

2021 Annual Report

Hoxton Park High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

Building High Potential Teachers to inspire and unlock the high potential of all students.

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

School context

Hoxton Park High School is a comprehensive, co-educational high school situated on Darug land in the Cowpasture network 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, Construction and Business Services, school based apprenticeships and traineeships (SBAT) and TAFE courses. Students with high potential and giftedness 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 Educational Pathways Program (EPP), 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.

Over the next 4 years the school will work on building high potential focusing on student growth and attainment, student efficacy, attendance and explicit teaching.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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: Student growth and attainment

Purpose

To ensure Stage 4 students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching Model
- Literacy and Numeracy Initiative

Resources allocated to this strategic direction

Professional learning: \$35,476.00

Per capita: \$199,185.00

COVID ILSP: \$505,000.00

Socio-economic background: \$102,238.79

Summary of progress

Explicit Teaching Model

2021 proved to be difficult in the achievement of all of our initiatives and targets due to continual adjusting of our activities and timelines, however, considering the working conditions and challenges, Hoxton Park High School was able to successfully implement a number of our initiatives that vastly improved our Teaching and Learning practices. These included all staff completing What Works Best modules, the Mentor Team created the Best Practice Differentiation Packages for Stage 4 and Upskilling Teacher Mentors in SOLO and the Explicit Teaching Model. Overall, we achieved growth in Stage 4 students achieving their in class reading and numeracy goals through explicit teaching of the targeted classes, this was evidenced by Literacy Lexile data and Numeracy in class target data. Higher rates of improvement could have been demonstrated if more face to face teaching time had been in place in 2021. The whole school Stage 4 Explicit Teaching Model was successfully established through the work of the Professional Learning Team and the Explicit Teaching Mentors. These new, consistent methods of teaching encompass What Works Best and SOLO taxonomy and are evidence-based to target explicit needs of each student. Teacher mentor professional development plans evidenced how the upskilling on Professional learning contributed to enhances the Mentor's skills in explicit teaching. Teacher feedback from professional learning showed that the Mentor group was able to implement the different aspects of SOLO and the Explicit Teaching Model to different elements of their pedagogy and assist their approach to targeting certain needs of the students. Teacher self-reflection learning logs highlighted how the Professional Learning on what works best worked together with SOLO to establish a solid best practice package for the students. Our implementation of a teacher mentor model was enabled by the allocation of a Deputy Principal to establish, monitor and implement the process in order to support the mentors in this new structure. Google forms feedback on the What Works Best professional learning evidenced that explicit teaching of what works best strategies enhance teacher pedagogy and student achievement in the classroom. The model was expected to be implemented at the beginning of 2022, however, due to the lack of whole school face to face Professional Learning, this has been adjusted to 2023 because the strategies and practices identified in the 'What works best' research support the enhancement of student outcomes and the underpinning practices within the SOLO taxonomy supports differentiation.

Literacy and Numeracy Initiative

In 2021 additional funding enabled small group after school tutoring, targeting Years 10 to 12 students, assisted with literacy (reading comprehension and writing) and numeracy. This was supported through additional funding and by using the expertise of the learning support team to design lessons and provide professional support to teacher tutors. Regular communication to parents was enabled by SLSO teachers who updated parents on student attendance and progress. The impact of this initiative is evidenced by students achieving their personal goals in various subject areas as well as a feeling of achieving an overall deeper understanding of the content. Next year we will continue to utilise this funding in the Literacy and Numeracy Initiative as even with loss of face to face time the program was successful.

The learning and support team supported teachers in explicit teaching in Literacy and Numeracy targeting Stage 4 students through differentiated class structures and a focus on Comprehension, Writing (Grammar and Punctuation) and problem solving in Maths. This was supported through the running of Hoxton Hub in Stage 4 and the streaming process of Stage 4 classes. This allowed for teachers to explicitly teach literacy and numeracy skills outside of content and

