2022 Annual Report

Hoxton Park High School

8485

Introduction

The Annual Report for 2022 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.

School contact details

Hoxton Park High School
40 Wilson Rd
Hinchinbrook, 2168
https://hoxtonpark-h.schools.nsw.gov.au
hoxtonpark-h.school@det.nsw.edu.au
9607 4222

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	2022 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	Delivering
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	Excelling
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 though 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

Socio-economic background: $92,724.88

Summary of progress

Explicit Teaching Model

In 2022, our teachers continued to focus on improving and refining their teaching and learning practices through the school-wide initiatives established in 2021 . The focus for 2022 was for all teaching staff to work collaboratively with the Mentor Team and Head Teachers to attain a greater, more in depth understanding of the importance of differentiation in meeting the needs of our diverse students, and effectively using differentiated structures and models in the classroom to ensure that there was visible student growth. In 2021 all staff completed the CESE What Works Best Modules which led to the professional learning of the Explicit Teaching Model and SOLO Taxonomy in 2022. Our team of mentors had finalised their Best Practice Differentiation Packages for Stage 4 developing, core and extension students and they used this to build the capacity of all teaching staff. Staff Development Days were used to upskill staff on the application of SOLO Taxonomy as part of the Explicit Teaching Model in the classroom. Teachers embedded SOLO into scope and sequences and teaching practices; and viewed, evaluated and reflected on exemplar demonstration lessons focusing on the Explicit Teaching Model for developing, core and extension students. Mentors also upskilled the Head Teachers on the Explicit Teaching Model and SOLO Taxonomy so they could continue to lead their faculties.

Professional Learning meetings took place every fortnight in Term 2 to Term 4. These meetings were a critical part of ensuring that all staff had the collective responsibility for student growth. The Mentors and Head Teachers worked collaboratively with their assigned groups to extend the teachers knowledge and understanding of differentiation. The mentors and Head Teachers used the HPHS Best Practice Checklist to guide teachers on how to use data, the Explicit Teaching Model, assessment, feedback and reflection to ensure that they were meeting the needs of the students in their classroom. The Mentors expertly demonstrated to teachers how to identify students level of understanding using data, and how to use differentiation and the Explicit Teaching Model, to ensure that all teachers were focused on improving students outcomes. These sessions, led by the mentors, provided opportunities for cross-curricular, collaborative and collegial discussions. All teaching staff were actively and authentically engaged in professional dialogue around student learning as they drew on expert knowledge to improve their own teaching practice, not in isolation but instead, through a team approach, focusing on student growth holistically.

Literacy and Numeracy Initiatives

In 2022 the Leaning and Support, English and Mathematics faculties continued to lead the implementation of whole school literacy and numeracy initiatives. These initiatives focused on improving students literacy and numeracy skills, and providing opportunities for the collective responsibility of teachers to embed literacy and numeracy skills in their teaching and learning programs. The English faculty continues to run Stage 4 Literacy classes, focusing on the literacy skills of punctuation, grammar, comprehension and writing. The Mathematics faculty has continued with their Stage 4 numeracy classes, focusing on problem solving as a key area for improving students numeracy skills. The Learning and Support Team continued to provide teachers with Lexile and Check in Assessment data for teachers to have a greater understanding of their students literacy and numeracy levels, and ensuring their teaching and learning activities, support students in improving these levels. In 2023 the focus will be on professional developing teachers in embedding literacy and numeracy in their classrooms through team-teaching and professional learning sessions.

The Learning and Support team used additional funding to expand on 2021 after-school tutoring initiative to include Stage 4 and Stage 5 students. The Learning and Support team established the Hoxton Learning Hub for all students, using check in assessment, Lexile, NAPLAN and PAT data to identify students literacy and numeracy levels, and

