

Hoxton Park High School

Annual Report



2018



8485

Introduction

The Annual Report for **2018** is provided to the community of Hoxton Park High as an account of the school's operations and achievements throughout the year.

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

Leny Wallace

Principal

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School background

School vision statement

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.

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

HIGH EXPECTATIONS FOR LEADERS

Purpose

Leaders who are strong, strategic, effective and committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Overall summary of progress

Our executive team have successfully initiated the first phase of their Action Learning Projects (ALPs), utilising evidence-based practices to improve student learning outcomes and engagement. The first year of the ALPs focused on trialling processes and practices to develop a series of teaching strategies and focuses to be implemented in 2019 across targeted year groups. This was underpinned by the leadership training the executive team undertook in 2017, with the skills developed through the training utilised to lead the implementation of the ALPs within their faculty's and teams.

The executive team also finalised and implemented the Executive Code, utilising the communication and meeting protocols in their interactions with one another and during the executive meetings throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Executives will be able to define and encapsulate both the professional and personal values of the Hoxton Park Executive team.		The survey of the Executive Code has shown that it has been effectively implemented during executive meetings.
Executives leading the use of evidence based practices to inform teaching and learning.	Each KLA was provided with \$2000 for the year to support TPL required as part of the ALP process.	Executives have evaluated their ALPs for 2018 and will be developing the 2019 plan during SDD 4. Through feedback to the HT Professional Practice, all projects have been able to develop clear processes and practice aimed at extending students and engaging them within the different KLA content.
The executive team review and refine the Positive Behaviour for Learning (PBL) to develop a consistent and clear model within their faculty and wider community.		The Executive team collaboratively developed the policies for the relaunch of PBL, focusing on the development of a common language for expectations across the school, to be implemented in 2019.
Executives leading and staff confident in high level school / faculty administrative processes to support school compliance.	\$5000 was provided to all KLAs to support the implementation of compliance processes within their faculties.	Executives evaluated the compliance processes within their faculty, through a mock audit in term 3. From this, they have identified areas for improvement and have developed a plan to address these for 2019.

Next Steps

The process used to develop the Executive Code will be utilised to establish a school wide Staff Code, aimed at building a shared vision and culture across the school.

The ALPs will enter their second year, with a focus on the collection of evidence to evaluate the impact the projects are having on student learning and achievement, over a 12 month period.

Strategic Direction 2

HIGH EXPECTATIONS FOR STAFF

Purpose

Teachers with high levels of professionalism and commitment who work individually and collaboratively in evaluating the effectiveness of their teaching practices to create a high performing , dynamic, evidence based learning environment.

Overall summary of progress

Staff have engaged in the development and implementation of the ALPs throughout 2018. This has included collecting and evaluating student data, developing programs and resources and undertaking professional learning with their faculty during School Development Days and Twilight sessions, to further research and develop strategies and processes to refine and enhance their faculty ALPs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff confident in using evidence based practices to inform and reflect upon their teaching and student learning.	Each KLA was provided with \$2000 for the year to support TPL required as part of the ALP process.	Staff have actively contributed to faculty ALPs throughout the year, changing their practice as a result of the data collected from the ALPs implementation.
Staff design and implement their faculty vision, identity and code of ethics.		Staff are working with their faculty to develop a 'Staff Code', during SDD 1 in 2019. This planning will draw on the feedback provided by the end of year executive code survey.
Staff implement and model a consistent approach to PBL across the whole school environments.		Staff modelled refined PBL practices through the launch of the new Mobile Phone Policy, updated to better reflect the shared language of PBL, which will be fully implemented across the school in 2019.
Staff consolidate literacy and numeracy platform around critical and creative intelligences for Stage 4 students.		Both Numeracy and Literacy Projects have demonstrated an increase in student abilities over time. This data is being used to refine the processes for next year – including the development of extension booklets for the academically stronger students and modelled responses to help reinforce ideas when they are revisited throughout the year.
Staff usage of evidence based practices will see an increase in students achieving the top 2 bands in Literacy and Numeracy in NAPLAN.		The implementation of the Hoxton Hub in Stage 4 and 5, Literacy and Numeracy classes in Stage 4 and the implementation of ALPs across the school has led to a strong growth in student scores from year 7 to year 9 NAPLAN results for 2018. This is indicated through a value added score of 47.73, which is 7 points above the average state growth.

Next Steps

For 2019, staff will continue to work in KLA and and whole school teams to ensure their classrooms are dynamic learning environments. They will also contribute to the development of a whole school set of expectations for professionalism and commitment to education, through the development of the Staff Code.

Strategic Direction 3

HIGH EXPECTATIONS FOR STUDENTS

Purpose

Students who are high performing, independent and reflective learners who successfully transition to future learning and employment, with the skills to make informed contributions as citizens and leaders.

Overall summary of progress

Students were given a variety of opportunities aimed at enhancing their understanding of and ability to develop, leadership and workplace skills. Students worked with external agencies, such as 'Salesforce' and "\$20 Boss" to develop business pitches, marketing strategies and higher order leadership skills. Partnerships with universities such as Western Sydney University continued to provide mentoring opportunities to students, while new partnerships, such as UTS' "Engineers without Borders" gave our students opportunities to enhance their critical and creative thinking and problem solving skills through STEM activities. Students also undertook new leadership pathways within the school, undertaking a refined application and interview process for positions within the student leadership team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Higher student participation in whole school initiatives and understanding to the skills needed to transition from school to work.		Feedback from the enterprise projects trialled this year indicate that the \$20 Boss project has delivered positive results for the students, so will be continued in 2019, along with 'Generation Entrepreneur'. Both projects are to be expanded to allow for more students in stage 5 to participate in the initiatives. The Leadership booklets and Prefect Package also yielded positive results and will be again implemented in 2019.
Student self-efficacy will improve motivation, learning and achievement which is crucial to student success.		Evaluation of the STEM data collected over the year indicates that students are now achieving at or above their particular stage level for the outcomes assessed on the Critical and Creative skills continuum. These outcomes specifically tracked student's ability to self monitor, reflect on learning, work in teams and strategically plan for their learning. The STEM team is growing for 2019 to now include 2 new staff members, allowing for greater opportunities to embed STEM principles into other KLAS across the school.
A reduction in negative referrals and incidences.		Increased usage of PBL, combined with and increase of intervention programs and activities saw greater student engagement across the board.

Next Steps

The programs trialled in 2018 will continue in 2019, with the focus now on making these leadership and enterprise opportunities a part of the whole school system for all students. 2019 will also see a relaunch of the PBL framework, with a focus on all students utilising the values and ethics of the Hoxton Honour Code as the basis to good citizenship.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$31,451	<p>Through our partnership with Pathways to Dreaming, students participated in many cultural enriching workshops and learnt about language, medicinal purposes of the land, dance, jewellery making and the art of boomerang throwing. Mentors also visited the school on a monthly basis and two major projects were completed throughout the year, a personalised HPHS NRL ball and an excursion to a significant Aboriginal landmark in the Blue Mountains.</p> <p>Our partnership with AIME allowed students the opportunity to experience theatrical education. Through this they explored filmmaking and photography, goal setting, coping strategies such as assertiveness, resilience and maintaining a positive focus. This partnership contributed towards the students at HPHS accepting their own identity as well as identifying with other students and community members both within the school and the wider community. The fortnightly visits from our tutor squad aimed at increased class engagement and assessment completion of our stage 4 students. Two to three mentors assisted students with their assessments and guided them with online mathematics programs to increase their Numeracy skills.</p> <p>NRL School to Work mentors worked closely with our stage 6 students preparing them for their transition to post-school pathways. The highlight being their attendance to the Youth Leadership Summit which occurs in year 11 and sets their mindset and determination</p> <p>Working with the year 6 transition officer was a great experience and ensured that both students and parents were familiar with the Aboriginal coordinator within the school. The Kari transition backpacks ensured that families felt welcomed and supported.</p>
English language proficiency	\$31,451	<ul style="list-style-type: none"> • All Stage 4 students completed the Lexile Lit-Pro test each term to identify their growth in reading comprehension skills and achievement of the grade benchmark. • NAPLAN analysis and lexile scores were used to create student target goals to monitor students' achievement of grade benchmarks for Year 7 and 8. • Teaching strategies, lesson plans and resources were evaluated and amended through the ongoing fortnightly HH faculty meetings. • Successful development of teaching program and lesson resources for Stage 4 and 5 – Writing, which was informed by the findings from the RAP Data and Faculty analyses. • Learning and Support staff were allocated as specific stage coordinators for the continuous evaluation and development of

