

# Hoxton Park High School

## Annual Report



2016



8485

## Introduction

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

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

Leny Wallace

Principal

### School contact details

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### Message from the Principal

Hoxton Park High School is committed to delivering quality education to develop the individual talents, interests and abilities of our students. Our aim is to provide a high level of care and understanding of every student. We maintain a vision of continued excellence and service.

2016 has been a very successful year for our school across a range of measures. Our students are provided with opportunities to pursue their interests and to extend their talents. Throughout 2016 a large number of our students participated in a range of extra-curricular activities that supported their learning. Some of these activities include participation in competitions at a national and state level.

We work with our school community to provide greater learning opportunities for our students. Our school encourages students to take pride in themselves, have high expectations and value learning. Strong school partnerships with parent and community groups, an emphasis on quality teaching and learning, leadership and supportive student welfare initiatives have served to increase the esteem with which the school is held in the wider community.

There is a strong emphasis on providing a diverse and challenging curriculum resulting in our high achievers all graduating to the university or TAFE career of their choice. We are committed to the continued improvement of our student learning outcomes whilst enhancing the whole development of our young men and women. There is a consensus among staff and parents that we provide a holistic education so that in addition to academic pursuits, students are able to excel in the arts, in sport and be provided with a variety of social and cultural experiences.

The school population is diverse, with more than 85% of students coming from non-English speaking backgrounds. There are more than 10 different cultures represented in the school population. The school is proud of its strong multicultural tradition and the values students learn about tolerance of diversity and inclusivity.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Hoxton Park High School is an outstanding school with a fabulous reputation. We have great programs, teachers, students and families, all of which contribute to making Hoxton Park High School a quality school. This report is a reflection of the commitment and vitality of our school community members.

**Leny Wallace – Principal**

## School background

### School vision statement

Hoxton Park High School is committed to delivering quality education to develop the individual talents, interests and abilities of our students. Our aim is to be the first choice school in our local area by providing a high level of care, high performance and maintaining a vision of continued excellence and service.

We are committed to delivering quality education to develop the academic capability and individual talents, interests and abilities of our students. Our aim is to provide a responsive and accountable school that produces well educated and responsible citizens who value life-long learning and have the tools, attitude and confidence to excel in their chosen field.

Our vision is to build the school community as a learning organisation in which on-going teacher learning is complimentary to student learning. Where students, through modelling, develop a love of learning and the independence and strength to achieve their dreams and realise their personal best.

We work with our school community to provide greater learning opportunities for our students. Our school encourages students, through the 'Hoxton Honour Code' to take pride in themselves, have high expectations and value learning.

Strong school partnerships with parent and community groups, an emphasis on quality teaching and learning, leadership and supportive student welfare initiatives have served to increase the esteem with which the school is held in the wider community.

There is a strong emphasis on providing a diverse and challenging curriculum resulting in our high achievers all graduating to the university or TAFE career of their choice.

We are committed to the continued improvement of our student learning outcomes whilst enhancing the whole development of our young men and women.

### School context

Hoxton Park High School is a comprehensive, co-educational high school that welcomes and accommodates students from different backgrounds and with different learning needs.

The school has adopted the four core values of care, respect, participation and excellence. The school population is diverse, with more than 85% of students coming from non-English speaking backgrounds. There are more than 10 different cultures represented in the school population. The school is proud of its strong multicultural tradition and the values students learn about tolerance of diversity and inclusivity.

The curriculum caters for all students through a broad range of subjects including academic courses, vocational education (VET) in Hospitality, Retail, Information Technology, Primary Industries and Metal and Engineering, school based apprenticeships and traineeships (SBAT) and TAFE courses. Gifted and talented students are catered for within the Self Select class program and the provision of a differentiated curriculum, catering for all learners.

The school is part of the Australian Business and Community Network (ABCN) with strong links with AMEX and University of Western Sydney as business partners. The school has a comprehensive student leadership and welfare program which includes strong links with partner primary schools. The school is part of the Positive Behaviour for Success (PBL) program and the Australian Government Quality Teaching Program (AGQTP). Students excel academically, in the arts, citizenship and sporting arenas.

Hoxton Park High School is an outstanding school with a fabulous reputation. We have great programs, teachers, students and families, all of which contribute to making Hoxton Park High School a quality school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Leadership development is central to school capacity building. Executives and staff are empowered educational leaders utilising the principles outlined in the Leadership Capability Framework and the Australian Professional Teaching standards. The school community is committed to the school's strategic directions and practices to achieve educational priorities. There is an established culture of professional learning through ongoing professional learning plans, conferencing, observations, mentoring and shared practices. Teachers draw on and implement evidence-based research to improve their performance and development. Our continued school-wide focus on Positive Behaviour for Learning has enabled us to achieve significant growth to student well-being and learning culture. The school has developed partnerships with businesses, universities and various agencies to establish personalised career and further training plans for students entering university, TAFE or employment. Internal and external data shows strong value-added trends in the last 3 years in reading, spelling and numeracy.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

Inspire a culture of collaboration and participation in leadership and practice

### Purpose

To build a strong educational community, inspiring a culture of collaboration and participation in professional learning, empowered leadership and professional dialogue.

### Overall summary of progress

Executives have been regularly provided with professional learning opportunities aimed at identifying key strategic areas within their faculties. Executive have also worked collaboratively to enhance understanding of the key policies and procedures of the DoE, BOSTES and other governing bodies, which have been embedded back into whole school practice. From this, a variety of tools have been developed to support continual evaluation by faculties. This has included the moderation tool all faculties developed in preparation for the faculty audit. This tool was used to identify the parameters through which the school audit would occur. Executive worked collaboratively in their faculty pairs to lead staff through the evaluation processes, ensure all members of the school community can articulate the School Excellence Framework domains and elements. From this, faculties and their pairs evaluated their practice in addressing the school goals for the past 5 years. This data was collated and then used to develop the school plan and faculty targets for 2017.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Executives and staff empowered to be Educational leaders utilising the principles outlined in the Leadership capability framework and the Australian Professional Teaching Standards	<ul style="list-style-type: none"><li>• Faculty audit of policies and practices and a peer review of best practice.</li><li>• Develop Professional learning plan for faculties to address identified target areas from audit feedback.</li><li>• Development of tools and evaluation template.</li></ul>	\$14,790.00
Executives leading and staff confident in teaching the Literacy and numeracy model.	<ul style="list-style-type: none"><li>• Selected teachers trained as Reading Right Trainers created modules to deliver to new staff.</li><li>• Faculties submitted audit sheet based on feedback from Literacy consultant.</li><li>• Faculty programs reflect audit recommendations</li></ul>	\$37,600.00
Executives leading and staff confident in differentiating the curriculum.	<ul style="list-style-type: none"><li>• Staff Development day T2 2016 – involved professional learning based on differentiation. All staff contributed a lesson plan that demonstrated best practice in the area of differentiation. This was then compiled and presented to faculties as a resource modelling best practice.</li><li>• Project Based Learning is introduced with a team trained in the program model in late 2016. The pilot project will run in 2017 for whole school implementation 2018.</li></ul>	\$7,050.00
Established culture of professional learning through ongoing professional learning plans, conferencing, observations, mentoring and shared practices	<ul style="list-style-type: none"><li>• All staff have attended professional learning activities to support developing a faculty audit and plan. These activities have been developed with faculty pairs and allowed staff opportunities to explore best practice outside their KLA.</li><li>• Professional Learning sessions have been developed to address identified area of improvement from the faculty audit that all KLAs identified as a priority. From this, the NESLI Leadership course and professional learning model for 2017 was drafted in term 4, 2016.</li></ul>	\$16,000.00

### Next Steps

Faculties are working to build and refine internal projects to improve professional learning for staff. Faculty projects are based on the 'Back to the Future' audit results and will involve a range professional learning opportunities including workshops run by staff for their faculties, collaborative teams working to address particular needs of stages as well as time to collaboratively refine and develop assessments and programs. This is running in line with the whole school developments around Professional Practice which includes the introduction of Professional Learning evenings for staff and a 12 month Leadership course undertaken by the executive team.



## Strategic Direction 2

Create a high performing and dynamic learning environment

### Purpose

To engage students in highly strategic personalised learning programs, in which students are explicitly, taught literacy, numeracy and ICT skills. Students are immersed in an environment that challenges them to extend themselves and develop solutions as critical and creative thinkers, able to develop significant relations.

### Overall summary of progress

Data from the Lexile and Mathletics programs indicate that Strategic Direction 2 is currently working at the Sustaining and Growing level within key aspects of the Learning and Teaching Domains. Through the use of Lexile data staff can determine the reading comprehension level of the students in the class. This supports EAL/D student learners and students with additional learning needs as it enables them to access reading texts in the curriculum. Students also complete graphic organisers that link to the school Get Reading Right Project and reflect on their own comprehension of text by tracking their own reading. Through these measures there has been significant growth in the reading levels of students in stage 4.

