Hoxton Park High School

Annual Report

2017

8485

Introduction

The Annual Report for 2017 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.

Ms Leny Wallace

Principal

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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.

The results of this process indicated in the domain of **Learning,** the school is operating at the **Sustaining and Growing** stage in the elements of Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures. Our school culture is focused on continuous improvement through high expectations and a school wide understanding of the links between student wellbeing and engagement.

In the domain of **Teaching,** the school is operating at the **Sustaining and Growing** stage in the elements of Effective Classroom Practice, Professional Standards and Learning and Development. A range of evidence based practices and explicit teaching techniques supports the school wide approach to improving teacher practice. The school will continue to focus on developing staff in analysing Data Skills and its effective use to inform teaching and learning.

In the domain of **Leading,** the school is operating at the **Sustaining and Growing** stage in the elements of Educational Leadership, School Planning, Implementation and Reporting and Management Practices and Processes. Our executive and teacher leadership program formed the basis of the Action Learning projects and evaluation of our policies, procedures and school systems to improve teaching and school practices. The school will continue to focus on the use of technology and school resources across key learning areas to support student learning and engagement and teacher professional learning.

Our self–assessment process will assist the school to refine our school 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/sef–evidence–guide

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

2017 was the 'Year of Learning', with all Executives and 2ICs undertaking a 12 month Leadership course facilitated by The National Excellence in School Leadership Initiative (NESLI). This training was implemented to provide all executives with a shared language and framework for leadership across the school, especially in terms of mentoring and professional learning opportunities to the wider school community. From this, all executives are leading projects across the school aimed at improving student growth and learning in the areas of differentiating the curriculum, Literacy, Numeracy, engagement and leadership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Executives and staff empowered to be Educational leaders utilising the principles outlined in the Leadership capability framework and the Australian Professional Teaching Standards	$67,000 for NESLI Professional Learning (RAM funds)	All Faculty Executives and those responsible for whole school initiatives (such as Positive Behaviour for Learning – Hoxton Honour Code program and Entrepreneurial programs) have utilised their leadership training from NESLI in 2017 to draft Action Learning Projects (underpinned by evidenced based research) that they will lead in 2018.
Executives leading staff confidence in teaching the Literacy and Numeracy model.	$20,000 (Consultant, Joanne Dooner) (RAM funds)	The Stage 4 project, led by LAST, English and Mathematics will implement their explicit teaching of Literacy and Numeracy project in 2018.
Executives leading and staff confident in differentiating the curriculum.	$15,000 for planning and consultancy (Teacher Professional Learning funds)	The executive led Faculty evidenced based plans were evaluated collaboratively by all KLA's and this has been the impetus for the preparation and planning of the 2018 Action Learning projects that will be undertaken by all KLAs and whole school priority areas (ie: wellbeing, careers and transition).
Established culture of professional learning through ongoing professional learning plans, conferencing, observations, mentoring and shared practices	$2,000 (Teacher Professional Learning funds)	PDP policy will be refined by the HT Professional Practice in 2018 as a result of the ongoing evaluation into strengthening professional conversations between staff. In 2018, a model of professional conversations (around 4 positive areas and 1 area for improvement) will be addressed in the 2018 PDP policy.

Next Steps

Executives will lead and inspire a culture of high expectations through utilising the NESLI leadership training to:

– establish a high level executive code of ethics embodying a collaborative, confident, unified and valued team ethos that leads, model and share best practices

– lead faculty and whole school identified Action Learning Projects to enhance teacher capacity, critical evaluation, self–reflection and accountability for student engagement and best practices

– lead student wellbeing around positive behaviour for learning to ensure a consistent and school–wide application of the principles embodied in the Hoxton Honour Code

– lead and refine the Departmental and school based compliance processes within their faculty to meet NESA Inspections (school registration), External Validation (School Excellence Framework) and VET auditing standards

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

As a culmination of the Strategic Direction 2 improvement measures, 2017 saw the Learning Support, English and Mathematics faculties undertake a project to restructure the delivery of Literacy and Numeracy in stage 4. Over the course of 2017, these teams drew on data from assessments, NAPLAN and PAT testing to develop a teaching model that would transition students from explicit teaching of the core Literacy and Numeracy skills required across key learning areas, to applying these skills through inquiry learning during stage 4. The model is rolled out in Literacy and Numeracy classes in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in NAPLAN results through explicit teaching of literacy in all classrooms.	Teacher Professional Learning funds (as requested)	Numeracy & Literacy project will be piloted in stage 4 classes in 2018. – Hoxton Hub will run all year in stage 4 and for term 1 stage 5 in 2018.
HSC results will increase the percentage of students attaining results in Band 4–6 using PLUS 3 model.	$1,000 per faculty (Teacher Professional Learning funds)	HSC results have shown excellent growth as a result of the plus 3 strategy, with 2017 seeing 10 Band 6's and 56 Band 5's achieved across the cohort.
Improvement in student reading and fluency levels through guided reading and Lexile testing.	$5,000 (Lexile resources / books)	Lexile data is regularly collated and distributed to staff by the Learning Support Team. The data indicates a steady progression of students transitioning from the 'basic' Lexile level to 'proficient' and 'Advanced'.
Targeted students will meet national benchmarks in numeracy through an intensive numeracy program.	$5,205.75	The Mathletics program has allowed the stage 4 cohort to make increased progress in numeracy. Each students progresses through the program levels after achieving an 85% success rate in the end of unit tests. This resulted in 74.4% of students achieving above or at the expected benchmark for the year 9 cohort who undertook Mathletics during 2015 – 2016.
Programs, assessments and teaching practice have clear evidence of differentiated practices resulting in greater engagement and improved results.	Teacher Professional Learning funds (as requested)	All faculties have differentiated programs in line with the school wide model of Get Reading Write. Faculties are now refining this by undertaking Faculty – Based Action Learning Projects to refine their teaching practice specifically to data trends found within their KLAs.

Next Steps

Create a high performing and dynamic learning environment with teachers leading high expectations in:

– implementing identified Action Learning Projects to enhance their capacity, critical evaluation, self–reflection and accountability for student engagement and best practices

– establishing a high level faculty code of ethics embodying a collaborative, confident, unified and valued team ethos that

models and share best practices.

– modelling PBL to ensure a consistent and school–wide application of the principles embodied in the Hoxton Honour Code.

– developing intensive and transferable higher order skills through the establishment of Literacy and Numeracy classes in Stage 4

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

Overall, our student leadership, community engagement and work readiness programs have yielded great success in 2017.

Our Wellbeing and Transition teams have increased the number of opportunities available to our senior students but expanding the number of business partnerships available to the school. This has allowed us to support more of our students looking for alternative pathways and apprenticeships, concurrent with their Higher School Certificate credential.

Our relationship with our partner primary schools has also continued to yield positive results for the community, with programs such as the Science Initiative and Cafe Hoxton visits aiding in an increase in year 7 enrolments for 2018.

Finally, the Wellbeing team undertook a year of evaluation and learning during 2017 to plan for the relaunch of Positive Behaviour for Learning within the school in 2018. This wellbeing program will be underpinned by the Hoxton Honour Code. In 2018 the team aims to build on the work previously achieved, by creating more leadership opportunities as part of revamping the 'Passport to Leadership' program across the school for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PATHWAYS TO LIFE BEYOND SCHOOL • Implementation of Personalised Student pathway plan.	$5,676.05 (School to Work)	Student pathway data is regularly publicised with staff, with all students in stage 6 interviewed by the Careers and Transition team for appropriate learning pathways.
SCHOOL PROMOTION AND COMMUNICATION PLAN Establish and implementation of Communication plan	$11,000 (Creation of 0.5 Deputy Principal, Business and Primary Partnerships) $2,500 (SchoolZine subsciption / online school newsletter)	Regular meetings have occurred between the Community Partnerships team and DPs and Principals from the 3 partner primary school to evaluate the processes and procedures of the 2017 communication transition plan. All partner primary schools were very happy with the opportunities being offered to them and are happy to continue the programs and processes that exist, always looking to find new opportunities in the future.
TRANSITION LEARNING PROJECTS • increase the percentage of students participating in learning projects • increase the percentage of staff involved in learning projects	$31,800 (RAM)	Transition activities have expanded in 2017 with farm visits, cafe sessions, debating competitions and performances occurring over the 3 years of the plan. The Science Initiative also saw growth with 20% of participants now attending Hoxton Park High School.
SUCCESSFUL CITIZEN AND LEADERSHIP OPPORTUNITIES • Increase the percentage of student participation in leadership opportunities.	$900 (Partnerships)	Leadership opportunities for students have increased, with pathways and academic leadership opportunities now on offer to students through various partnerships including South West Connect, AMEX, Wollongong University and Western Sydney University.

Next Steps

Strengthen the culture of student success that is underpinned by strong community partnerships and the development of life–long learning skills to support active and informed citizenship. This will be supported by:

– establishing a clear, consistent school wide system that supports the identification and development of student employability and leadership skills.

– collaboratively developing and implementing teacher practice, school programs and enrichment opportunities that create a whole school culture that encourages student voice on how they learn and why they learn to build higher order thinking and student self–efficacy.