ensure greater understanding from students, then implement the use of skills with current content to ensure deep understanding. This supported students achieving their literacy and numeracy targets and allowed students to feel a sense of success in their learning which was celebrated. This process will continue in 2023, with a greater focus on data collection and students tracking their own learning to increase ownership of learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Improvements in the percentage of students achieving expected growth to be above the school's 2022 system negotiated targets in Reading and Numeracy. • Improvements in the percentage of students achieving in the Top 2 bands of NAPLAN Numeracy to be above the school's 2022 system-negotiated target. • Improvements in the percentage of students achieving in the Top 2 bands of NAPLAN Reading to be above the school's 2022 system-negotiated target. • Improvements in the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy. 	<p>With the difficulties of 2021 and the changes to the teaching and learning environment, many of our activities that were to be implemented were not and this has had an impact on the rate of our improvements in the target areas. The percentage of students achieving expected growth in reading minimally decreased by 5.96%. The percentage of students achieving expected growth in numeracy decreased by 17.2%. Data indicates an increase of 2.74% against baseline data in number of students in the top two skills bands for reading. In numeracy, there was a decrease against baseline data of 3.71% yet an increase of 1.3% since 2019, in the top two skills bands. There has been an improvement in the number of students achieving in the top 3 bands in NAPLAN in reading and numeracy. This has led to a positive progress towards achieving our system negotiated target.</p>
<ul style="list-style-type: none"> • Increase in Stage 4 students achieving or exceeding their reading goal based on their Lexile or Renaissance level. • Increase in Stage 4 students achieving or exceeding their Athletics targets and Mathematical ability skills target. 	<p>Through the implementation of the literacy and numeracy initiative, the HPHS Learning and Support faculty and the Maths faculty have continued to target literacy and numeracy skills and students were working towards achieving their goals and targets. In 2021, 61% of students achieved their literacy goal in Year 7 and 40% of students achieved their goal in Year 8. The lack of face to face targeted learning has impacted on the success of this initiative and many activities have been moved to 2022/2023.</p>
<p>Establishing a whole school explicit teaching model encompassing What Works Best and SOLO taxonomy that differentiates and progresses students across the developing, core and extended progression.</p>	<p>In 2021, the Professional Learning Team effectively developed a whole school Explicit Teaching Model (ETM) that encompasses What Works Best research and SOLO taxonomy and is differentiated to target the specific needs of students in Stage 4. 100% of teaching staff successfully completed all 8 What Works Best Modules and implemented these strategies into their teaching and learning practices. 100% of our 8 Instructional Leadership Mentors have implemented the ETM into their teaching and learning practices for their targeted class, however, due to COVID-19 our expected timelines were adjusted in 2021 to allow for the Head Teachers to be trained in 2022.</p>

Strategic Direction 2: High Potential Students

Purpose

To inspire a culture of active learners who are goal orientated, aspirational, resilient and self-reflective to achieve their full potential underpinned and supported through the Hoxton Honour Code. Students will be evaluated on their self-efficacy, entrepreneurial skills ensuring all students have a clear school to work pathway.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance Targets
- Wellbeing Processes

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: \$22,000.00

Summary of progress

Attendance Targets

During 2021 many initiatives were established to be implemented in 2022/2023 to strive towards our students being active learners, who are goal orientated, aspirational, resilient and self-reflective. During the year, we have updated the Attendance Policy which has lead to a more effective and efficient ways to collect whole school data and communicate this with staff and the community. Additionally, the school developed a process to recognise and celebrate regular and improved student attendance. As well, a new Wellbeing approach was targeting the establishment of a culture of active learning through effective evidence based strategies that are unique to our school environment. A new Merit System structure was also embedded that is streamlined with our school use of Sentral and we are in the planning stage of establishing recognition assemblies and excursions once COVID restrictions have eased. Data harvested from SENTRAL and SCOUT provided the team with information on attendance trends and this assisted year advisors to target specific students or groups of students who were 1 to 3% off our targets, enabling the recognition of student engaging between 90% and 100% during the school term. As a result, students were recognised for their attendance achievements.

Due to COVID-19 Lockdown many of the planned activities for Term 3 did not take place. As a school we had to readjust our strategies and planned Professional Learning for the term in order to support our teachers and students with online learning. During Term 3, identified patterns of disengagement with particular year groups were identified. Attendance consistent to face to face teaching, was achieved, with the exception of a marked drop off as the weeks progressed to the later part of the term.

Learning from home and the lock down has hindered the implementation of the new initiatives and altered our schedule. Many activities have been moved to 2022, with the new plans ensuring that we are moving towards improvements in our attendance targets and Wellbeing approach. This is important because regular attendance helps students to progress with their learning and be more aware of life options.

Wellbeing Processes

In 2021 we undertook a review of our current wellbeing practices and procedures. We surveyed teachers, students and our community to identify areas of improvement. Findings highlighted a need for a new program to assist all staff in the current Wellbeing practices of HPHS. This led to the employment of a Head Teacher Wellbeing role. The HT Wellbeing will lead new wellbeing programs and ensure programs support student engagement.

SENTRAL was restructured to support data capture and analysis. Findings from our surveys also identified the need to provide head teachers with increased time for wellbeing in relation to case management of their year group. Implementation of a restructured whole school PBL measure aims to reward and reinforcement positive behaviour in all areas of school and this commenced in 2021. Teacher, student and community surveys highlighted the importance of developing a sense of belonging and recognition of active participation at school. As a result, we restructured and implemented the new merit award system, launched the student portal via SENTRAL and developed a system to analyse engagement with the Student Portal and merit award program. This process enabled us to engage key school personnel and external agencies to support individualised student case management. Due to COVID-19 lockdown many of the planned activities for Term 3 did not take place. This resulted in the readjustment of our planned professional learning activities in order to support teachers and students during the learning from home phase.