allocate them a tutor that would work closely with the student to improve specific literacy and numeracy skills. The Learning and Support team also upskilled the teacher-tutors in using data-based practices to benchmark students' 'starting point', to monitor their progress during the tutoring sessions, and to evaluate their progress to identify areas of improvement or underachievement in literacy and numeracy, and to realign their tutoring sessions to ensure students are achieving the greatest growth. Students also worked on their assessment tasks and classwork, with tutors developing students literacy and numeracy skills of writing through these tasks. This enabled teachers to teach literacy and numeracy beyond their KLA, but also build on their understanding of literacy and numeracy to transfer to their own classroom setting. In 2023, this initiative will continue, targeting more students and tracking students growth with students taking even greater ownership of their 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
• Improvements in the percentage of students achieving in the Top 2 bands of NAPLAN Numeracy to be above the system-negotiated target. • Improvements in the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.	• While we did not achieve the system negotiated target, there was a steady improvement in the percentage of students achieving in the Top 2 bands of NAPLAN numeracy. In 2022 there was a 0.83% improvement on the previous year. This indicates an upward trajectory of students improving their numeracy skills, and evidence of the positive impact of the initiatives. • The percentage of Aboriginal students achieving in the Top 3 NAPLAN bands increased by 8% in year 9. In numeracy there was a 23% increase in year 9. Year 7 data is not reliable as the cohort number of students is low. However, using the Aboriginal Education funding and employing an Aboriginal Education Coordinator, the Aboriginal students Personalised Learning Pathways Plans have numerous targets, a key target is improving reading and numeracy. The Aboriginal Education Coordinator works closely with students, teachers, parents and partnerships, to ensure that Aboriginal students have opportunities to meet these targets.
• Improvements in the percentage of students achieving in the Top 2 bands of NAPLAN Reading to be above the system-negotiated target.	• The NAPLAN % of students achieving in the Top 2 bands of NAPLAN reading declined by 2.9%. While we did not improve in the percentage of students achieving in the Top 2 bands of NAPLAN reading to be above the system-negotiated targets, we did implement regular and systematic professional learning sessions with teaching staff focusing on explicit teaching and data with encompassed literacy and reading comprehension. Furthermore, the Learning and Support Team continue to run Hoxton Hub and the after school tutoring program, which focuses on improving student reading comprehension and literacy skills.
• Increase in Stage 4 students achieving or exceeding their reading goal based on their Lexile or Renascence level.	• In 2022, across the year 8 classes saw an increase of +50 lexile points. As a cohort, this result brought them closer to the grade benchmark of 900L. The increase in Lexile results, saw an overall increase in average lexile across the year 8 grade from Below Basic (599L points and below), to Basic (600L and above). • The year 8 core classes (2022) had an overall increase of 145L points for each student. 5 Points below the target lexile growth of 150L (correlated to a 1 band increase in NAPLAN). 90% of students improved their lexile score and now read at a basic level or above. 35% of students achieved the grade benchmark of reading proficiency of proficient and advanced. The highest growth in this class was 391L points, an improvement projected to increase NAPLAN reading comprehension band result by 2.
• Increase in Stage 4 students achieving or exceeding their Mathletics targets and Mathematical ability skills target.	• All students from 7-10 complete one Mathletics lesson each fortnight. Mathletics assesses numeracy and arithmetic skills and students are required to reach targets as the year progresses. Between 95%-100% of students reach either level 1 and 2 and have shown considerable improvement in their mathematics skills. While 70% of students had reached levels 3 and 4 and have also shown improvement in their numeracy and arithmetic abilities.
• Implementation of the Explicit	• 100% of KLA teaching staff engaged in the Mentor and Head Teacher

Teaching Model encompassing What Works Best and SOLO taxonomy that differentiates and progresses students across the developing, core and extended progression into all Stage 4 classes. • Establishing Explicit Teaching Model for Stage 5, ready for implementation in 2023.	professional learning meetings every fortnight in Term 2, 3 and 4. 100% of teachers engaged with the Explict Teaching Model and SOLO Taxonomy through these sessions, and had opportunities throughout the year to practically embed and implement these models in their stage 4 classrooms. To ensure accountability, teachers reported back to their mentor groups about the challenges and successes of implementations. Teachers, through these sessions reflected on their teaching and learning practices.