– increasing students understanding and utilisation of the values and ethics in the Hoxton Honour Code as the basis to good citizenship.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$30,033.36 (Employment of Aboriginal Coordinator)	As in previous years, the school allocated funds for the Aboriginal Coordinator and Head Teacher Student Wellbeing to establish 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. The Aboriginal Coordinator received appropriate training and support so that the needs of all ATSI students would be ideally met. This included maintaining our continued partnerships with a number of important organisations and Aboriginal Elders including KARI and the AECG. A number of programs and initiatives were established to increase student engagement, improve attendance rates and encourage the completion of assessment tasks. Throughout the year, students developed and reflected on their Personalised Learning Pathway Plans (PLPs) in consultation with students, parents and staff. This gave students the opportunity to review their goals for closing the academic achievement gap. The Aboriginal Community Liaison Officer of the Ultimo region also attended some of these meetings enabling the consultative process. Students also participated in a range of university visits as part of: – the University of Western Sydney Pathways to Dreaming Mentoring Program for Year 8 to 12 students to increasing communication and student engagement. – the University of Western Sydney Pathways to Dreaming Program for Years 8–11 Indigenous students to develop student collaborative, communicative and leadership skills Students also participated in cultural events and workshops to gain a better understanding of their opportunities and pathways available. This included: – celebrating National Reconciliation Week. – participating in a whole–school 'Sea of Hands' in the colours of the Aboriginal flag with inscriptions of values connected to the First Peoples of Australia as the custodians of this land. • partnering Junior ATSI students with academically motivated Senior ATSI students

Aboriginal background loading	$30,033.36 (Employment of Aboriginal Coordinator)	to model academic performance and behaviour.
English language proficiency	$19,786.00 (Employment of Head Teacher Learning Support)	The English language Proficiency funding was utilised to employ a teacher, with EAL/D expertise, to provide direct, additional support for EAL/D students. The teacher focused on supporting refugee students who exited the Intensive English Centre and moved into a comprehensive, mainstream school setting. The teacher effectively supported refugee students to ensure that they were able to successfully transition into high school by supporting students to improve their organisational skills, academic English and social skills. The EALD teachers also planned for in–class support, assessment support and team–teaching support. This result of this continuous, direct support for the refugee students was an increase in student confidence, as students felt safe. The English Language Proficiency funding was also used for release time for the EAL/D Coordinator to review, collate and update the school EAL/D data, using the progression and ESL scales as a framework, for all EAL/D students including refugee, international and temporary residents as part of the EAL/D annual survey. This ensured that the EAL/D team delivered timely and current information and strategies for teachers to support EAL/D students in their classroom. The Language Proficiency funding was also allocated for EAL/D teachers for professional development and updating teacher–resources. This included release time to attend and lead professional learning about direct instruction and literacy (reading and writing) and purchasing resources to support EAL/D learners. In 2018, there will be a greater focus on supporting new arrivals as the school sees an increase in refugee student enrolment, providing more direct support for classroom teachers and engaging in more professional learning opportunities.
Low level adjustment for disability	$67,238.00 (Employment of two Student Learning Support Officers)	The Low level adjustment for disability funding was used to employ two Student Learning Support Officers for 2.0 FTE allocation. The SLSOs were used to support students' learning within a classroom setting in order to improve student outcomes. The low level adjustment disability funding was also used to update Learning and Support Faculty resources and for the LaSTs to attend and lead professional learning opportunities at school and at various events throughout the year.
Socio–economic background	$388,184.00	The Low Socio–Economic funding was utilised to employ a Deputy Principal and Head Teacher Professional Practice to provide additional support for teaching and learning. The funding was also used for student assistance, to increase technological infrastructure and resources through the the purchase of 4 sets of 30 student chromebooks and student laptops for

Socio–economic background	$388,184.00	the Creative and Performing Arts faculty. In addition, school initiatives were created to build sustainable partnerships with our local primary schools and develop business partnership programs that focus on student employability and entrepreneurial skills. Staff also participated in professional learning around high expectations in teaching literacy and numeracy skills and developing resources for student differentiation.
Support for beginning teachers	$40,350 (Beginning Teacher Funding) • ($0.00)	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 their Accreditation portfolio. The beginning teachers also undertook an annual survey to review the current beginning teachers program within the school. From this, 2018 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.

Student information

Student enrolment profile

	Enrolments			
Students	**2014**	**2015**	**2016**	**2017**
Boys	331	345	359	368
Girls	291	280	273	267

Student attendance profile

School				
Year	**2014**	**2015**	**2016**	**2017**
7	92.4	92.8	92.1	92.9
8	91.4	91.9	90	91.4
9	89.4	89.5	89.8	89.9
10	86.5	86	83.4	87.1
11	90.4	87	89.9	86.5
12	90.6	88.4	90.1	88
All Years	90	89.2	89.2	89.4
State DoE				
Year	**2014**	**2015**	**2016**	**2017**
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

All staff has a responsibility to monitor the attendance of students at Hoxton Park High School.

The Education Act 1990 requires that all students between the ages of 6 and 17 years of age must be enrolled in school or meet the New School Leaving Age legislation requirements. Students who attend school achieve better educational outcomes and experience greater success in further education and training. It is the policy of this school that students must attend all timetabled lessons unless there is an official variation to the normal curriculum. Students over 17, known as post–compulsory students, must attend and actively engage in the learning process – a minimum of 85% attendance is a good guide. It is the goal of Hoxton Park High School to consistently improve attendance outcomes for all students.

Daily roll marking occurs in Morning Routine and it is essential this is an accurate roll. All attendance and attendance issues are based around this record.

Classroom teachers need to include roll marking as a priority for their classroom routine. Rolls should be marked within the first 10 minutes of each lesson. Faculty concern letters should be sent home to inform parents of any chronic absenteeism that may mean a student is not meeting course requirements.

Year Advisers monitor the attendance of each student in their year group. When a pattern of non–attendance occurs Year Advisers will conduct student interviews, call home and make record of these interventions. Year Advisers meet regularly with the Deputy Principals regarding attendance and will update staff at our meetings.

The Home School Liaison Officer (HSLO) monitors students, who have fallen below, or are at risk of falling below, 85% attendance. The HSLO conducts interviews with at risk students and facilitates the formal attendance processes to return students to school.

Procedures for managing absence

Any student who is absent from school for part of or a whole day is required, by law, to bring a signed letter or medical certificate to justify their absence. Students absent for 2–3 days will be contacted by their Roll Call teacher. Students who are absent beyond this will be referred to their Year Adviser who will contact home to discuss any issues that may be preventing a student from participating in their education.Students with less than 85% attendance will require a medical certificate to explain their absences. Students who are persistently absent from school will be referred by the Deputy Principal to the Home School Liaison Officer.

Post-school destinations

Proportion of students moving into post-school education, training or employment	**Year 10%**	**Year 11%**	**Year 12%**
Seeking Employment	3	0	3
Employment	6	5	13
TAFE entry	0	1	14
University Entry	0	0	41
Other	0	0	14
Unknown	0	0	15

Year 12 students undertaking vocational or trade training

55% of students who gained a Higher School Certificate in 2017 also completed a vocational education course.

Year 12 students attaining HSC or equivalent vocational education qualification

97% of students in Year 12 gained a Higher School Certificate or equivalent.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	36.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	9.48
Other Positions	1

*Full Time Equivalent

Hoxton Park High School employs 1 executive staff member with an Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

In 2017 Professional Learning played a key focus in the strategic planning of the school. RAM funding was utilised to establish a Deputy and Head Teacher Professional Practice position to oversee the implementation of the 12 month Leadership course running with The National Excellence in School Leadership Initiative (NESLI). The course was undertaken by the Head Teachers and 2ICs of the school and involved the development of a faculty based Action Learning project, aimed at improving identified learning and wellbeing needs of students within each faculty or curriculum area. The projects were underpinned by evidenced based and research practices. All faculties had access to professional learning funds to undertake required training, in order to establish the structures and processes needed to undertake the faculty projects. Action Learning projects are continuing in 2018, supported by the Head Teacher Professional Practice role.

2017 also saw an increase in funding allocated to those permanent and full time temporary staff members needing to undertake Accreditation at the Proficient level. Funding was utilised to reduce the timetabled allocation of those teachers undertaking the Accreditation process, as well as their identified mentor to regularly meet to discuss their teaching practice and Accreditation Folio. The Early Career Teacher Program Coordinator also ran fortnightly meetings and training days for these staff members, with a focus on the the Accreditation Process, classroom management strategies, Departmental policy and teaching strategies for different student learning needs and abilities.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	$
Balance brought forward	**662,829**
Global funds	333,801
Tied funds	481,819
School & community sources	134,466
Interest	7,664
Trust receipts	3,290
Canteen	0
Total Receipts	961,039
Payments	
Teaching & learning	
Key Learning Areas	64,789
Excursions	38,561
Extracurricular dissections	61,384
Library	2,576
Training & Development	232
Tied Funds Payments	353,550
Short Term Relief	62,682
Administration & Office	197,841
Canteen Payments	0
Utilities	69,325
Maintenance	44,540
Trust Payments	852
Capital Programs	0
Total Payments	896,332
Balance carried forward	**727,536**

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	0
Revenue	1,440,824
Appropriation	1,334,335
Sale of Goods and Services	18,100
Grants and Contributions	87,733
Gain and Loss	0
Other Revenue	0
Investment Income	656
Expenses	-674,660
Recurrent Expenses	-674,660
Employee Related	-346,307
Operating Expenses	-328,354
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	766,163
Balance Carried Forward	766,163

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as $0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	6,276,095
Base Per Capita	96,586
Base Location	0
Other Base	6,179,509
Equity Total	1,156,436
Equity Aboriginal	18,678
Equity Socio economic	683,354
Equity Language	194,176
Equity Disability	260,228
Targeted Total	11,977
Other Total	199,305
Grand Total	7,643,812

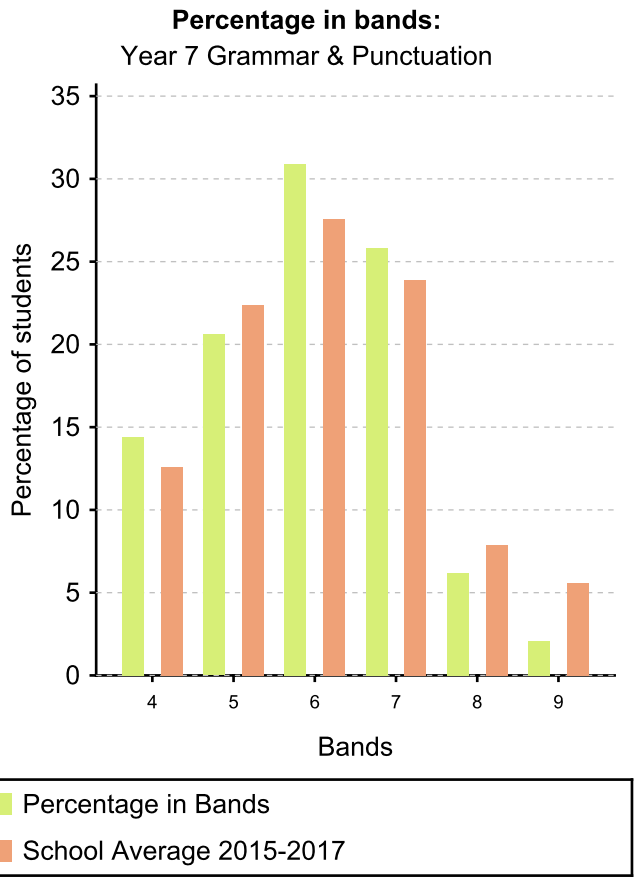
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