English language proficiency	\$31,451	<p>the teaching programs and resources for 2019.</p> <ul style="list-style-type: none"> • Modes of support for 2019 for all KLAs to include the explicit implementation of the HH reading and writing strategies through a team-teaching capacity.
Low level adjustment for disability	\$167,870.01	<ul style="list-style-type: none"> • Funding was utilised to provide in-class support and withdrawal support programs for identified students needing additional support. Support was regularly evaluated and adjusted through the PLASP meetings with parents and students.
Socio-economic background	\$381,220	<ul style="list-style-type: none"> • Funding was utilised to establish 4 additional Head Teacher positions which have provided extra support to whole school projects including finance, professional learning and Student Wellbeing. As a result of this, new student leadership processes have been implemented, all faculties have undertaken projects to enhance student learning and engagement and the PBL framework has been relaunched. Community engagement projects have also led to student enrolments in year 7 reaching a 6 year high for 2019. • Continued participation in the Star Hub network has provided additional professional learning opportunities for a range of staff, as well as additional support for school initiatives provided by business partnerships developed through the program. • The STEM course in 7 – 10 has been evaluated, with student data from the 7, 9 & 10 assessments demonstrating that 90% of students achieved at or above their stage level when assessed against the General Capability Continuums.. • Chromebook usage has increased student engagement across the school with all faculties now purchasing a set of laptops/iPads or Chromebooks to better facilitate student learning in the classroom.
Support for beginning teachers	\$61, 842	<p>All Beginning and Early Career Teachers undertaking the Accreditation Folio for Proficient participated in a new model of support for 2018, comprising of fortnightly mentoring sessions with the Head Teacher Professional Practice throughout the year. Survey data from the staff participating in the mentoring program indicated that they prefer the new mentor model implemented for the year, as it allowed for more personalised support to be delivered. The Beginning Teacher funding for 2019 will be utilised to implement a similar model.</p>
Targeted student support for refugees and new arrivals	\$21,110 which included funding for the Refugee Coordinator position, supporting programs and resources for students.	<p>New enrolment processes introduced by the Refugee Coordinator has ensured that all the correct data is collected and the family is familiar with the support structures and personnel available.</p> <p>Underpinned by the STARS framework of Safety, Trust, Attachment, Responsibility, and Skills, a variety of welfare initiatives were put</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>\$21,110 which included funding for the Refugee Coordinator position, supporting programs and resources for students.</p>	<p>in place to support the needs of the Refugee students Including:</p> <ul style="list-style-type: none"> • Unity roll call has helped facilitate the administrative and orientation support provided by the Refugee Coordinator. Each morning the coordinator is able to communicate whole-school information and ensure that students are well informed of the processes and procedures required. • Culture Club has provided a regular meeting time that has been used to deliver classwork/homework/assessment support as well as addressing the Welfare support provided to the students. • STaRTTS delivered an intensive swimming program to all our refugee students that provided them with essential swimming skills and an enjoyable environment for them to relax and make new friends. • The Book project was a very successful project. The students were able to discuss their journey in a SAFE and creative space. The final product will be shared with the students and the wider community. • Students were teamed up with mentors from the Migrant Resource Center to assist them with pathway options. The mentors report back to the Coordinator week 3 each term. • STaRTTs presented to all staff about the journey that refugee students experience and the trauma that may be associated with this process. Collaboration with The Refugee Student Counselling Support Team (RSCST) was essential in ensuring that refugee students can also access Counselling support. • Scholarship applications provided students with the financial ability to ensure they reach their best educational outcome.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	345	359	368	383
Girls	280	273	267	291

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.8	92.1	92.9	90.9
8	91.9	90	91.4	88.9
9	89.5	89.8	89.9	90.4
10	86	83.4	87.1	87.2
11	87	89.9	86.5	86.9
12	88.4	90.1	88	84.7
All Years	89.2	89.2	89.4	88.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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	0	1	2.3
Employment	2.6	6.5	23.5
TAFE entry	0	2.1	11.7
University Entry	0	0	41.1
Other	2.6	2.1	3.5
Unknown	0	0	14.1

Year 12 students undertaking vocational or trade training

41.1% of students who gained a Higher School Certificate in 2018 also completed a vocational education course.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students in Year 12 gained a Higher School Certificate or equivalent.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	36.8
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	9.88
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	42

Professional learning and teacher accreditation

In 2018 Professional Learning again played a key focus in the strategic planning of the school. RAM funding was utilised to continue the position of Head Teacher Professional Practice, who oversaw the professional learning needs of the school, as well as oversaw the accreditation process for those staff attaining Accreditation at Proficient.

The central focus for professional learning in 2018 were the Action Learning Projects (ALPs) undertaken by all

Key Learning Areas (KLAs) and whole school teams. Funding was provided to all KLAs to support the projects, as well as time during School Development Days. The projects developed drew on evidence-based practices aimed at improving student results and engagement. Projects varied across all faculties, however, common themes include best practice for feedback in assessments, explicit teaching for literacy, best practice to extend student capabilities when undertaking more complex and abstract learning, the development of critical and creative thinking skills and how to move students from surface to deep learning. All Head Teachers and Project leaders met regularly with the Head Teacher Professional Practice to discuss the progression of the projects, evaluate project data and plan for the professional learning needs of staff to best undertake the projects. In 2019, the Projects will continue, with a strong focus on the collection and evaluation of data to evaluate the effectiveness of the strategies and processes developed in 2018.

2018 also saw an increase in funding allocated to those permanent and full time temporary staff members needing to undertake Accreditation at the Proficient level. This increase in funding led to a new support model that supplemented the reduction of timetabled allocation of those teachers undertaking the Accreditation process. Once a fortnight, staff undertaking the folio process to attain Accreditation at Proficient would meet with the Head Teacher Professional Practice to discuss the progress of their folio, as well as identified targets and goals shaped by their classroom experiences, such as classroom management strategies, Departmental policy and teaching strategies for different student learning needs and abilities. These meetings proved successful, based on the end of year evaluation survey results and have continued in 2019 for new staff needing to complete the Accreditation process.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	766,163
Revenue	8,511,531
Appropriation	8,275,143
Sale of Goods and Services	35,350
Grants and Contributions	176,381
Gain and Loss	0
Other Revenue	19,675
Investment Income	4,982
Expenses	-8,111,574
Recurrent Expenses	-8,111,574
Employee Related	-7,215,237
Operating Expenses	-896,337
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	399,957
Balance Carried Forward	1,166,120

The school's finance committee, consisting of the Principal, Deputy Principals, Head Teacher Business Administration and SAM, meet once a term to manage and oversee the school's finances.

Funding initiatives include:

- The additional Head Teacher positions have provided extra support to whole school projects including finance, professional learning and Student Wellbeing. As a result of this, new student leadership processes have been implemented, all faculties have undertaken projects to enhance student learning and engagement and the PBL framework has been relaunched. Community engagement projects have also led to student enrolments in year 7 reaching a 6 year high for 2019.
- Continued participation in the Star Hub network is planned for 2019.
- The STEM course in 7 – 10 has been evaluated, with student data from the 7, 9 & 10 assessments demonstrating that 90% of students achieved at or above their stage level when assessed against the General Capability Continuums.