In consultation with the Professional Learning Team and Deputy Principal, a 2022 plan was devised. This included the purchasing of an external Wellbeing initiative called 'You Can Do It', targeted professional learning for the Wellbeing Team and upskilling staff in preparation for school implementation in 2023. The 'You Can Do It' program modules will be decided by the Wellbeing Team once they have undergone training, ensuring that the modules best target the needs of our students. This is important because active school participation helps students to be more engaged in their learning at school and to support the development of positive peer relationships.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> The system negotiated target is to increase the percentage of students attending >90% from 65.88% to 67.2% and decreasing the percentage of students attending <80% of the time. Review, establish and implement HPHS Attendance Policy. 	<p>The number of students attending greater than 90% of the time or more has decreased by 11%. The impact of COVID-19 has negatively impacted on our school attendance data. As the data was previously demonstrating an increase in the attendance, this decrease has been a direct impact of the COVID-19 lock down, restrictions and isolation requirements. The new attendance policy that was established this year and to be implemented Term 1 2022 will target this and support the open communication with our school community regarding the importance of Attendance.</p> <p>The new Attendance policy was established to raise awareness of attendance within the community, allowing students to be aware of their responsibility and role as an Active Learner at school. This included a consistent systematic approach for staff to target student attendance and how attendance can have a positive impact on individual student learning. The policy includes recognition and rewards for improvements in and high attendance rates of students and this is celebrated with the school community.</p>
Researching, planning and establishing a whole school, planned Wellbeing approach to focus on the understanding and implementation of PBL Active Learning to promote student self-efficacy.	A range of wellbeing programs was researched by the Wellbeing Team. The aim was to establish and implement a whole school approach to wellbeing through selecting and modifying a program that meets the needs of students. Staff and students were to be upskilled using the identified strategies to progress towards the goal of High Potential students who are Active Learners. The team decided on the 'You Can Do It' program. During 2022, a leadership team will be participating in Professional Learning on the chosen program and to establish processes and procedures to implement with the school community in 2023.

Strategic Direction 3: High Potential Leaders

Purpose

To professionally develop teachers using evidence-based research and value-added data to effectively extend and challenge Stage 6 students to reach their fullest potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Stage 6 HSC Data Driven Practices
- Principles of Assessment Model

Resources allocated to this strategic direction

Socio-economic background: \$68,605.07

Professional learning: \$14,805.00

Summary of progress

Stage 6 HSC Data Driven Practices

In 2021 curriculum executive participated in a range of professional learning to support the use of data in the classroom that informed teacher practice. Head Teachers successfully completed in school professional learning. Collaborative dialogue and sharing of implementation strategies to achieve greater success in the HSC supported implementation. The executive team developed their capacity in utilising HSC RAP data analysis tools, in order to support regular tracking and monitoring student performance for adjustments to learning, utilising SOLO taxonomy to leverage synergies with NESA HSC verbs for consistent school-wide practices around 'thinking skills' and unpacked NESA Principles of Assessment (for, as, of learning). As well, the Executive completed external professional learning targeted at embedding Five Formative Assessment strategies using evidenced based research of Dylan Williams, Teach Meet and Tuning Protocols professional learning models and HSC High Impact Leverage strategies for Stage 6. The process that supported this included the allocation of a Deputy Principal 2 days per week. Executive teachers were supported in this new learning and implementation through scheduled fortnightly professional learning meetings. The impact was an increase in open collaboration and implementation of new and updated skills leading to a vast degree of impact including successfully embedding the use of data to inform teaching and learning practice in Stage 6, enhancing the collaborative culture in the executive around evidenced practice, and adapting and adjusting teaching and learning practices to suit student progress. Next year, executives will implement their Faculty Action Plan for Semester 1 that was created in 2021. This includes 2021 HSC Data analysis using RAP and analysing the data in our school developed HSC Bands Google spreadsheet, Identifying focus areas and strategies for 2022, tracking and monitoring students in Stage 6 classes, implementing High Impact strategies, evaluating student achievement and implementing adjustments to teaching and learning. This is important because the effective use of data supports teachers to understand which students are progressing at an appropriate level in response to their teaching approaches in the classroom.