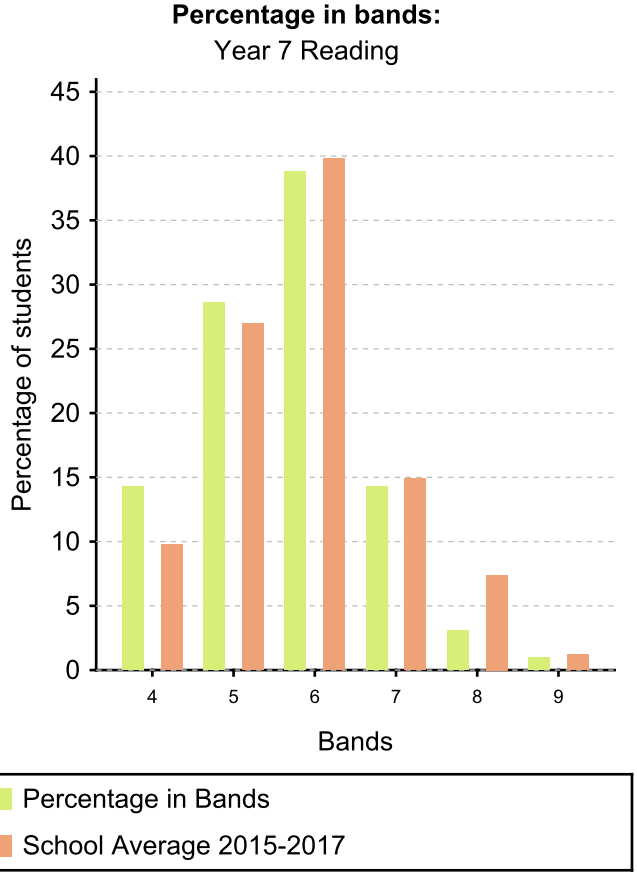
School performance

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.

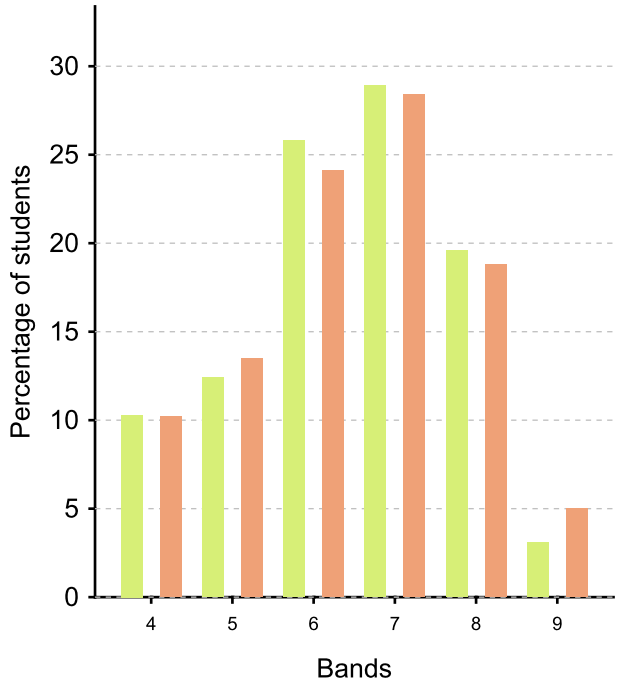


Band	4	5	6	7	8	9
Percentage of students	14.4	20.6	30.9	25.8	6.2	2.1
School avg 2015-2017	12.6	22.4	27.6	23.9	7.9	5.6



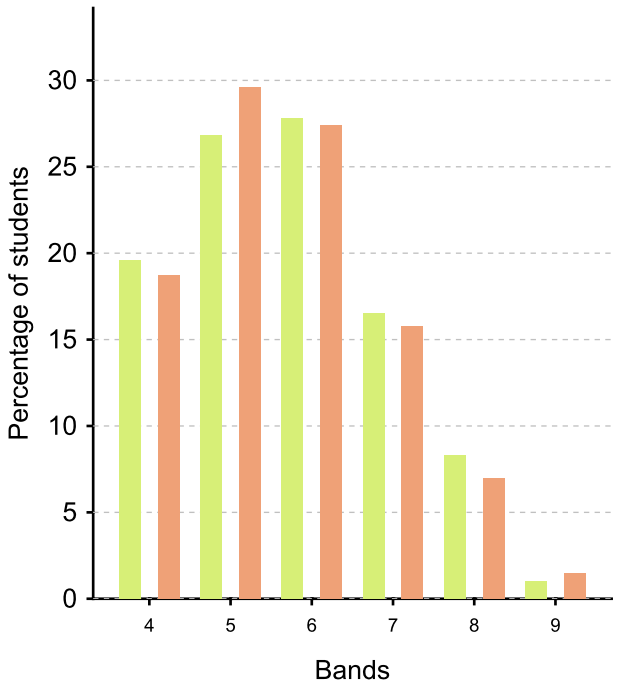
Band	4	5	6	7	8	9
Percentage of students	14.3	28.6	38.8	14.3	3.1	1.0
School avg 2015-2017	9.8	27.0	39.8	14.9	7.4	1.2

Percentage in bands:
Year 7 Spelling



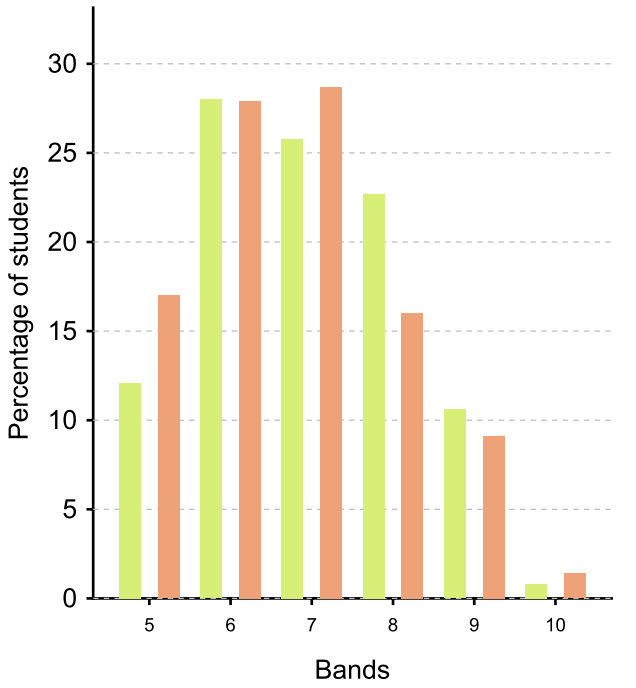
Band	4	5	6	7	8	9
Percentage of students	10.3	12.4	25.8	28.9	19.6	3.1
School avg 2015-2017	10.2	13.5	24.1	28.4	18.8	5.0

Percentage in bands:
Year 7 Writing



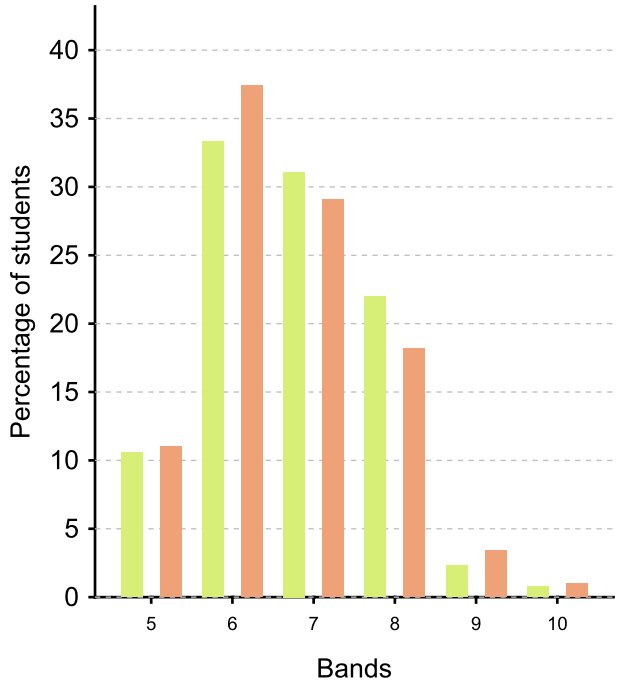
Band	4	5	6	7	8	9
Percentage of students	19.6	26.8	27.8	16.5	8.3	1.0
School avg 2015-2017	18.7	29.6	27.4	15.8	7.0	1.5

