

# 2020 Annual Report

## Hoxton Park High School



8485

# Introduction

The Annual Report for 2020 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 vision

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

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

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

Our self-assessment and the external validation process will assist the school to refine our 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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)
Executive Code has been included in the new policy document for 2021. The new executive will be initiated into the code in 2021.	\$2,000
Executives undertook a 10 month NESLI Leadership program and have implemented a collaborative leadership plan to improve teaching and learning outcomes.	

**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)
ALP Evaluations for T4 indicate clear growth in student abilities, in the project's chosen areas. Discussion of this impact is on the attached evaluation minutes from the final ALP milestone meetings.	\$21,000 (\$3,000 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 appointment of a permanent Head Teacher Welfare for 2021, as well as the inclusion of PBL as Strategic Direction 2 for the new School Improvement plan, has meant that the PBL targets have been put on hold until 2021.	\$15,000
Initial planning for the new PBL targets has begun with benchmark data for attendance and student behaviour collated and analysed as part of the Situational Analysis for the 2021 SIP.	

**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.

**Progress towards achieving improvement measures**

Evaluation	Funds Expended (Resources)
The WHS processes have been delayed, due to COVID restrictions only being lessened in the final weeks of term 4. However, the WHS team have remained in continual contact with the DOE WHS advisor and have implemented strategies where applicable.	\$10,000

## 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)
Final evaluation meetings and data for the ALP projects indicate a high level of staff collaboration and consistent student improvement for all projects.	\$65,000

**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)
The Staff Code is included in the updated, e-school policy handbook for 2021.	\$10,000

**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)
PBL targets have been put on hold until the appointment of a permanent Welfare HT at the end of term 4. The PBL targets have been included as part of the SIp for 2021, with staff feedback from the situational analysis indicating positive feedback for the inclusion of a similar model to the consistency grids previously implemented across the school, but specifically focusing on classroom lesson structures. This will be explored as part of the 2021-2024 school plan.	\$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)
Data from the Literacy and Numeracy projects have shown growth for student skills in both areas. Strategies will continue to be utilised, as all practice is embedded in the stage 4 programming for both subjects.	\$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.

N 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)
Moving Forward class has proved very successful, with the majority of the participants attaining work placements or apprenticeships. The model will be expanded in 2021 to include a year 9 class, as well as a year 10.	\$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)
The iSTEM course has been programmed and resourced for 2021. The scope and sequence for STEM in stage 4 have also been collaboratively developed across Science and TAS.	\$24,000

**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)
Students actively use the Hoxton Honour Code across the school environment. A number of planned PBL program strategies have been postponed until 2021, to be redeveloped for the new school plan by the HT Welfare who will be appointed at the end of term 4.	\$15,000



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$20,568	<p>The funding was used for the allocation of the Aboriginal Education Coordinator to facilitate the 7 Priority areas of the National Aboriginal and Torres Strait Islander Education Strategy including completing Personalised Learning Pathways for student efficacy. In 2020 developed online classroom tools to share all available services to relevant students and their families during the COVID pandemic. Created and maintained partnerships with NRL - School to Work, South Cares- Opportunity Hub, Western Sydney University- Pathways to Dreaming, University Wollongong - Koorie Aspirations, University of Macquarie- Rising Star, STEAM and LEAP camps and NSW Health - Men's Camp.</p>
<b>English language proficiency</b>	\$54,918	<p>Student reading data was collected through the MacqLit cumulative reviews and the WARP - reading fluency assessment and student's compare growth over the year.</p> <p>1 Ethnic SLSO (0.4) was hired to support EAL/D students. EAL/D teachers provided support to parents and students in the transition to online learning during COVID.</p> <p>Increased EAL/D support in translation and interpreting services.</p> <p>EAL/D teachers developed differentiated resources focusing on EAL/D pedagogy of language acquisition, key vocabulary and scaffolding techniques to support teachers during the online learning delivery.</p>
<b>Low level adjustment for disability</b>	\$118,732	<p>SLSO support increased meet the needs and demands of online learning during COVID.</p> <p>2 Learning and Support Teachers were employed to support the transition back to face-to-face learning and teaching, particularly for students with complex learning needs that demonstrated significant disengagement with online learning. Intensive support interventions were implemented to address student needs.</p>
<b>Socio-economic background</b>	\$686,416	<p>Over the year, the following initiatives and projects have been completed, as a result of the socio-economic background funding:</p> <ul style="list-style-type: none"> <li>• purchase of additional class sets of Chromebooks to support remote learning during Covid</li> <li>• full-time staffing and resourcing for the Moving Forward class</li> <li>• staffing and resourcing for the ongoing Primary Initiative programs, such as Science Initiative and Debating Competition.</li> <li>• Funding to support the Action Learning Projects</li> <li>• Upgrade for the basketball courts, installation of outdoor gym and the construction of the outdoor learning space and Japanese Garden.</li> </ul>