- Chromebook usage has increased student engagement across the school with all faculties now purchasing a set of laptops/iPads or Chromebooks to better facilitate student learning in the classroom.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,540,058
Base Per Capita	122,867
Base Location	0
Other Base	6,417,191
Equity Total	1,250,409
Equity Aboriginal	16,496
Equity Socio economic	683,768
Equity Language	239,677
Equity Disability	310,467
Targeted Total	27,224
Other Total	203,192
Grand Total	8,020,882

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

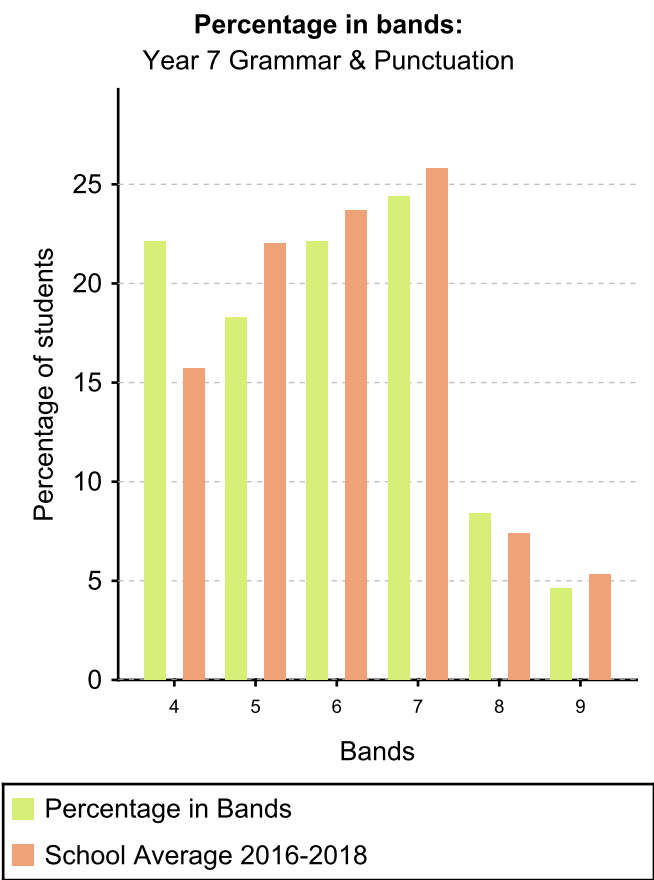
NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

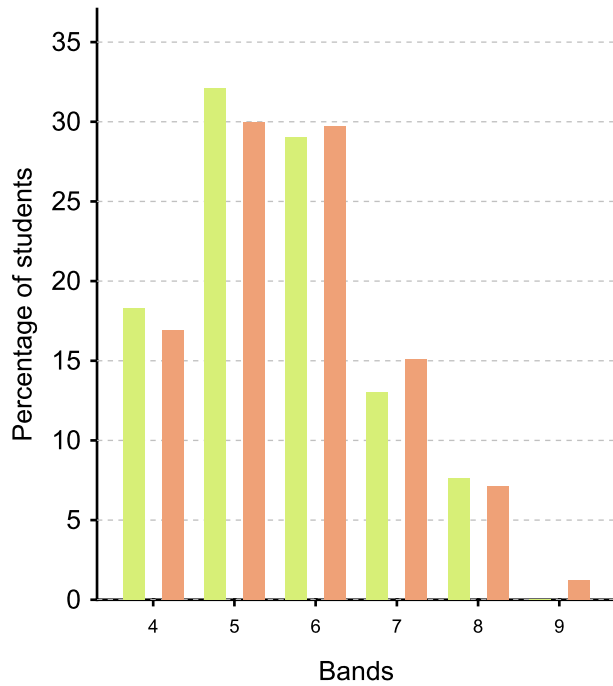
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Overall student results have improved in in both the lower and middle range compared to previous years. Our targeted Literacy programs are clearly 'adding value' to student results.



Band	4	5	6	7	8	9
Percentage of students	22.1	18.3	22.1	24.4	8.4	4.6
School avg 2016-2018	15.7	22	23.7	25.8	7.4	5.3

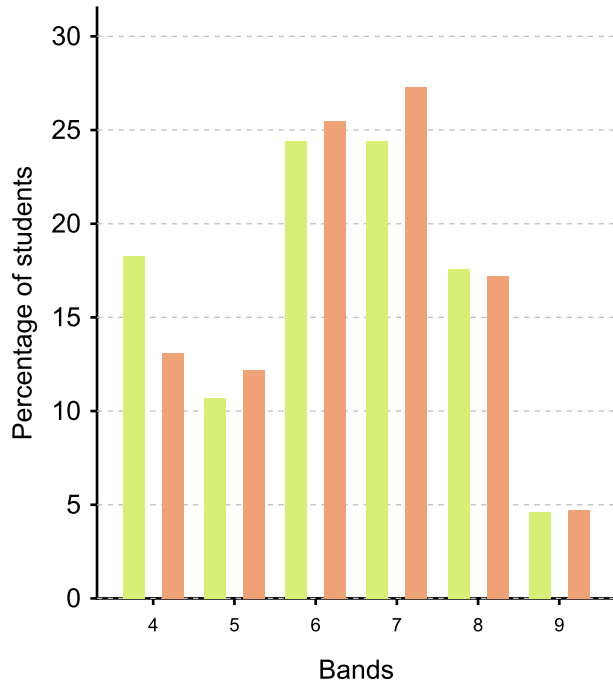
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	18.3	32.1	29.0	13.0	7.6	0.0
School avg 2016-2018	16.9	30	29.7	15.1	7.1	1.2

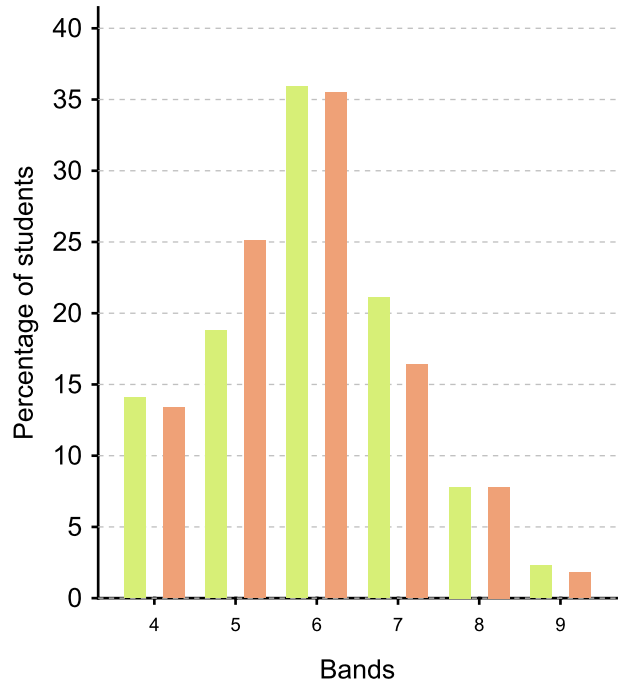
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	18.3	10.7	24.4	24.4	17.6	4.6
School avg 2016-2018	13.1	12.2	25.5	27.3	17.2	4.7

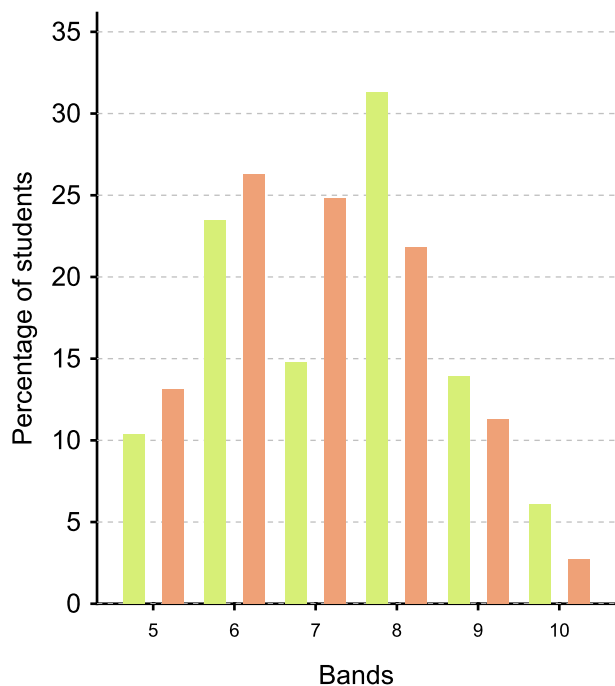
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	14.1	18.8	35.9	21.1	7.8	2.3
School avg 2016-2018	13.4	25.1	35.5	16.4	7.8	1.8