Percentage in bands:
Year 9 Grammar & Punctuation



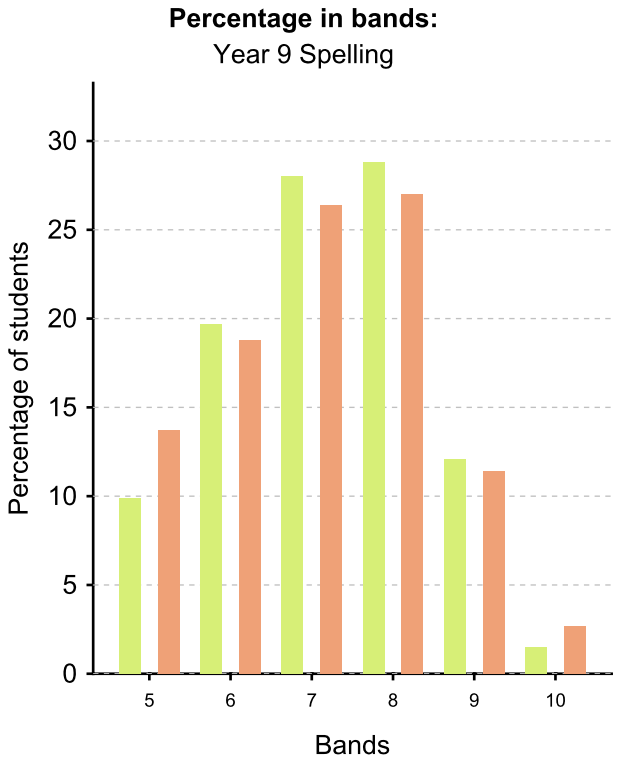
Band	5	6	7	8	9	10
Percentage of students	12.1	28.0	25.8	22.7	10.6	0.8
School avg 2015-2017	17.0	27.9	28.7	16.0	9.1	1.4

Percentage in bands:
Year 9 Reading



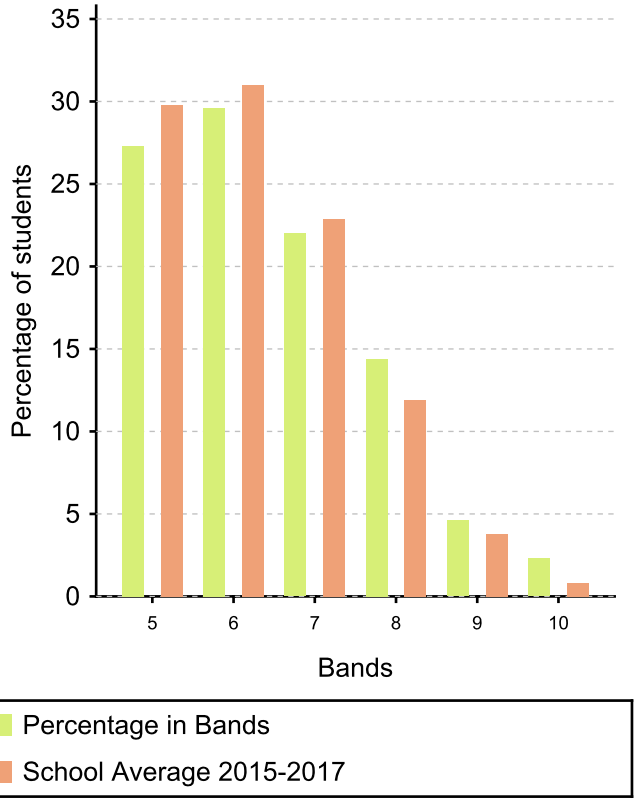
Band	5	6	7	8	9	10
Percentage of students	10.6	33.3	31.1	22.0	2.3	0.8
School avg 2015-2017	11.0	37.4	29.1	18.2	3.4	1.0

Percentage in bands:
Year 9 Spelling



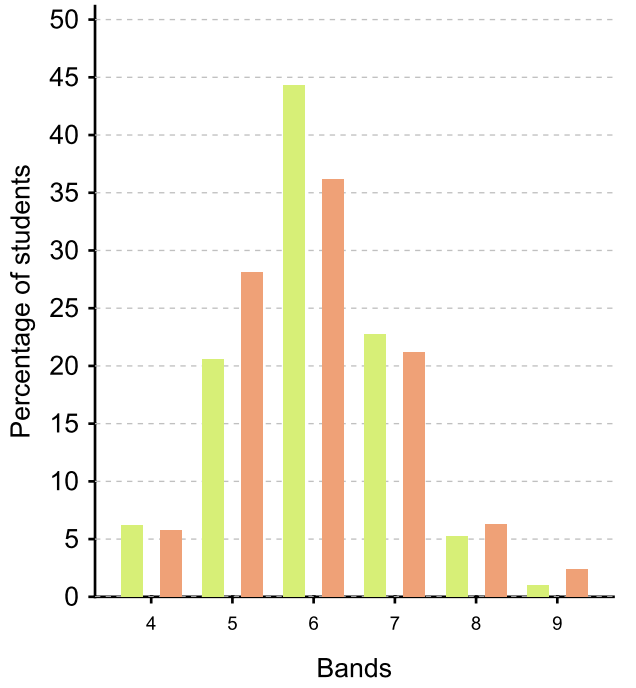
Band	5	6	7	8	9	10
Percentage of students	9.9	19.7	28.0	28.8	12.1	1.5
School avg 2015-2017	13.7	18.8	26.4	27.0	11.4	2.7

Percentage in bands:
Year 9 Writing



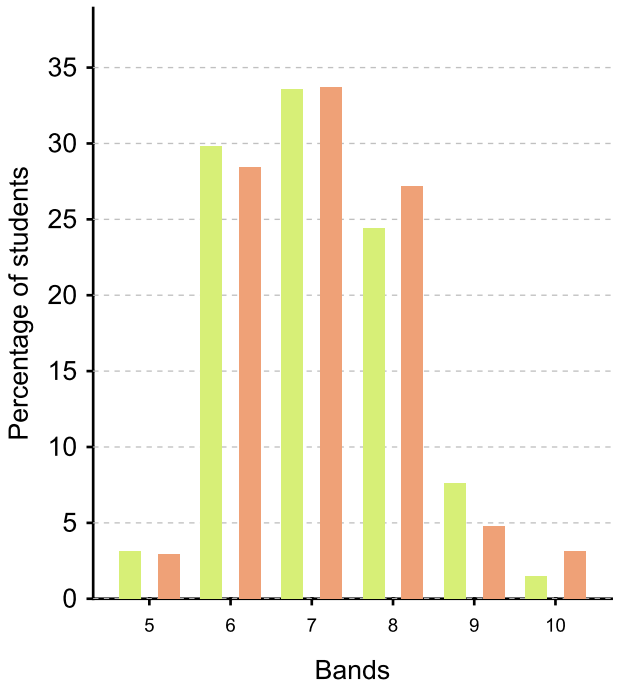
Band	5	6	7	8	9	10
Percentage of students	27.3	29.6	22.0	14.4	4.6	2.3
School avg 2015-2017	29.8	31.0	22.9	11.9	3.8	0.8

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	6.2	20.6	44.3	22.7	5.2	1.0
School avg 2015-2017	5.8	28.1	36.2	21.2	6.3	2.4

Percentage in bands:
Year 9 Numeracy

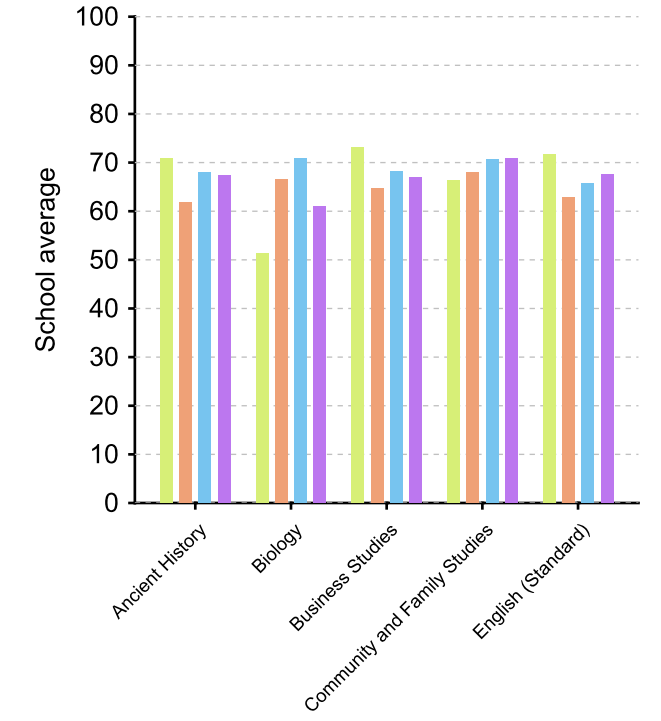


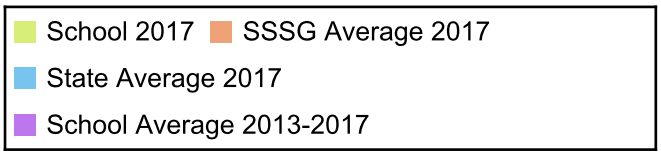
Band	5	6	7	8	9	10
Percentage of students	3.1	29.8	33.6	24.4	7.6	1.5
School avg 2015-2017	2.9	28.4	33.7	27.2	4.8	3.1

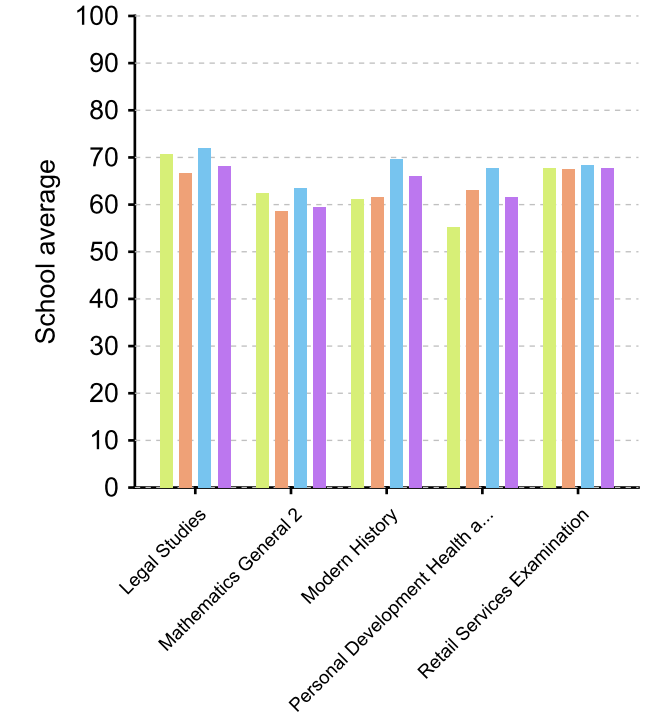
The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

