

# Hoxton Park High School

## 2019 Annual Report



8485

## Introduction

The Annual Report for 2019 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.

### School contact details

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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, Optus , Mainfreight, Western Sydney and Wollongong universities 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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.

#### Improvement Measures

Executives will be able to define and encapsulate both the professional and personal values of the Hoxton Park Executive team.

Executives leading the use of evidence based practices to inform teaching and learning.

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.

Executives leading and staff confident in high level school / faculty administrative processes to support school compliance.

#### Progress towards achieving improvement measures

**Process 1:** Establish a high level executive code of ethics embodying a collaborative, confident, unified and valued team ethos that leads, model and share best practices.

Evaluation	Funds Expended (Resources)
The Executive, Staff PBL and Casual codes have been embedded in school policies and practices. All staff have engaged in professional learning related to the use of the codes and their role in ensuring best practice across the school	\$3000

**Process 2:** Leading their identified Action learning Projects to enhance teacher capacity, critical evaluation, self-reflection and accountability for student engagement and best practices.

Evaluation	Funds Expended (Resources)
All ALP and Key Initiative Project Leaders shared their findings at the Extended Executive meeting in Term 4. This reflection process is now shaping the development of the ALP directions for 2020. The targets for 2020 will evaluate all processes implemented over the past 3 years, with a central focus on how the changes impact on student learning.	\$21,000 (\$3000 across 7 faculties)

**Process 3:** Leading PBL to ensure a consistent and school-wide application of the principles embodied in the Hoxton Honour Code.

Evaluation	Funds Expended (Resources)
The strategies used across the school to implement the consistency grids and reintroduce the PBL language to all staff and students are being evaluated by the PBL team. This data will shape the strategy for 2020.	\$20,000

**Process 4:** Leading and refining 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.

Evaluation	Funds Expended (Resources)
All Executives have indicated that they have the required processes in place for this target. The Head Teachers Administration and Business	\$2000

### Progress towards achieving improvement measures

Administration will evaluate and refine these whole school process in 2020, with a focus on WHS processes.

## 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.

#### Improvement Measures

Staff confident in using evidence based practices to inform and reflect upon their teaching and student learning.

Staff design and implement their faculty vision, identity and code of ethics.

Staff implement and model a consistent approach to PBL across the whole school environments.

Staff consolidate literacy and numeracy platform around critical and creative intelligences for Stage 4 students.

Staff usage of evidence based practices will see an increase in students achieving the top 2 bands in Literacy and Numeracy in NAPLAN.

#### Progress towards achieving improvement measures

**Process 1:** Implementing the identified learning action projects to enhance their capacity, critical evaluation, self-reflection and accountability for student engagement and best practices.

Evaluation	Funds Expended (Resources)
Feedback from the ALP share session indicated the opportunity for all staff to see and experience what is occurring with the different projects. Processes and structures for this will be developed in 2020.	\$64,000

**Process 2:** Establish a high level staff code of ethics embodying a collaborative, confident, unified and valued team ethos that models and share best practices.

Evaluation	Funds Expended (Resources)
All staff are aware of the expectations of the codes and use these principles in their everyday practice with each other.	

**Process 3:** Modelling PBL to ensure a consistent and school-wide application of the principles embodied in the Hoxton Honour Code.

Evaluation	Funds Expended (Resources)
The strategies used across the school to implement the consistency grids and reintroduce the PBL language to all staff and students are being evaluated by the PBL team. This data will shape the strategy for 2020.	\$20,000

**Process 4:** Developing intensive and transferable higher order skills through the establishment of Literacy and Numeracy classes in Stage 4.

Evaluation	Funds Expended (Resources)
The Literacy and Numeracy stage 4 programs are embedded into the respective faculty's practice. Whole school implementation is to occur in 2020, through the RAP Professional Learning Community.	\$15,000



### 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.

##### Improvement Measures

Higher student participation in whole school initiatives and understanding to the skills needed to transition from school to work.

Student self-efficacy will improve motivation, learning and achievement which is crucial to student success.

A reduction in negative referrals and incidences.

##### Progress towards achieving improvement measures

**Process 1:** Establish a clear, consistent school wide system that supports the identification and development of student employability and leadership skills.

Evaluation	Funds Expended (Resources)
This project was shared with the executive team in T4, by the newly appointed HT Community Partnerships. This position has streamlined the delivery of enterprise, leadership and community partnership opportunities provided to students, including the establishment of a specialised work-ready class – 'Moving Forward'.	\$25,000

**Process 2:** Collaboratively develop and implement 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.

Evaluation	Funds Expended (Resources)
STEM Project outcomes were shared with HTs from different faculties at the Extended Executive. The STEM course will continue in 2020 with the introduction of the iSTEM elective in stage 5.	\$23,000

**Process 3:** Students understanding and utilising the values and ethics in the Hoxton Honour Code as the basis to good citizenship.