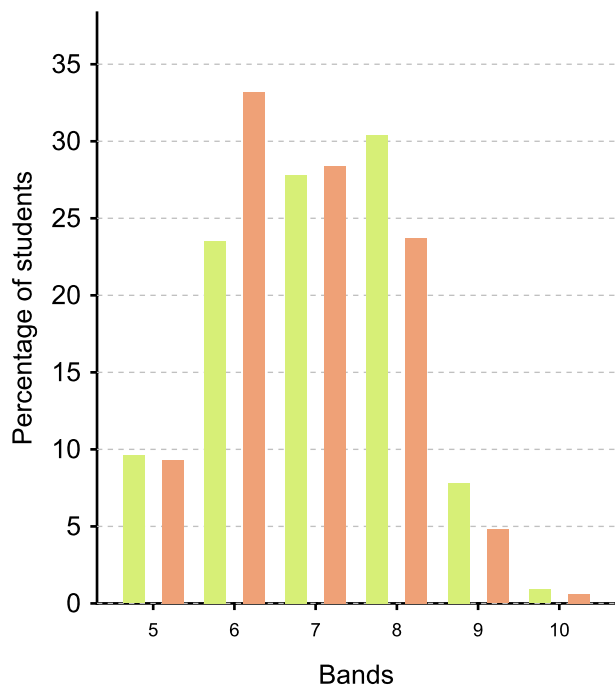
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	10.4	23.5	14.8	31.3	13.9	6.1
School avg 2016-2018	13.1	26.3	24.8	21.8	11.3	2.7

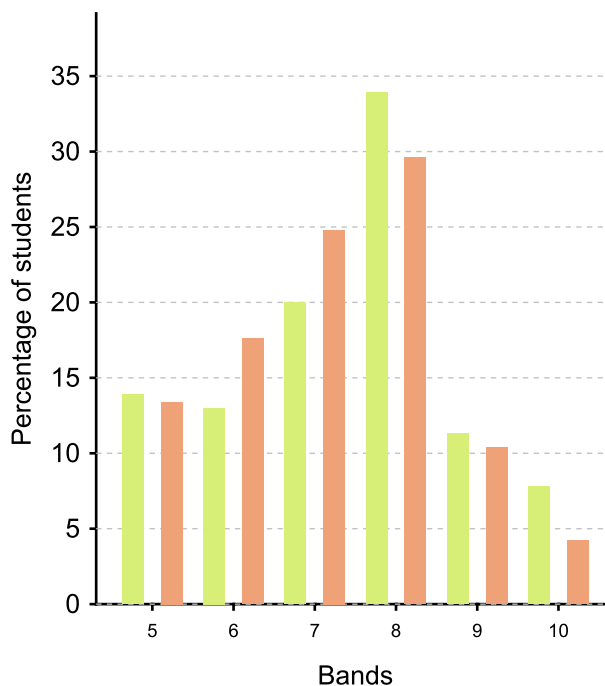
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	9.6	23.5	27.8	30.4	7.8	0.9
School avg 2016-2018	9.3	33.2	28.4	23.7	4.8	0.6

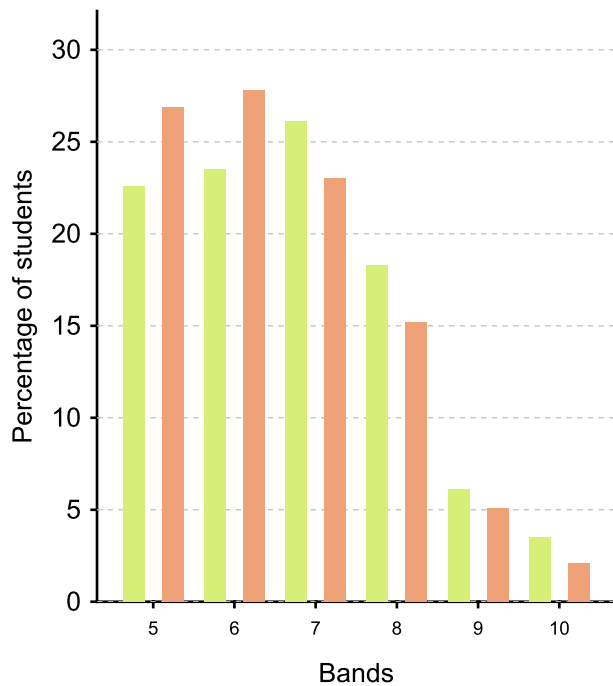
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	13.9	13.0	20.0	33.9	11.3	7.8
School avg 2016-2018	13.4	17.6	24.8	29.6	10.4	4.2

Percentage in bands:
Year 9 Writing

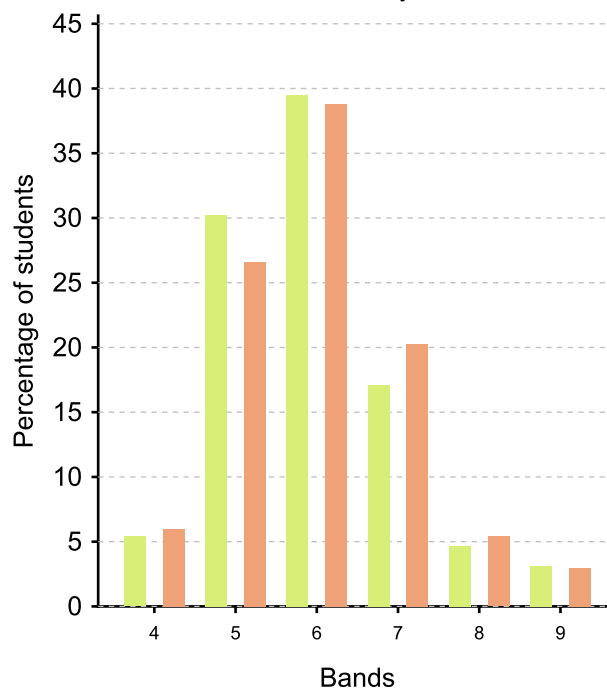


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	22.6	23.5	26.1	18.3	6.1	3.5
School avg 2016-2018	26.9	27.8	23	15.2	5.1	2.1

Student growth in numeracy has increased over previous years.

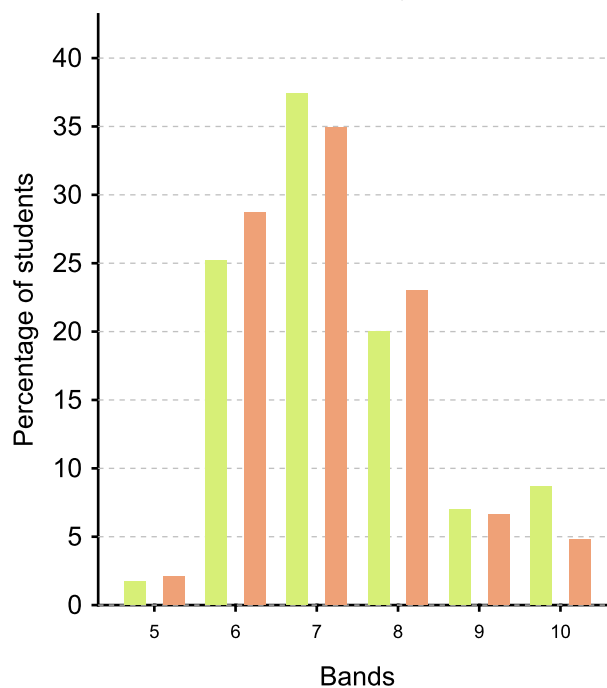
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	5.4	30.2	39.5	17.1	4.7	3.1
School avg 2016-2018	6	26.6	38.8	20.3	5.4	3

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	1.7	25.2	37.4	20.0	7.0	8.7
School avg 2016-2018	2.1	28.7	34.9	23	6.6	4.8