Principles of Assessment Model

In 2021 executive professional learning workshops were led by the Deputy Principal Curriculum to increase collaborative evidence based practices in Stage 6 using formative assessment principles. Feedback from executives demonstrated that executives are confident in identifying formative assessment tools that addresses assessment as, for and of learning. This has supported the differentiation of activities in the classroom and allowed adjustments to teaching to meets the diverse learning needs of students. Executives can now identify and embed a range of formative assessment tools to elicit evidence of student learning. Executives have collaborated on various best practice formative assessment tools to improve student learning and reflected on their teaching practice in relation to formative assessment strategies. Due to COVID-19 Learning from Home phase, the Extended Executive professional learning meeting did not take place, only 1 out of 2 executive sharing workshops occurred. A formative assessment, best practice resource package has been created to share consistent approaches across Stage 6 courses. In 2022 we will continue to further embed formative assessment practices by trialling new approaches using formative assessment tools and strategies and collect evidence on their impact on student learning. Executives will lead their faculties and collaborate to share best practice across faculties. This is important because it is only through effective assessment that teachers can know if learning is taking place.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvements of students in top 3 bands in HSC courses to increase and be above the school's negotiated targets.	In 2021 there was a 5.5% increase in the number of students achieving in the top three bands from 2020. There was also an increase in the number of subjects with students achieving Band 6 top band, this increased from 5 subjects in 2020 to 13 subjects in 2021. There was also an increase in the number of key learning areas with students achieving Band 6 from 3 KLAS in 2020 to 6 KLAS in 2021.
Improvements in the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	In 2021, 100% (4 students) of Hoxton Park High School's Aboriginal students attained the HSC. All of these students (100%) engaged with the Aboriginal Education Coordinator to support cultural identity. This included activities such as coordinating programs and opportunities with external providers including WSU, FutureMe and Opportunity Hub, one on one support with Assessment Tasks, liaising with KARI and utilising the students personalised learning plans.
All curriculum executive understand, support and collaborate on the Principles of Assessment Model (POAM) whole-school strategies	100% of curriculum executive successfully completed professional learning workshops on Principles of Assessment. This included collaborating on developing whole school strategies to address areas of learning improvements, creating faculty based whole school strategies documents to support improvements in student attainment and delivering professional learning workshops to faculty members on whole school strategies underpinned by the Principles of Assessment.
All curriculum executive understand, support and collaborate on the Stage 6 HSC Data Analysis Model (DAM) whole-school strategies.	100% of curriculum executive were successfully upskilled and now utilise the HSC RAP data process. A consistent method of analysing HSC RAP data to inform teaching practice was established and implemented. Using data from current and previous HSC cohorts, the curriculum executive collaborated on developing whole school strategies to improve identified areas of learning and created a 2022 Faculty Action Plan to address teaching strategies and focus on strategies to track and monitor student improvement. This has lead to a targeted approach in addressing the specific learning needs of students in stage 6 classes and assist students more individually in achieving higher HSC results. Relevant curriculum executive also participated in the DoE HSC Professional Learning: High Impact Strategies for Stage 6 which targeted a number of teaching and learning strategies to better enhance the knowledge and skills of students to understand and transfer knowledge and skills needed to successfully improvement student achievement in the HSC.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$575.40</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement with external providers and specialist to provide intensive language support to identified EAL/D students • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - school-based resourcing for technology to support the acquisition of English through student learning. As a result, students received greater access to the curriculum and understanding of subject-specific language as they engaged in learning in the classroom and via online platforms <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to increase staff support of the students in the area of literacy because language acquisition is critical for success across all curriculum areas
<p>Integration funding support</p> <p>\$91,537.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hoxton Park High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - two SLSO positions being allocated to provide individual support for students with additional learning needs in the classroom. This has added to the success of our students to meet their needs, achieve their educational outcomes in numeracy and literacy, and assist in the development of their social and emotional wellbeing. - additional support to increase the communication between students and their parents during online learning and teachers - supporting teachers to provide the appropriate levels of adjustment to ensure students had access to the content and outcomes - supporting teachers in the differentiation of resources for an online platform - regular and ongoing check-ins with students via Zoom and phone call to support the completion of stage 6 assessment tasks <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to provide ongoing learning support for students, staff and the community

<p>Socio-economic background</p> <p>\$1,159,688.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hoxton Park High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy Initiative • Stage 6 HSC Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy programs to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • engaging with external providers to support student engagement and retention • professional development of staff through [program] to support student learning • staff release to increase community engagement • employment of additional staff to support literacy and numeracy program implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - building the capacity of high potential leaders to inspire and unlock the high potential of all students. It allowed our school to establish and implement many programs and procedures that enhance the learning of our students as well as ensure that they have access to current resources and technology that will develop their talents, interests and abilities. The funding also increased our links to our feeder primary schools as well as outside businesses, universities and the wider community <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - used to increase the level of support and resources available to target student literacy and numeracy data and to improve our wellbeing approach
<p>Aboriginal background</p> <p>\$26,323.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hoxton Park High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the Aboriginal Education Coordinator receiving 0.2 allocation to provide support for our Aboriginal and Torres Strait Islander students to further encourage personal academic achievements, social and emotional