Evaluation	Funds Expended (Resources)
The strategies used across the school to implement the consistency grids and reintroduce the PBL language to all staff and students are being evaluated by the PBL team. This data will shape the strategy for 2020.	\$20,000



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$13 372.00)</li> </ul>	<p>A variety of new partnerships were established and preexisting partnerships strengthened, allowing for more opportunities for our Aboriginal students. This includes Pathways to dreaming with the University of Western Sydney, New partnerships with the University of Wollongong, NRL School to Work programs, and Mirri Youth Leadership for Literacy, Transition and Leadership support.</p> <p>Staff also undertook professional development in the 8 Ways of Learning, as a launch to the review and refinement of Aboriginal educational practices within the school.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$46 732.00)</li> </ul>	<p>Current Lexile, PAT, NAPLAN and Hoxton Hub Data all indicate increases to student Literacy skills.</p> <p>The Hub team are currently evaluating programs and whole-school feedback on Hub literacy planners. These planners will be introduced across the school in 2020. The team are also using this whole school feedback to develop the writing course for stage 5 that will also be implemented in 2020.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$116 305.00)</li> </ul>	<p>The availability of SLSO support increased slightly throughout the year. This allowed for additional support to be provided to students in classes, as well as the implementation of support programs for students requiring additional support.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$600 906.00)</li> </ul>	<p>Additional staffing positions, combined with new technology provided to all KLAs, has allowed for greater KLA and whole school opportunities for students.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$60 789.00)</li> </ul>	<p>Funding has ensured ongoing mentoring and support for early career teachers (ECTs). All ECTs have participated in a mentoring program throughout the year, where they have received support in developing their classroom practice and the compilation of their accreditation folio.</p>
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$13 561.00)</li> </ul>	<p>Growing partnerships with providers such as MRC and the delivery of programs such as 'Creating Coaches' have provided increased leadership opportunities and support for our Refugee and newly arrived students. Scholarship opportunities have recognised our refugee students and their hard work within the school community. School-Based programs such as the Unity roll call and Culture Club continue to provide opportunities for students to develop positive peer relationships and access support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	359	368	383	399
Girls	273	267	291	333

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.1	92.9	90.9	92.1
8	90	91.4	88.9	88.2
9	89.8	89.9	90.4	88.8
10	83.4	87.1	87.2	88.6
11	89.9	86.5	86.9	87.1
12	90.1	88	84.7	85.1
All Years	89.2	89.4	88.4	88.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

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

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

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	4
Employment	3	4	24
TAFE entry	1	0	14
University Entry	0	0	42
Other	2	2	12
Unknown	0	0	4

### Year 12 students undertaking vocational or trade training

52.44% of Year 12 students at Hoxton Park High School undertook vocational education and training in 2019.

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

88% of all Year 12 students at Hoxton Park High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	38.8
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	10.28
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,166,120
<b>Revenue</b>	9,530,097
Appropriation	9,285,793
Sale of Goods and Services	33,916
Grants and contributions	160,088
Investment income	4,899
Other revenue	45,401
<b>Expenses</b>	-8,914,139
Employee related	-7,849,414
Operating expenses	-1,064,724
<b>Surplus / deficit for the year</b>	615,958

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

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	63,474
<b>Equity Total</b>	1,460,297
Equity - Aboriginal	13,372
Equity - Socio-economic	792,995
Equity - Language	324,194
Equity - Disability	329,737
<b>Base Total</b>	7,004,565
Base - Per Capita	158,005
Base - Location	0
Base - Other	6,846,559
<b>Other Total</b>	450,703
<b>Grand Total</b>	8,979,039

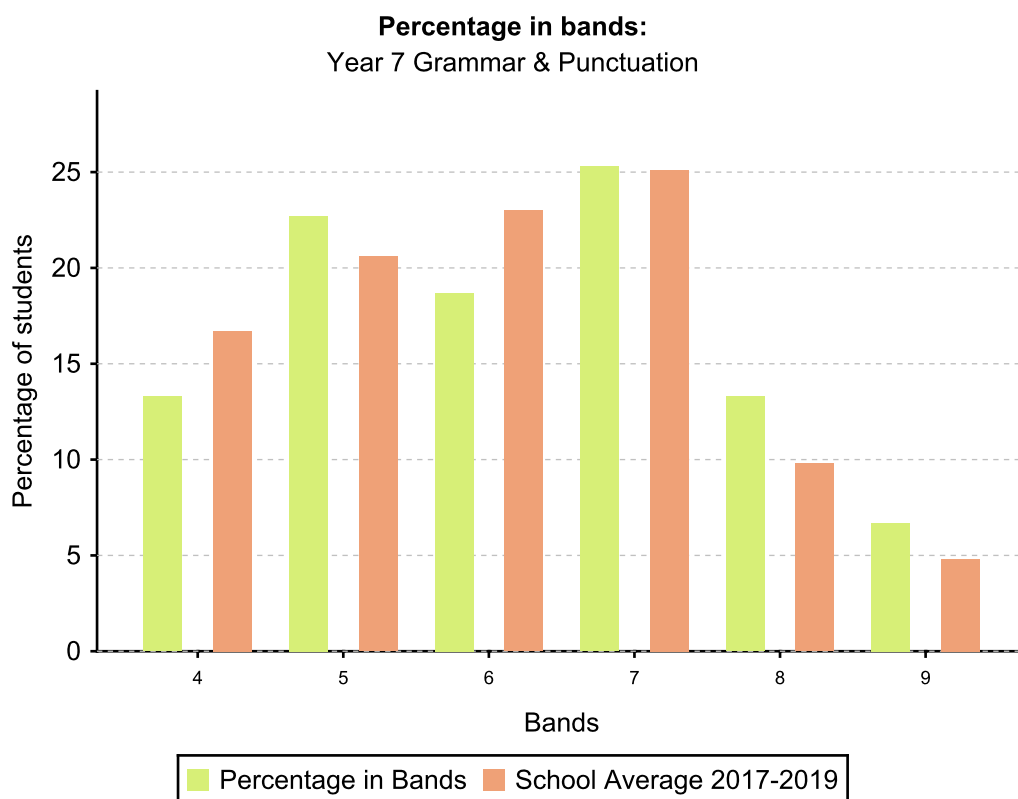
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

