledge that we are currently unable to source from our teaching staff or community members. Culture Club was impacted throughout remote learning. This included the postponement of whole Staff professional learning in Aboriginal Cultures and Histories from the Department of Education.</p> <p>Evidence of Impact:</p> <p>An average increase of 5% from 2020 across years 4, 5, 6 responding to the Tell Them From Me survey, indicating a positive response to a sense of belonging and expectation for success.</p> <p>A survey of parents and carers of Aboriginal students involved in Culture Club indicated that 100% of parents who completed the survey noted that their child mentioned Culture Club at home. With at least two thirds of parents stating that their child said they looked forward to attending Culture Club.</p>

<ul style="list-style-type: none"> • An increase of 5% for First Nations students' response to <i>I feel good about my culture</i> as measured by the Tell Them From Me survey. • An increase of 5% of teaching staff having a good understanding of Aboriginal culture as measured by the Tell Them From Me survey. 	<p>Implications for the Next Phase:</p> <p>Upon reflection, there is still a limited understanding or engagement in Aboriginal perspectives throughout the school. Although the students felt positive about connections within Culture Club, there were less opportunities to engage in cultural connections within their classroom. With this in mind, a future direction would be to develop staff understanding and confidence in embedding Aboriginal perspectives and histories into their programs in an authentic and embedded way. This should be achieved in 2022 by the rescheduling of Department of Education training on <i>Aboriginal Histories and Cultures</i>. The school's Aboriginal committee will review previous NAIDOC Day experiences and engage in discussion to promote deeper and more meaningful experiences during NAIDOC Week for 2022.</p>
<p><i>Provide multiple opportunities for all families and teachers to discuss students social and academic progress</i></p> <p>- Teachers and families discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs.</p> <p>Support families to participate in their child's learning - Teachers and parent representative body leaders plan regular family learning events at school and community locations.</p>	<p>Evidence of Activity:</p> <p>The connection with the Fathering Project was established in 2021. The Fathering Project works with school to facilitate community and school events that encourage greater involvement of fathers and father figures with school. During term 1, connections with the Fathering Project facilitator for our school was established. Initial training about the project, goals, strategies and events was undertaken. In term 2, a father and child Lego challenge event was undertaken. The event involved a Lego challenge and a sausage sizzle. Due to the impact of remote learning and NSW Health restrictions for school sites, no other events were undertaken within 2021.</p> <p>There was a continuation of student led conferences. This process involves students planning a presentation of their academic successes and goals, creating personal invitations for their parents to attend and leading a portion of their student led conference.</p> <p>Evidence of Process Quality:</p> <p>The connection with an external company that had research and project history in developing connections with fathers and father figures was an enabler for the initial success of the project. Connections with a facilitator and ideas from other schools who had been with the project previously, provided new and engaging ideas for our school to use. The use of the Fathering Project platform to connect with fathers and father figures has helped to maintain these connections.</p> <p>A significant barrier to this project was the social distancing and NSW Health restrictions for visitors on school sites.</p> <p>Student led conferences were undertaken during semester 1, however, these were impacted on during semester 2 due to remote learning and COVID restrictions.</p> <p>Evidence of Impact:</p> <p>The Lego challenge event was a successful connection opportunity. Parent comments on the night and observations by The Fathering Project facilitator were positive, with many fathers and father figures informally commenting on what an enjoyable event it was.</p> <p>65 dads and father figures attended the event, with 13 of these connecting to the Hoxton Dads group.</p> <p>74% of parents attended a Student Led Conference for their child.</p> <p>The data demonstrates our achievement of providing multiple opportunities for all families and teachers to discuss social and academic progress and to support families to participate in their child's learning.</p> <p>Implications for the Next Phase:</p> <p>Due to the success of our initial event, 2022 will include more Dad's events. The next phase will include an event at least once a semester, with the</p>