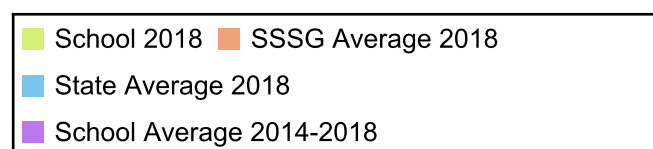
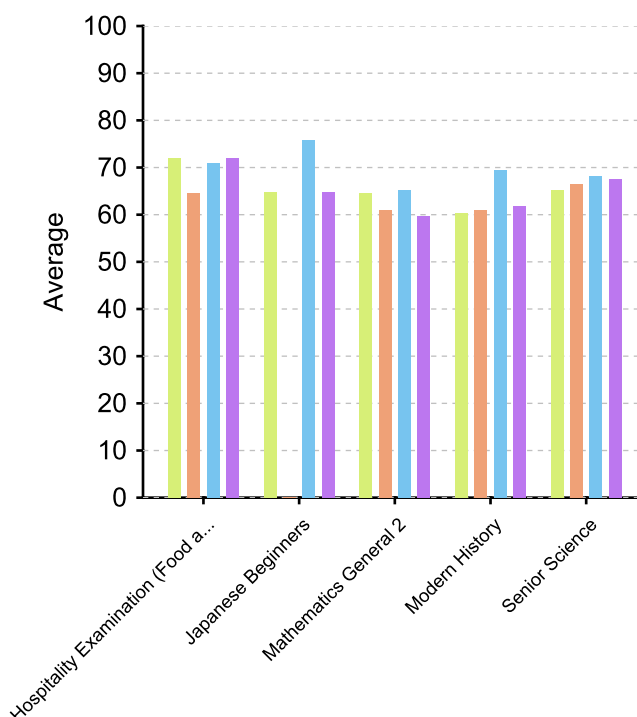
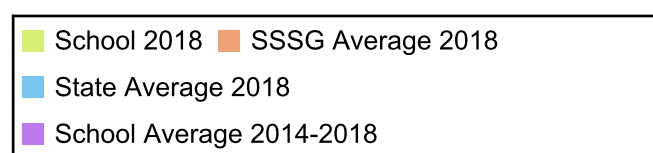
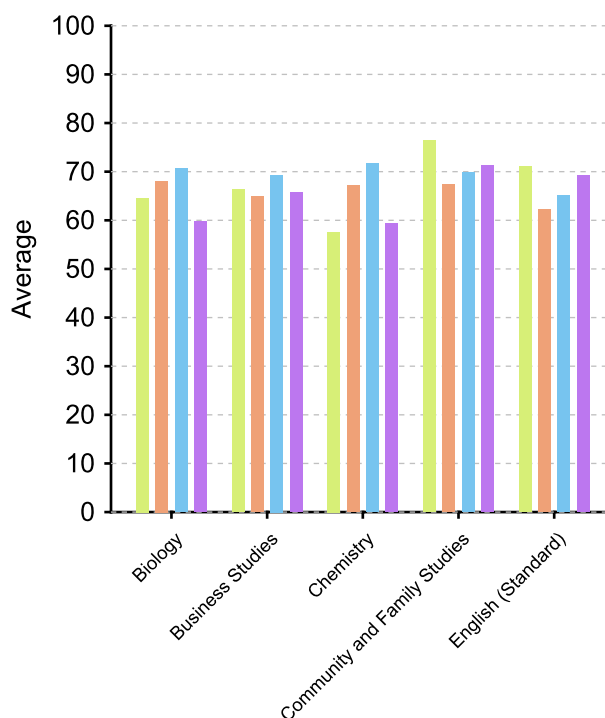
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

For our results in 2018, our year 9 reading results demonstrated a 3.3% growth in students reaching the top two NAPLAN bands, compared to the school average. Our Numeracy results also showed growth of 5% for students reaching the top two NAPLAN bands, compared to the school average. Our Numeracy results also showed growth of 5%

Higher School Certificate (HSC)

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

26 students received pre-entry to various universities.



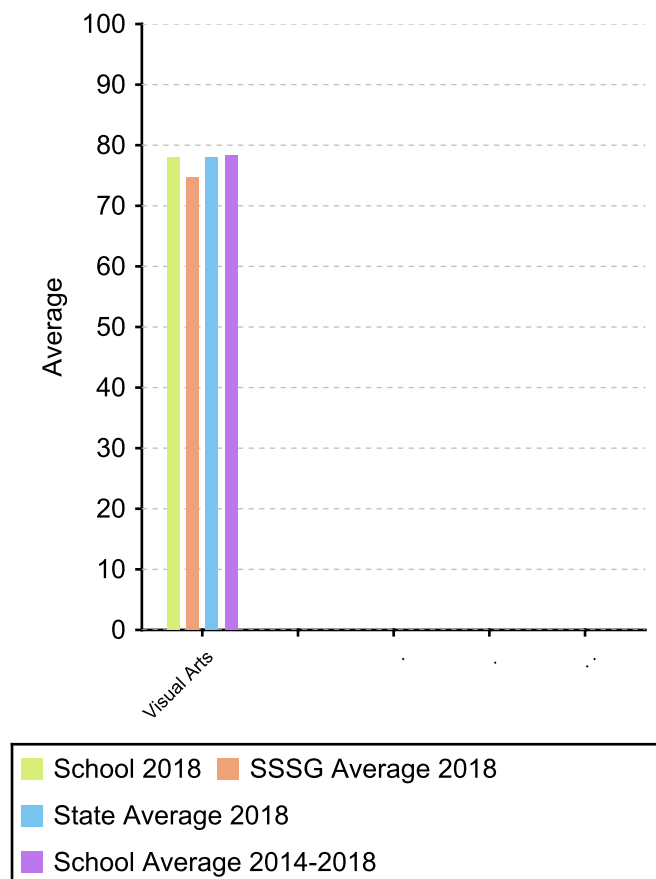
Parent/caregiver, student, teacher satisfaction

Throughout 2018 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 2018 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

Aboriginal and Torres Strait Islander Students' Coordinator 2018

In 2018, the Hoxton Park High School Aboriginal Coordinator and the Wellbeing Head Teacher reflected and reviewed the existing support that Aboriginal and Torres Strait Islander students were provided to ensure that they line up with the Priority Areas stated in the Aboriginal and Torres Strait Islander Education Strategy.

The Aboriginal Coordinator participated in numerous professional training opportunities. In collaboration with several Aboriginal Education and Wellbeing advisors, the Personalised Learning Plan (PLP) process was refined and also streamlined with the school Key Initiatives. Each student completed a PLP with the Aboriginal coordinator discussing their aspirations, strengths as well as areas they identified they would like to improve in. Two SMART goals were set, ensuring that strategies and key staff were identified. Parents were invited to attend an interview to be informed and to contribute to the PLP of their child. This data was used to tailor the partnership and programs run at Hoxton park high school.

The Western Sydney University– Pathways to Dreaming

This program ensured that our Stage 5 and 6 students were able to attend cultural enriching workshops that were set on several of their campuses. They were: addressed by Elders in language; informed about the natural medicine that the Indigenous people have long used; participated in dance, jewellery making; learned about the art of boomerang throwing and much more. The Pathways to Dreaming mentor joined them at all the events and also on a monthly basis visited our school to discuss significant issues, such as stereotypes and limitation faced by Aboriginal and Torres Strait Islander people. Two major projects completed with Pathways to Dreaming mentors. The first being a "Living Country, Living Culture" excursion to explore the heart of a very significant landmark for the Aboriginal people in the Blue Mountains. They visited the land and discussed the history of the area and had the opportunity to look at the tools and weapons that can be made from Country. The second Major project was the creation of HPHS branded NRL ball. Many of the students share the love of NRL so the students were very excited to create the branding of their very own Steddon NRL ball. Their illustrations were sent to the Visual Design students at the Western Sydney University who then turned in into a digital image that was sent to the Steddon Factory to print the NRL balls which each student received.

The University of Wollongong– AIME program

AIME offered both Theatrical Education Workshops as well as Academic Tutoring services. Students from Year 8–12 attended theatrical workshops at the

University of Wollongong, Western Sydney Campus. These workshops were broken down to 3 parts. The first being the Exploration of the students Aboriginal Identity the second was Inspirational and Goal setting and the third was known as failure time. So much growth was witnessed by all students and teachers involved. These workshops ran per fortnight per stage over a month which ensured the community connections between students/mentors/teachers from other schools had the chance to flourish and have a lasting effect. Tutor squads ran at school for 2 hours a fortnight and targeted our Stage 4 students. This provided them with the opportunity to receive academic support within the school setting by Aboriginal and Torres Strait Islander mentors. This was a very welcomed addition to our existing support structure as it addresses the Literacy and Numeracy needs that were identified through the completion of the student PLP's.