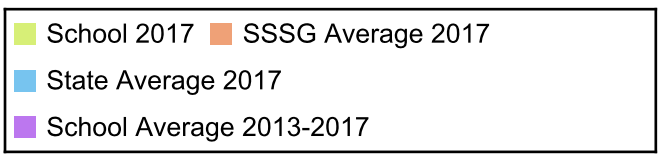
Higher School Certificate (HSC)

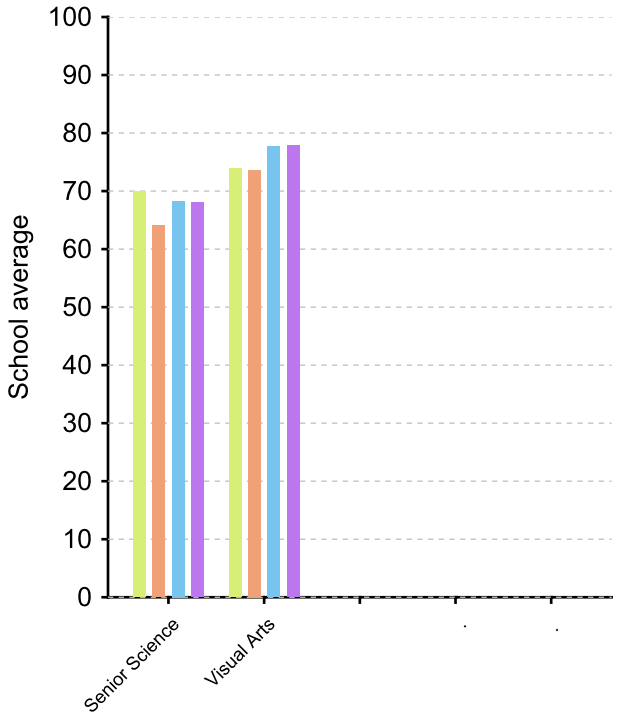
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

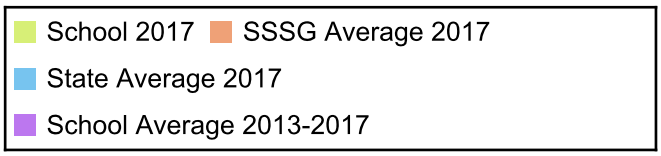












Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	70.9	61.8	68.1	67.4
Biology	51.3	66.4	70.9	61.0
Business Studies	73.2	64.6	68.2	66.9
Community and Family Studies	66.3	67.9	70.7	70.9
English (Standard)	71.7	62.7	65.6	67.5
Legal Studies	70.7	66.6	72.1	68.2
Mathematics General 2	62.4	58.7	63.6	59.4
Modern History	61.1	61.6	69.6	66.1
Personal Development Health and Physical Education	55.2	63.1	67.7	61.6
Retail Services Examination	67.8	67.5	68.4	67.8
Senior Science	69.9	64.1	68.3	68.0
Visual Arts	73.9	73.6	77.7	77.8

Parent/caregiver, student, teacher satisfaction

Throughout 2017 Hoxton Park High School sought feedback from students, teachers and parents to measure how we were meeting the expectations of our stakeholders and to look for new ways to ensure we continue to cater for all needs.

In Term 1 of 2017 a Parent focus group was formed to determine how Hoxton Park High School was meeting parent's expectations. Many different aspects of school life were discussed with very pleasing feedback being heard. A vast majority of parent respondents stated that they were supportive of the teachers at Hoxton Park High School. They described them as dedicated and approachable. "The teachers are a big strength of the school and should be promoted accordingly in future communication efforts." Further, most of the Hoxton Park High School parents feel that they have a good relationship with the school and feel comfortable approaching the school if there is a problem. "We get phone calls if there is a problem. If a teacher thinks it really needs to be talked about they will ring us." "They are definitely on the front foot! The school is pleased with the feedback and look forward to further strengthening the relationship between parents and teachers.

Teachers also participated in the 'Tell Them From Me' survey which covered many areas of their work life including leadership, learning culture, goals and aspirations, communication and technology. Majority of respondents stated that at Hoxton Park High School they feel supported by their leaders, have ample opportunities to pursue their interests and goals through Professional Learning and are part of a staff group that has high morale and collaboration. They also believe that it is because of this that our students are continually receiving engaging lessons which enhance all learning of every student.

Students of Hoxton Park High School also participated in the 'Tell Them From Me' survey which explored all areas of their school life, including emotional, social, cultural, learning environment and styles. Student surveys were anonymous and gave students the opportunity to give authentic feedback about their ideas and experiences at Hoxton Park High School. Results indicated that 75% of students valued school outcomes and feel that there are opportunities offered to many different students – sport, extra–curricular activities, university partnerships and the self–select program. The most overwhelming response was the positive attitude from the students towards the teachers. Most students stated that the teachers at Hoxton Park High School are "nice and friendly" who have positive approaches to teaching and are willing to help students. Many also stated that they have improved overall as a student due to the high expectations of learning enforced by their teachers with a strong focus on explicit feedback, literacy and writing.

Policy requirements

Aboriginal education

In 2017, the Hoxton Park High School Aboriginal Coordinator 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 and would obtain a significant voice within the school community.

Positive partnerships with a number of important organisations and Aboriginal Elders were developed or strengthened including KARI and the AECG. 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.

Hoxton Park High School ensured the Aboriginal Coordinator received the appropriate training and support so that the needs of all ATSI students would be ideally met.

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

- 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 were invited to the school and meaningful and realistic goals were set.

The Aboriginal Community Liaison Officer of the Ultimo region attended some of these meetings enabling a welcoming and warm atmosphere.

- The Personalised Learning Support Program provided funds in 2017 to support junior students in NAPLAN to ensure that they meet the national benchmarks in literacy and numeracy. This was implemented in Semester 1 with the hiring of an extra staff member that monitored the attendance and the academic performance of our Junior ATSI students
- The Aboriginal Student Individual Sponsorship Program for Year 11 and 12 students was continued in 2017. The Aboriginal and Torres Strait Islander students were part of a tutoring program aimed at improving their results in Preliminary and HSC English and Maths.
- 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 2017, attendance records demonstrate an

increasing engagement with activities such as the aforementioned.

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 collaborative, communicative and leadership skills becoming more confident in their approach towards school. The program included on–campus academic and cultural enrichment workshops which helped our students set and achieve educational, career and personal goals.

- We celebrated National Reconciliation Week commemorating 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 assembly about events concerning Reconciliation Week including the history surrounding the significant events, present day matters and the future of reconciliation for Australia.

A whole–school project that included the participation of all 640 students from Year 7 through to Year 12 was planned. The product of this project was a Sea of Hands that was on display in the main hall of the school and consisted of cut–out hands in the colours of the Aboriginal flag with inscriptions of values connected to the First Peoples of Australia as the custodians of this land.

- The Facebook page of HPHS promoted all the accomplishments of our ATSI students throughout the year strengthening the feeling of pride our students felt of their Aboriginality.
- Newsletter items also informed the community in detail about the progress and achievements of all our ATSI students at HPHS.
- Senior students, who are academically motivated, were partnered with junior students providing their insight and modelling academic performance and behaviour. This was beneficial particularly for our Year 7 students.

Multicultural and anti-racism education

Harmony Day was celebrated on Friday 24th March 2017 and was a culmination of a week's long celebration of our diverse characters, cultural backgrounds and talents. The whole week students and staff have shown that everyone does truly belong here at Hoxton Park High School through a wide range of activities and events hosted by the Senior Prefect Team and lead by Ms Campbell. This included cultural dance classes held by the Filipino, Arabic, Pacific Islander and Indian student dance groups, participation in a soccer extravaganza held at the school, short film festival with messages of belonging and harmony between all peoples, unpacked issues of inequality and disharmony in a workshop drama class as well as creating a positive Harmony Day Wall Mural with positive messages contributed by our student body. Harmony Day gave our students an avenue to show their diversity with pride and have the ability to stand together, despite all differences and boldly say 'every one of us belongs'.

The Harmony Day celebrations began with messages of support from local MP Paul Lynch, Mayor of Liverpool Wendy Waller and keynote speaker Samia Halabi. This was followed by the Hoxton Park High School students representing their cultures by welcoming the audience in their cultural language, dressed in national attire and adding their flag to the multicultural wall, with 30 languages in total being represented by our culturally diverse student body. The festivities continued with cultural dance performances stealing the show with student dances from the Polynesian Islands, Vietnam, The Philippines, Chile and India delighting the school community and guests. With the dance performance portion over, the food stalls opened with savoury and sweets donated from students and staff representing all corners of the world including Australian, Indigenous Australian, South–East Asian, Indian, Polynesian, European, South–American and Middle–Eastern stalls. Students were also able to experience different cultural activities at stalls set up, such as the Japanese face painting, Polynesian tribal body and hair temporary tattoos, Arabic belly–dancing and drumming, 'smash a pavlova' and 'vegemite donut eating' competitions, Aboriginal hunting games, a piñata and traditional Indian henna tattooing. Students also serenaded the crowd with cultural songs and choir during the activity stalls.

The whole week was full of engaging activities run by student leaders proudly displaying their cultures and backgrounds. The Hoxton Park High School spirit was in full force for Harmony Week!

Other school programs

2017

Sports Report

There were significant changes and achievements in 2017, which provided an excellent year for sporting success at Hoxton Park High School. There were many events that occurred which included the whole school swimming, athletics and cross–country carnivals, gala days for Year 7 and 8, a variety of knockout sport, sports assembly and changes to the integrated sports program. Students achieved varying levels of success, however, all of them represented the school's values and displayed the Hoxton Honour Code.