<p><i>Provide multiple opportunities for all families and teachers to discuss students social and academic progress</i></p> <p>- Teachers and families discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs.</p> <p>Support families to participate in their child's learning - Teachers and parent representative body leaders plan regular family learning events at school and community locations.</p>	<p>opportunities to include father and father figures to engage in educational discussions about their child and how to support them at home, included in each event.</p> <p>Student led conferences have become a consistent and positive event at Hoxton Park Public School. In the future, the school will review the process and protocols for Student Led Conferences, with a focus on eliciting a greater input from parents about social goals for their child.</p>
<p>• An increase of 2% in Year 6 in <i>Sense of Belonging</i> data as measured by the <i>Tell Them From Me Survey</i>.</p>	<p>Evidence of Activity:</p> <p>Student participated in a wellbeing program facilitated by an external company. This program has a 10 week program which develop students' wellbeing skills through a mindfulness session once a week for 45 minutes.</p> <p>Students from grades 3-6 undertook the 10 week program throughout 2021.</p> <p>Evidence of Process Quality:</p> <p>This process was successful due to external experts providing students with guided and well-researched wellbeing strategies. An enabler for the program was the consistent nature of weekly sessions. Another positive element within the process was teacher engagement in the lessons meant that professional learning for teachers was a by-product.</p> <p>Evidence of Impact:</p> <p>Students in stage 3 completed a survey at the end of the program. Students rated a 3.75 out of 5 for the activities being enjoyable, 82% of students responded that they had used strategies from the lessons, with the strategy of listening to music being implemented the most frequently. 58% of students identified that they do not use learnt wellbeing strategies at home and 58% of students were still feeling sad or having difficulty coping at school. From the sessions, 54% indicated the most popular activity was team building, with the other 46% identifying meditation, yoga or mandala colouring as their most popular activity.</p> <p>These internal results show a positive impact on student wellbeing and an increase in their knowledge of mindfulness experiences.</p> <p>There was an increase of 8% between snapshot 1 in 2020 and snapshot 1 in 2021 for Year 6 Sense of Belonging data from The Tell Them From Me survey. There was a drop for year 6 students in the Sense of Belonging element from The Tell Them From Me survey between snapshot I and snapshot II in 2021, this was heavily influence by students spending 16 weeks of that snapshot period in remote learning. Although there was a drop between the snapshot periods in 2021, the results for Sense of Belonging for year 6 students was maintained between 2020 and 2021.</p> <p>Implications for the Next Phase:</p> <p>Due to the initial improvements in student understanding and skills in mindfulness based on the engagement in the external wellbeing project, it will be renewed for all students 3-6 in 2022. This 10 week course will be complimented with wellbeing lessons in classrooms on a weekly basis for the duration of 2022.</p>
<p>100% of staff identify an individual well being goal.</p>	<p>Evidence of Activity:</p> <p>During semester 1, the leadership team engaged in an intensive professional learning program with Covey training - <i>Leading at the Speed of Trust</i>. The interactive training included two virtual sessions focused on building the skills of leaders through character and competence. The</p>

<p>100% of staff identify an individual well being goal.</p>	<p>process involved leaders undertaking a survey to identify leadership strengths and areas for development.</p> <p>Throughout semester 2, teachers participated in the <i>Flourish for Teachers</i> program. This program was a self-paced course with a focus on four themes: recovery and relaxation, being focused and reducing interruptions, psychological flexibility and constructive behaviours, and identifying aspirations. The course was undertaken during the 16 week remote learning period, where allocation of time within the working week was assigned for teachers to connect virtually with their team to view videos, complete the learning activities and engage in discussions with colleagues.</p> <p>Evidence of Process Quality:</p> <p>Both of these initiatives were made successful through the use of external experts and clearly planned courses that developed the expertise of staff. One area that was not utilised as well as possible were reviews or check-in points after the conclusion of these courses to ensure the strategies and skills developed whilst the course was running were continuing to be practices and utilised.</p> <p>Evidence of Impact:</p> <p>100% staff participated who participated in <i>Flourish for Teachers</i> identified a goal. Most staff created a personal goal for each theme within the course. Informal feedback and comments from staff were positive, with staff stating they valued the embedded wellbeing time into their working week and have used resources from the course since they completed it.</p> <p>Implications for the Next Phase:</p> <p>It was manageable to add wellbeing sessions into weekly working hours during remote learning, but this continues to be a challenging goal upon returning to face-to-face learning. Staffing and funding makes releasing teachers challenging, and the addition of more staff meeting outside school hours, would not benefit staff wellbeing. Based on these restrictions, building wellbeing opportunities regularly into a cycle of staff meetings will be a future goal.</p>
<p>Maintain <i>Sustaining and Growing</i> for a planned approach to <i>Wellbeing</i> as measured by the School Excellence Framework.</p>	<p>Evidence of Activity:</p> <p>Within the review phase of the external wellbeing program for strategic direction 3 initiatives, the leadership team reviewed the data from student surveys and feedback from staff, to evaluate and refine the school's approach to wellbeing.</p> <p>During term 3 and early term 4, the deputy principals undertook initial discussion and training with The Resilience Project, to determine the possible application as a school-wide wellbeing initiative.</p> <p>The leadership team engaged in discussions about the success of the external provider wellbeing program, stages that still require wellbeing initiatives, and possible school-wide wellbeing programs that could be trialed at Hoxton Park Public School.</p> <p>Evidence of Process Quality:</p> <p>Allocating time within the leadership meeting to review data and have discussion and deliberation about the success of wellbeing initiatives throughout the school, was a valuable strategy.</p> <p>Evidence of Impact:</p> <p>The evidence of impact observed in the internal and external data was used to influence decisions about future wellbeing programs and possible scaling up of current ones.</p> <p>The discussions had a positive impact on the school-wide approach to</p>