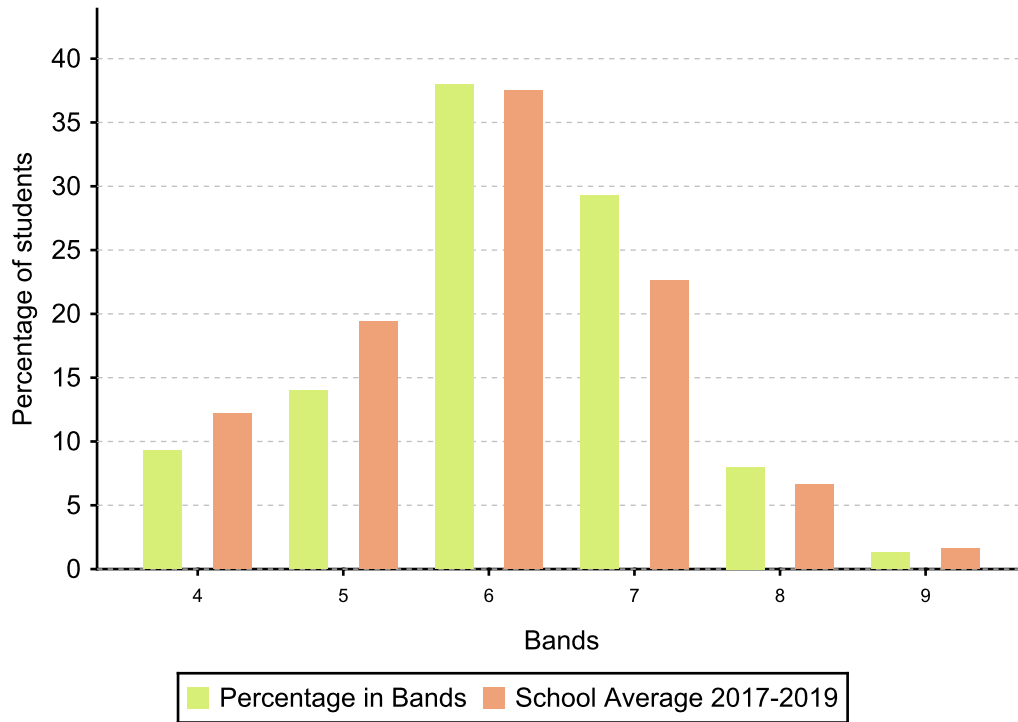
### Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	13.3	22.7	18.7	25.3	13.3	6.7
School avg -2019	16.7	20.6	23	25.1	9.8	4.8