<b>Support for beginning teachers</b>	\$28,962	<p>4 staff have completed their portfolios, with the rest of the Early Career Teachers having their evidence sets mapped and have begun drafting their folios.</p> <p>5 staff have undergone professional learning to begin higher levels of Accreditation</p> <p>New Accreditation Coordinator appointed for 2021.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$19,693	<p>Employment of an additional ethnic SLSO (0.6) to support refugee students.</p> <p>Analysed demographic trends in the school's population to manage and coordinate a whole school approach to support targeted refugee students.</p> <p>Ethnic SLSO provided cross-KLA academic, mentoring and wellbeing support including bilingual and cultural support to parents.</p> <p>Additional support provided to refugee students during Orientation and Transition programs.</p> <p>Undertook an evaluation process for 2 refugee referrals in order to assess student engagement.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	368	383	399	441
Girls	267	291	333	367

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.9	90.9	92.1	89.1
8	91.4	88.9	88.2	88.9
9	89.9	90.4	88.8	88.5
10	87.1	87.2	88.6	86.1
11	86.5	86.9	87.1	87.1
12	88	84.7	85.1	90.2
All Years	89.4	88.4	88.7	88.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

## 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	5	0	5
Employment	8	5	23
TAFE entry	7	5	13
University Entry	0	0	46
Other	0	0	12
Unknown	0	0	4

### Year 12 students undertaking vocational or trade training

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39.32% of Year 12 students at Hoxton Park High School undertook vocational education and training in 2020.

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

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75.2% of all Year 12 students at Hoxton Park High School expected to complete Year 12 in 2020 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)	9
Classroom Teacher(s)	42.5
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	1
School Administration and Support Staff	11.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

RAM funding was utilised to continue the position of Head Teacher Professional Practice, who oversaw the professional learning needs of the school which included a focus on embedding evidence based practice in teaching, as well as overseeing the accreditation process for those staff attaining Accreditation at Proficient level.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,782,079
<b>Revenue</b>	10,614,962
Appropriation	10,418,540
Sale of Goods and Services	31,234
Grants and contributions	101,999
Investment income	1,864
Other revenue	61,325
<b>Expenses</b>	-10,272,452
Employee related	-8,691,326
Operating expenses	-1,581,126
<b>Surplus / deficit for the year</b>	342,510
<b>Closing Balance</b>	2,124,588

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	87,837
<b>Equity Total</b>	1,702,569
Equity - Aboriginal	20,568
Equity - Socio-economic	983,307
Equity - Language	361,193
Equity - Disability	337,500
<b>Base Total</b>	7,890,496
Base - Per Capita	176,049
Base - Location	0
Base - Other	7,714,447
<b>Other Total</b>	449,190
<b>Grand Total</b>	10,130,092