<p>Aboriginal background</p> <p>\$26,323.00</p>	<p>development and raise cultural awareness and identity. Students and parents were involved in the development of personalised learning plans (PLPs) to best support students' learning and share expected outcomes. The data highlighted in the students' personalised learning plan demonstrates an increase in achievements in NAPLAN and the HSC. Furthermore, the personalised goals set for each student led to improvements in all areas of their development including academic, social, emotional, and cultural</p> <ul style="list-style-type: none"> - the coordination of scholarships and programs from external providers such as WSU, FutureMe, Pathways to Dreaming, NRLS2SW and Opportunity Hub in providing opportunities for students to progress in their educational, vocational, and individual aspirations - the allocation of an SLSO of Aboriginal background to support students in their engagement and achievements in learning and attendance. The employment of an SLSO allowed the school to work closely with the community and different agencies to improve school engagement and achievements of our Aboriginal and Torres Strait Islander students <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - the continuation of the role of the Aboriginal Coordinator in 2022
<p>English language proficiency</p> <p>\$235,072.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hoxton Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • establishing the core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - whole school planning, programming and support which was informed by student assessment data and collected through a variety of assessment modes. EAL/D teachers provided support through the mode of team-teaching to embed EAL/D pedagogical practices and scaffolded student learning which resulted in the successful progression of students through the four EAL/D phases - EAL/D teachers working collaboratively with curriculum teachers to develop differentiated resources suitable for online platforms that addressed student's language needs and ensured the content and skills were delivered through the language modes of speaking, listening, reading, writing, and viewing during the online learning phase - the employment of an Ethnic SLSO that provided additional support for students in Stage 4 who were identified on the beginning and developing ELP phases including flagged refugee students. The support assisted staff to address the transition needs of such students. The SLSO provided assistance with interpretation and translation allowing increased communication between teachers and executive staff that fostered positive relationships with the students' family and communities <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - used to inform whole school planning. programming and support using student data to fund support for our EAL/D students
<p>Low level adjustment for disability</p> <p>\$342,968.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hoxton Park High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$342,968.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employing additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - identifying individualised teaching and learning strategies for each student based on NCCD data. The allocation of 2 full time Learning and Support Teachers EAL/D teachers provided support for students and teachers through communication and collaboration in planning and teaching to ensure the diverse learning needs of students were catered for during online learning. The teachers focused their support on the development of students' literacy and numeracy achievements, providing assessment support to targeted groups of students and providing intervention strategies for students whose learning was significantly disrupted from the COVID-19 lockdowns. - SLSO support being focused on maintaining regular communication with students and parents during online learning to monitor student engagement and progress with learning - Zoom learning sessions being offered to target students with complex learning needs <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - used to continue to target identified, individualised teaching and learning strategies for each student based on the NCCD data and allocate our Support teachers to assist and support our students
<p>Professional learning</p> <p>\$70,281.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hoxton Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Model • Principles of Assessment Model • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • establishing, planning and implementing a new literacy based model to target the teaching and learning of Stage 4 • establishing an additional coordinator role to support the beginning teachers through the Accreditation process. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased involvement of staff in Professional learning activities and working towards achieving the system negotiated goals. Furthermore, it allowed for a structural support process and procedure to be established to assist in the Accreditation of all of our staff <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - used for the Professional learning activities and upskilling of staff to meet our system negotiated targets as well as establishing best practice teaching

Professional learning \$70,281.00	and learning activities and procedures that cater to the needs of all students
Flexible Funding for Wellbeing Services \$28,722.00	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Hoxton Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing Processes • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - providing additional support to students enabling initiatives in the school's strategic improvement plan <p>This included:</p> <ul style="list-style-type: none"> - Creating Chances 2-day Wellbeing Program - Girls Talk Empowerment Program - Staff training in a range of socio-emotional areas i.e. RAGE, Managing the Bull (Bullying and Resilience), Peer Support and SRC - 'You Can Do It' Program <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - whole school Wellbeing programs that supports student attendance and engagement. These programs will support the transition of students into Year 7 and the Girls empowerment program to unlock students' full potential. Training sessions for staff entering into new positions will be implemented to support wellbeing interventions that address student needs. The 'You Can Do It' Program will continue to be investigated for implementation in 2023
COVID ILSP \$505,000.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Model • Literacy and Numeracy Initiative • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 2 COVID Intensive Learning and Support teachers facilitating small group tuition for targeted students in years 7 to 10) 3 times a week. Students followed the syllabus and were supported through a focus on reading and writing skills. Learning progress was continuously monitored and communicated to parents. The analysis of data showed that small group tuition has been successful, particularly in the improvement of student's