Similar results have also been achieved through the Mathletics program, which has been structured to optimise student learning by providing an engaging and challenging 21st century learning experiences. Regular pre and post testing allowed for effective evaluations of the abilities of students as a precursor to informed differentiated teaching of students. As a result of the rigorous assessing and reviewing of the program the top year 8 class is exceeding world benchmarks. It also provides diagnostic information at a class and student level, identifying area of strength and areas for further development.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in NAPLAN results through explicit teaching of literacy in all classrooms.	<ul style="list-style-type: none"><li>• Faculties evaluated GRR through a SWOT survey and video review.</li><li>• Staff PDP and observations all incorporate GRR goals.</li><li>• Back To The Future faculty evaluation feedback and evidence identified and addressed areas to develop.</li></ul>	\$6,000.00
HSC results will increase the percentage of students attaining results in Band 4–6 using PLUS 3 model.	The 'Back to the Future' faculty evaluation feedback indicated areas where the plus three model had success and also where there was space for improvement. Faculties were given professional learning time to address these areas throughout the year.	\$10,000.00
Improvement in student reading and fluency levels through guided reading and Lexile testing.	Lexile testing indicates an average growth of 100 points across all students in year 8, in comparison to their first test in year 7.	\$5,000.00
Targeted students will meet national benchmarks in numeracy through an intensive numeracy program.	Results from the Mathletics program implemented in stage 4 has shown significant growth, with the top group for the cohort exceeding world benchmarks.	\$4,500.00
Programs, assessments and teaching practice have clear evidence of differentiated practices resulting in greater engagement and improved results.	From the Action plan in Back To The Future, executives were given time to address the areas of concerns listed from their internal and external validation to achieve the benchmarks. In 2017, executives will implement the tools to assess teacher quality and student understanding of learning in the classroom.	\$20,000.00

## Next Steps

The Literacy and Numeracy team will use the data collected through the Reading Right, Lexile and Mathletics programs to build a whole school framework for stage 4. Underpinned by this data and current research in best practice, the framework will aim to replicate the results from the targeted Literacy programs in all KLAS.



### Strategic Direction 3

Strengthen community partnerships for students to be successful citizens

#### Purpose

To be a school community that provides and promotes a culture of success through the creation and support of life-long learners. Personalised learning pathways are provided, underpinned by strong community relationships, sustainable partnerships and leadership opportunities for all. Our school aims to be the school of first choice in our community.

#### Overall summary of progress

Across the board, our student leadership, community engagement and work readiness programs have yielded great success in 2016.

From the STW partnerships programs 35% of the business offered 25 extra work experience placements to year 10 in 2016. This is expected to rise to 50%. Our staff also received positive feedback about our partnership and offer of taking more students for work experiences in 2017. Businesses want to maintain the partnership into the future the view of students gaining mentoring opportunities, part-time employment and apprenticeship.

Primary Transition programs have proven very successful in building strong relationships with our community of schools. For example: 100% of parents believed their child have benefited from the Hoxton Science Initiative 100% of parents would recommend the program to a friend and 64% of parents would consider sending their child to Hoxton Park HS after year 6.

The implementation of the Student Development Plans, student leadership initiatives and Passport to Learning highlights the positive promotion of student-centered learning goals and collaborative teaching culture within the school. The Student Development Plan ensured ongoing commitment to promoting a positive and highly dynamic learning and teaching philosophy at Hoxton Park High School. Ongoing self assessment throughout the term by the Student Wellbeing Team members, Head Teacher of Student Wellbeing and the Senior Executive body ensures that the objectives of the school plan is communicated to the whole school community in a positive manner. Consistent engagement with the Student Development Plans and the Wellbeing Framework for Schools ensured that the school consistently implemented a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>PATHWAYS TO LIFE BEYOND SCHOOL</b> <ul style="list-style-type: none"><li>Implementation of Personalised Student pathway plan.</li></ul>	To support the transition program for senior students the following initiatives occurred during 2016: <ul style="list-style-type: none"><li>development of the Database of business relations</li><li>Student work experience database and feedback</li><li>Database of post – school feedback</li><li>Review of Individual transition and learning plans for students.</li></ul>	\$2,000.00
<b>SCHOOL PROMOTION AND COMMUNICATION PLAN</b> <ul style="list-style-type: none"><li>Establish and implementation of Communication plan</li></ul>	The communication team was established and the school developed an on-line presence through Facebook, Twitter, transition to the eNewsletter and our website. The student leadership team also contributed to the communication plan by providing content for our communication channels.	\$4,500.00
<b>TRANSITION LEARNING PROJECTS</b> <ul style="list-style-type: none"><li>increase the percentage of students participating in learning projects</li><li>increase the percentage of staff involved in learning projects</li></ul>	A staff member was trained in 2016 as a Transition Officer to support the Careers Adviser and VET Co-ordinator develop a transition plan to engage students and support staff.	\$1,500.00

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>SUCCESSFUL CITIZEN AND LEADERSHIP OPPORTUNITIES</b> <ul style="list-style-type: none"><li>• Increase the percentage of student participation in leadership opportunities.</li></ul>	A variety of new initiatives were launched in 2016 to allow more students to develop their leadership capacity in a range of ways. This was achieved by: <ul style="list-style-type: none"><li>• Year meetings included slides with regular updates for whole school events, meetings and teams.</li><li>• Student constitutions were developed to focus more of building student capacity.</li><li>• Prefect/Peer Support training day agendas were developed</li><li>• Implementation of the Bulldogs program to motivate and engage stage 4 students.</li></ul>	\$2,000.00

## Next Steps

Strategic Direction 3 will focus in 2017 on expanding and refining the different workshops and opportunities available to students in all year groups. This will include the launch of the Retail Shop and extended trading hours for Cafe Hoxton and a relaunch of the school PBL model with staff and students.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Throughout the year students developed and reflected on their PLPs which collect improvement data, giving students the opportunity to review their goals for closing the academic achievement gap.</p> <p>Students also participated in a range of university visits and cultural specific workshops to gain a better understanding of their opportunities and pathways available.</p>	<p>0.2 FTE staffing allocation</p> <p>\$16,800</p>
<b>English language proficiency</b>	<p>The English Language Proficiency initiative was effectively used to support the professional development of teachers and the learning of EAL/D students. The key focus of 2016 was to offer newly arrived, international and refugee students an opportunities to partake in projects that supported their own cultural identity and extend their English interpersonal and acadmeic language acquisition. The funding enabled the EAL/D coordinator and EAL/D teachers to establish a Stage 5 EAL/D Parrallel classroom across KLAS. This positively impacted students' learning as their learning was scaffolded and authentic as it it was lead by EAL/D teachers. Classroom teachers were also supported through resource development, team–teaching opportunities and professional development. The funding was also used by the EAL/D team to allocate time to collate and distribute accurate data on EAL/D learning and learners.</p>	<p>EAL/D Allocation: 1.6FTE</p> <p>Supporting students: \$1,000</p> <p>Supporting teachers: \$2,000</p> <p>Supporting EAL/D team: \$2,000</p>
<b>Low level adjustment for disability</b>	<p>The Low level adjustment for disability was used to employ two Student Learning Support Officers for 1.6 FTE allocation. The SLSOs were used to support students' learning within a classroom setting in order to improve student outcomes.</p>	<p>1.6 FTE SLSO support: \$50,000</p>
<b>Socio–economic background</b>	<p>Every student in our care to be actively engaged in meaningful, challenging and future focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens. This is being achieved through such programs as 'Get Reading Right', Lexile, Mathletics, GERRIC–curriculum differentiation, plus 3 strategies and 21st Century Learning environment.</p>	<p>\$170,479.00</p> <p>External Consultants/professional learning workshops/teacher release/Projects with Partnership Schools and Business</p>
<b>Support for beginning teachers</b>	<p>The support funding for beginning teachers was used to provide first and second year staff with a reduced teaching load, to allow more opportunities for mentoring by senior staff within their faculty. Early Career staff were also mentored by the Early Career Teacher Coordinator on a fortnightly basis, where they participated in workshops around the key policies of the Department of Education, as well as pedagogy and best practice. Early Career staff were also able to have regularly scheduled one – to –one meetings with the ECT Coordinator to discuss</p>	<p>\$50,700 that provided timetable allocation to first and second year permanent staff.</p>

<b>Support for beginning teachers</b>	<p>their Accreditation portfolio. The beginning teachers also undertook an annual survey to review the current beginning teachers program within the school. From this, 2017 will see the fortnightly meetings for these teachers adjusted to provide greater focus on the Accreditation process, as well as the beginning teachers funding allocation adjusted so that the mentoring amount can provide for full day release for staff, allowing for a more efficient use of the time allocation.</p>	<p>\$50,700 that provided timetable allocation to first and second year permanent staff.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	330	331	345	359
Girls	280	291	280	273

49% of our students received first round tertiary offers. Our students enrolled in university courses such as Bachelor of Combined Law, Arts, Medical Science, Bachelor of Business and Commerce, Social Sciences, Sciences, Professional Accounting and Commerce, Business Law, Mathematics, Information Technology, International Studies, Health Sciences, Visual Design, Communication and Engineering.

Other students are enrolled at TAFE, private colleges or working as a first year trade apprenticeship.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.8	92.4	92.8	92.1
8	91.6	91.4	91.9	90
9	91.1	89.4	89.5	89.8
10	88.2	86.5	86	83.4
11	89.3	90.4	87	89.9
12	88.6	90.6	88.4	90.1
All Years	90.3	90	89.2	89.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Year 12 students undertaking vocational or trade training

74% of students who gained an HSC in 2016 also completed a vocational education course.