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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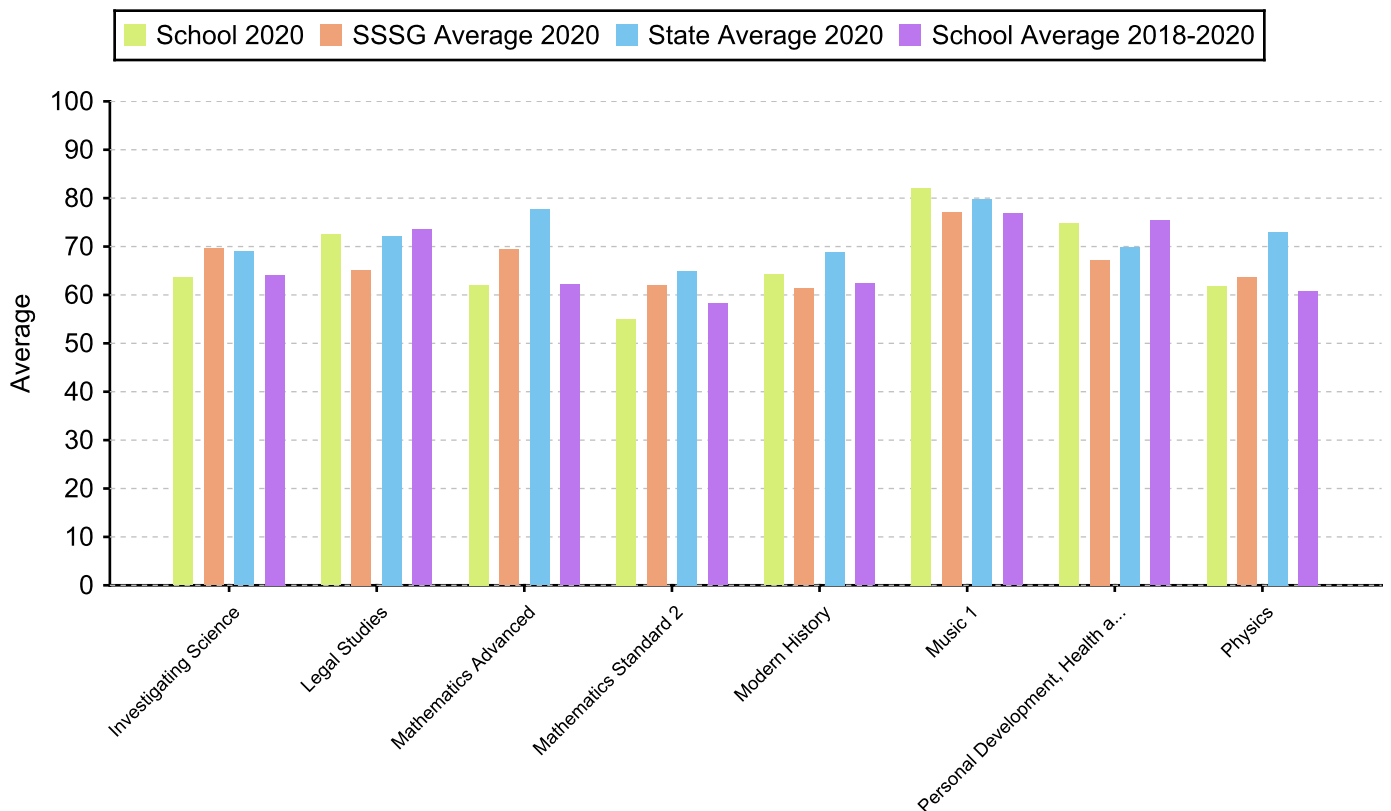
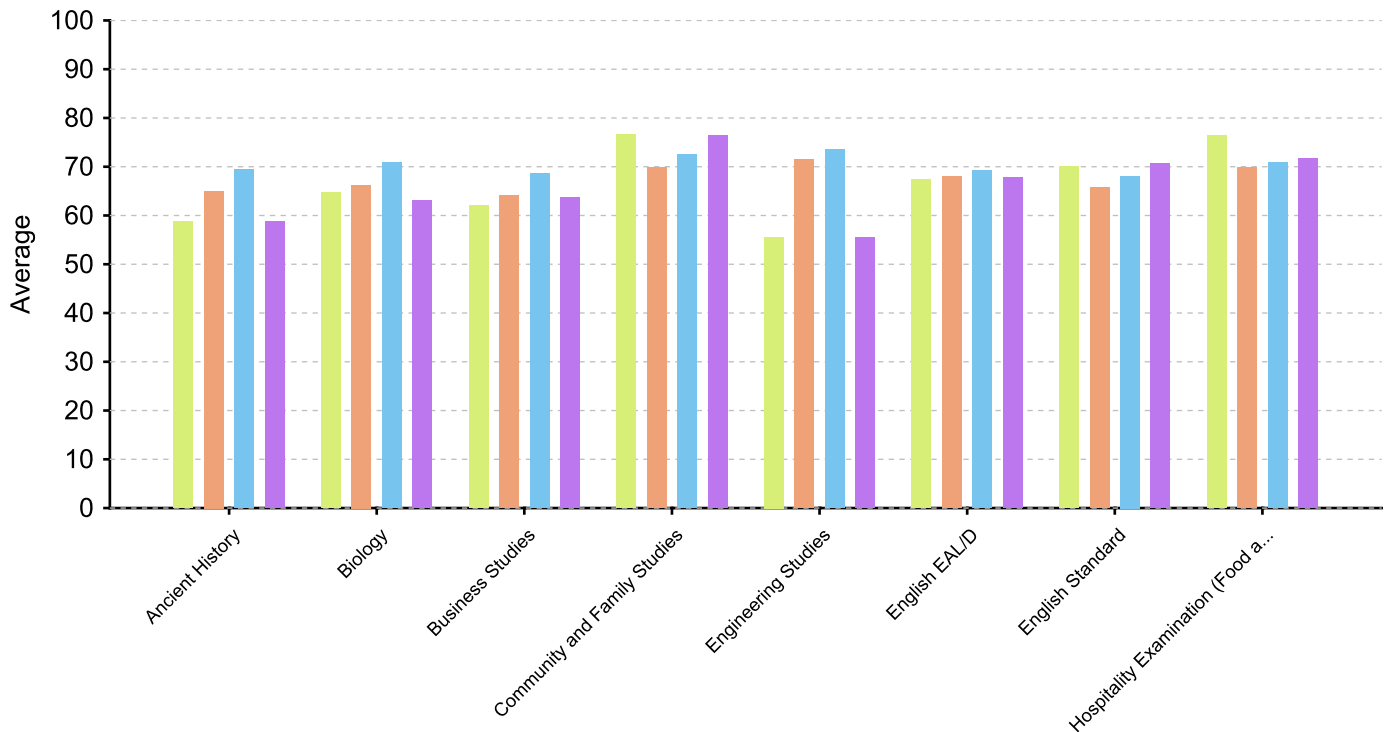
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	58.8	65.0	69.4	58.8
Biology	64.7	66.3	70.8	63.1
Business Studies	62.1	64.0	68.6	63.7
Community and Family Studies	76.6	69.9	72.4	76.4
Engineering Studies	55.6	71.4	73.6	55.5
English EAL/D	67.3	68.0	69.3	67.8
English Standard	70.0	65.7	68.1	70.7
Hospitality Examination (Food and Beverage)	76.4	69.8	70.8	71.7
Investigating Science	63.6	69.6	69.0	64.1
Legal Studies	72.5	65.1	72.1	73.6
Mathematics Advanced	62.1	69.4	77.7	62.1
Mathematics Standard 2	55.0	62.1	64.9	58.2
Modern History	64.2	61.4	68.9	62.4
Music 1	82.1	77.1	79.8	76.8
Personal Development, Health and Physical Education	74.9	67.2	69.9	75.4
Physics	61.9	63.6	73.0	60.8