<p>COVID ILSP</p> <p>\$505,000.00</p>	<p>reading scores and post assessment work samples</p> <ul style="list-style-type: none"> - feedback from parents indicating that participation in small group tuition has improved students' engagement and morale towards learning - parents commenting on the positive wellbeing impact of the program on students' self-confidence regarding their learning - the establishment of the Stage 4 and 5 Parallel Teaching model for small group tuition - the delivery of instruction to support the achievement of the HSC minimum standards using the after school small group tuition model <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to allocate COVID ILSP funding using school data to determine the needs of our students and the best strategies for our school community to move forward.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	383	399	441	432
Girls	291	333	367	356

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.9	92.1	89.1	89.9
8	88.9	88.2	88.9	87.7
9	90.4	88.8	88.5	86.3
10	87.2	88.6	86.1	80.7
11	86.9	87.1	87.1	87.8
12	84.7	85.1	90.2	90.2
All Years	88.4	88.7	88.4	86.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	12	0	1
Employment	0	0	20
TAFE entry	2	2	20
University Entry	0	0	49
Other	0	5	0
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

41.82% of Year 12 students at Hoxton Park High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

84% of all Year 12 students at Hoxton Park High School expected to complete Year 12 in 2021 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)	10
Classroom Teacher(s)	41.5
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	1.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,124,588
Revenue	11,074,354
Appropriation	10,948,822
Sale of Goods and Services	31,481
Grants and contributions	60,644
Investment income	858
Other revenue	32,550
Expenses	-11,983,273
Employee related	-9,598,206
Operating expenses	-2,385,067
Surplus / deficit for the year	-908,919
Closing Balance	1,215,669

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.

	2021 SBAR Adjustments (\$)
Targeted Total	93,383
Equity Total	1,764,127
Equity - Aboriginal	26,397
Equity - Socio-economic	1,159,689
Equity - Language	235,073
Equity - Disability	342,968
Base Total	8,051,793
Base - Per Capita	199,186
Base - Location	0
Base - Other	7,852,608
Other Total	495,597
Grand Total	10,404,900