Maintain *Sustaining and Growing* for a planned approach to *Wellbeing* as measured by the School Excellence Framework.

wellbeing by including all team leaders and senior executive to have a clear vision and direction for wellbeing for 2022.

Implications for the Next Phase:

In 2022, the school will continue to employ an external provider for wellbeing sessions, however, these will be scaled up to include students from years 3-6. The school will also trial the whole school wellbeing program The Resilience Project.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,861.29</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • Purchase dedicated ipads for refugee students to access for their learning. <p>The allocation of this funding has resulted in:</p> <p>Refugee students being provided with their own device to use in the classroom with their dedicated apps and sites bookmarked for them. SLSOs support our refugee students in the classroom, which gives those students additional confidence. Remaining in the classroom and working collaboratively with their classmates allows refugee students to be included and adds to their sense of belonging.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Targeted intervention, with teachers developing individual learning plans for refugee students. Referral to the Learning Support Team where needed. Allocation of SLSOs to refugee students through Equity funding.</p>
<p>Integration funding support</p> <p>\$81,392.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hoxton Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>Targeted individual and small group intervention which is both planned and flexible. The establishment of SMART goals which are tracked on Sentral and reported on. SLSOs were engaged to work with targeted students in individual and small group settings. This was focusing on academic and social skills in the classroom and playground. Students are assigned the same SLSO to build their relationship and connection.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Students who are funded will continue to work with their dedicated SLSO. If they come off this funding, the student will still be matched to their SLSO and funded through equity-disability funding. Individual learning plans will be written for funded students with regular</p>

<p>Integration funding support</p> <p>\$81,392.00</p>	<p>reviews at Learning Support Team meetings and mid year reviews with parents and carers.</p>
<p>Socio-economic background</p> <p>\$315,700.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hoxton Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Effective Classroom Teaching Practices school wide • Adaptive Learning Spaces • Environment of Engagement • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Fathering Project Lego challenge evening, sourcing resources and partnership with Fathering Project consultant. • employment of external providers to support students with expert instruction on wellbeing interventions. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • employment of a speech therapist to assess and deliver targeted intervention for students K-6 in the areas of receptive and expressive language and articulation. <p>The allocation of this funding has resulted in:</p> <p>65 dads attended the Lego challenge session and many engaged with the Fathering Project platform. The verbal feedback from families at the event identified a positive impact on family involvement and connections with parents and their child. We could not run further activities in the year due to the lockdown and COVID restrictions.</p> <p>Upgrading of teacher laptops to allow connection to IWBs for classroom instruction.</p> <p>Additional DP curriculum was employed to focus on best practice in literacy and numeracy; through demonstration lessons, programming and planning examples and data collection.</p> <p>The Resilience Project program was purchased, with all students receiving workbooks and teachers accessing professional learning.</p> <p>Engaged a provider to deliver a targeted wellbeing program for all students in stages 2 and 3. Students were taught skills to calm their body and mind, and be less anxious and aggressive.</p> <p>Employed additional SLSOs who worked with target students on both academic and social skills in the classroom and playground. This intervention was flexible and at the point of need for individual and groups of students referred through the school's Learning Support Team.</p> <p>Used funds to assist families with schooling costs, particularly the provision of school uniforms.</p> <p>Engaging a speech therapist has resulted in significant and urgent intervention for many students. There is ongoing therapy for these students and some high needs students have been referred to other speech therapists for additional intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The invaluable speech therapy program will continue to identify students who require intervention and a supplier will be sourced to provide regular occupational therapy for target students.</p> <p>Funds will continue to be utilised to employ a Deputy Principal, Curriculum. The teacher laptops that were not replaced this year will be upgraded. This is a cyclic turnover.</p>