The swimming carnival was held at the Michael Wenden Aquatic Centre. Students competed in a variety of events and the carnival had pleasing

attendance. Several students were successful and progressed through to the zone carnival, where they had the opportunity to represent the school. For the first time in many years, the athletics carnival was a whole school event that was not held on the school grounds. Students travelled to Warwick Farm and were fortunate to use Dwyer Oval's facilities. A considerable number of students showcased their athletic abilities and a large team of students progressed to the zone carnival for their respective event.

Cross country was held on the school premises and utilised the vast space within the school grounds. The course provided participants to display their endurance levels and students showed that they had the stamina and determination to set some wonderful times when completing the course. A highlight was having a student represent Hoxton Park High School at the state carnival.

Year 7 and 8 students participated in a variety of different sports in the gala days for 2017. The team spirit and enjoyment was evident from the feedback and participation from the young athletes who attended. These days provide students with a chance to compete with fellow students from various local schools and are always a fantastic day.

Hoxton Park students had varying levels of success in the various knockout tournaments. The school had representative teams in rugby league, basketball, soccer, volleyball and futsal. The most successful team was the under 14 boys Buckley Shield team which competed in the Sydney South–West Grand Final. Unfortunately, in an extremely close game, they were unable to get the victory, but showed fantastic spirit, sportsmanship and were gracious in defeat.

For the first time, students and staff attended the inaugural sports assembly which recognised student achievement in all sporting activities that were conducted in 2017. The students demonstrated how sport plays a vital role in the development of key skills which will assist students both inside and outside the sporting arena.

The Stage 4 integrated sports program was overhauled to provide an increased opportunity for students to participate in a vast array of sports. This was achieved with new equipment that was specifically purchased for variety so that students could participate in sports or activities that they may not have outside of school. The focus was on providing students with new and engaging activities, where they could implement transferrable skills across different contexts.

Overall, significant changes were made to the delivery of sport with an increase in opportunities for students to showcase their athletic abilities across various sporting endeavours.

Community Partnerships

AUSTRALIAN BUSINESS COMMUNITY NETWORK – PROGRAMS

GOALS (AMEX, IAG, Korn Ferry Hay Group)

The focus of GOALS is to help students build their confidence, learn about the importance of setting goals and equipping them with skills to communicate and enter the workforce. Students are matched with a corporate mentor who has shared interests and experiences. They work in groups and individually in sessions that include goal setting, building relationships and confidence, communication, realising your strengths and The Working World. 20 students participated in this program in 2017 and 100% of students stated they believed the program has assisted their learning potential and confidence.

FOCUS (AMEX)

Focus seeks to provide young women with the essential leadership skills needed to engage in a successful, meaningful career. 8 female students from Year 11 worked 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, realising strengths and creating a leadership picture. All 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, resilience and study skills and time management options to support their studies. 7 in–school workshops were held

throughout the year.

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.

72.2% of students in the program in Year 12 attended the Year 12 conference

71.43% of students in the program in Year 11 attended the Year 11 Uni Day

68.42% of students in the program in Year 10 attended the Year 10 Uni Day

95% of students in the program in Year 9 attended the Year 9 Uni Day

UNIVERSITY OF WOLLONGONG LINKS

In 2017 we established a brand new partnership with the University of Wollongong. Due to the opening of their new campus at Liverpool, we are 1 of only 5 schools given this opportunity and it has created a new range of options for our students that has been presented to them by the University through our school.

Year 10 Future Finder Day

30 students travelled to the Liverpool Campus to participate in a program that aimed to raise awareness of tertiary education, inform students of university and vocational study options and pathways as well as explore their education and employment goals. Students enjoyed the day and all stated that they were given new information about the opportunities that are now available for them.

Year 11 HSC Bootcamp Workshop

All Year 11 ATAR students participated in 3 hour this workshop which explored Exam Preparation, student learning styles, note taking, goal setting and decision making. Students were split in 3 groups and paired with mentors who were current university of Wollongong students' mentors to assist them with the process and answer any questions about University life. Students thoroughly enjoyed the day with all stating that they had received new and useful information.

Year 12 Summer Master Class

We had 1 student successfully apply for the Summer Master Class which is a three week intensive course in English held during the summer holidays to provide students with a head start on the HSC in a university environment. The successful completion of this program has provided the student with an Early Admissions Interview and a subject credited towards a UOW degree.

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 are introduced to the program by our HSI teachers and shown an informative clip about the program, 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. Students assisted in Swimming Carnivals, Athletics Carnivals and Cross–Country Carnivals for 2 feeder schools, Hinchinbrook PS and Hoxton Park PS.

Host of Athletics Carnival at HPHS

In 2017 Hoxton Park HS hosted Middleton Grange PS's Athletics Carnival. As we have ample outdoor fields and long jumps pit our school is the perfect location for primary schools to run their Athletics Carnival. This event also provided an opportunity for members of the local community to see our school in action and meet students and staff in an organised, fun event.

Self Select/Scholarships

Self Select is a class which runs in Years 7–10 where students choose to enrol 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. Students are continually in an environment with like–mind learners and are in an environment that fosters their love and enthusiasm of learning.

At Hoxton Park HS we also offer a wide range of scholarships for students starting Year 7 across all areas of our curriculum including English, Maths, Science, Visual Arts, Performing Arts, Technology and Public Speaking. These students are offered a Scholarship package with assists in their success as Hoxton Park High School learners.

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 2016. In 2017 students followed up this program as part of the Hoxton Park HS Debating Challenge. This is a 3 round competition where primary school students from the 3 feeder primary schools debated various topics. The grand final debate and ceremony was held at Hoxton Park HS where staff and parents were invited to celebrate the achievements of the students involved.

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 Hinchinbrook Public 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.

Year 4 and 5 Primary Schools visits at Hoxton Park HS

Students in Year 4 and Year 5 from the 3 feeder primary schools attend Hoxton Park HS for a day and participate in taster lessons of High School curriculum and daily life. Students completed lessons in Hospitality, Woodwork, Metal work, Agriculture and Farm and Creative and Visual Arts delivered by our teachers with the assistance of Hoxton Park HS students. This initiative highlights the different curriculum opportunities to primary school students and staff.

Hoxton Coffee Cart

In 2017 Hoxton Park High School purchased a mobile coffee cart allowing us to transport our coffee machine. We provided coffee to Hoxton Park Public School, Middleton Grange Public School and Hinchinbrook Public School during morning drop off time. Our qualified Hospitality students made and served the coffee to parents and staff.

CREATIVE AND PERFORMING ARTS / LANGUAGES OTHER THAN ENGLISH

Creative Arts

Perspectives Exhibition

On Wednesday 15th November, the Creative & Performing Arts faculty held its annual exhibition ‘Perspectives’ at the Margot Hardy Gallery at Western Sydney University, Bankstown Campus. The exhibition celebrated student achievement in Visual Arts, Photographic and Digital Media, Music and Dance. As part of the exhibition, the opening night featured curated artworks which displayed a variety of mediums including prints, drawings, paintings, ceramics and digital photography. There were live musical performances by our stage 5 Music students Chris Tran and Joshua Savea who performed ‘Canon in D’ by Pachelbel. Stage 6 Music student, Rich Buchanan composed and performed an original emotive piece on keyboard as an accompaniment to a digital media presentation. Our final act featured the Hoxton Dance Ensemble, a collection of students from years 7 to 10 who performed a professionally choreographed hip–hop routine.

Art Express Nomination

In 2017, Grace Jabur’s sculpture artwork “Never ending story” was nominated for Art Express. With over 9,000 students studying Visual Arts for their HSC, Grace’s artwork was identified as possessing a high degree of technical accomplishment and artistic resolution. Her nomination was the culmination of hard work and excellence.

Next:2018 Casula Powerhouse Arts Centre

The Casula Powerhouse Arts Centre is holding its annual exhibition of Visual Arts works from HSC students. The exhibition ‘Next:2018' recognises the achievements and talents of local students from schools in the Liverpool community. We are proud to announce that Taylor Steinbruckner of Year 12 Visual Arts (2017) has been selected to showcase her body of work “Spelling it Out ” as part of this exhibition.

Art Pathways

Year 7 Visual Arts participated in Art Pathways Plus, an educational arts program developed by the Art Gallery of NSW and Casula Powerhouse Arts Centre providing innovative, creative and active learning opportunities for all Year 7 students. Firstly, year 7 students visited the Casula Powerhouse Arts Centre and participated in a day long workshop with contemporary artist Louise Zhang where they engaged directly with artworks and ideas. As part of the program, Year 7 students also visited the Art Gallery of New South Wales where they toured the gallery and engaged in collaborative/interactive artwork displays, attended the ‘Archibald Prize’ exhibition and engaged in a mixed media workshop with a range of artists. Following the excursions, the CAPA faculty hosted a workshop which focused on creating a collaborative artwork in one day. This session was delivered by artists and art educators from the Art Gallery of New South Wales including contemporary artist Mariam Abboud, Nelia Justo, Wes Shaw and Amy Scully.

Art Enrichment

Students from Year 8 were nominated by their Visual Arts teachers to participate in an innovative workshop to extend their creative abilities. The workshops focused on drawing, painting, printmedia, mixed media and photographic and digital manipulations. The students work produced from this workshop was featured in the “Perspectives” exhibition at Western Sydney University.

Visual Arts Teacher Workshops

During 2017, the Visual Arts faculty designed and

delivered a series of 1 hour workshops designed to up–skill the primary teachers of Middleton Grange in the Visual Arts and expand the creative horizons of the primary students as they prepared for their annual arts exhibition. The workshops focused on the creative forms of Digital Media, Printmaking and Drawing for the staff at the primary school. The workshops were a great success and provided a sound foundation for the teachers to expand the creative activities they design for their students.

Performing Arts

Showcase 2017

Our annual Showcase night celebrated its 14th year! The night showcased the student musical talent from all grades across the school. Showcase 2017 raised the standard in both production and performance, highlighting the immensely talented students we have here at Hoxton Park High. There were many outstanding musical performances, and this year there were intermittent Drama sketches proving to be very entertaining! Students from years 7–12 participated in Music showcase. Student involvement included performance, stage setup, stage changes, hosting, running the lighting and sound.