### Year 12 students attaining HSC or equivalent vocational education qualification

99% of students in Year 12 gained a Higher School Certificate or equivalent.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	30.7
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	9.48
Other Positions	5.4

\*Full Time Equivalent

### Teacher qualifications

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

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	4
Employment	0	2	5
TAFE entry	0	4	22
University Entry	0	0	49
Other	0	0	8
Unknown	0	0	12

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	78
Postgraduate degree	22

## Professional learning and teacher accreditation

Hoxton Park High School has 24 teachers undertaking the Teacher Accreditation Certification. Our appointed Head Teacher Mentor develops and implements relevant workshops to assist teachers and ensure that required BOSTES registered hours are complete.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>504 960.00</b>
Global funds	638 844.00
Tied funds	504 023.00
School & community sources	235 786.00
Interest	13 177.00
Trust receipts	1 174.00
Canteen	0.00
<b>Total income</b>	<b>1 897 964.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	88 001.00
Excursions	68 145.00
Extracurricular dissections	111 216.00
Library	4 048.00
Training & development	0.00
Tied funds	517 193.00
Short term relief	132 002.00
Administration & office	133 470.00
School-operated canteen	0.00
Utilities	105 495.00
Maintenance	73 538.00
Trust accounts	2 025.00
Capital programs	0.00
<b>Total expenditure</b>	<b>1 235 133.00</b>
<b>Balance carried forward</b>	<b>662 831.00</b>

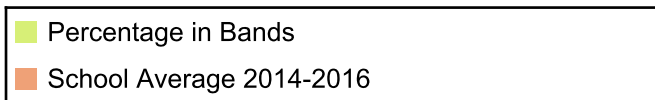
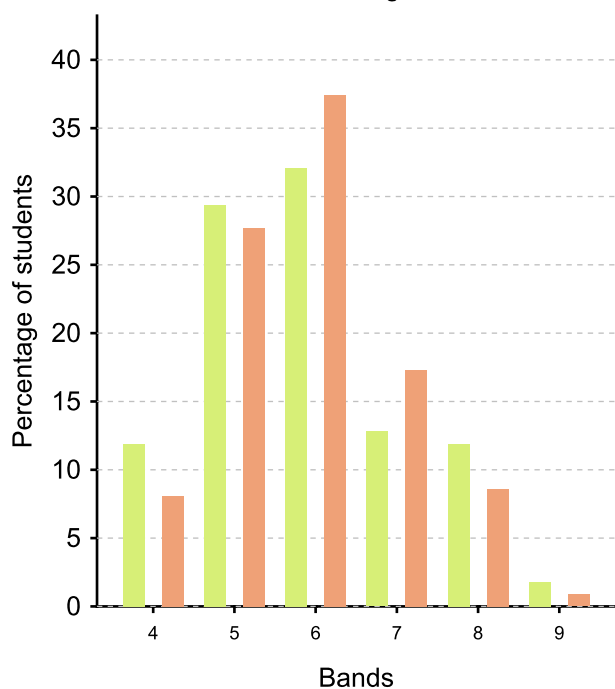
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

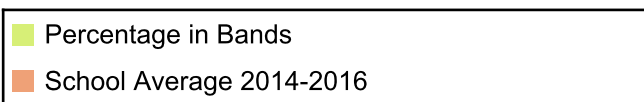
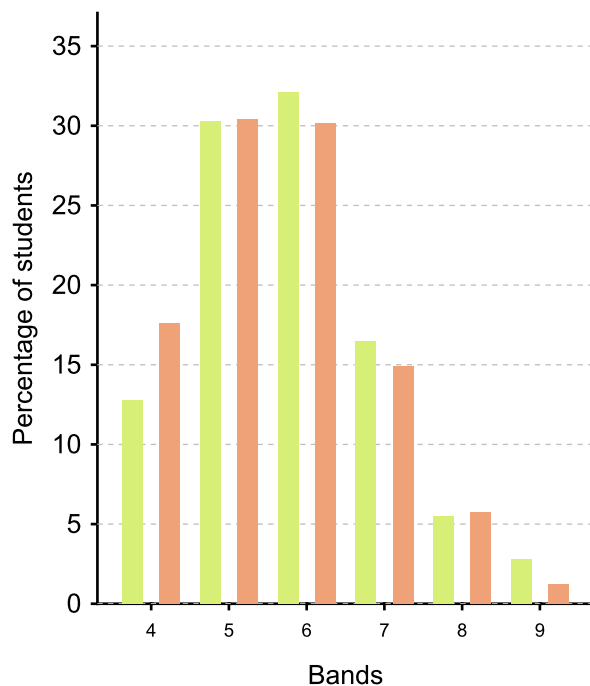
### NAPLAN

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

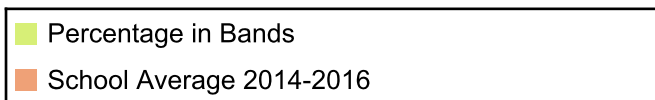
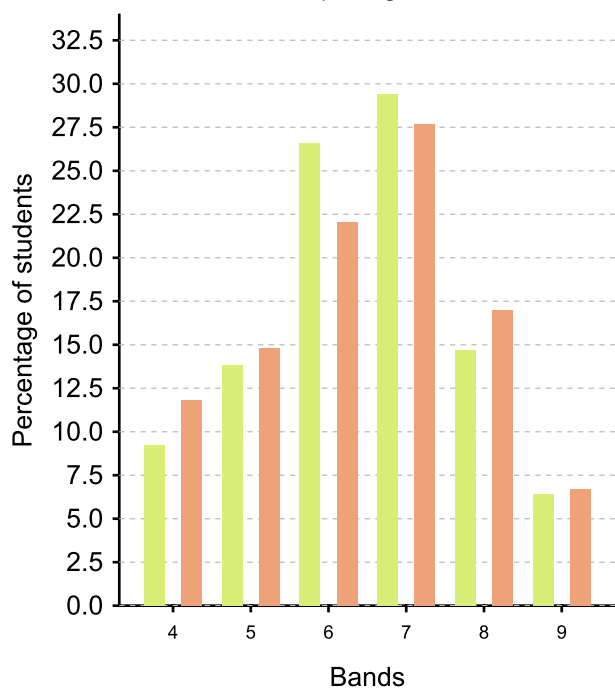
**Percentage in bands:**  
Year 7 Reading



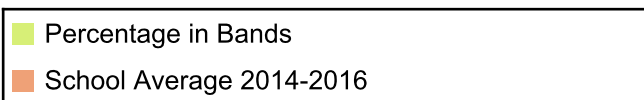
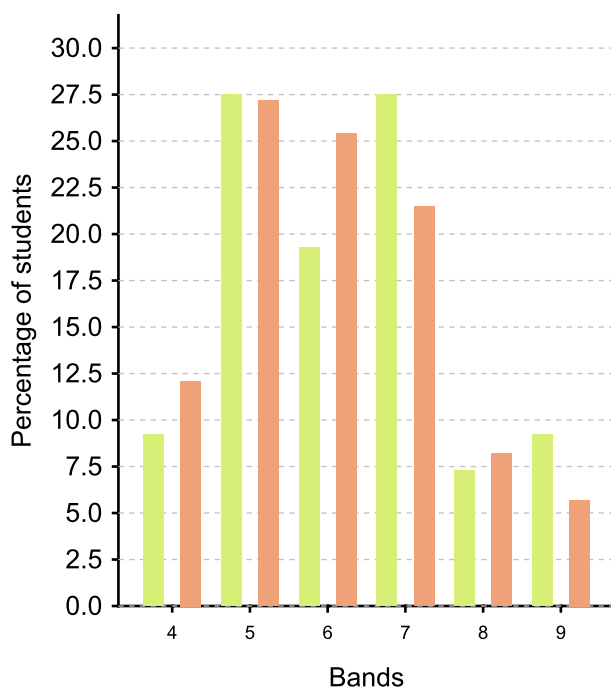
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 7 Spelling

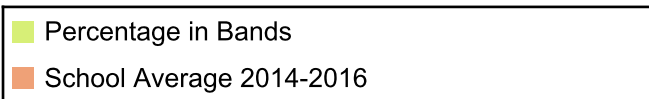
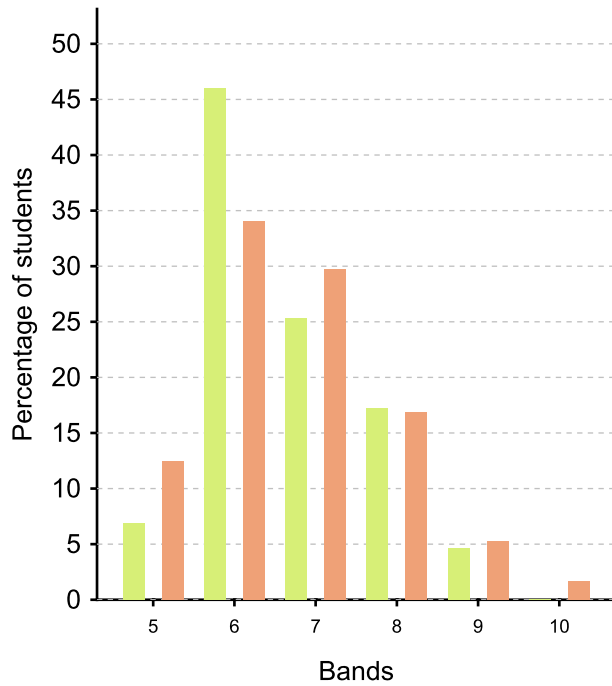


**Percentage in bands:**  
Year 7 Grammar & Punctuation

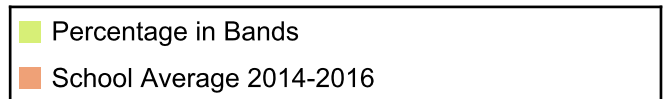
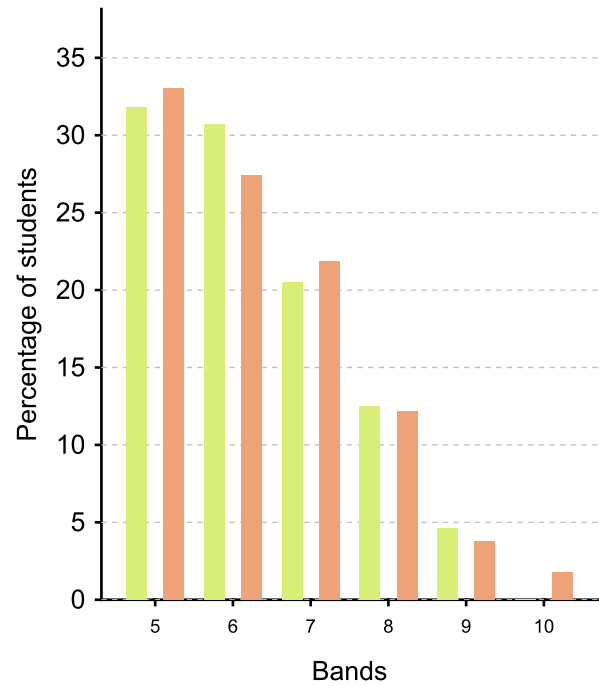