NRL– School to work and Mirri Mirri Youth Leadership Summit

Nioka and Shaun from School to Work continued to support our Stage 6 students. S2W ensures that our Year 12 students make all the necessary connections and are equipped with all the required skills to transition to their post–school endeavours. This includes resume support, seeking work experience opportunities to prepare them for the workforce as well as scholarship applications and assistance with tertiary enquiry and course application. Our year 11 student participated in the Mirri Mirri Leadership youth summit which really grounded his desire to complete his HSC. In term 4 our year 10 students joined the programs and were also successful applicants and will participate in the Summit January 2019.

Kari– Transition Backpack

The Aboriginal Coordinator was heavily involved in the Transition and Orientation of the year 6 students starting in 2018 at Hoxton Park High. This included providing students with all the necessary equipment to ensure the success of their transition to HPHS. Students were nominated to receive a KARI backpack which was distributed personally to the student on Orientation day. The Aboriginal Coordinator personally met with the families of these students, establishing connections and giving parents the opportunity to discuss any issues or hesitations they may be facing.

In collaboration with AIME mentors, an artwork was created and hung in the library in celebration of Reconciliation Week 2018.

In a lead up to 2018 NAIDOC Week, students attended regular workshops to complete a traditional painting. A Morning tea took place to provide an opportunity for Aboriginal and Torres Strait Islander students and parents to interact with organisational partnerships, Department office representative Jayson Neill, Kari, AIME and Pathways to dreaming members.

In order to increase our community presence, regular communication regarding our students activities was made via:

- Monthly newsletters articles
- Fortnightly Learning and Support emails
- Facebooks posts

We look forward to continuing our support to all our Aboriginal and Torres Strait Islander students.

Multicultural and anti-racism education

Hoxton Park High school continues to strive to meet the specific needs of our LBOTE students including students learning English as an additional Language and Dialect (EAL/D), new arrivals and Refugees. The EAL/D annual survey data was used to inform planning and service delivery within the school to ensure that specialist staff is available to support in the delivery of high quality multicultural, anti-racism, EAL/D and refugee education provisions.

Guided by the STARS and Wellbeing framework, a dedicated staff member has been assigned to oversee the enrolment of refugee and humanitarian entrants. They provide additional resources documents in languages other than English and initiated programs to assist in the transition and establishment of these students. In 2018, such initiatives included Culture Club, Unity Roll call, The Literacy and Numeracy Foundation book project and The Migrant Resource Centre– Mentoring program. Establishing cross-agency partnerships with STARRTs, Refugee counseling services, and the local Refugee Support Liason has helped strengthen the welfare and counseling services provided by the school. Training has been delivered to all staff to ensure they are up to date with issues associated with the trauma that is often experienced by the students during their journey and to inform staff on how this impacts their participation of these students in their classroom. An addition multilingual SLSO member was added to the Learning and Support staff, Interpreting services were used for conference calls and translator were invited to all whole school events in order to promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds. A number of successful applicants received financial assistance which enabled them to fully participate in their schooling and achieve equitable educational outcomes. Opportunities were sought for Refugee students, to enrol in bridging and enrichment courses at UTS and Sydney University, which helped attend to the disruption of education experienced by senior refugee students in a hope to support further education. In addition, EAL/D programs are provided in a range of context and delivered in a variety of modes by specialised EAL/D trained staff in the areas of pedagogy, curriculum, and teacher delivery.

Our Wellbeing team also coordinates a variety of educational programs and awareness events throughout the year. These aim to provide students with opportunities to develop skills and understanding around topics such as resilience, positive communication, negotiation and conflict resolution and cultural sensitivity. Activities have included the National Day of Action against Bullying and Violence, where stage 4 and 5 students addressed the modern-day

relevance of such issues, 'Smashed', Year 7 Boys program, Year 8 girls program, Girl Talk and the Year 9 Chaplain program.

Other school programs

Creative Arts & Performing Arts and Languages other than English

With the faculty focus directed at developing 21st century learners, the faculty has embraced the 4C's as we teach students the essential skills of Communication, Creativity, Critical thinking and Collaboration. These vital skills are at the forefront of what, how and why we teach.

Perspectives Exhibition

On Thursday 15th November, the Creative & Performing Arts (CAPA) and Languages other than English (LOTE) 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 relief prints, drawings, paintings, ceramics and digital photography. There were live musical performances by our Stage 5 Music students Chris T. and Joshua N. who performed 'River Flows in you'. Kaliyah B., a stage 6 Music elective student performed a solo rendition of 'You are the reason'. Our Stage 5 Music student, Trinity V. composed and performed an original emotive piece on guitar as an accompaniment to a digital media presentation. The Stage 5 Japanese elective student's film, part of the Japanese Foundations Matsuri film competition also premiered to our audience. 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.

Next:2019 Casula Powerhouse Arts Centre

The Casula Powerhouse Arts Centre is holding its annual exhibition of Visual Arts works from HSC students. The exhibition 'Next:2019' recognises the achievements and talents of local students from schools in the Liverpool community. We are proud to announce that this year two of our students Jorja M. and Anna V. of Year 12 Visual Arts (2018) were selected to showcase their body of works as part of this exhibition.

DEC Arts Initiative: Art Smart Program

Two talented Year 10 Visual Arts students, Sureena C. and Vy N. were selected to participate in the 2018 Art Smart program. Art Smart is a 4 day series of intensive artmaking workshops. This year, students headed off to the infamous Cockatoo Island as an excursion to find inspiration and subject matter for future artmaking projects. For the remainder of the Art Smart program students participated in a series of painting, drawing

and ceramics workshops at the Campbelltown Arts Centre followed by an exhibition of students' artwork at its gallery.

DEC Arts Initiative: Arts in Action Gifted and Talented Art Camp

Talented Visual Arts students Arianne S. and Erica B. of Year 10 participated in a three-day residential camp designed to develop their knowledge, understanding and skills in the making of artworks, focusing on the exploration of a variety of media, techniques and tools in the areas of painting, drawing/mixed media, sculpture and printmaking. This camp was an excellent opportunity for these promising students to learn from professional artists and extend their skills in a supportive environment of like-minded peers and staff.

Art Enrichment

Students from Year 8 were nominated by their Visual Arts teachers to participate in an innovative workshop to extend their creative abilities. Students participated in an interactive materials workshop run by David Solomans from Eckersley's art supplies. Students continued to engage with workshops which focused on watercolour, mixed media and photographic and digital manipulations. The students work produced from this workshop was featured in the "Perspectives" exhibition at Western Sydney University.

Art Club

During 2018, the Visual Arts teachers collaboratively ran an after-school Art Club with students from Year 7–12. The Visual Arts faculty delivered a series of 1-hour workshops designed to up-skill the students. The workshops focused on the creative forms of watercolours, drawing and oil painting. The workshops were a great success and provided a sound foundation for students to expand their creative artmaking as they learned to develop their own self-directed projects.

Showcase 2018

This year our annual Performing Arts evening 'Showcase' featured a plethora of acts which allowed students to artfully express themselves through Music, Dance and Drama. Our annual Showcase night celebrated its 15th year! The night showcased the student musical talent from all grades across the school. Showcase 2018 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 Drama performances proving to be very entertaining! Our Stage 5 elective Performing Arts class performed their dance routine to a captivated audience. Student involvement included performance, stage setup, stage changes, hosting, running the lighting and sound.

HSC exhibition and recital evening

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 talented students. This year we combined this gathering with an exhibition of the Year 12 Visual Arts students' bodies of works. The evening celebrated the creative undertakings of these talented students.

In concert

A group of enthusiastic elective students attended the 'In Concert – Secondary Choral festival'. In concert' a dazzling choral and instrumental music showcase feature 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.