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

Socio-economic background: $13,390.00

Summary of progress

Attendance Targets

The focus for 2022 was to review and adapt current practices to ensure attendance data is collected and monitored consistently. A further activity was to embed opportunities and supportive strategies to successfully engage parents and carers, as well as the wider school community. The processes that we undertook to support this work included:

- reviewing roll marking and attendance marking processes to ensure data integrity, allowing stakeholders to analyse data for review and strategy implementation.
- fortnightly weekly attendance meetings with the Home School Liaison Officer, Learning & Support and Wellbeing Head Teachers to monitor and analyse school attendance data. As a result of these meetings, supportive systems were put into practice to improve overall attendance rates.
- inclusion of a dedicated attendance focus as part of Wellbeing team meetings to provide feedback to the relevant stakeholders and to proactively contact students and parents/carers to attempt to change any culture of non attendance towards one of attendance matters.
- Deputy Principal and Head Teacher Wellbeing participation in the Cowpasture Network Attendance Working Party meetings occurring once per term.
- Deputy Principal and Head Teacher Wellbeing participation in the 80s - 90s Attendance Workshop meetings and presentations.
- regular discussions between all stakeholders including ongoing communication with parents/caregivers via phone calls and formal letters home.
- implementation of attendance awards at year assemblies for students attending school over 90%, as well as awards for most improved, to increase the proportion of students attending school regularly.

What has made this possible has been consistency in processes, scheduled meetings and dedicated personnel to ensure procedures are followed.

Therefore, data indicates there was a 3.6% uplift in the attendance rate towards the system-negotiated target of >90%, indicating a positive impact of the strategies implemented so far.

Next year, the focus will remain the same, however we will establish better communication tools to further develop positive change on school and community culture towards absenteeism and why attendance matters. This should support further increases in student attendance data across the school towards the established targets.

Wellbeing Processes

The focus for 2022 was to implement and embed sustainable, whole school wellbeing programs to support student's social, emotional development and wellbeing. This involved professional learning to upskill staff understanding and practices in Positive Behaviour for Learning, Active Learning and student self-efficacy. The processes that we undertook to support this work included:

- whole school delivery of new merit system based on PBL model of class awards.
- provision of teacher professional learning through staff meetings and school development days.

- follow up and reflection of this new process driven and guided by the Wellbeing team to shift student ownership in learning.

As a result, the school has demonstrated:

- Improvements in classroom student and teacher engagement with the new merit system, via 7005 student merits allocated through Sentral in Semester 1 and 7135 in Semester 2.
- effective research practices into best practice on how to become an active learner, including the importance of independent learning, managing workload, dealing with distractions and moving into an active learner mindset.
- potential improvements in PBL processes and practices through the establishment of a working party to review the current school PBL system, with a focus on student self efficacy and understanding of active and lifelong learning.

Next year, professional learning has been planned around the You Can Do It program for staff and students, to establish and promote a school and community culture around high potential 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
Improvements in the system negotiated target to increase the percentage of students attending >90% and decreasing the percentage of students attending <80% of the time.	• The percentage of students attending greater than 90% of the time in semester 1 declined by 3.95%, and improved in semester 2 with an uplift on the previous year by 3.6%. • The percentage of students attending less than 80% decreased by 3.1% from the previous year. • Semester 1 students attending 90% of the time or greater was 38.5% • Semester 2 overall student attendance rate increased to 84% • Semester 2 students attending 90% of the time or greater was 42.1%, an uplift of 3.6%
A whole school, planned Wellbeing approach to focus on the understanding and implementation of PBL Active Learning to promote student self-efficacy. An increase in the proportion of students reporting positive growth in student Wellbeing.	• Redesign and delivery of whole school merit system based on PBL model of class awards, to increase student engagement and encourage high potential in learning. • Provision of teacher professional learning to develop and upskill staff in teaching and promoting high potential learning though best practice Wellbeing programs such as Positive Behaviour for Learning and Active Learning. • The percentage of students reporting positive growth in student Wellbeing increased by 2%.