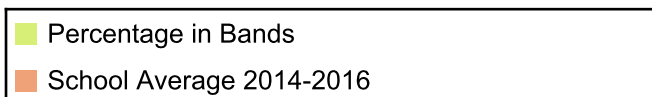
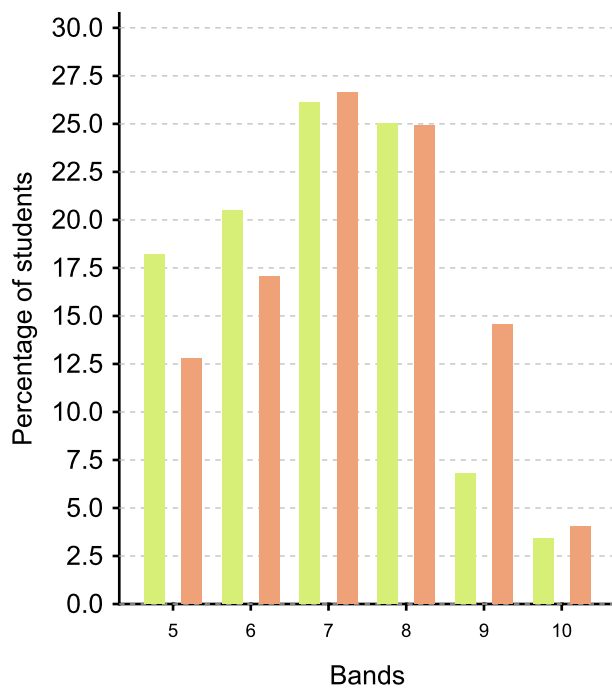
**Percentage in bands:**  
Year 9 Reading



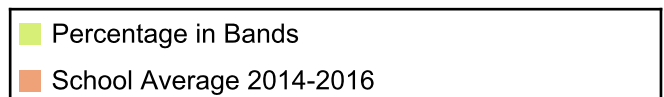
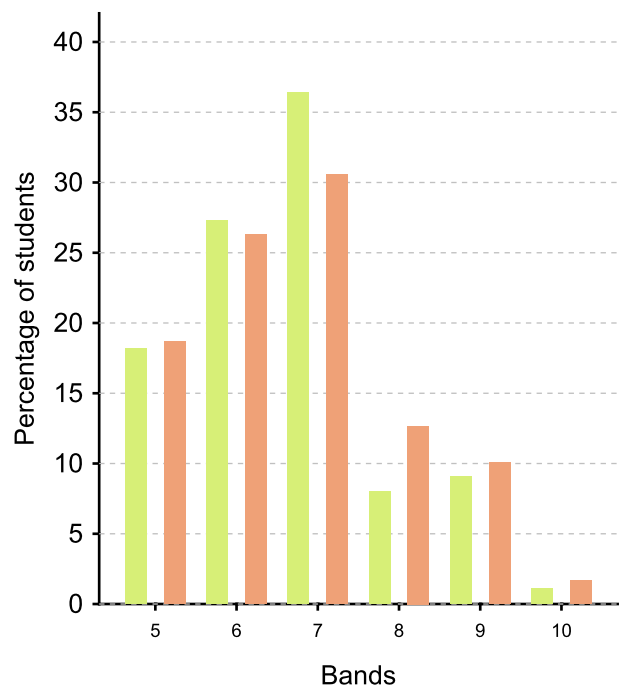
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Spelling



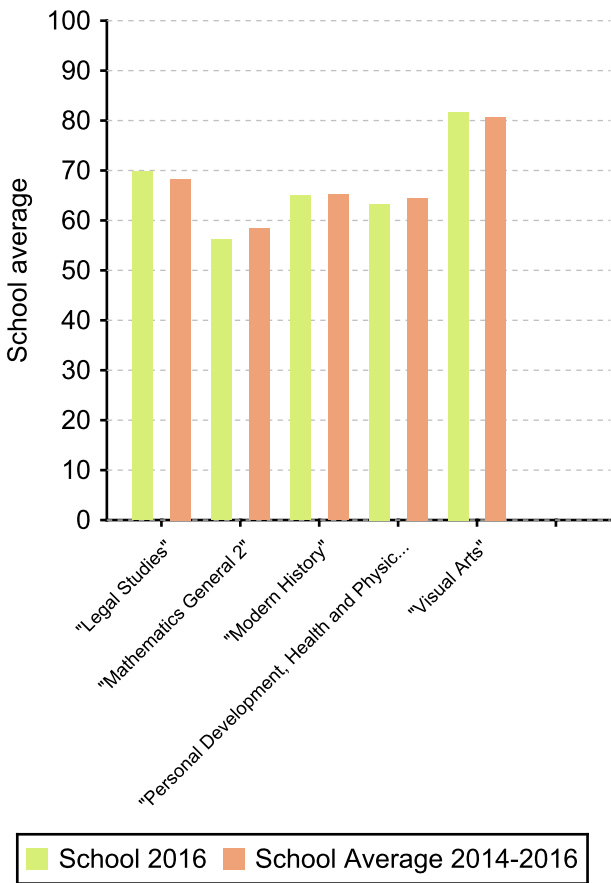
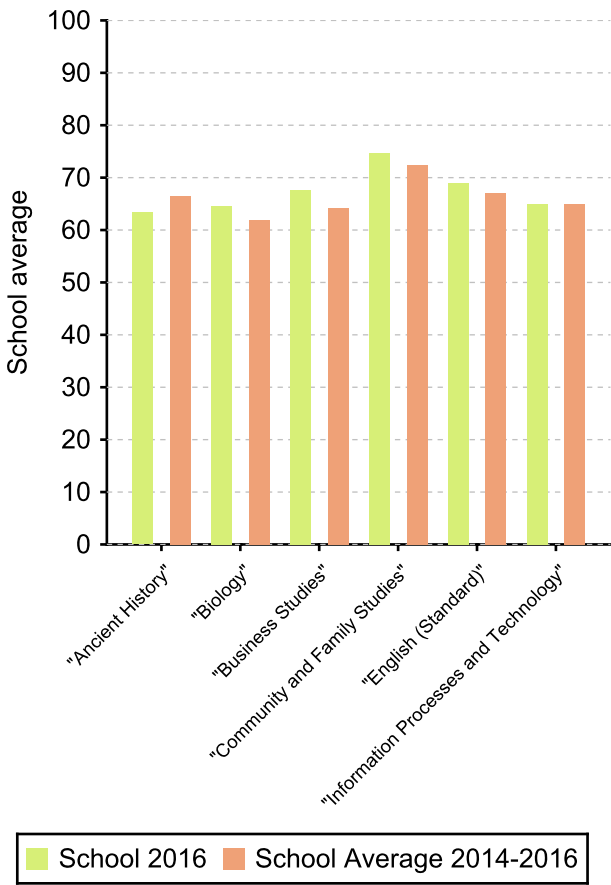
**Percentage in bands:**  
Year 9 Grammar & Punctuation



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school.

Students feel that what they learn is important and worthwhile and that they are acquiring skills that will help them in life. In particular, they feel that they can do well enough to be successful and achieve a high standard. More importantly, students believe that at Hoxton Park High School they have the opportunity to realise their career goals.

The Year 7 evaluation completed at the end of first term showed a strong agreement that students had settled in well, was enjoying their subjects and had made new friends.

In the 2016 Exit Poll students indicated that working towards the Higher School Certificate had been challenging and interesting and that their courses had developed their knowledge and understanding. A similar percentage of students felt they learnt important things at school. They believe that school has taught them teamwork, communication, respect and responsibility and the skills necessary to make their goals a reality.

Information from all of the school self-evaluation tools suggests that within the school community there is a high level of appreciation for the value of learning and a strong commitment to the continued improvement of our student learning outcomes whilst enhancing the whole development of our young students.

Policy requirements

Aboriginal education

Aboriginal and Torres Strait Islander Students' Coordinator

In 2016, The Hoxton Park High School Aboriginal Co-ordinator and the Head Teacher Student Wellbeing established new initiatives and strengthened existing programs to ensure that the Aboriginal and Torres Strait Islander students continue to achieve educational outcomes in all key learning areas.

This year, the staff at Hoxton Park High School has maintained positive partnerships with a number of important organisations. These partnerships are an important part of Aboriginal Education at our school because they provide students with opportunities to extend their academic goals and personal interests.

A number of programs and initiatives were established to increase student engagement, improve attendance rates and encourage the completion of assessment tasks. These include:

- Developing and implementing Personalised Learning Pathway Plans (PLPs) in consultation with students, parents and staff. All of our Aboriginal and

Torres Strait Islander students completed PLP's in Term 1. This was the starting point for initiatives to support Aboriginal students in their aspirational goal setting. Parents and caregivers received a copy of their child's PLP at the beginning of Term 2. All of our ATSI students reviewed their PLP's at the end of 2016 and were given time to reflect on their progress throughout the year. Students thought about what they achieved, their strengths in the goal setting process, areas for improvement and the next steps to take in their goal setting.

- The Personalised Learning Support Program provided funds in 2016 to support junior students in NAPLAN to ensure that they meet the national benchmarks in literacy and numeracy through in class support and mentoring.

- The Aboriginal Student Individual Sponsorship Program for Year 11 and 12 students was continued in 2016. The Aboriginal and Torres Strait Islander students were part of an afterschool tutoring program, where they received support from qualified staff from a number of different KLAS.