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

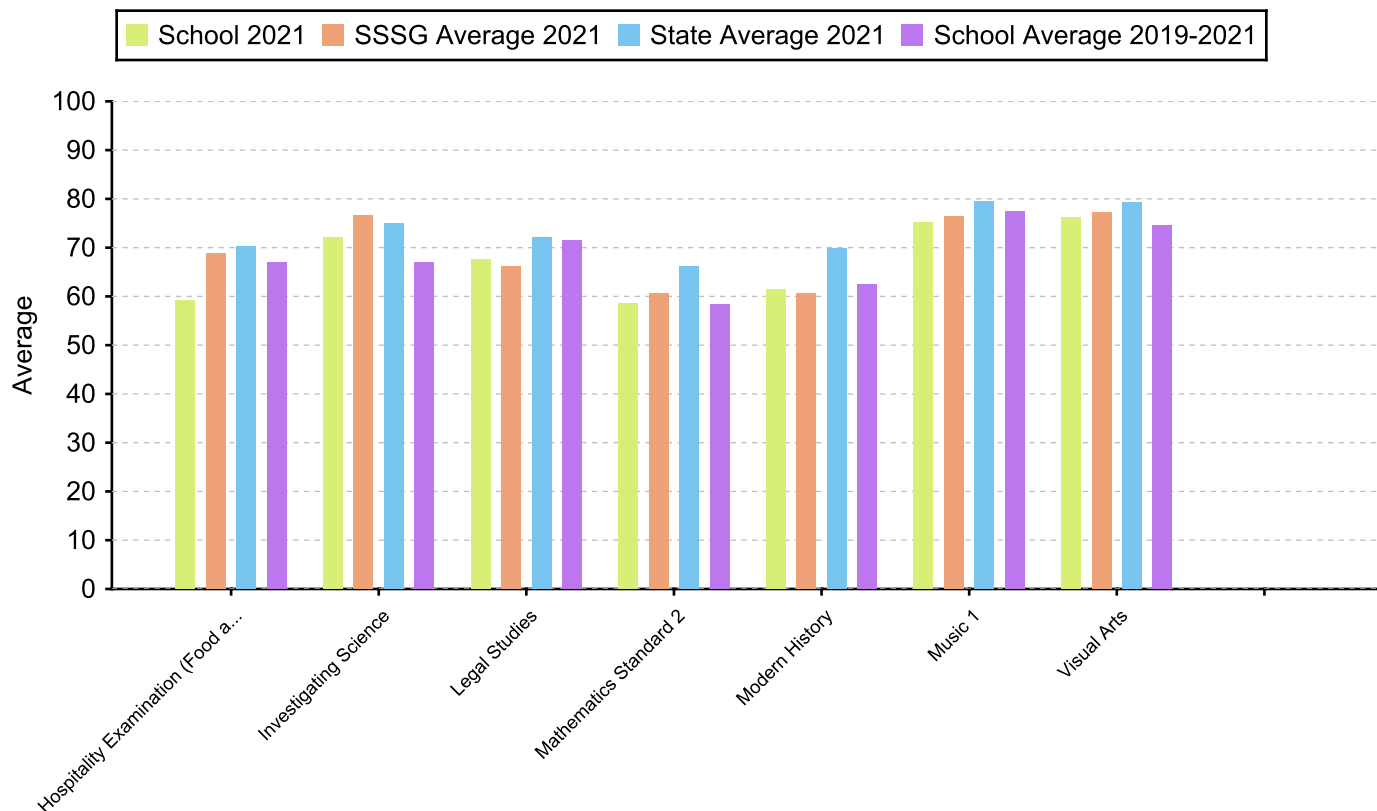
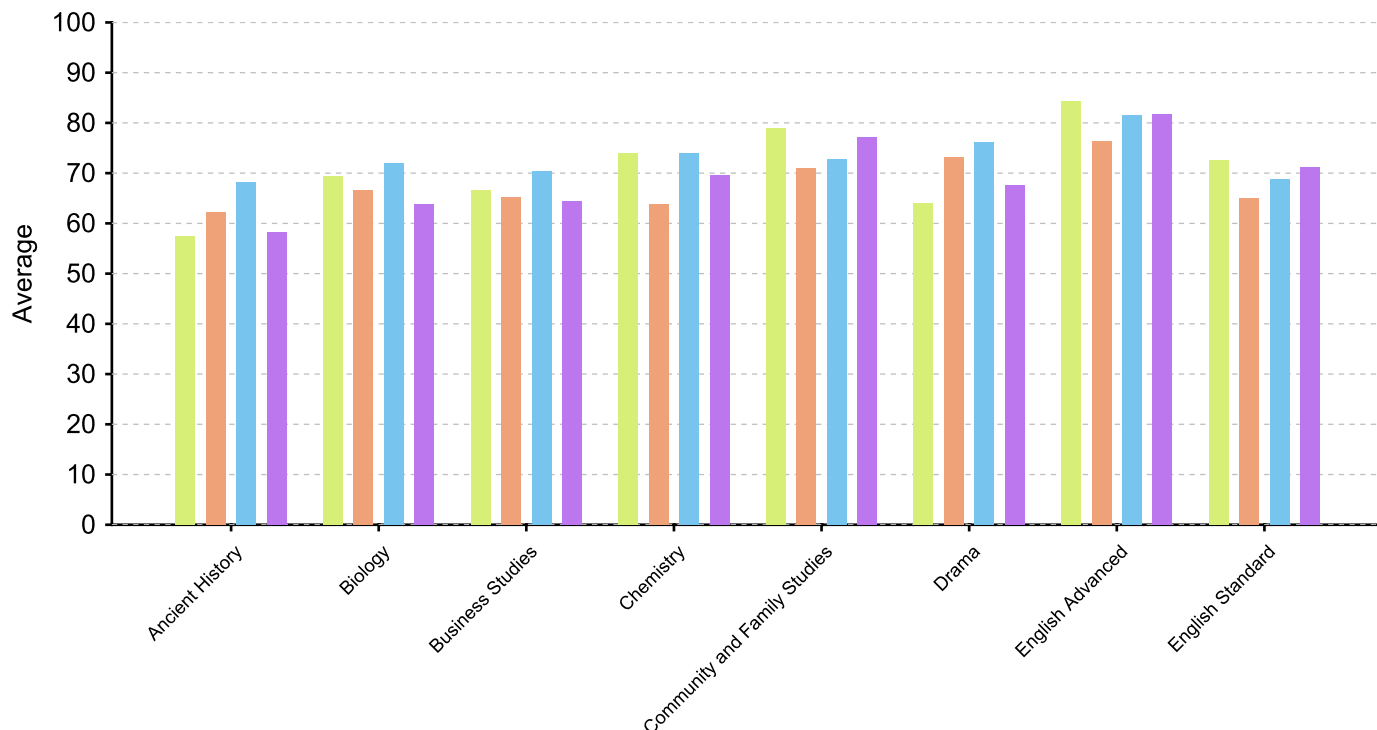
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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 2021	SSSG	State	School Average 2019-2021
Ancient History	57.4	62.3	68.1	58.1
Biology	69.3	66.6	71.9	63.8
Business Studies	66.6	65.2	70.4	64.4
Chemistry	73.9	63.8	74.1	69.6
Community and Family Studies	78.9	70.9	72.7	77.2
Drama	64.0	73.2	76.1	67.7
English Advanced	84.4	76.3	81.4	81.7
English Standard	72.6	65.0	68.8	71.3
Hospitality Examination (Food and Beverage)	59.2	68.7	70.3	67.0
Investigating Science	72.0	76.6	74.9	67.0
Legal Studies	67.6	66.1	72.0	71.5
Mathematics Standard 2	58.5	60.5	66.1	58.3
Modern History	61.4	60.5	69.7	62.4
Music 1	75.1	76.3	79.4	77.4
Visual Arts	76.2	77.2	79.4	74.5