Recital night

We had the pleasure of inviting parents and friends of Year 12 Music to attend an intimate performance of their HSC pieces in the final preparations for their external performance assessment for their HSC. As usual, the students performed their best, highlighting the hard work, achievement and dedication of these talent students.

In concert

A group of enthusiastic students from years 8 to 12 attended ‘In concert’ a dazzling choral and instrumental music showcase featuring Australia’s premier Public Schools Music Ensembles and the Combined Secondary Schools Choir at the beautiful Sydney Town Hall. Students had the opportunity to learn from industry professionals and sing with famous recording artists and musicians, such as the Cat Empire and the Idea of North.

Dance Workshop and Ensemble

A group of dedicated and talented students participated in a series of hip–hop dance workshops with industry professional Jet Valencia. The routine was specifically choreographed to extend the dance skills and abilities of our students. The popularity of the workshops led to the formation of a dance ensemble which continued the development of routines and performances.

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 – 2016 HSC Body of Work.
- Year 10 Photography and Visual Arts Excursion to the Art Gallery of NSW.
- Stage 4, Stage 5 and Stage 6 Music students attended the annual School Spectacular.

JAPANESE (Languages Other Than English)

Kosuge Junior High School Visit

During May, 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, and elective classes of Year 9 and Year 11 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.

Toda Liverpool Sister City Student Exchange Program

In 2017 our school warmly welcomed and hosted students, teachers, and Mr Watanabe, a member from Education Board of Toda (Japan) as part of the Liverpool's initiative to strengthen the relationship between the two Sister cities.

The visiting Japanese students were paired with Hoxton Park High School students from years 8 to 10 and attended regular classes. During a presentation ceremony, students from the Year 10 elective Japanese class presented information about our school and fun facts about Australia in Japanese, and prepared engaging activities that were memorable for everyone. This was a valuable experience for all our participants as international friendships were made and cultural experiences exchanged.

Sushi Workshop

Year 8 and Japanese elective students participated in this workshop with Chef Dekura. In this sushi workshop, students were immersed in Japanese language and culture through making ‘koala rolls’. The students who participated in the workshops made Japanese sweets and sushi rolls. The program of activities introduces students to Japanese cuisine, eating etiquette, and making a variety of sushi.

STUDENT WELLBEING TEAM REPORT

The vision of the Student Wellbeing Team in 2017 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. In 2017, The Student Wellbeing Team was committed to engaging with evidence–based research around promoting student wellbeing through Positive Behaviour for Learning (PBL), including key leaders undergoing DoE training to revamp the Hoxton Honour Code to meet the needs of our 21st Century Learners and the Department's Wellbeing Framework for Schools.

Stage 4

2017 has been a fun–filled and exciting four terms for year 7 and they are congratulated on successfully completing their first year of high school. Students settled well into the Hoxton Park High School community and many proved that they were wonderful students who followed the Hoxton Honour Code.

Students had the opportunity to partake in a number of exciting and engaging activities including the National Day Against Bullying and Violence workshop. Students watched scenarios, discussed important issues about bullying and engaged in hands–on activities. Students learned the importance of speaking up and standing up for what is right. Students also actively involved themselves in Peer Support and in Harmony Day where they learned to embrace their own culture and those of others. A group of year 7 students attended the Year 7 and 8, SRC and Prefect camp, where they were involved in a number of challenging and exciting activities.

During Term 2 students sat their half–yearly exams and NAPLAN examinations, attended the HPHS athletics carnival and attended a number of memorable excursions with different faculties, including the Art Gallery of NSW.

A select group of students were trained to become peer support buddies. These students were selected because of their application and dedication to their schoolwork, their leadership skills and their commitment to the Hoxton Honour Code. Students learned about building positive relationships, leadership, communication and empathy.

Throughout the year, Year 7 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, SRC, Gala Day, the junior debating team and more.

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.

Year 8 made a smooth transition into their first term of 2017. They began their studies with the addition of a new subject; Japanese. This provided an exciting and challenging new experience, which saw students learn a different culture and language.

Year 8 Students were also busy with subject selection for Stage 5 electives. It made students think about how their subject choices may affect their future career paths. They were able to select subjects that reflect both their interests and abilities. Some of the elective subjects offered included: Industrial Technology, Commerce, Information Technology, PAS, Visual Arts, and Agriculture. Special workshops and a Parent Information Night was held to support Year 8 in this decision–making process.

Stage 5

Year 9 and 10 students in 2017 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 it's core.

The process of Subject Selection was a daunting course for Year 10 in 2017, but found support and helpful advice in various career day trips to Western Sydney University where they participated in subject related workshops and talks, taster lessons, as well as a Subject Selection Parent Information Evening held in–school, all to help our students choose the right path for them.

Stage 6

Year 11 claimed their senior role within the school with exceptional mannerisms and carried themselves with diligence while displaying the Hoxton Honour Code at all times. The Senior Prefect Body took the initiative to promote and target key aspects of positive behaviour for learning. The also fundraising committee also worked exceptionally hard throughout terms two, three and four to raise money which will contribute to their graduation costs.

The Year 11 cohort also demonstrated exceptional leadership skills by managing and creating their own senior jackets by meeting up at lunch times, designing and voting on the style of their own senior jacket as a

cohort. In addition we also had a formal committee who chose the venue and key element for their 2018 formal. We look forward to supporting these young men and women throughout their final three terms of high school in 2018.

2017 Year 12 students seeking an ATAR were invited to be apart of a University transition workshop organized by Ms Ly the school's Careers Advisor. Students were able to understand further the requirements and expectations of life as a University student and ask relevant questions about courses, university life and requirements.

Year 12 Advisor

2017 was a joyous, celebratory and conclusive year for our Year 12 students. Their wonderful schooling journeys since kindergarten had come to an end, as they all began a new chapter in their lives. 2017 was the most successful year in relation to our HSC results and our students showed respect in representing and displaying integrity as part of the Hoxton Honour Code.

The 2017 HSC cohort began their journey at the end of Term 3, 2016 when they had concluded their fundraising Preliminary Year, with an astonishing $6900. They undertook the HSC year with diligence, focus, commitment and hard work. The cohort committed to their studies, but also to whole school initiatives to support and assist their peers. The students planned, implemented and created the Jackets, Yearbook and Formal committees, which brought all the wonderful items and events to life. The students continued to commit to the school through the senior prefect Body, as well as their seniors leadership qualities towards younger cohorts.

Overall, the school is extremely proud of their achievements and was evident in the Year 12 Graduation Ceremony, where we had a large number of parents, carers and families attending the celebratory event. We wish them the best in their future endeavours and hope they find success in all they do.

School Chaplain

The School Chaplain was 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 2017 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.
- Engaging with the school's scripture program.
- Self Expression through Art – specifically designed for students who have difficulty expressing themselves verbally and emotionally. The program was a success with students gaining various tools to assist them in expressing themselves safely and healthily.
- Girl Talk – a program for girls in years 8 and 9 to work together to build self–confidence, self–esteem and body image. All students involved benefitted from the program and developed their self–confidence through a range of group activities.
- STAR Program for Boys – combined discussion work, the Rock and Water program and tasks to benefit the aesthetics of the school to build positive relationships, self–confidence and resilience. Students involved in this program were encouraged to set high expectations for themselves and many succeeded.
- Participating in the Youth Week Sports Festival PCYC, Liverpool Council and youth workers. Students were invited to attend this event at school to try out rugby, soccer and yoga. The Festival was a success, with many students wanting to repeat the event again in 2018.

Girls' Coordinator

In 2017, The Female Prefect body met to brainstorm and discuss the future directions for programs and initiatives for girls in our school. It was identified that our junior girls in Years 7, 8 and 9 needed to be further supported. These initial meeting also allowed our senior Female Prefects to further build on their leadership skills.

During the year the interaction of junior girls was monitored through observations and Sentral entries. A number of girls were identified that could benefit from working in small groups with the Chaplain. These groups met regularly and discussed relevant issues and coping strategies to stay positive and maintain a healthy wellbeing.

Our senior girls participated in the celebration of the International Women's Day and spoke of the importance of this day both historically and for the future. The Girl Captain and Vice–Captain also attended the breakfast with the ladies from the Rotary Club representing the girls of Hoxton Park High School.

In 2018 we look forward to continuing to support, encourage and inspire our girls to be good citizens and leaders.

Peer Support

Each year, Year 10 students are given the opportunity to apply to become Peer Support leaders. This year we have 27 leaders who have been selected by their

teachers based on their merit, positive school ethos and leadership qualities. Throughout the Peer Support program leaders were required to work closely with year 7 students, helping them transition into high school, mentoring them and providing them with support when needed.

Students took part in an intensive 2–day leadership training program where they learned about key skills in resilience, assertiveness, decision–making, problem solving, conflict resolution and leadership. Students thoroughly enjoyed the training which involved scenario based role plays, hands–on activities and numerous discussions.

Students were also involved in helping out during both Transition Day and Orientation Day where they guided and mentored the new year 7 cohort.

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.

The School Representative Council has been working diligently and collaboratively with other leaders and committees within our school to create a positive profile throughout 2017. As part of the leadership body, we have focused on a number of events to raise social awareness and cooperation within our school and in the wider community.

Some of the highlights of this year are as follows:

- The Stewart House fundraiser in support of protecting the rights of all children.
- SRC Recycling program, promoting environmental awareness.
- The Harmony Day Competition, where students were required to create a song or poster. This competition went hand in hand with our Harmony Day which was a huge success.
- The Anti–Aerosol Campaign, which challenged the SRC to create a slogan to raise awareness of our policies to maintain a safe school environment for everyone.
- The Recognition Assembly as caterers and ushers.

2017 has been a rewarding year for the SRC at Hoxton Park High School. We look forward to supporting our fellow students and the local community in the future.

Student Prefect Body

In 2017 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 2017. 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.