- The University of Western Sydney Pathways to Dreaming Program successfully continued at Hoxton Park High School. The mentoring component of the program was targeted at Year 8 to 12 students who partook in mentoring and workshop sessions that aimed at increasing communication and student engagement. In 2016, the UWS mentors began a new project with the students which involved the painting of a sandstone boulder for the front of the school. The sandstone block was erected with a plaque attached that acknowledges the traditional owners of the land our school is on, and the Indigenous students of Hoxton Park High School. A special ceremony unveiling the sandstone feature at the front of the school occurred on 24th November, 2016. It ensured that all of our students at Hoxton Park High School were given the opportunity to gain a deeper understanding and appreciation of Aboriginal culture and history. An Aboriginal elder performed a smoking ceremony at the unveiling of the feature.

- The University of Western Sydney Pathways to Dreaming Program also included all Years 8–11 Indigenous students attending workshops at a number of UWS campuses including Campbelltown, Bankstown and Penrith. They developed their knowledge, skills and confidence as they progressed to the HSC and post-school study. The program included on-campus academic and cultural enrichment workshops which assisted our students set and achieve educational, career and personal goals. On completion of the programs, students attended a graduation ceremony for their participation in the project where they presented their group project to other schools in the Metropolitan South West region.

- We celebrated National Reconciliation Week between the 27th of May and the 3rd of June, 2016. These two dates commemorate two very significant events in Australia's history: the 1967 Referendum, which gave the Commonwealth the power to make laws for Aboriginal and Torres Strait Islander peoples and

recognise them in the national census; and the Mabo Decision, which legally recognised that Aboriginal and Torres Strait Islander peoples have a special relationship to the land, paved the way for Native Title, and overturned Terra Nullius. A number of students addressed the school about events concerning Reconciliation Week including the history surrounding the significant events, present day matters and the future of reconciliation for Australia.

- On 16th August, 2016, a number of Stage 4 students entered an Art Competition for the 2016 Aboriginal Student Achievement Awards. They entered their own original paintings based on the theme of Celebrating Culture.

- NAIDOC Week was celebrated with the Diramu Aboriginal Dance and Didgeridoo troupe. All of our teachers, students from Years 7, 8 and 9 and all of our ATSI students experienced their traditional Aboriginal dance performances and masterful didgeridoo music. They were given the opportunity to learn, engage and enjoy the traditional culture of Indigenous Australians.

- Applications for a number of students were submitted in 2016 to the KARI organisation for Scholarships and Mentoring, in which two students at Hoxton Park High School were successful in obtaining to further their educational endeavours in 2017. The KARI Student Scholarships program is an education based initiative for Aboriginal Senior high school students within the Western and South Western Sydney Regions. This initiative is delivered in partnership with individual high schools and provides all successful applicants with financial assistance to purchase school-related items. This is designed to ease the costs of studying and to provide career advice and support opportunities for Aboriginal students to complete their Higher School Certificate. The scholarship students also have access to opportunities for support, mentoring, social and recreational initiatives. All school scholarships students will have the opportunity to attend a number of educational events such as one-day workshops, forums and camps. Participants will also participate in workshops presented by tertiary education providers.

## Multicultural and anti-racism education

### Multicultural Education

The school implemented a project aimed at providing additional support to parents from a language background other than English (LBOTE) who prefer, for various reasons, to have the Year 11 subject selection procedures explained to them in their native language. In recent years, the number of LBOTE parents who have requested support in this project has substantially increased and feedback indicates that parents find the program very useful, giving them a better understanding of the senior school and enabling them to discuss and guide their children through the subject selection process.

Another project called the Literacy Enhancement Tutorials for Recent Arrivals (LETRA), which started in 2010, was again offered this year following some very favourable feedback from students. LETRA is designed to provide intensive literacy support to our Year 10 students who are recent arrivals to the country in Term 4 and aims at preparing them for HSC English in their senior years. Altogether 4 students attended the LETRA tutorials this year and they were mainly our international students or recent graduates of the Intensive English Centres (IECs).

Furthermore, an increasing number of international students have chosen to complete their ROSA and Higher School Certificate at Hoxton Park High School after completing their English requirement courses at the IEC. Following enrolment, these students receive intensive ESL support through collaborative team teaching and tutorials during their study with us and they are all making good academic progress in their study.

As part of the school's multicultural education policy, students who have a language background other than English are encouraged to enrol at the Department of Education's Saturday School of Community Languages (SSCL) in order to further improve their literacy and oracy skills in their background languages. This year we students ranging from Years 7 to 12 have enrolled at SSCL covering a number of community languages, including Chinese, Vietnamese, Khmer, Arabic, Spanish, Serbian, etc.

Finally, the school's Anti-Racism Contact Officer (ARCO) actively supports the school's multicultural policies and ensures that there is access and equity of school resources to all students, including those students from a language background other than English. The ARCO also conducts regular talks and workshops with both staff and students in order to promote racial harmony in the school. School functions are held to promote and celebrate racial diversity in the school population, such as the Multicultural Day.

## Other school programs

### Sports Report 2016

2016 was a busy and productive year in sport for Hoxton Park High School. Our students displayed enthusiasm, dedication and sportsmanship in all their sporting endeavours. Their competitive edge allowed our school to achieve outstanding results in a number of sports.

Our representative sporting teams achieved the following results in 2016.

- The 7 and 8 Boys 9s Rugby League team competed in the Brad Fittler 9s at St Mary's after winning the Chris Lawrence Cup whilst the 9 and 10 boys rugby league team finished 3rd in the Chris Lawrence Cup. The Girls year 9/10 Rugby League team finished 3rd in their Sydney South West Gala Day and the Girls Opens Soccer team made it to their Central Venue Round. This

ensured a top 16 position in Sydney South West.

- In carnivals in 2016, Hoxton Park had a number of individual achievers who represented the school at Zone, Regional and State Levels.
- In swimming Andrew McHugh made it to the Sydney South West Regional Swimming Carnival. He narrowly missed out on State in the Under 16s Boys Breaststroke.
- Year 9 student Johnson Marday and Year 10 student Jayde Woodford competed at the Sydney South West Regional Cross Country Event. Johnson Marday finished in the top 8 of his age group gaining a place in the State Cross Country event at Eastern Creek.
- In Athletics, Hoxton Park achieved outstanding results in 2016. Jacob Lahlouh of year 7 won the under 12s 100m at the Benera Zone Athletics carnival. This propelled him into the Sydney South West Regional Carnival, where he placed 7th in the final. Our Under 12s Boys 4 x100m relay team finished 6th in their event at the regional carnival. Johnson Marday competed in the Under 15s Boys 800m and 1500m and finished top 10 in his age group. However, the major highlight was Hoxton Park had a representative at the NSW All Schools Track and Field competition held at Homebush. Monson Afualo competed in the under 15s Boys shot put, finishing 12th in New South Wales. Congratulations to all students who represented Hoxton Park at all carnivals and in all sporting teams. 2016 was a great year in school sport and we can't wait to see what our students will achieve in 2017.

## AUSTRALIAN BUSINESS COMMUNITY NETWORK – PROGRAMS

### Year 9 GOALS (Optus, Genworth)

The focus of GOALS is to help students build their confidence, learn about the importance of setting goals and to assist them in continuing their education to Year 12 and beyond. Students are matched with a corporate mentor who has shared interests and experiences. They work in groups and individually in sessions that include setting goals, communication, managing finances and preparation for the workforce. 20 students participated in this program in 2016 and 100% of students stated they believed the program has assisted their learning potential and confidence.

### Year 11 ASPIRATIONS(Ernst & Young)

Aspirations focuses on Year 11 students as this is a critical stage for students in determining what type of further education they will pursue, or whether they will continue with school at all. It enables students to engage in the workplace and build an understanding of the types of skills that are required in a modern work environment. Working in teams, the sessions include interview techniques, understanding strengths and developing essential employability skills such as communication and problem solving. 20 students participated in this program in 2016 and 100% of

student stated they believed the program has assisted their learning potential and confidence.

### **FOCUS (Fuji Xerox)**

Focus involves students working in small groups with female executives who act as role models and mentors. It aims to support young women to develop their leadership skills and aspire to senior roles in business and the community – to improve achievement and foster a sense of self-belief that will encourage students to aim high and have confidence in their leadership abilities. Sessions include an introduction to leadership styles, realizing strengths and creating a leadership picture. 8 female students participated in this program in 2016 and 100% of students stated they believed the program has assisted their learning potential and confidence.

### **Future HER Leadership Expo**

This opportunity is offered exclusively to young aspiring women leaders from ABCN partner schools and aims to provide them with the opportunity to learn from senior women executives up to CEO level. The summit leads students and mentors through a series of fun and engaging activities focused on leadership and entrepreneurship.

### **Leaders of Tomorrow**

The program is designed to inspire and equip students with leadership skills and provide them with an opportunity to engage with senior and emerging leaders within American Express, who will share their knowledge and experience. Students will investigate the concept of leadership, focusing on setting goals and leading a team. 4 students participated in this program in 2016 and 100% of students stated they believed the program has assisted their learning potential and confidence.

## **WESTERN SYDNEY UNIVERSITY LINKS**

The Fast Forward Program is a partnership between Western Sydney University and Western Sydney Schools which helps students to see the value of continuing their education through to year 12 and beyond.

Aims of the program:

To increase Western Sydney school students' engagement in learning and the completion of year 12

To develop students' confidence, knowledge, skills and educational attainment

To enhance Western Sydney students' awareness of post school education opportunities

To promote the benefits of lifelong learning, life opportunities, to students and their families

To improve the participation of Western Sydney students in higher education.