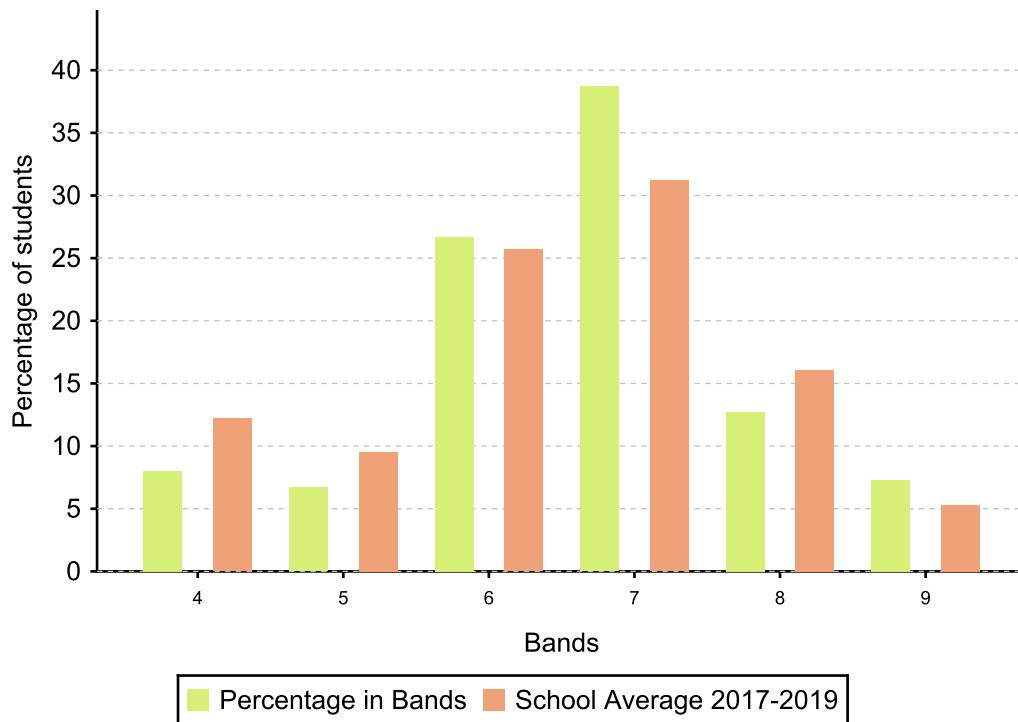


**Percentage in bands:**  
Year 7 Reading



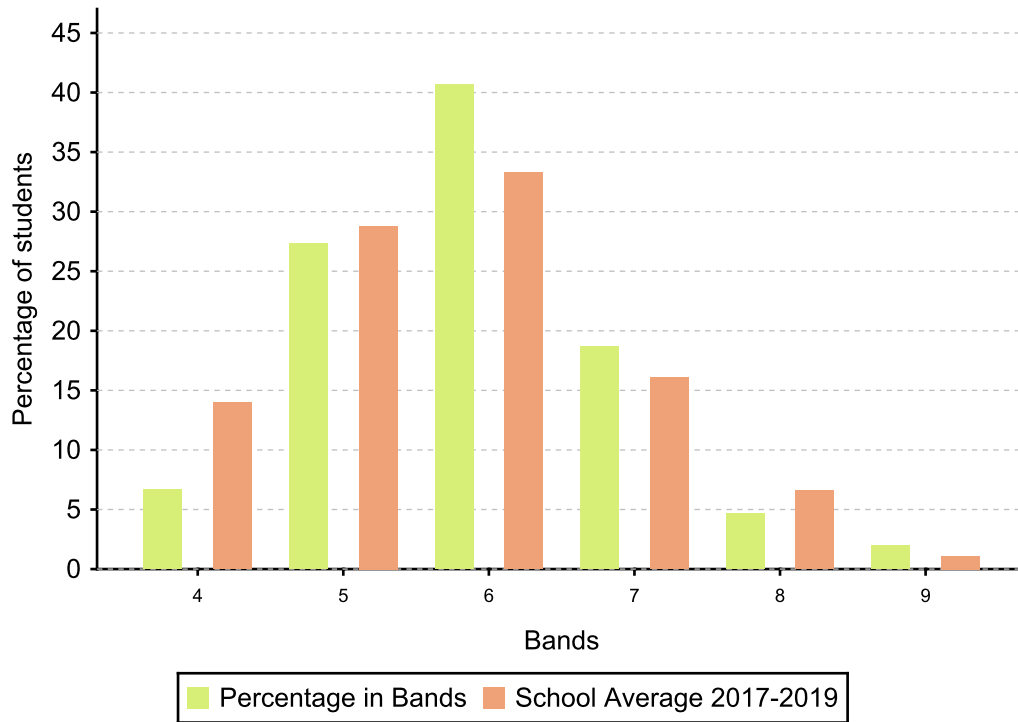
Band	4	5	6	7	8	9
Percentage of students	9.3	14.0	38.0	29.3	8.0	1.3
School avg -2019	12.2	19.4	37.5	22.6	6.6	1.6