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

Professional learning: $22,500.00

Summary of progress

Stage 6 HSC Data Driven Practices

In 2022 curriculum executives participated in a range of professional learning to support the use of data in the classroom that informed teacher practice. The executive team built their capacity to analyse and utilise HSC RAP data analysis tools, in order to track and monitor student performance. Head Teachers successfully completed both in-school and DoE HSC Strategy professional learning for Stage 6 students and embedded high impact evidence-based teaching and learning strategies to extend student learning. Curriculum executives led the implementation of faculty based collaborative practices to support teacher dialogue and sharing of high impact teaching strategies to inform teacher practice to support greater success in the HSC for Stage 6 students. Curriculum executives were supported in this new learning and implementation through scheduled faculty professional learning meetings. The impact was an increase in open collaboration to successfully embed high impact strategies and analyse student data to inform teaching practice. It also allowed executives to develop capacity to adapt and adjust teaching and learning methodologies (leveraging SOLO taxonomy, NESA HSC verbs and and principles of assessment) to support student progress in Stage 6, enhance faculty based collaborative structures to monitor student performance and lead school culture around evidence based practice. Curriculum executives implemented their Faculty Action Plans created in 2021. This included analysing HSC RAP data, strategically identifying focus areas, implementing high impact strategies, making adjustments to teaching practice, evaluating and reflecting on student achievement. The emphasis in the effective use of data, tracking and adjustments to learning supports teachers to understand where students are at in their learning and modify their teaching approaches in the classroom. In 2023, we will continue to focus on curriculum executives leading the development of Faculty Action Plans embedding continuous, collaborative teacher inquiry models to transform into high impact classroom practice and high potential teachers. The teamwork of curriculum executives and teachers working together to collect, analyse and reflect on student data promotes professional dialogue and collaboration in the evaluation of teaching practices to improve teaching quality.

Principles of Assessment

In 2022, curriculum executives led faculty professional learning on formative assessment strategies in Stage 6 to increase collaborative evidence based practice. Curriculum executives are confident in identifying high impact strategies and 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 through collecting, analysing and reflecting on student data. In 2023, curriculum executives will continue to collaboratively share successful and innovative evidence informed practices that explicitly aims to adapt teacher practices and support improvements in student outcomes. Curriculum executives will lead their faculties in collaborative inquiry to ensure best practice is identified and shared across classrooms. This is important because collaboration is key to sustaining quality teaching practice and it is only through reviewing the impact of formative assessment strategies 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 by 4% and be above the school's negotiated targets.	In 2022, six HSC courses including Community and Family Studies, English Advanced, Japanese Beginners, Mathematics Extension 1, Music and Visual Arts increased an average of 36% above the school's negotiated targets in the top 3 bands. Three HSC courses showed 100% of students achieving in the Top 3 bands, an increase of 48% above the school's negotiated targets. Between 2021 and 2022, student improvement in HSC Mathematics Standard 1 increased by 31% in the top 3 bands, Mathematics Extension 1 increased by 89% and in Music by 5%.
Improvements in the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	In 2022, we had one (100%) Hoxton Park High School Aboriginal student attain the HSC. This student engaged with the Aboriginal Education Coordinator to support cultural identity. This included activities such as coordinating programs and opportunities with external providers including Western Sydney University Pathways to Dreaming, South Cares Mentoring and one-on-one support with Assessment Tasks while utilising the student personalised learning plans to maintain cultural identity.
All curriculum executive implement and lead the Principles of Assessment Model against best-practice benchmarks to target student achievement	100% of curriculum executive collaborated on developing whole school strategies to address areas of learning improvements, creating faculty based strategies aligned to whole school strategies to support improvements in student attainment. 100% of curriculum executive successfully completed professional learning workshops on Principles of Assessment. This included leading professional learning workshops with faculty members on whole school strategies underpinned by the Principles of Assessment.
Head Teachers and staff utilising RAP data in Stage 6 to inform teaching and learning strategies and assessment task marking criteria model to extend student learning. Stage 6 Data Analysis Model and HSC Formative Assessment practices are implemented in classes.	100% of curriculum executive analyse HSC RAP data to inform teaching strategies including assessment tasks to extend student learning. A school-wide consistent method was implemented to analyse HSC RAP data to inform teaching practice. Curriculum executive developed Faculty Action plans to address identified areas of learning, target specific learning needs of Stage 6 students focused on assisting individual student learning needs and track and monitor student improvement. Relevant curriculum executive participated in the DoE HSC Strategy Professional Learning Stage 6 addressing high impact evidence-based teaching and learning strategies to extend student learning. HSC formative assessment practices including effective feedback are implemented in all stage 6 classes.