### **Fast Forward in School sessions**

Delivered by a Fast Forward coordinator in school, modules focus on relevant study sessions including, interview skills, stress management and career/study options to support their studies.

### **University Conference Days**

Workshops and sessions designed for students to explore the university grounds and consider post school opportunities in an interactive and engaging format.

92% of students in the program in Year 12 attended the Year 12 conference

89% of students in the program in Year 11 attended the Year 11 conference

85% of students in the program in Year 10 attended the Year 10 conference

### **Scholarships**

Financial and educational support for successful applicants. Hoxton Park High School had a successful recipient to be awarded a scholarship in 2017.

## **FEEDER PRIMARY SCHOOL LINKS**

### **Hoxton Science Initiative**

This program is a tailored made gifted Science program with Hoxton Park, Hinchinbrook and Middleton Grange Primary Schools'. The emphasis of the program is to allow primary school students to participate in hands-on experiments with our highly qualified science staff. Prior to entering the program, students complete a written application form, seek a teacher's endorsement and sit for a formal science examination. 20 students from each primary school are selected to participate in the program and students study exciting modules including robotics and rockets. A closing celebration is held for students who participate in the program including their parents, Primary School Principals and staff. The event is a huge success and very well attended. The positive feedback about the program from community members is overwhelming and reflects the success of the initiative.

### **Swimming, Cross Country and Athletics student helpers**

Students were selected from elective classes including PASS and VET Sport Coaching to assist during carnival organisation and develop strong relationships

with primary school students, staff and members of the local community.

### **Host of Athletics Carnival at HPHS**

With ample outdoor fields and a long jump pit our school is the perfect location for primary schools to run their athletics carnival. This event also provides an opportunity for members of the local community to see our school in action and meet students and staff in an organised, fun event. In 2016 Hoxton Park HS hosted Middleton Grange PS Athletics Carnival.

### **Self Select/Scholarships**

Self Select is a class where students choose to enroll based on their ability, enthusiasm and motivation for learning. Students are able to address key components of the formal curriculum in a much shorter time frame, allowing them to revisit various topics to increase their depth, knowledge and understanding. Project Based learning will also be a major focus in student learning within the Self Select class in 2017.

### **Community of Schools Dance Ensemble**

Community of Schools Dance Ensemble provides an opportunity for students to rehearse and perform with other students of a similar high standard with a shared goal of striving for excellence in dance. Members of the dance ensemble include local primary school students and Year 7 students from Hoxton Park High School (the only invited high school to participate). Students are given the opportunity to perform at local dance festivals and with the ultimate possibility of School Spectacular. Two students in Year 7 successfully represented Hoxton Park High School in this dance ensemble.

### **Cowpasture Community of Schools Debating and Hoxton Park HS Debating Challenge**

Students from Hoxton Park HS ran sessions at the local feeder primary schools to develop debating skills. In 2017 students will follow up with this program and also offer the Hoxton Park HS Debating Challenge, where staff and parents are invited to celebrate the achievements of the students involved.

### **Tree Day**

Tree Day hopes to foster a greater awareness of the local Environment, by encouraging native fauna back

into the area through therefore station of the Cumberland Plains. Students from Hoxton Park High School and our local feeder primary schools along with staff and members of ABCN work together to replant trees and repair existing garden beds around the school.

### **Travelling Farm display and petting zoo**

As part of the Agricultural course at Hoxton Park High School, a traveling farm has been created to transport animals to local community events. The Spring Fair at Hoxton Park Primary School was a recent event where members of the local community got to touch our farm animals in a safe and supervised area. They were also able to meet our experienced staff and friendly students from Hoxton Park HS and see the diverse learning opportunities Hoxton Park HS has to offer.

## **CREATIVE AND PERFORMING ARTS**

### **Visual Arts and Photographic & Digital Media**

#### **Texture Quality Exhibition**

On Thursday 3rd of March, the Creative & Performing Arts and LOTE (Japanese) faculty held its inaugural exhibition 'Texture Quality' at the Margot Hardy Gallery at Western Sydney University, Bankstown Campus. The exhibition showcased the quality work produced by our students in a diverse range of media highlighting their accomplishments in the Visual Arts, Photographic and Digital Media, Music and Japanese. As part of the opening, the displayed artworks featured a variety of mediums including prints, drawings, paintings, mixed media and digital photography. There were live musical performances from our Stage 6 students and there was also a screening of our award winning Japanese film.

#### **Arts in Action Visual Arts Camp**

Year 10 students Zarik Khan, Ayesha Durrani, Ma Gabrielle Ligon, Andyson Vengkong and Sovannary Ruos attended the Arts in Action Visual Arts Camp at Blue Gum Lodge, Springwood which catered to gifted and talented art students. Ms Hoang accompanied the students as a supervising teacher and led some of the workshops at the Arts in Action camp. The workshops offered included drawing, painting, printmaking, landart and sculpture, where students were not only productive in their art-making practice but also well informed about the process of documenting their ideas and experimentation. The camp culminated in an exhibition that was curated by the students.

#### **UAC Cover Design: Nicholas Ta**

During July, the UAC Guide for 2016–17 was released and the cover design featured Nicholas Ta's Visual Arts 'body of work' titled '0100001'. Thousands of students across the State receive the UAC guidebook and we are thrilled that Nicholas' work has been published and is reaching an even wider audience. His work continues to be part of the ARTEXPRESS exhibition and will be



featured at the Maitland Regional Gallery.

### **Next:2017 – Casula Powerhouse Arts Centre**

The Casula Powerhouse Arts Centre is holding its annual exhibition of Visual Arts works from HSC students. The exhibition 'Next:2017' recognises the achievements and talents of local students from schools in the Liverpool community. We are proud to announce that Jacqueline Howard of Year 12 Visual Arts (2016) has been selected to showcase her Body of Work drawings "A gentleman is simply a patient wolf" as part of this exhibition.

## **CREATIVE AND PERFORMING ARTS**

### **Music**

#### **Boys Vocal Program**

Both Joshua Leatham and Michael Nguyen participated in the Boys' Vocal Program which is a singing program that aims to provide a professional experience of the music industry. The students participated in two days of rehearsals with vocal tutor Stuart Davis at ABC Studios Eugene Goossens Hall and then a day of recording at Sydney's Studios 301 at Alexandria. The program was visited by His Excellency, the Governor of NSW.

#### **Showcase 2016**

Our annual Showcase night celebrated its 13th year! The night showcased the student musical talent from all grades across the school. Showcase 2016 raised the standard in both production and performance, highlighting the immensely talented students we have here at Hoxton Park High. There were 24 performances and they all were outstanding! Students from year 9–12 participated in Music showcase. Student involvement included performance, stage setup, stage changes, hosting, running the lighting and sound.

#### **Cross Network Choir**

The Cross Network Creative and Performing Arts Project involved approximately 40 schools in Campbelltown, Liverpool, Bankstown, Glenfield and the surrounding areas. Led by Mrs Winnall, students from Hoxton Park High School have been involved in the Vocal Workshops which provided an opportunity for students to develop their vocal hygiene, techniques, ensemble awareness, understanding of singing harmonies and balance. Students worked hard on a collection of songs that were performed at the final concert on Thursday, 15th September, at Bankstown Sports Club. The final concert included a variety of performances by the Dance, Drama, Film, Band and Vocal Ensembles.

#### **Ukulele and Vocal Ensemble**

Enthusiastic students from across all years participated

in the expansion of the Vocal and Ukulele ensembles. Students rehearsed and performed a variety of songs to community members as part of a community outreach initiative.

### **Excursions**

Expanding upon the experiences provided in the classroom, the Creative & Performing Arts Faculty, has provided numerous experiences for our students, outside the four corners of the classroom. These included:

- 11 & 12 Visual Arts to the Art Gallery of NSW to view Art Express – 2015 HSC Body of Work.
- Year 9 and 10 Photography and Visual Arts Excursion to the Art Gallery of NSW.
- Stage 5 and Stage 6 Music attended the annual School Spectacular.

### **JAPANESE (Languages Other Than English)**

#### **Kosuge Junior High School Visit**

On Wednesday, 11th May 2016, our school hosted another successful visit from Kosuge Junior High School which included a study tour program and home stay for Japanese students and teachers. Our school was chosen again this year as one of the places for their study tours in Australia. The experience offered students an opportunity to participate in a cross cultural exchange in our school setting.

#### **Japanese Language Workshop Tanken Centre**

Selected students of Year 8 were given an opportunity to attend the language workshop. The workshop provides a stimulating and authentic Japanese environment with tatami mats, shoji, and zen garden to promote their interest of learning and further develop their Japanese language skills.

#### **Japan Cultural Tour 2016**

A select number of students from our school and Ms Wang participated in a Cultural Tour of Japan. Together with students and teachers from Elderslie High School and Casula High School, they embarked on a trip to Japan and visited many notable cities and places including Tokyo, Kyoto, Kinkaku-ji, Universal Studios and Himeji-Castle. The tour included visits to shrines, museums, temples and Tokyo Disneyland.

#### **Japanese Film Festival**

Stage 5 and Stage 6 elective Japanese classes viewed part of the 20th Japanese film festival in Sydney. This film festival was organised by The Japan Foundation, and every year it showcases a vast variety of cinematic delights from classics to newly released films currently



screening in Japan.

## STUDENT WELLBEING TEAM REPORT

The vision of the Student Wellbeing Team in 2016 is to be committed to providing for the growth and holistic development of Hoxton Park High School students and their success in school and beyond. The team comprises of teachers in the school who hold extra responsibilities to ensure that all students receive a genuinely enriching school experience which caters not only to academia, but also concentrates on the social, physical, emotional and overall wellbeing needs of our students. The team consists of various roles and coordinators and throughout 2016 a vast array of achievements and milestones were accomplished to recognise student success and promote a quality learning experience at Hoxton Park High School.