**Percentage in bands:**  
Year 7 Spelling



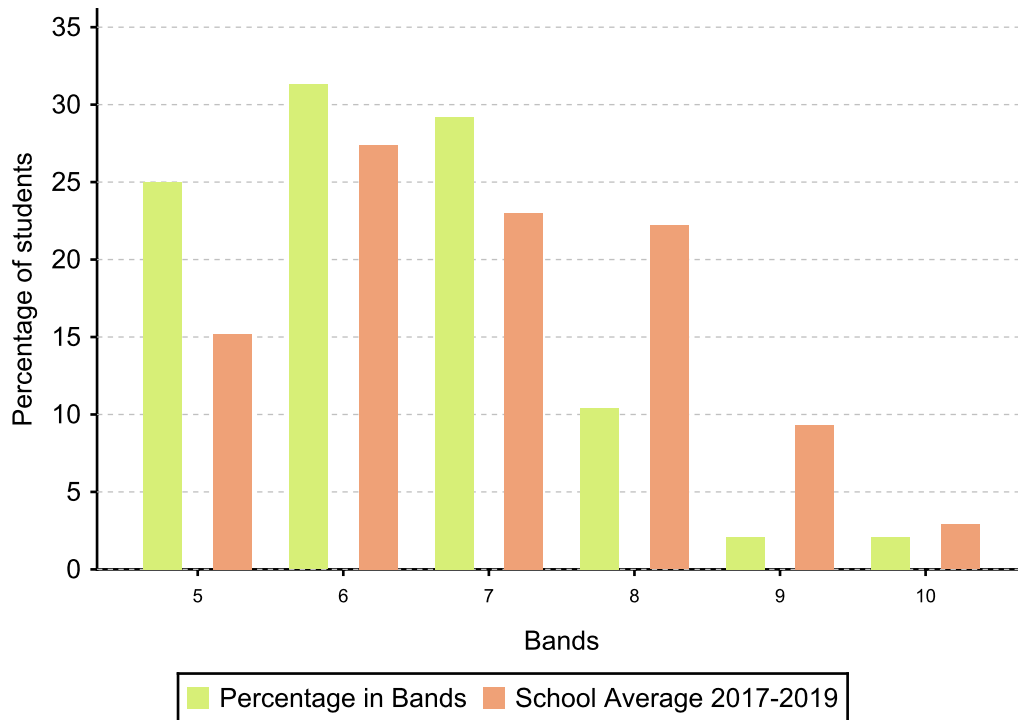
Band	4	5	6	7	8	9
Percentage of students	8.0	6.7	26.7	38.7	12.7	7.3
School avg -2019	12.2	9.5	25.7	31.2	16.1	5.3

**Percentage in bands:**  
Year 7 Writing



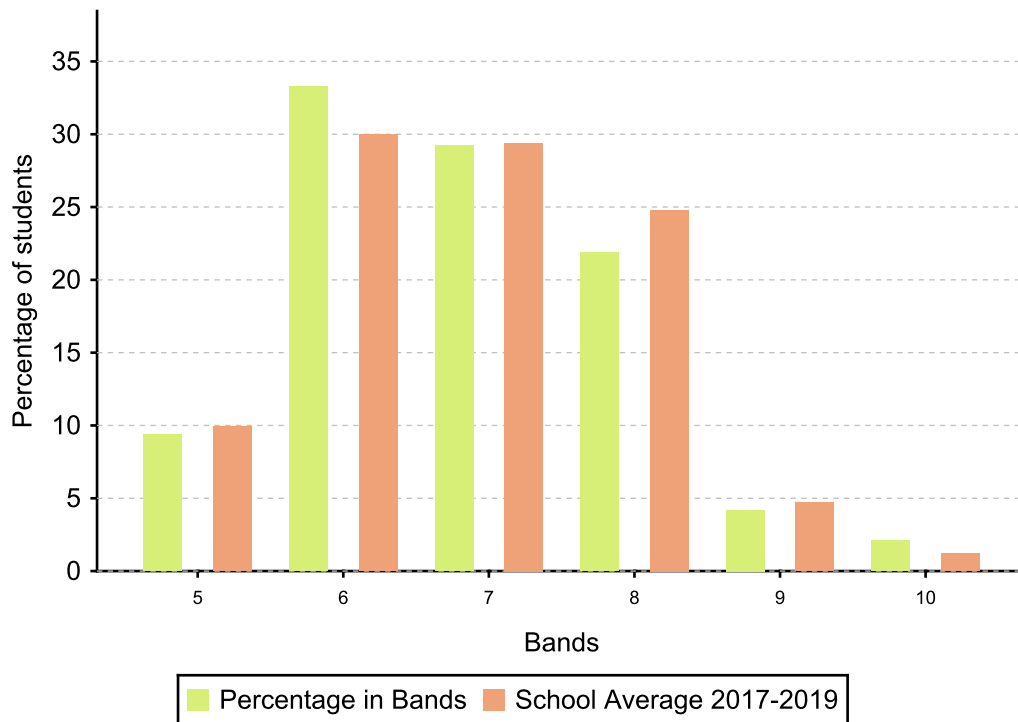
Band	4	5	6	7	8	9
Percentage of students	6.7	27.3	40.7	18.7	4.7	2.0
School avg -2019	14	28.8	33.3	16.1	6.6	1.1