## Parent/caregiver, student, teacher satisfaction

In 2020, the introduction of the 'Moving Forward Program' was created to support our students who were interested in applying for an apprenticeship/traineeship whilst completing their RoSA (Record of Student Achievement). The focus of the program was to build their portfolios, gain qualifications, participate in work experience and school-based projects and meet course outcomes. The program provided the opportunity to collaborate with a number of business and local partners including SkillsRoad, Mygateway, Job Quest, Bunnings Warehouse at Hoxton Park and Street Uni.

The school received positive feedback from students, parents/carers and the Transition Advisor. Students have stated they enjoyed the learning environment by having one teacher for their core subjects and a permanent 'home' classroom' providing a sense of belonging at school.

The Transition Advisor found the teaching experience rewarding as it allowed the teacher / student relationship to grow and enabled the tracking of each students' personal development throughout the year.

Additionally, data from our Learning Management System (SENTRAL) has indicated a reduction in the number of negative incidents including suspensions and N determinations and an increase in the number of positive incidents and attendance for students involved in this program.

Furthermore, 95% of students involved in the program achievement the attainment of the RoSA, 5 students received full-time employment and 1 student receive a School Based Apprenticeship.

# Policy requirements

## Aboriginal Education Policy

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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.

HPHS continued to engage with existing partnerships, including Pathways to Dreaming that focuses on providing Year 12 students with access to online and personalised support. School 2 Work program also focused on students' cultural connections through Yarning Circles with significant elders to support post-school transition. We continued our partnership with the University of Wollongong, Koori Aspirations program to support students to achieve their goals through Personalised Learning Plans. The school also forged a new partnership with South Cares, who provided dedicated mentors for senior students with educational officers targeting and supporting Stage 4 students in class.

The Aboriginal Education Coordinator explored the themes of Reconciliation and NAIDOC Week through the implementation and delivery of resources to implement the Aboriginal Education Policies.

## Anti-Racism Policy

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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

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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.

Teachers evaluate and monitor their teaching and learning programs, utilising EAL/D expertise and pedagogy to meet the needs of culturally and linguistically diverse learners.

## Other School Programs (optional)

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### 2020 Vocational Education and Training Awards

On Monday 14th September the Department of Education Ultimo RTO celebrated student and school achievements in the delivery of Vocational Education and Training courses.

The following students received a variety of awards:

**Ethan Da Silva** - 2020 Finalist for VET Excellence in Construction Pathways

**Sheida Shahbazi Dashti** - 2020 Finalist for VET Excellence in Retail Services

**Aimee Walker** - 2020 Finalist for VET Excellence in Hospitality Food and Beverage

**Mercia Tauati** - 2020 Sport Coaching VET Excellence Award. A special congratulations is in order for Mercia Tauati who was not only the course winner for Sport Coaching, Mercia was also awarded the **2020 VET Student of the Year!** Mercia has always enjoyed sport and choosing Sport Coaching as one of her subjects has provided her with a range of transferable skills. The judging panel were most impressed with Mercia's passion and commitment as a young sports woman. Mercia understands these valuable skills will benefit her future pathway as she begins her journey to study business management within the sporting industry.

### **VET Hospitality and Cafe Hoxton**

Stage 5 and 6 Hospitality Students were involved in the operation of Cafe Hoxton and the mobile Cafe Hoxton Coffee Cart. Our Cafe Hoxton initiative is an industry standard simulated workplace that provides an opportunity for our students to complete service periods, develop industry skills and work towards gaining a nationally recognised qualification through VET in schools. Cafe Hoxton is open to both staff and students throughout the school year whilst the Cafe Hoxton Coffee Cart involves students moving our facilities offsite to develop their hospitality skills and engage with the wider school community.

### **Barista Training**

All of our Stage 5 and 6 Hospitality students completed barista training where they became accredited to prepare and serve espresso coffee. Our students thoroughly enjoyed the program and a number of students have since been successful in gaining part time employment based on their qualifications.

### **VET Construction**

Stage 6 Construction students completed a range of industry standard projects at Hoxton Park High School. Specifically, a school based concreting project by designing, preparing and pouring a concrete path. The creation of the concrete path provided an opportunity for students to develop a range of transferable and employability skills whilst working towards achieving their Certificate II in Construction.

### **Agriculture**

Throughout 2020, our Stage 4 and 5 Agriculture students enjoyed learning about crop production, tractor use, animal husbandry and hydroponics at our school farm. In addition, our school farm was open for students to explore during their allocated break time. Students were able to handle and care for our animals whilst completing general farm duties.