Embedding Careers Education in Curriculum Program:

In 2021, the introduction of Stage 6 Transition Advisor and Year 9 Moving Forward was embedded into our current Career and Transition Programs.

The purpose of the role was to further support our Stage 6 NON-ATAR students in successfully transitioning from school to work. The role involves collaborating with several of our business partnerships such as My Gateway, SkillsRoad, Bunnings Warehouse at Hoxton Park and Productivity Bootcamp to give our students authentic work experiences that best prepare our students for their future career pathways.

Furthermore, the introduction of the Year 9 Moving Forward class provided our students with the opportunity to begin their school to work transition sooner. The class focused on the literacy and numeracy, job ready skills and be supported in seeking for part-time employment. Students also completed a Cert I in Foundation of Vocational Skills and Training.

The feedback from students, parents and staff were extremely positive, with 95% of the students reapplying and successfully transitioning to the Year 10 Moving Forward class and 70% of students have commenced their part-time positions.

Executive Teacher Satisfaction on Data Driven professional learning:

Curriculum executives participated in 'Data Driven' professional learning workshops. 100% of executives indicated an increase in knowledge and understanding in data use to inform teaching practice. 100% of executives indicated enhanced collaborative practice and collective responsibility with colleagues.

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.

Aboriginal Education - School statement

The school continued to engage with existing partnerships, including Pathways to Dreaming, School 2 Work and South Cares and focused on providing support for students in Years 7 - 12 to achieve their goals through their Personalised Learning Plans and to engage in both school and post-school opportunities that address their aspirations, learning goals and cultural identity.

Anti-Racism Policy

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

Anti-Racism - School statement

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.

One staff member at Hoxton Park High School has been trained as Anti-Racism contact officers.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

LBOTE information is shared with the school community, and analysed by the school to plan, implement, and monitor student learning outcomes and promote social cohesion, address the social and emotional wellbeing needs of students and achieve harmony within the school community.

Other School Programs (optional)

Careers and Transition team

The Career and Transition faculty offer a variety of programs and services that support students' in their career pathways. The programs and services provided are used to encourage students to identify, experience and empower themselves to make educated decisions on their future pathway. The programs and services on offer including (but not limited to):

- Year 9 and 10 Moving Forward Program (specialised apprenticeship/traineeship program)
- Educational Pathways Pilot Program (EPPP)
- TAFE, University and Business Partnerships
- Two specialised Transition Advisors to support students in transitioning from school to work
- Work experience and industry tours

Creative and Performing Arts program

The Hoxton Park High School Dance Enrichment Ensemble was successful in their audition to be part of the NSW Public Schools Regional "In The Spot Light Dance Festival". This arts event promotes teacher and student excellence in dance education. The ensemble consisted of students from Year 7 to 10 who displayed their passion, collaboration, ability, and creativity as they explored the art of dance. Students performed their exceptional routine, which was choreographed by Dance Instructor Ms Charli Watts, at the Seymour Centre on Tuesday 8th June 2021.

2021 VET Awards

On Monday 6 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 awards:

Hadi El-Halabi - 2021 Finalist for VET Excellence in Construction Pathways

Nadia Saboune - 2021 Finalist for VET Excellence in Retail Services

CAFE Hoxton program

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.

Prefect Body

Each year, Hoxton Park High School's students and staff elect ten students from Year 11 and 12 to become apart of the Prefect Body leadership team. The Prefects are expected to present themselves and their actions in a manner that endeavours to uphold the school's name, ideals and be of service to the school to the best of their ability. They are responsible for setting an example in conduct, dress and study, continuously representing the Hoxton Honour Code, conducting morning gate/flag duty, running formal assemblies, participating in continuous leadership training and implementing whole school projects that are aligned with the focus of connecting the whole school community.