### Stage 4

2016 has been a rich and fulfilling four terms for Year 7 and I congratulate them for their hard work and positive attitude all the way through.

On their first day at Hoxton Park High School, students followed a day full of interactive workshops on anti-bullying, school rules, study routines, positive communication, teamwork and more. Additionally, I have seen the dedication in which Peer Support Leaders put into ensuring the sessions promote good values, respect and positive friendships for our year 7 students.

Year 7 and 8 have been involved in many encouraging and affirmative activities this year. A highlight being the Camp at Adventure-land Forster in term one, combined with Year 8 students and senior student leaders. During Term 2, the students participated in the Swimming Carnival, School Photos, NAPLAN Examinations and Excursions. During one of our Year 7 Meetings, our School Liaison Officer from Fairfield Police Station met the students; he discussed the Young Offenders Act as well as Online Bullying and Harassment. It was a great opportunity for the students to ask questions and for them to understand how serious offences can impact on young people's lives.

In term 3 students participated in the Aim Higher program; this was a performance based workshop focused on respect and the devastating effects that all forms of bullying can have on a young person's life. In addition to this students received recognition letters to acknowledge students working well in each subject listed. The goal of the recognition letters is to promote students working with their teachers in order to encourage and develop a love of learning. Some year 7 students were also involved in the Bulldog All in Program, a fantastic program that uses sport and education to raise aspirations of social inclusion for high school students.

Throughout the year, our Year 7 and 8 students have risen to the challenge of being active members of the

Hoxton Park High School student-body, through various initiatives such as the dance ensemble, Gala Day, Tiger Tag Gala Day, the junior debating team and more.

### Stage 5

Year 9 and 10 students in 2016 took part in student development plans for the first time to ascertain their strengths, weaknesses and goals to implement in their education pathway. This allowed them time to reflect on their key attributes and have an honest discussion about the choices they must make to access success at school and beyond.

Stage 5 students also participated in a Respectful Relationships Enrichment Day Workshop. It was presented by Constable Ha Son and his partner Constable Mary Watson alongside the enthusiastic duo from Core Community Services. Many students found the workshop directly engaging and relevant to their lives at the moment and found answers to questions they had always had but never quite knew who to ask. The aim of the workshop was to get boys and girls to understand empathy for the opposite sexes and come to understand that relationships of all nature need respect at its core.

### Stage 6

Year 11 students actively contributed in a Partying Safe Workshop led by the team at Core Community Services. Students learnt by engaging in pouring standard drink sizes, walking an obstacle course with 'beer goggles', role playing risky scenarios and discussing local services available in the community.

2016 Year 12 students seeking an ATAR were invited to be a part of an in-school hands-on Scholarship Writing Workshop held by the Compass Program at the University of Sydney in order to learn some of the tricks from the trade in writing and presenting yourself when applying for university scholarships. The students learnt through work shopping examples and writing their own answers to commonly asked application questions the best way to present themselves in a clear and unique manner. Two students who took part in this workshop were successful in obtaining scholarships, from the University of New South Wales and the Department of Education.

### School Chaplain

The School Chaplain was a new role appointed in 2016 and funded through the National School Chaplaincy Programme with the Department of Education. Chaplains provide social, emotional and spiritual support to school communities. They have a prevention and support focus; helping students find a better way to deal with life issues. They provide a listening ear and a caring presence in the school, available for all students, staff and parents. In 2016 the Chaplain undertook a variety of roles within a pastoral capacity, including:

- Meeting one-on-one with students referred to by the Deputy Principals in order to provide coaching and

impromptu counseling services.

- Engaging with student data and through interviews with staff to see areas of risk and patterns of negative behaviour in order to plan intervention programs and explicitly teach positive behaviours.

- Providing positive and engaging activities for students who may feel out of place or need a safe space during break times.

- Organising external speakers to address student behaviour concerns as it arises.

### **Girls' Coordinator**

In 2016, The Female Prefect body was working to develop a new initiative for all Year 7–12 girls at Hoxton Park High School. There was an opportunity to create a program that supported and empowered the female cohort of our school. The pilot program ran weekly, on a Tuesday during Term 4. The program provided a safe and welcoming environment for all girls to be supported by one another. Each week a different activity occurred to provide support to the students. Girls from all year groups attended the meeting and enjoyed the rapport built with their peers within the sessions.

We also celebrated various events within the school such as International Women's Day. Student speakers highlighted the importance of celebrating the social, economic, cultural and political achievements of women around the world.

We look forward to introducing a range of new programs and initiatives in 2017 and beyond.

### **Peer Support**

In 2016 Peer Support Leaders participated in the Courage to Care Program at Campsie library. Courage to Care is a student-centred program conveying the message of social tolerance and of living in harmony. It emphasises the importance of standing up to racism and any form of prejudice.

Students also attended a 2-day intensive workshop. In the workshop students participated in activities to develop their skills in resilience, assertiveness, decision making, problem solving and leadership. They looked into the attitudes and strategies to increase their mental, social and emotional intelligence.

The implementation of the yellow buddy band was also introduced. Year 7 students are welcomed to ask any Peer Support leader wearing a Yellow Buddy Band for assistance, advice or just a buddy to hang out with.

Peer Support Leaders were also involved with a variety of whole school programs. They took leadership in running Orientation Day, Transition Day and Enrichment Day for Year 7 and 8.

### **Student Representative Council**

The Student Representative Council (SRC) is the

student voice within the school elected by their fellow students. They represent the students in the school and organise ways to improve the school environment and ways for students to participate in school life.

In 2016 the SRC was involved with public speaking workshops to improve their communication skills and abilities to lead through active and persuasive communication. These communication skills were highlighted in their involvement with the school's Amnesty International Club, which aims at promoting the needs of the voiceless through letter writing campaigns and an AmnesTea Fundraiser for which their efforts were congratulated by the NGO personally. The SRC also continued their community service by playing their part in the one day Biggest Morning Tea Cancer Council Fundraiser hosted by the collective efforts of the Student Wellbeing Team.

The tail end of 2016 focused on planning and preparing for the future of the SRC in order to promote Positive Behaviour for Learning within the school context and independently run meaningful campaigns that promote the idea of student body harmony and increase levels of student engagement at Hoxton Park High School.

### **Student Prefect Body**

In 2016 the Prefect body participated in a range of duties and roles within the school and wider community. They upheld and modeled our core values of Respect, Excellence, Care and Participation through a range of different leadership responsibilities and have aimed to further promote their image at Hoxton Park High School.

The Prefects attended a leadership camp at Adventureland in Forster. They took part in a variety of activities including a challenge night, zorb balls, challenge ropes, giant swing and water slides. Not only were these activities a lot of fun, they also aimed to develop their skills in leadership, communication and confidence and enabled the students to engage with each other to build effective friendships. The experience has solidified the Prefect team who have been able to work effectively together to undertake a range of responsibilities throughout the rest of the year.

The National Day of Action Against Bullying and Violence was led by our Prefect Body in March of 2016. The students took initiative to design a series of role plays for Year 7 and 8 students that encouraged their younger peers to identify many different forms of bullying and discuss the implications that bullying has on young people. The Prefects put an enormous amount of effort into working as a team to develop these scenarios and designed questions that aimed to promote effective discussion amongst our Stage 4 students. The students responded well to all the questions and left the session being able to see the harsh impact that many different forms of bullying can have on the lives of people.

The ANZAC and Remembrance Day ceremonies allowed the Prefects to play an active role in the commemoration of Australia's soldiers and past battles.

The Prefect body presented engaging speeches that captivated the audience to feel empathy for our history. All students delivered their roles with pride and respect and were exceptional examples to their younger peers. This is always an invaluable experience for our Prefects, as they get to develop their own empathy skills whilst enriching the knowledge of younger students on such special days.

Our School Captains and Vice Captains, Jet Taunton, Sofie Calos, Eucharist Lonetona–Stowers and Hannah Read, led the Year 12 Prefects through the planning, designing and implementation of a Senior Study Room in our school library. The students worked together to develop a proposal of what they wanted the Senior Study Room to look like and what they would like to purchase to enhance their studies whilst at school. The students worked endlessly setting up new furniture, organising the setup of a printer and computers. The room is now a place for senior students to engage in private study and maximise their study time whilst at school.

Positive Behaviour for Learning was a primary initiative at Hoxton Park High School in 2016. The Prefects modelled different areas of the Hoxton Honour Code to promote on assemblies. They wrote speeches to highlight these themes and encouraged the student body to engage in positive behaviour in the classroom, playground and community. It was an extremely successful initiative that was enthusiastically led by the Prefect body.

'Secretary for a Day' was a great experience for two of our senior students who shadowed the Directors of Liverpool and Fairfield. The opportunity to learn about their work in government schools including special needs schools and refugee classes was a real eye-opener to both students who were extremely excited to bring back these experiences and the leadership skills they learnt for their own future endeavours.

## **Other Student Wellbeing Initiatives in 2016**

### **Biggest Morning Tea Cancer Council Fundraiser**

In loving memory of our beloved friend and colleague Paul Lawrence, Hoxton Park High School staff and students fundraised for Cancer Council on Monday 25th July 2016 by hosting the Biggest Morning Tea, Shave for a Cure, a sausage sizzle, yellow daffodil face painting, hair colouring and a raffle with prizes kindly donated from local businesses. Our Biggest Morning Tea Fundraiser raised \$7,000 for Cancer Council!

### **Bulldogs 'Be All in' Program**

Hoxton Park High school was fortunate enough to be one of only 4 schools in the Liverpool region to be a part of the Bulldogs 'Be All In' community outreach program collaboration between Western Sydney University, Liverpool City Council and Canterbury–Bankstown Bulldogs in Term 4, 2016. The

program learnt about sportsmanship, teamwork, self-esteem, respect and setting personal goals for the future. The boys were especially excited to meet some of the Bulldogs players who hosted the ceremony.