<p>Socio-economic background</p> <p>\$315,700.63</p>	<p>The Resilience Project will continue throughout 2022 as the funding only purchased the program in 2021.</p> <p>The Fathering Project will be renewed during semester 2, 2022.</p> <p>Continue to use an external provider for the stage 2 and 3 wellbeing programs.</p> <p>Student assistance funds for excursions and uniforms will be available for those families in need.</p> <p>We will continue to employ additional SLSO staff for flexible support for target students to assist in academic and social areas, both in the classroom and the playground.</p>
<p>Aboriginal background</p> <p>\$12,872.95</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hoxton Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Culture of Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employed teacher 0.2 (two terms) to work with Aboriginal students leading the HPPS Culture Club. <p>The allocation of this funding has resulted in:</p> <p>Culture Club teacher making connections with community Elders who were guest speakers during Culture Club sessions. Aboriginal students developed a sense of pride and belonging when working together to yarn about their culture. Due to the lockdown, this program was extended into term 4. Our Aboriginal students re-established the bush tucker garden and the visiting Elders assisted in the choice of plants for the garden.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue Culture Club utilising the skills and connections developed with the current teacher.</p>
<p>English language proficiency</p> <p>\$346,202.59</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hoxton Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning • Adaptive Learning Spaces <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • All funds were used for HR with teachers employed to work with students in targeted small group settings within classrooms. Teachers focused on literacy and numeracy and reported to parents in written reports twice a year. <p>The allocation of this funding has resulted in:</p> <p>Lockdown significantly impacted on overall intervention with only some students participating in online activities with target students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Future funding will be used to employ the FTE teacher allocation to continue to focus on students who are at differing levels of language acquisition. This will be delivered in small groups within the classroom, preferring this method of teaching to withdrawal, as it is more inclusive and promotes student connection and belonging. Data collection and evidence of growth</p>

<p>English language proficiency</p> <p>\$346,202.59</p>	<p>will be a PL area for focus in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$244,626.86</p>	<p>Low level adjustment for disability equity loading provides support for students at Hoxton Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning • Effective Classroom Teaching Practices school wide <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention for phonics instruction to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: SLSOs worked with targeted students to assist them with academic and social skills. This individual attention has a positive impact on both the student, teachers and the students in the classroom and on the playground. SLSOs focus on areas as directed by the teacher and students feel valued and supported in their learning. These are usually around phonics instruction, speech follow up and OT exercises. 1.3 FTE used for teachers to work as learning support to develop programs to work with focus/target students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Expand the current successful program, training further SLSOs to work with our teachers and students.</p>
<p>School support allocation (principal support)</p> <p>\$33,966.40</p>	<p>School support allocation funding is provided to support the principal at Hoxton Park Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • School Administrative Officer employed to assist the senior leadership with administrative tasks. <p>The allocation of this funding has resulted in: Senior leaders handing over low-level administrative tasks to be completed by the SAO, allowing senior leaders to refocus their time to school and student priorities. This was also utilised as additional support for the School Administrative Manager.</p> <p>After evaluation, the next steps to support our students with this funding will be: Analyse which administrative tasks can be taken from teachers and performed instead, by the School Administrative Officer.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hoxton Park Public</p>

<p>\$38,408.57</p>	<p>School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Adaptive Learning Spaces • Individualised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: An increase in teachers' ability to list a range of assessment opportunities; an increase in teachers' confidence when analysing data; and an increase in teachers' confidence when using data to plan for targeted teaching for groups and individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further develop teacher confidence in data analysis through professional learning in stage meetings and staff development days and through their PLCs - professional learning communities. With a better understanding of individual students and their learning after data analysis, the next step will be better differentiated planning reflected in programs and this knowledge transferred to assessment activities.</p>
<p>QTSS release</p> <p>\$125,908.51</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hoxton Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Teaching Practices school wide <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: All Assistant Principals work alongside their teaching teams, differentiating support as needed by the individual teacher. Leadership regularly observe lessons to provide feedback; schedule personal meetings with teachers to review their areas for development. review programs and assessment, and review progress with their Personal Development Plan. Assistant Principals are released for professional learning with the senior Leadership Team once a week. This PL is focused on point of need for the individual executive to improve their leadership practice and therefore, this more effectively impacted their teaching teams.</p> <p>After evaluation, the next steps to support our students with this funding will be: Focused professional learning for school leadership around the work led by the School Leadership Institute. Observation of practice of stage team members and individual meetings for feedback. Focus on analysis of data collection and changes to practice as a result of the data.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early</p>