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



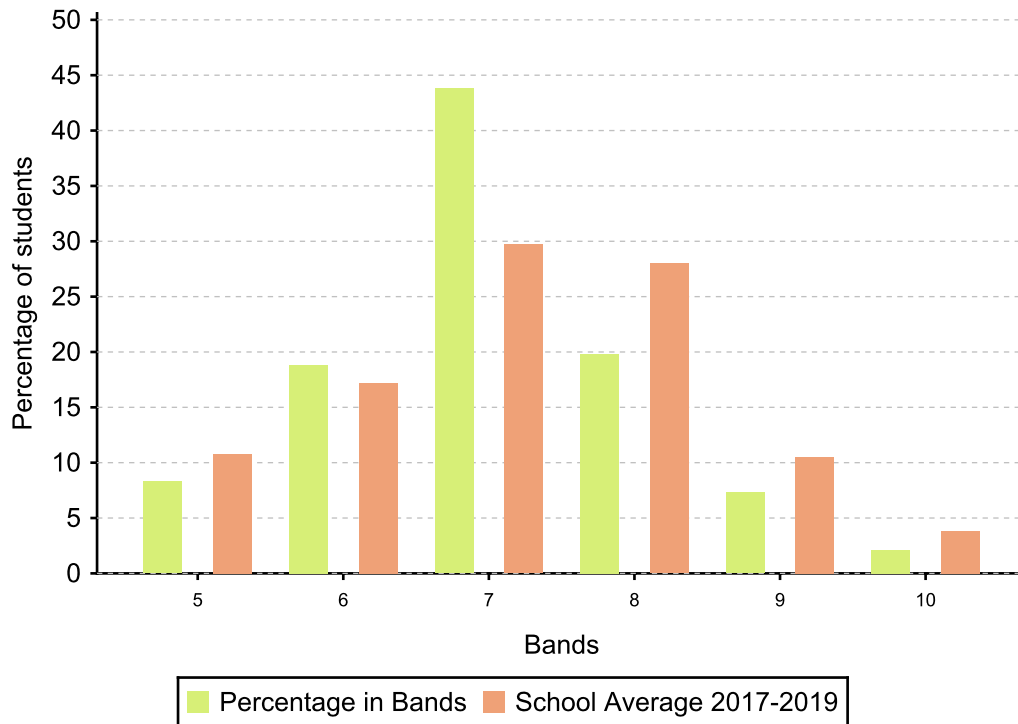
Band	5	6	7	8	9	10
Percentage of students	25.0	31.3	29.2	10.4	2.1	2.1
School avg -2019	15.2	27.4	23	22.2	9.3	2.9

**Percentage in bands:**  
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	9.4	33.3	29.2	21.9	4.2	2.1
School avg -2019	9.9	30	29.4	24.8	4.7	1.2

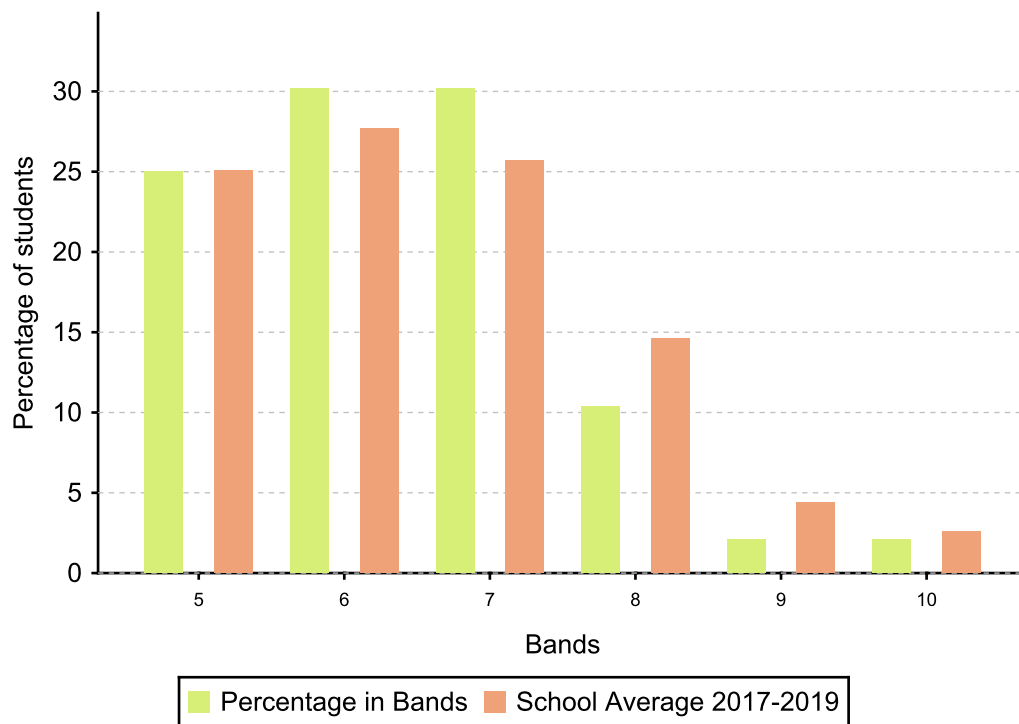
**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	8.3	18.8	43.8	19.8	7.3	2.1
School avg -2019	10.8	17.2	29.7	28	10.5	3.8