Funding sources	Impact achieved this year
Refugee Student Support $5,500.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing for targeted interventions to support student learning • employment of additional staff for targeted student support **The allocation of this funding has resulted in the following impact:** - greater support for students of refugee backgrounds to gain equitable access to the curriculum through the provision of additional resources - the availability of a support person (refugee coordinator) to identify the specific needs of refugee students and work collaboratively with school stakeholders to ensure that school is supporting refugee students academic and wellbeing needs. **After evaluation, the next steps to support our students will be:** - increase the visibility of the Refugee Coordinator to work more closely with Head Teachers and classroom teachers in identifying the specific academic needs (e.g. literacy, numeracy, assessment, feedback) to further improve the targeted support for refugee students to achieve greater student growth.
Integration funding support $13,010.00	Integration funding support (IFS) allocations support eligible students at Hoxton Park High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • intensive learning and behaviour support for funded students • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** - through the employment of the SLSO, students are provided with personalised learning support, which is individualised and relevant to the students specific needs. - these students academic, social, emotional and personal needs being met through the appropriate implementation of adjustments and accommodations. - more effective and timely communication between students and parents through the PLaSP consultations and reviews. - allocated SLSO has increased the modes of support provided to students with IFS, including withdrawals for learning, assessment help, and emotional regulation - supporting teachers in having a greater understanding of these students needs at a classroom level through the presence of an SLSO, who works closely with the student. **After evaluation, the next steps to support our students will be:** - to continue to provide ongoing, authentic and timely support for students who have Integration Funding support, while also building positive relationships the staff and guardians to further improve and individualise support for students.
Socio-economic background	Socio-economic background equity loading is used to meet the additional

$1,190,326.03	learning needs of students at Hoxton Park High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching Model • Wellbeing Processes • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement literacy and numeracy programs to identified and support students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources and professional development of staff to support student learning • engaging with external providers to support student engagement and retention • employment of additional staff to support literacy and numeracy programs • employment of external providers to support students with additional learning needs **The allocation of this funding has resulted in the following impact:** - building the capacity of high potential leaders to support the high potential of all students. Our school was able to establish and implement programs that enhance learning within a quality learning environment as well ensure access to current resources including technology to develop student talent, interests and abilities. The funding increased links with our feeder primary schools, local businesses, universities and the wider community **After evaluation, the next steps to support our students will be:** - used to increase the level of support and resources to target student literacy and numeracy and effective use of data to improve our wellbeing systems and structures
Aboriginal background $22,984.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** - the 0.2 allocation of the Aboriginal Education Coordinator has been critical in providing support for Aboriginal students in achieving their personal, academic and post-schooling aspirations through the development and implementation of Perosnalised Learning Pathway Plans - the Aboriginal Education Coordinator has developed positive partnerships with external providers and has positively increased the communication with the carers/parents of Aboriginal students. - the Aboriginal Education Coordinator has developed an awareness of the diversity of Aboriginal culture and identity through the opportunities that Aboriginal students have to engage with local communities and partnerships - the visibility of the Aboriginal Education Coordinator in the school

Aboriginal background $22,984.00	community has enabled teachers to seek support, clarification, and to build connections with and forr the Aboriginal students in their classroom. **After evaluation, the next steps to support our students will be:** - continue the role of the Aboriginal Education Coordinator, continue to build visibility to support Aboriginal students needs and aspirations.
English language proficiency $448,332.61	English language proficiency equity loading provides support for students at all four phases of English language learning at Hoxton Park High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms **The allocation of this funding has resulted in the following impact:** - EAL/D teachers provided specialist EAL/D support for classroom teachers in Stage 4 and 5, progressing students through the four EAL/D phases - EAL/D teachers work closely and collaboratively with curriculum teachers to develop differentiated resources suitable for the diverse needs of EAL/D learners in the mainstream classroom - Increased the expertise of classroom teachers in using EAL/D strategies and tools to support the growth of all students **After evaluation, the next steps to support our students will be:** - reviewing, evaluating and reflecting on current EAL/D school wide structures in place, and engaging with the EAL/D EDucation Leader to increase visibility of EAL/D across the school - ensuring that EAL/D teachers and staff are employed to support EAL/D learners - continued analysis of student data to ensure EAL/D students needs are met through the funding
Low level adjustment for disability $348,574.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • 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 • support for students in Life Skills; Individual Learning Plans and HSC Special Provisions **The allocation of this funding has resulted in the following impact:** - school wide and systematic approach to supporting students with disabilities in a mainstream classroom setting - identifying students with diagnosed or imputed disability and providing individualised personalised learning support for these students through the development of PLaSP, which is available and accessed by all classroom teachers, to ensure that teachers are making reasonable adjustments and