<p>\$47,089.56</p>	<p>literacy and numeracy intervention to students in Kindergarten to Year 2 at Hoxton Park Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Teaching Practices school wide • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional teacher to provide teacher release for teachers to observe other teacher practice and for professional learning. <p>The allocation of this funding has resulted in: the establishment of professional learning communities within the school, focusing on current research to impact on teacher practice and improve student outcomes. This impact was limited due to COVID lockdown and restrictions.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 continue the work with professional learning communities. The focus being on utilising research which is both current and proven in terms of impact on teacher practice and student outcomes.</p>
<p>COVID ILSP</p> <p>\$319,091.04</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: analysis that clearly demonstrated that the small group tuition, with highly focused learning goals that are taught explicitly, practiced through guided experiences, and regularly undertaken at least three times a week for a ten week period, improved students ability to: solve unknown vocabulary; understand the difference between literal and inferential questions and main idea and summarising; and increased their fluency rate which in turn, increases comprehension.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ teachers with the dedicated funding to work with small groups of students utilising explicit instruction as the teaching pedagogy. Year 3: Students should be exposed to a range of texts to improve their fluency and comprehension skills. An area for consistent explicit and guided instruction remains vocabulary including, synonyms, shades of meaning, morphemic knowledge and etymological knowledge. Year 5: Continuation of the current tutorial structures but focusing only on literacy - possible options for shorter cycles with time between cycles to improve retrieval practice. continued clear and specific learning goals with explicit instruction and guided practice. Continued regular fluency instruction built into the program, and review of assessments to enable better trend data to be gathered.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	328	361	359	344
Girls	310	310	327	315

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93	91.6	87.7	88.4
1	93.3	91.4	86.5	92.7
2	92.1	92	86.8	91
3	94.3	92.1	87.7	91.4
4	94.8	93.8	86.5	92.3
5	94	93	84.2	91.7
6	92.8	93.7	82.3	91.2
All Years	93.4	92.5	86	91.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.36
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
Teacher ESL	2.6
School Administration and Support Staff	4.26

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	987,614
Revenue	6,626,119
Appropriation	6,410,976
Sale of Goods and Services	25,269
Grants and contributions	188,485
Investment income	990
Other revenue	400
Expenses	-6,605,288
Employee related	-5,518,782
Operating expenses	-1,086,506
Surplus / deficit for the year	20,831
Closing Balance	1,008,446

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	88,253
Equity Total	987,385
Equity - Aboriginal	16,673
Equity - Socio-economic	379,883
Equity - Language	346,203
Equity - Disability	244,627
Base Total	4,511,935
Base - Per Capita	169,111
Base - Location	0
Base - Other	4,342,825
Other Total	332,943
Grand Total	5,920,516

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In a google form survey, the majority of parents and carers feel:

- welcome at our school
- comfortable to speak to their child's teacher
- they are well informed
- teachers listen to their concerns
- they can contact the Principal easily
- they are regularly informed about their child's academic and social progress
- teachers take account of their child's needs, abilities and interests.
- their child feels safe at school
- the school helps prevent bullying
- teachers help students who need extra support
- the school staff create opportunities for students with special needs.

Student led conferences and regular parent communication was reflected favourably in parent responses stating that the majority of parents and carers engaged with their child's class teacher about their learning and attended meetings at least two or three times in the last 12 months.

Overwhelmingly positive responses from parents and carers about the following:

- parents and carers indicated that the office staff at Hoxton Park PS were helpful when they have a question or problem.
- Parents and carers talk with their child about their learning, the importance of schoolwork, challenges they may be having at school and encouraging their child to do well at school.

Parents indicated that their child completed one to three hours of homework per week.

An area where we need to improve:

- all teachers informing parents and carers when their child is not making adequate progress.

Future Directions:

- 2022 - a renewed focus on homework expectations

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.