### Percentage in bands:

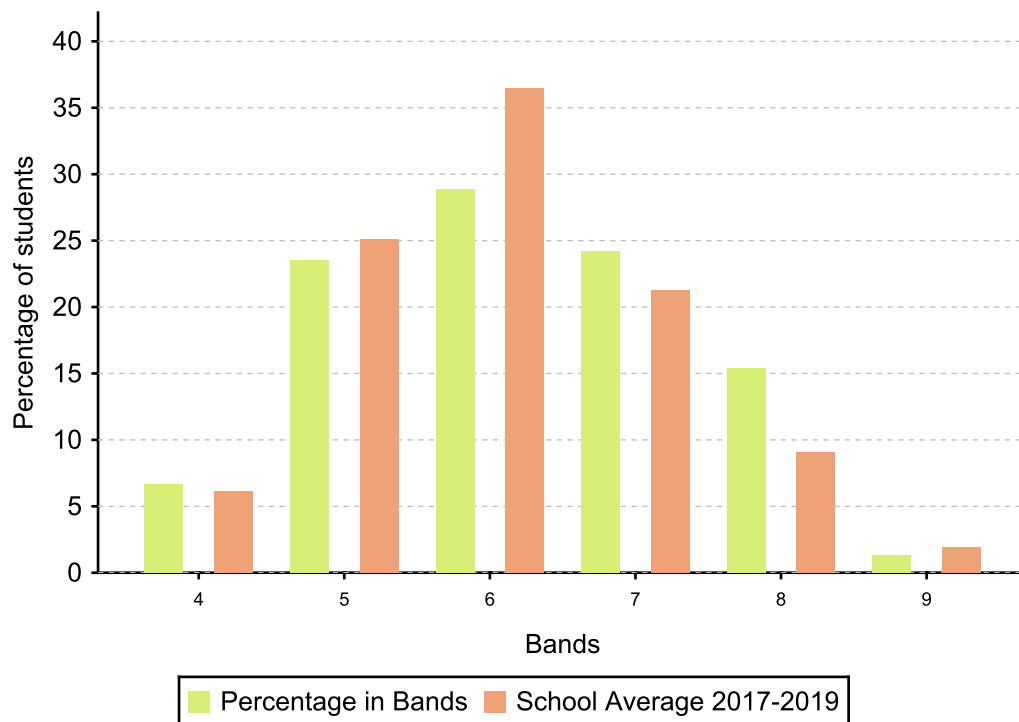
#### Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	25.0	30.2	30.2	10.4	2.1	2.1
School avg -2019	25.1	27.7	25.7	14.6	4.4	2.6

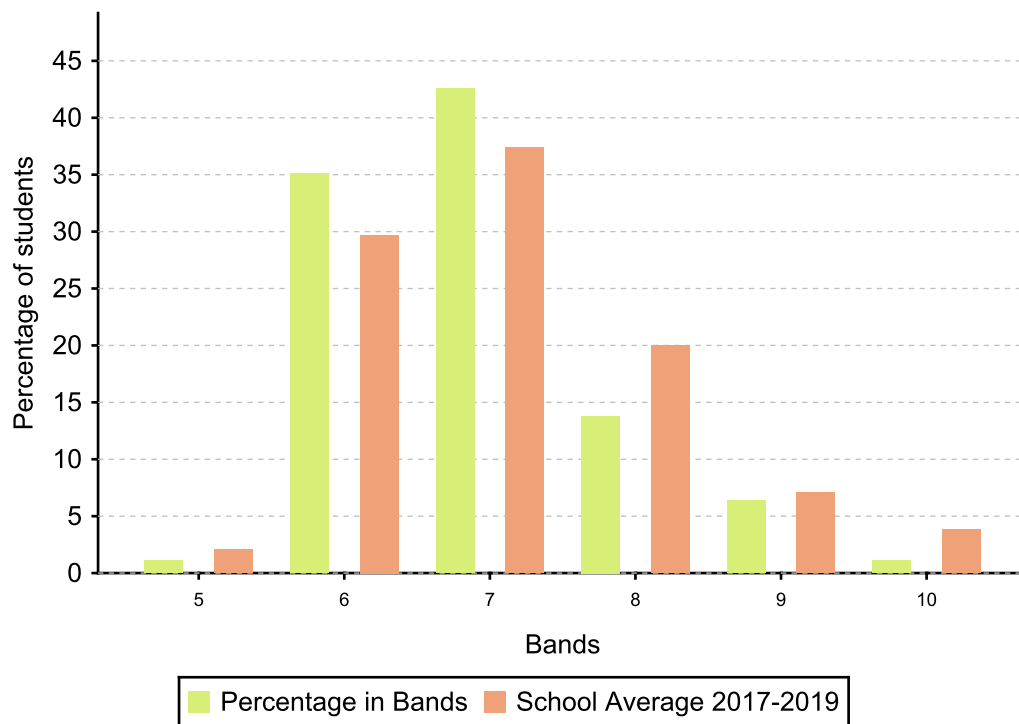
### Percentage in bands:

#### Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	6.7	23.5	28.9	24.2	15.4	1.3
School avg -2019	6.1	25.1	36.5	21.3	9.1	1.9