### **Madiba Project Challenge! School Fundraiser and Resource Collection for schools in Sierra Leone**

For two weeks in Term 4, the whole school community came together in a way never seen before, to support the teaching and learning of students in Sierra Leone. The school was touched by the director of the Madiba Project Incorporated charity, Mr Mikhail Kallon, addressing the school of the needs of children and schools in remote parts of the world such as Sierra Leone, his birthplace and explained what his charity aims to do and how we could help.

Through the organisation of Ms Campbell and the collective efforts of the whole school community, the Madiba Project Challenge was born. Everyday on morning assemblies faculty head teachers, student families, executive staff, non-teaching staff and even community members displayed their donations for the Madiba Project and subsequently challenged a friend to do the same for the next day.

The result was a whole trailer overflowing with boxes of items to be donated to the children and schools in Sierra Leone including: exercise books, pens, colouring pencils, textbooks, backpacks, toys, games, teaching tools, calculators, whiteboards, blackboards, reading books and more! We thank and congratulate all participants in their charitable efforts!

### **High Resolves Program – Global Citizenship workshop for Year 7 and 8 Self Select students**

Our school partnered with High Resolves, an award-winning, not-for-profit educational initiative to deliver workshops to our students with a focus on making a positive difference to our world. Year 7 and Year 8 Self Select students participated in a 2-hour workshop that involved highly interactive learning experiences designed to help our students view themselves as global citizens.

Year 7 Self Select students completed the "Collective Identity" simulation-based workshop where they learnt to recognise divisive messages and interact with cultures in a constructive way. Year 8 Self Select students completed the "Social Justice" workshop where they explored the concept of justice and fairness. The simulation activities compelled our students to see situations from different perspectives and approach social justice with greater objectivity and compassion.

*Student feedback as a result of participating in the from High Resolves program: Collective Identity evaluations with Year 7*

100% of the students thought they have a better sense of how people's sense of collective identity has changed over time

92% of the students felt more confident they can

recognise divisive thinking

100% of the students felt more motivated to act in more unifying ways at home, school and in the community

#### *Social Justice evaluations with Year 8*

100% of the students thought they have a better understanding of how the world's resources' are currently distributed

96% of the students felt more confident about what they can do to help make the world a fairer place

96% of the students felt motivated to make the world a more just place for everyone, regardless of geography, race or gender

#### **Technological and Applied Studies (TAS) Faculty:**

The year of 2016 has been extremely exciting for the TAS Faculty. This year has seen many key changes in the delivery of all TAS subjects. Our subjects have been aligned to deliver key learning outcomes whilst also innovatively developing student skills to promote the growth of students to become active citizens within the wider community. Teachers actively engage a variety of classes to collegially work towards a common goal and meet the needs of each individual student. Students from Stage5 and 6 commonly complete set tasks together to promote mentoring between students, provide leadership opportunities and to allow students to work collegially to achieve a common goal. This has been achieved through the use of Café Hoxton, Travelling Farm, Class Chef and the Smart Technology Program.

The Stage 4, 5 and 6 teaching and learning programs, projects and assessments were reinvigorated to enhance student engagement and performance. Our innovative teaching and learning activities in TAS have enhanced student entrepreneurial, managerial and leadership skills. Students are provided with a design situation and design brief which then guides them in creating a prototype of a solution to the initial design brief. The development of a prototype promotes the development of these skills. Students have created a range of structures out of gingerbread, themed pencil cases, candelabras, brooder boxes, furniture and textile items amongst others.

#### **Vocational Education and Training (VET) Program:**

The Vocational Education and Training Program is a comprehensive and sustainable program that caters for students from Years 10 –12. The program is underpinned by extensive business and industry partnerships for our students to gain work experience and work placements. The key aim is to build student employability skills. All of our VET staff are fully trained and accredited to deliver a range of VET courses. Our teachers also have extensive experience in their individual framework.

In 2016, we have received the VET Recognition Award for Excellence at both the Regional and Federal level in teaching and learning outcomes. A best practice VET video has been produced by the Federal Government Department of Education and Training using Hoxton Park High School's best practice VET course delivery to promote to high schools across the country.

#### **Vocational Education and Training (VET) Courses 2016 –**

##### **Stage5**

- Hospitality– Cert I
- Manufacturing(Pathways) – Metal Stream – Cert I

##### **Stage6**

- Construction
- Hospitality– Kitchen Operations
- Information and Digital Technology
- Metal & Engineering
- Primary Industries
- Retail Services

Hospitality – Food and Beverage and Sport Coaching will commence in 2017.

#### **Smart Technology Program:**

The Smart Farm Initiative is part of the School Plus and Salesforce (USA software company) partnership. The school received a donation of \$30,000 in 2016 with a possibility of further \$20,000 for a 2017 extension of this program. The program involves engaging students to participate in coding and the development of systems to improve farm management practices such as – security sensors a digital wireless remote weather station, solar powered hydroponic system and 3D prototype product development. Years 7 – 9 students are involved at various stages of coding and project management within the Smart Farm Initiative.

#### **Café Hoxton:**

Café Hoxton is a highly successful program which initiated in 2015 to build the self-esteem of students. The café is run by students to a high industry standard. The café promotes peer mentoring, business mentoring and delivers a range of skills sets for our students to gain employment as well as apply these skills in their study. The fundamental skills learnt when students participate in Café Hoxton are time management, goal setting, collaboration and team work. These skills are easily transferrable in enabling our students to successfully attain their HSC and other training opportunities after completing high school.

#### **Class Chef:**

Class Chef is an annual event in our school calendar, whereby Years 10 – 12 Hospitality students takeover Cucina 105. Cucina 105 is an Italian restaurant located

in central Liverpool. Students collaboratively work with a Head Chef and Food and Beverage Supervisor to develop a menu, prepare and complete a service period. Annually students are provided with an opportunity to experience an authentic industry standard environment. Students gain a wide variety of skill sets including planning, communication, teamwork, customer service, collaboration and working collegially to support one another. These transferable skills are implemented by students in their studies to attain higher grades in their subjects as well as developing employability skills and work experience in compiling a successful resume.

### School Agricultural Farm and Travelling Farm:

The school has 2.5 Hectare fully functioning agriculture farm providing extensive experience in agricultural enterprise for our students from Years 7–12. Travelling Farm is part of our school's agriculture education program that promotes agriculture to primary school students by visiting Primary schools and showcasing animal care and plant production techniques. Our students also participate in various community agricultural shows as a way of connecting with the local communities by promoting our farm produce and showcasing our students work. We participate in Royal Easter Show, Camden Show and Penrith Show.

The partnership between Hoxton Park High School and the Pacifica Boer Goat Stud Farm has successfully continued throughout 2016. This unique partnership has enabled our students and teachers to receive goat farming and management training which has further enriched student learning in VET – Primary Industries. After the farm donated four Boer Goats to our school, the Boer Goat Breeding program has been successful with the arrival of three kid Boer Goats in spring. These goats are scheduled to be used for show purposes throughout 2017 by our Stage 6 Primary Industry students.

### Careers

In 2016, Careers offered the following initiatives to support students in post-transition opportunities. These were in collaboration with either a local TAFE organisations and/or businesses:

- **School Based Apprenticeship and Traineeship (SBAT)** had eight (8) students participate in the program. The program provides students an opportunity to attain a nationally recognised qualification in Vocational Education and Training (VET) while completing their Higher School Certificate (HSC). Currently, we have ten (10) students enrolled in the program completing their Retail, Automotive and Metal and Engineering Design SBAT courses and will predict an increase of students participating in the program over the next few years.
- **TAFE-delivered Vocational Education and Training (TVET)** courses are heavily promoted at Hoxton Park High School. It enables students to graduate from Certificate II courses in Beauty, Automotive, Carpentry and Child Studies while completing their HSC. It has been a

opportunity for our students who wish to not pursue a university pathway and therefore, we have seen great success in this program. As a result, we had 100% of students graduate from the program and majority transitioning from Hoxton Park High School and continuing to pursue full-time TAFE.

- **Year 10 Work Experience** was once again a major success at Hoxton Park High School. Each year we continue to have a large number of Year 10 students take part in a one-week Work Experience opportunity which encourages students to explore their chosen career pathways and learn the basics of networking with potential employers. To better prepare our students, mock interviews and Work Experience meetings with the Career Adviser were arranged to ensure our students had the enterprise skills to be successful at their Work Experience. From this, we had outstanding feedback from employers and students depicting the success behind another great initiative.
- **Business Network Lunch-in** was organised after our successful collaboration with local businesses for our Work Experience Program. With the assistance of the Transition Adviser and VET coordinator, over 50 businesses were invited to our school to establish and maintain strong links and partnerships to further support our students with Work Experience and Work Placement opportunities.
- **Our partnerships with Universities** are continuing to develop and maintain our ties with major universities. Universities such as Western Sydney University, University of New South Wales and University of Technology continue to support our students to pursue a pathway in tertiary education in program, Early Offer programs and Career Adviser Conferences. New partnerships will begin to grow as the commencement of construction of campuses from University of Wollongong and Western Sydney University will be located in Liverpool.

The future plans for the Careers Office will involve the increase participation of Year 9 students in programs and excursions in order to promote the value of Careers and importance of planning their post-school transition and subject selection for their Higher School Certificate. Furthermore, new collaborations with local organisations will provide greater opportunities for all students to participate in industries such as STEM, Creative Arts and TAFE courses. These programs are aim to promote specific industries that students have shown high interest levels in and also expand their knowledge of careers available. All in all, Hoxton Park High School is working towards rebranding the portfolio of Careers and is looking forward to witnessing the exciting new changes that will occur in 2017.