DEC Arts Initiative: the NSW Public Schools State Drama Camp and the NSW Public Schools State Drama Ensemble

The NSW Public Schools State Drama Camp is open to Year 11 Drama students and their teachers. This year Mrs Winnall attended the camp with students from across the state as they developed their skills to collaborate, communicate and create performances. Our Year 11 student, Joseph Y. also attended and developed his skills in performance, creativity and collaboration.

The NSW Public Schools State Drama Ensemble provides students from Years 9–11 with the opportunity to develop a work for a performance at the State Drama Festival. Joseph Y. of Year 11 wrote and performed his own monologue as part of his audition and was offered a place in this Ensemble, recognising his talent in Drama and performance.

DEC Arts Initiative: the NSW Public Schools State Drama Festival

Elective Drama and Performing Arts students attended the 2018 NSW Public Schools State Drama Festival. The festival showcased more than 800 students from over 100 public schools including Hoxton Park! Our very own Joseph Y. was featured in the NSW Public Schools State Drama Ensemble performance "And They All Come Tumbling Down". Each performance exemplified the collaborative nature of drama and put forward engaging and thought-provoking ideas.

Performances at Middleton Grange's Spring Fair

Our talented performers from our stage 5 and stage 6 Music electives were invited to entertain the public at local primary school, Middleton Grange's Spring Fair. Also part of the presentations was the performance by the Hoxton Dance Ensemble. Students demonstrated their confidence and talent as they performed their repertoires to members of our community.

Dance Workshop and Ensemble

A group of dedicated and talented students formed the Hoxton Dance Ensemble and 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. Students demonstrated their flair for dance at a variety of presentation opportunities including assemblies, exhibition openings and community events.

Year 7 Performing Arts Dance Battle

This year we expanded our Year 7 curriculum and all year 7 students participated in dance lessons choreographed and delivered by international Hip Hop dancer Jet Valencia. All 5 classes learnt a different routine and we held our first ever 'Dance-off competition'. All classes performed their routine before the judges as the performances were hotly contested. Students enjoyed the opportunity to collaborate and express themselves through dance in a supportive and encouraging environment.

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 – 2017 HSC Body of Work.
- Year 10 Photography and Visual Arts Excursion to the Art Gallery of NSW.
- Elective Drama and Performing Arts students attended the 2018 NSW Public Schools State Drama Festival.

LOTE: Japanese

Kosuge Junior High School Visit

During May, our school hosted another successful 3 day cultural exchange visit from Kosuge Junior High School which included a study tour program 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.

Japan Foundation: Video Matsuri film competition

Our Year 10 Japanese elective students entered the annual Video Matsuri film competition from the Japan Foundation. Each year a 'signature item' needs to be featured and this year it was a 'mug cup'. Our creative and talented students wrote, acted, directed and produced their own Japanese film: 'Ugly Mugly'. While there could only be one winner per category, our school received a 'special mention' and acknowledgement by the judges. This opportunity not only allowed them to showcase their Japanese communication skills, but also offered them a valuable opportunity to further develop 21st century super skills: critical thinking, communication and collaboration.

Japanese Language Workshop Tanken Centre

Selected students of Year 8, and elective classes of Year 9 and Year 10 were given an opportunity to attend the language workshop. The workshop provided students with 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.

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.

Career 2018 Annual Report

In 2018, Careers was able to further strengthen and develop programs that provide opportunities for our students to successfully fulfil their post-school transition plans. These programs have been designed to cater to our wide variety of students and would have not been possible without the input of our local community.

- TAFE delivered Vocational Education and Training (TVET) and School Based Apprenticeship and Traineeship (SBAT) had 3 students successfully complete their certificate in Human Services or have commenced their 2nd year in their Light Vehicle apprenticeship course. These courses will be readily available for our students to further develop their enterprise skills.
- Our Transition to Work Programs has become an integral component to our students succeeding in their post-school transition plans. In collaboration with Workskill and Your Town, we have been able to successfully transition over 10 students from Years 9 to 11 into Work Readiness programs that lead to seeking a full-time apprenticeship/traineeship. All of our students participating in these programs have been able to find employment or have continued with tertiary education.
- Entrepreneurship programs such as Generation Entrepreneur and \$20 Boss Challenge with Foundations of Young Australians have strengthened our students' abilities to utilise their enterprise skills such as problem-solving and critical thinking. With these projects, our students have been able to work alongside industry leaders to develop their school-based business ideas and run the business during their own time. As a result, nine of our Year 10 students have created a business called 'Mulchiculture' that sells mulch. The proceeds will be reinvested back into the school and with the continual support of industry leaders such as Salesforce and Kiddsbay, they are continuing their journey into 2019 with the hope of making greater returns.

- Partnerships with our local businesses have enabled our students to participate in regular work experience. Organisations such as Mainfreight, Mastercom, Police NSW, local primary schools, Tata Consultancy, The Academy of Interactive Entertainment, Diior10 and Danrae Waterproofing have volunteered their time and expertise to ensure our students are well informed about their future career pathways. We thank these partners for their continued support and guidance for our students and look forward to greater partnership opportunities in 2019.
- Our collaborations with Universities such as the University of Wollongong, University of New South Wales and Western Sydney University have encouraged our ATAR students to strive for their best. These university based programs have allowed our students to have a greater insight into the expectations and commitment required to be successful at a tertiary level. Furthermore, our Year 7 – 9 Self-Select classes encourage our students to explore a variety of career opportunities offered through tertiary education. Each class is given a personalised tour of university facilities such as Science, Law and Health and has assisted with the shaped their understanding in the value of further education.
- Our graduating class of 2018 had a prosperous year with 85% of our ATAR students awarded with an early offer in their desired university course before receiving their HSC and ATAR results. Furthermore, four of our students received scholarships from Public Education Foundation and Macquarie University to assist with their education.

PARTNERSHIP PRIMARY SCHOOL LINKS

Hoxton Science Initiative

This program is a tailor-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 (each term) 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

Zone Swimming Carnivals, Athletics Carnivals and Cross-Country Carnivals for 2 partnership schools, Hinchinbrook PS and Hoxton Park PS.

Hosting of Athletics Carnival at HPHS

In 2018 Hoxton Park HS hosted Middleton Grange Primary School'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 for 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 to help in their success as Hoxton Park High School.

Year 4 and 5 Primary Schools visits at Hoxton Park HS

Students in Year 4 and Year 5 from the 3 partnership 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, Metalwork, Science, 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 for primary school students and staff.

Hoxton Coffee Cart

Utilising our mobile coffee cart, our qualified Hospitality students freshly brewed and served coffee to parents and staff during morning drop off time at our partnership primary schools – Hoxton Park Public School, Middleton Grange Public School and Hinchinbrook Public School.

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 2018 and 100% of students stated they believed the program has assisted their learning potential and confidence.

FOCUS (IAG)

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

Retention rates of students from Hoxton Park High School in 2017 were 83.8% and this refers to the students who re-enrolled the second year after completing the first year of their degree.

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. Multiple in-school workshops and one on one sessions were held throughout the year with Fast Forward students ranging from Year 9–12.

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.

100% of students in the program in Year 12 attended the Year 12 conference

85% 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

2018 was the second year of a 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 have 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 the 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 into 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 2 students 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.

Stage 4 Literacy FocusEnglish Faculty

There were significant changes implemented within the English Faculty in 2018, as all Stage 4 teaching and learning programs were revised in 2017 to focus on Literacy. These changes were embedded within the

faculty's teaching and learning pedagogical approach in 2018. All English Teachers undertook professional learning in 2017 with our literacy consultant prior to teaching the new units in 2018. This new approach provided students with the foundation of 'reading' and 'writing', as they focused on:

- Grammar and Punctuation
- Comprehension Strategies
- Persuasive Writing
- Imaginative Writing
- Critical and Creative Thinking and Problem Solving Skills

This provided students with not only life-long skills, but also assisted them across multiple Key Learning Areas, as they had learnt transferable skills. The teaching sequence consisted of the first three weeks of each term focusing on Grammar and Punctuation, followed by Comprehension in Term 1, Persuasive Writing in Term 2, Imaginative Writing in Term 3 and Transferable Creative Critical Thinking Skills in Term 4.