**Percentage in bands:**  
Year 9 Numeracy

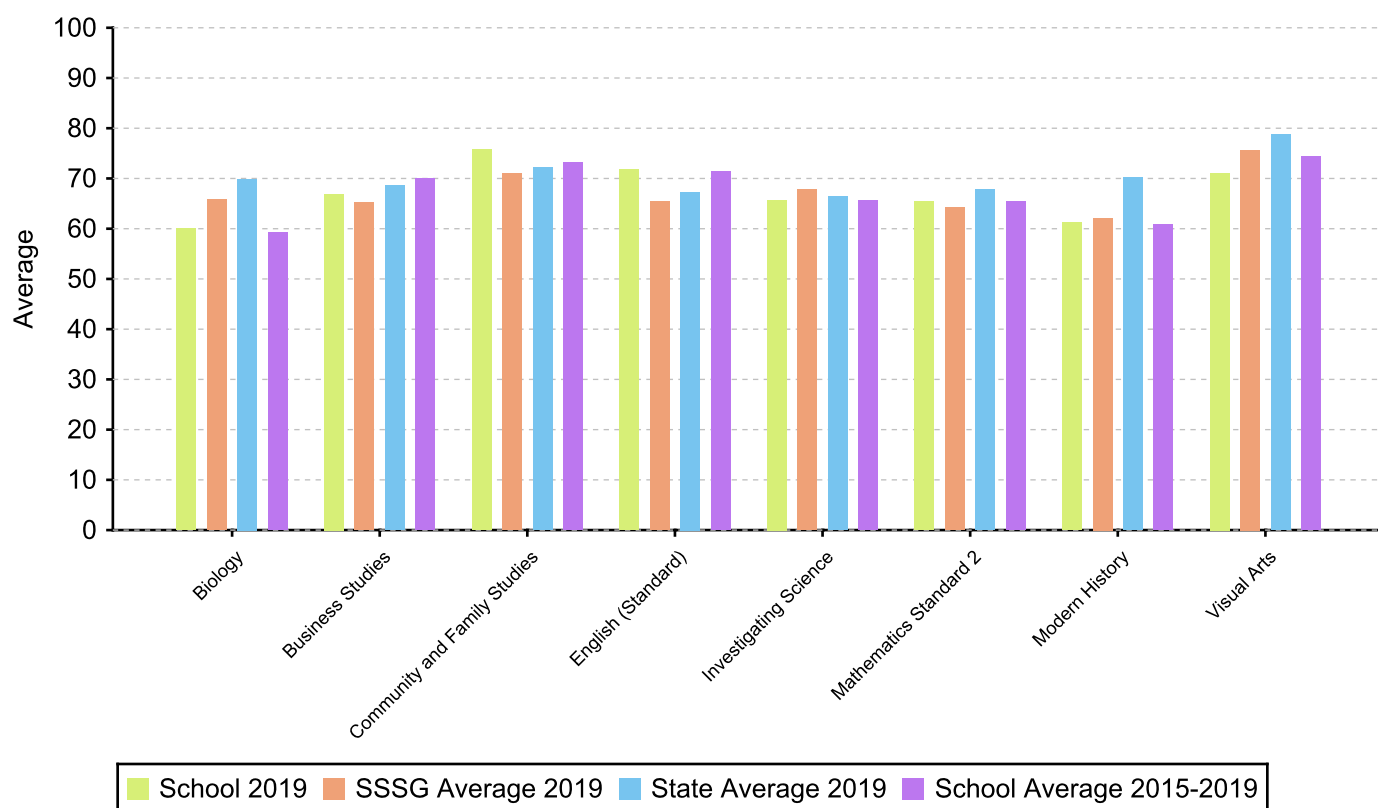


Band	5	6	7	8	9	10
Percentage of students	1.1	35.1	42.6	13.8	6.4	1.1
School avg -2019	2.1	29.7	37.4	20	7.1	3.8

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	60.0	65.8	69.9	59.2
Business Studies	66.9	65.2	68.6	70.1
Community and Family Studies	75.8	71.0	72.2	73.1
English (Standard)	71.8	65.4	67.3	71.5
Investigating Science	65.7	67.8	66.5	65.7
Mathematics Standard 2	65.4	64.2	67.7	65.4
Modern History	61.2	62.2	70.2	60.9
Visual Arts	71.1	75.7	78.8	74.4

## Parent/caregiver, student, teacher satisfaction

During 2019 our Community Partnerships team undertook a survey regarding community perception of the school. Overall, our parents and the community were very happy with our school and the opportunities provided to our students. The survey also aimed to identify the best way we could communicate with our community to ensure parents were always up to date with the various events running. From this 74% of parents indicated that email was the best way to keep in touch. Parents also indicated that they would enjoy the opportunity to see what learning occurs within the classrooms. This will be a focus for 2020 as we refine our social media presence and provide regular updates on important events and information.

staff and students also participated in a whole school survey cycle to evaluate the teaching and learning practices within classrooms. All staff undertook a self-reflection survey and implemented a survey with their classes. The data from this survey was used to develop key strategies to enhance practice within the classroom. Across the school, students indicated great confidence in our teacher's ability to effectively plan and implement lessons. Students also believe that staff are knowledgeable in their content areas and work hard to provide feedback to students to help them achieve their learning goals.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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