In Term 3, we farewelled our Year 12 Prefects and wished them the best of luck in their future endeavours. Although it was an emotional ceremony that celebrated the achievements of our Year 12 Prefects, we had the honour of inducting 22 new Prefects for 2017. The 2017 School Captains, Jet Taunton and Sofie Calos, gave their final address to the Prefect body and offered words of advice for the new Prefects. The new School Captains, Christopher Verma and Grace Jabur gave an inspiring speech, thanking the Year 12 Prefects for their hard work and setting a vision for the year that was to come for the newly elected Prefect body. Parents watched proudly as their children received their badges and signed the Prefect Constitution. We are excited for

Hoxton Park High School Prefect body.

The Prefects led a range of different fundraising activities throughout the year including the Madiba Project. They spent their lunch times collecting educational supplies to send to students in less privileged areas in Sierra Leone. They promoted the initiative, led the drive and spent all of their free time boxing up the many donations that they collected.

Positive Behaviour for Learning was a primary wellbeing initiative at Hoxton Park High School in 2017. The Prefects spent their lunch times working to target 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 students in Year 12 who shadowed the Director of Liverpool and Fairfield. Both students felt it was a great privilege to see what Ms Cathy Brennan and Mr Nick Magriplis undertake on a daily basis and how they show concern and kindness to all schools. It was an excellent opportunity to be part of this experience as it raised awareness of special needs schools and refugee classes that cater to all children, no matter what circumstances a child may be in. Our students' learnt many valuable lessons and were extremely excited to bring back and share their new learnings.

Other Student Wellbeing Initiatives in 2017

High Resolves Program– Global Citizenship workshop

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 High Resolves program. Collective Identity evaluations with Year 7 showed:

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 showed:

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

Vocational Education and Training (VET) program

In 2017 the school went through three year cycle of VET Audit undertaken by a team from the DoE Ultimo Region. The Audit Team interviewed staff, students, observed lessons and inspected our learning spaces, facilities and teaching resources. The outcome of this audit was excellent with commendation in areas of VET course delivery, build strong employability skills of our students, recognition of our school farm, hospitality kitchen, construction and metal and engineering workshops playing a significant part in our students VET learning program.

Industry/Business Partnerships

We have strong partnerships with various industries and businesses that offer significant support providing access for students to work placement and work experience in addition to mentoring our students. These partnerships have resulted in many of our students being offered apprenticeships and traineeships as a post school career pathway. Furthermore, as part of our industry and business partnerships, we annually host a business luncheon to review and share ideas for continuous improvement. This results in improved support for our student's work experiences leading to the expansion of business mentoring and community partnerships. The Annual Business Luncheon also provides a platform for Hospitality students to showcase and develop their skills in an authentic industry setting.

Authentic Learning Experiences

The VET pathway has grown over the last three years. We offer seven VET courses in Stage 6 and three VET courses in Stage 5.

Stage 6 includes, Hospitality– Food and Beverage, Construction, Metal and Engineering, Retail Services, Primary Industries, Information and Digital Technology

and Sport Coaching.

The Stage 5 VET courses offered are Manufacturing, Hospitality– Food and Beverage and Agri Food Operations. VET pathways offer a broad range of choices for students to pursue their career interests from an early stage of high school. Along with their training the school offers industry standard training experiences in Café Hoxton, the Class Chef program, Barista training, Farm business operations, agricultural shows.

In 2017, we created the Café Hoxton Coffee Cart and Retail Stationary Shop. The Café Hoxton Coffee Cart is a mobile café that is able to complete service periods externally from the school grounds. The coffee cart served espresso coffee to multiple primary schools throughout 2017. The Stationary Shop is an internal retail outlet that allows Retail Services students to gain experience in stock control, merchandising, sales and marketing. These enterprises provide unique opportunities for students to acquire transferable knowledge and skills that will complement their chosen career paths and/or further training and employment.

Debating

2017 was a successful year for our Years 7 to 12 debating teams, as it was an exciting adventure for our students. We not only competed in the Premier's Debating Challenge throughout South–West Sydney again in 2017, but also had the largest number of enrolled students and teams at Hoxton Park High School. We had six teams, two from each stage, which comprised of over 30 students, which is the largest number of enrolments over the past decade. We saw our senior debaters continue on their journey of public speaking, but also the most exciting aspect as the support and assistance provided by our Stage 5 students towards our junior Stage 4 students. Our debating teams consisted of many talented young men and women, who have become accustomed to public speaks and grown throughout this journey.

Our Stage 6 team consisted of: Sylvia El–Chammas, Jason Vo, Sladjana Kuridza, Lachlan Lay, Thea Hayday–King, Andyson Venkong, Aram Wandy, Dina Zadeh and Gabrielle Ligon Ma.

Our Stage 5 debaters were: Natalee Al–Salihi, Gisell Pereira Da Silva, Yasemin Onur, Soran Yaseen, Jack Jarvis, Ethan Da Silva, Murat Dervis, Ching Chi Yang, Thomas Mitchell, Mikayla Cutri and Isabella Mantakul.

Our Stage 4 students teams consisted of: Layla Harb, Joshua Jabur, Wybeen Sourn, Mark Jnr Litonjua, Joshua Karauwan, John Kivarkis, Patrick Morey, Jeremy Pye and Jade Faleafaga.

These students represented there school with pride, as they spoke passionately about their views on the topics set for debating, our school is proud of such dedicated young men and women.

Additionally, our experienced and successful Year 9 team tackled a new challenge in 2017 as they participated in the Cowpasture Primary Schools Debating Program, as the experts who assisted our local primary student network. The Year 9 team led an interactive session on 'Manner' followed by practical assistance during their preparations of their first debate and provided constructive feedback to assist with their debating journey. It was an enjoyable day for all, and we look forward to strengthening our relationships with our local primary schools in debating.

Furthermore the same Year 9 team also ran the 'Hoxton Park High School's Primary School Debating Competition'. They hosted and supported our local primary schools; Middleton Grange Public, Hinchinbrook Public School & Hoxton Park Public School, helping the Years 5 and 6 students set up and prepare for their debates.

Overall, it has been a successful year, and we are extremely proud of the hard work and commitment each and every student has shown throughout the year. Debating has given our students the ability to carefully consider and construct arguments about current issues in our society. It has been a pleasure to be working with our students in their discussion and evaluation of these worldly issues. We commend the efforts of all our team members across Years 7–12 and look forward to continuing our debating program in 2018.

Careers

In 2017, Careers successfully coordinated the following initiatives to support and guide students in their desired post–school transition opportunities. All of these were in collaboration with a number of students, staff, parents/carers and community members:

- School–based Apprenticeships/Traineeships (SBAT) had 6 students successfully complete their Certificate II in Automotive (light vehicle), Retail and Jewellery Manufacturing. This has been a great opportunity for our students to attain a nationally recognised qualification in Vocational Education and Training (VET) while completing their Higher School Certificate (HSC). In 2017, 100% of the students have been offered a full–time or part–time position in their desired fields. SBAT courses will continue to be readily available for our Year 10 and 11 students who choose to simultaneously complete their HSC and qualification.
- TAFE delivered Vocational Education and Training (TVET) courses are heavily regarded at Hoxton Park High School. Our extensive application process ensures our students are best prepared for their journey through an adult learning environment and has provided our students' another opportunity to build their career pathway. We have had 100% of our students successfully graduate from Certificate II in Child Studies, Automotive and Beauty Services and another 11 students commencing and/or continuing their courses. We will be continuing to

offer further guidance and support to ensure our students are completing their TVET courses to a high standard and be best prepared in their post–transition plans.

- Year 10 Work Experience: Year 10 students are provided the opportunity to initiate work experience with a local employer or organisation. A significant number of our students were able to complete a one–week work experience in their desired industry. This included Physiotherapy, Retail, Automotive, Engineering, Accounting and IT. These opportunities enabled our students to be able to further develop their enterprise skills and network with local employers to ensure they were best prepared for their post–school transition. Both the employers and students provided outstanding feedback on their experiences and we hope to have this initiative grow in 2018.
- Partnerships with organisations: In 2017, there were a number of new partnerships that were formed and maintained to assist students in their career pathways. Our newest collaborations with Minerva College, Wetherill Park Physiotherapy, My Gateway, ApprenticesRUS, TAFE NSW and Lebanese Muslim Association (LMA) have provided our students with fully funded pre–apprenticeship courses and workshops to further prepare our students for the workforce. We had over 30 students participate in these programs and successfully had 5 students receive full–time apprenticeships. As a token of our appreciation, we invite these partners to a luncheon organised by our Hospitality students and Hospitality teacher, Ms Fonseca. In 2018, we will be continuing to expand our connections with local organisations to provide greater access to alternative pathways.
- Partnerships with universities are continuing to develop and maintain our ties with major universities such as Western Sydney University and University of Wollongong. Our Year 10–12 students were able to participate in a variety of workshops and on–campus excursions that provided valuable information on tertiary education. We were able to utilise these opportunities to assist our students in gaining early university offers and scholarships. A total of 41 students have been accepted in their desired courses with 4 of those students receiving scholarships and prestige leadership opportunities. Additionally, University of NSW will be partnering with us in supporting our Year 7–10 students in pursuing their dream occupations.
- Transition to Work Program: In 2017, we were able to form a strong partnership with two Transition to Work organisations, Workskil and YourTown Youth Employment Program. Both programs have played a positive role in providing our students with alternative pathways to their education and training. We have been able to enrol 7 students into either program with 2 students becoming successful in obtaining full–time employment in Hospitality and the other students have continued to build on their enterprise skills by engaging in active job seeking, White Card, Responsible Service Alcohol (RSA) Training, pre–apprenticeship courses and work experience opportunities.

In 2018, we have many plans to continue to support and motivate students in further developing their enterprise skills and best prepare all students in the rapid changes to the workforce. The primary focus will be on implementing our new partnership with University of NSW, Entrepreneurial Workshops with Young Change Agents and engaging Career based excursions with Year 7–8 Self–Select students.