Each individual student's growth was mapped and evaluated at the end of each task and compared to their most recent NAPLAN results, which presented promising signs, as 80% of student presented growth in Year 7 and 8 during 2018.

We look forward to continue teaching, evaluating and refining this approach within the English Faculty so that we can best cater and provide our students with opportunities and skill for life long learning.

Premier's Debating Challenge

In 2018 we reached a milestone, as we saw the largest number of students from all stages compete in the NSW Premier's Debating Challenge Competition. It was an exciting adventure, as our students competed against multiple other schools from Sydney's South West Region, providing an opportunity to interact with other peers from local schools. We achieved a record number competing student in the competition, with a total number of 33 students. All participants gained newly learnt skills, while growing with confidence in public speaking and debating. As per every other year, we continued to not only provide opportunities for our previous members of the debating teams, but also invited new members, who assumed their new roles with enthusiasm and represented the school with respect.

Our debating teams consisted of our finest public speakers within the school, as these young men and women presented exception matter and mannerism of debating.

Our Stage 6 team consisted of: Thea H., Andyson V., Aram W., Dina Z., Gabrielle L., Natalee A., Aleksandra T., Gisell P., Soran Y. and Yasemin O.

Our Stage 5 team consisted of: Thomas M., Mikayla C., Isabella M., Ching Chi Y., Ethan D., Murat D., Layla H., Mark L., Wybeen S. and Andrew J. Our Stage 4 team consisted of: Jade F., Jeremy P., Patrick M., John K., Joshua K., Alex X., Prona A., Tracy D., Sandy A.,

Hanzallah B., Gabriel T. and Hannah Y.

These students represented the school with honour, respect and resilience, as they undertook multiple debates. They debated over a variety of topics, which focused on current affairs and world issues. We would like to congratulate all students who took part in the 2018 Premier's Debating Challenge and look forward to 2019, as another year full of debating adventures.

Sport 2018 Annual Report

Sport was subjected to vast changes in 2018 and this was the catalyst for a new approach that aligned with the PDHPE Action Learning Plan, which focussed on (IPAS) Increasing Physical Activity and Skills. There were many events that were conducted at venues for the first time to increase enjoyment, participation through an improved environment and facilities. These whole school carnivals provided many students with the opportunity to showcase their skills to their peers with stadiums that had spectators close to the action. Our student cohort demonstrated exemplary behaviour whilst attending these events with all the facilities impressed and excited to host these events in the future for our school.

There were two swimming carnivals in 2018 with a change to when the annual event is to be held moving forward. The first swimming carnival held in Term 1 was held at the Whitlam Centre in Liverpool. The venue was an improvement compared to the previous facility, however, the increased student attendance meant that the stadium was unable to accommodate all students in attendance. Nevertheless, students had an excellent day with a variety of events and all strokes being conducted in the various age races. It was pleasing to have student's progress to the next level of competition and represent Hoxton Park High School at the zone carnival. Due to the attendance of our students, it was decided that we required a larger facility to host our school carnival and this was limited due to our local area options. With this in mind and the availability of larger venues, Gordon Fetterplace Aquatic Centre in Bradbury was deemed the most suitable option. The availability was limited due to our locality but we were able to secure a spot in Term 4 to host the 2019 carnival for Years 8–12. The event was fantastic and positive feedback was received regarding the new venue from all who attended. With the success of the carnival and timing of the event, the new date will become a permanent fixture for future years. The athletics carnival was moved from where it was held in 2017 at Warwick Farm, to Campbelltown Athletics Stadium. The venue provided an opportunity for all students to perform on a world class athletics track. As usual, this carnival proves to be the most popular amongst our students and the day was fantastic.

This was the last year that Hoxton Park High School participated in Grade Sport. This decision was not made lightly and after consulting the student body and staff, it was decided that moving forward our school would run Integrated Sport. Cost and the actual time that students were actively participating in sport were the main deciding factors. With this decision there will

be a new model for Year 9 and 10 in 2019, Year 7 and 8 have been participating in this model with pleasing results and benefits. Actual physical activity time is significantly higher when compared to Grade Sport and regular choice of sports and constant variety has been a success according to student feedback. There has been a drastic increase in the amount of sporting equipment available this will provide all students with greater opportunity to access a variety of new and innovative physical pursuits.

The annual Gala Day for Year 7 and 8 were held throughout the year and once again the students of Hoxton Park High School exemplified our Hoxton Honour Code values. A variety of different sports were offered and all who attended had a fantastic time with outstanding sportsmanship displayed.

Hoxton Park students represented our school in various knockout tournaments. The school had representative teams in rugby league, basketball, soccer, volleyball and futsal. The most successful team in 2018 was the Under 14 Girls West Leagues Cup Rugby League team. This was the first year the event was conducted and our team qualified for the semi-finals. Unfortunately, in an extremely close game, they were unable to get the victory, but showed fantastic spirit, sportsmanship and were gracious in defeat. In 2019 hopefully, they can do one better and make the grand final and play at Campbelltown Stadium.

Overall, 2018 was a fantastic year for sport at Hoxton Park High School and hopefully, 2019 will be even better!

Technological and Applied Studies and Vocational Education and Training Annual School Report 2018

Technological and Applied Studies and Vocational Education and Training (VET) offers a broad range of subject choices and training pathways for students to pursue their career interests and aspirations. Our subjects have been aligned to deliver key learning outcomes whilst also innovatively developing student skills to promote the growth of students to become active citizens within the wider community. Teachers actively engage a variety of classes to collegially work towards a common goal and meet the needs of each individual student. Students from Stage 5 and 6 commonly complete set tasks together to promote mentoring between students, provide leadership opportunities and to allow students to work collegially to achieve success.

In 2018, the VET scope at Hoxton Park High School was increased to include a wide variety of frameworks which provide fundamental learning opportunities for a diverse range of students. The Stage 5 Agrifood Operations course was introduced at the school to provide a platform for students to achieve a Certificate I qualification to align with their agricultural interests. Currently, there are 3 Stage 5 and 8 Stage 6 VET courses available for students to undertake in their pattern of studies (Hospitality – Food and Beverage, Construction, Metal and Engineering, Retail Services, Primary Industries, Information and Digital Technology,

Sport Coaching, Manufacturing Pathways and Agrifood Operations). In 2019 and beyond, there are opportunities for our school to increase the range of VET courses offered to include new frameworks such as finance.

To promote and sustain our authenticity in the delivery of TAS and VET courses, we have forged strong partnerships with various industries and businesses. These community connections offer significant support by providing access for students to work placement, work experience, mentoring relationships and industry visits. These partnerships have resulted in many of our students being offered apprenticeships and traineeships as a successful post-school career pathway. In addition, many of our students have used their qualifications and critical, creative and employability skills to successfully enrol in and pursue further education such as university.

Throughout 2018, we have continued and developed a range of social enterprises to support student learning, engagement and achievement. The innovative teaching and learning activities provide unique opportunities for students to acquire transferable knowledge and skills that will complement their chosen career pathways and further training or employment. The authentic learning experiences available to students include:

- Cafe Hoxton is a school-based cafe which is operated by students to an industry standard. The cafe is run by students to develop fundamental employability skills. The funds raised provide a platform for students to access barista training and develop fundamental employability skills.
- Cafe Hoxton Coffee Cart is a mobile cafe; that is able to complete service periods externally from the school grounds. Students use the coffee cart to create a range of espresso coffee to the wider school community. The coffee cart completed service periods for a variety of primary schools throughout 2018.
- Class Chef at Cucina 105 is an annual event in our school calendar, whereby Years 10 – 12 Hospitality students takeover Cucina 105. Cucina 105 is an Italian restaurant located in central Liverpool. Students collaboratively work with a Head Chef and Food and Beverage Supervisor to develop a menu, prepare and complete a service period. Agricultural Farm
- Sport Coaching students complete their work placement hours by coaching students in both primary and high school in a range of sporting activities to develop their employability skills.
- Retail Stationery Shop is an internal retail outlet that allows Retail Services students to gain experience in stock control, merchandising, sales and marketing. The Stationery Shop is open to students to purchase items for their learning activities.
- Business Luncheon is hosted annually to review and share ideas for continuous improvement with our key stakeholders and community partners. 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.