Low level adjustment for disability $348,574.00	accommodations for their classroom setting, in line with the strategies outlined in the students' PLaSPs. - ongoing and regular communication with parents and carers of students with disabilities and additional learning needs. This open and regular dialogue between LaSTs and guardians through the consultative and review processes for PLaSPs. - LaSTs expertise and thorough knowledge for the support available to students (e.g. Life Skills, HSC Special Provisions) and of policy and procedure (NCCD) has ensure that students with additional learning needs have equitable access to the curriculum to ensure positive student outcomes. **After evaluation, the next steps to support our students will be:** - continued support for each students based on the NCCD data and continuing to provide teachers with timely, authentic and current evidence-based research practices in support students with disabilities so that students receive targeted, individualised teaching and learning strategies.
Professional learning $76,500.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Stage 6 HSC Data Driven Practices • Principles of Assessment Model • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • establishing, planning and implementing Stage 6 High Impact teaching strategies • implementing formative assessment strategies • embedding the use of data to identify areas of improvement to meet the learning needs of students • establishing, planning and implementing the literacy based model to target teaching and learning in Stage 4 • establishing an additional coordinator role to support beginning and early careers teachers through the Accreditation and Maintenance process **The allocation of this funding has resulted in the following impact:** - increased involvement of staff in Professional learning activities and work towards achieving the systems negotiated targets relating to literacy, numeracy, HSC and student attendance. Furthermore, it strengthened support processes and procedures to assist all staff through the Accreditation process - improved staff expertise in EAL/D strategies and teacher's skills in numeracy pedagogy **After evaluation, the next steps to support our students will be:** - embedding professional learning activities that focuses on upskilling staff towards high potential leadership to meet our systems negotiated targets - establishing best practice teaching and learning activities and procedures to cater to the needs of all students
COVID ILSP $301,987.35	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted**

COVID ILSP $301,987.35	**funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding **The allocation of this funding has resulted in the following impact:** - COVID Intensive teachers, educators and tutors have provided small group tuition for students targeting specific skills in literacy, numeracy and assessment support resulting in an increased engagement and ownership of learning across Stage 4, 5 and 6. - Teachers and tutors using data to inform teaching cycles, to measure student growth and provide student with achievable and timely goals for their learning. - Stage 6 students are actively engaging in their own learning, they are extending upon their research, writing and assessment skills to improve their skills in preparation for the HSC examination period and/or for post-school transition pathways. - Allied Health provided individualised, targeted support for students with complex learning and wellbeing needs. **After evaluation, the next steps to support our students will be:** - As the funding is continuing into 2023, using the COVID ILSP funding to provide further and more targeted intervention for students in core, developing and extension classes, to ensure that all students are meeting their learning goals.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Hoxton Park High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this Staffing - Other funding include:** • targeted wellbeing support for students • implementation of whole school approach to wellbeing • delivering wellbeing workshops to students **The allocation of this funding has resulted in the following impact:** - developing social and emotional skills of student through targeted strengths based programs - collaboration with external agencies to support holistic wellbeing support to students - building student resilience and coping skills through delivering wellbeing programs to students **After evaluation, the next steps to support our students will be:** - strengthening whole school wellbeing systems into school planning structures - developing resilience strategies to support student wellbeing - embedding strengths based programs to support positive relationships among students - building partnerships with external providers to support student wellbeing

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	399	441	432	424
Girls	333	367	356	369

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
7	92.1	89.1	89.9	88.3
8	88.2	88.9	87.7	86.3
9	88.8	88.5	86.3	84.1
10	88.6	86.1	80.7	80.6
11	87.1	87.1	87.8	83.4
12	85.1	90.2	90.2	81.1
All Years	88.7	88.4	86.7	84.1
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	10	3	15
TAFE entry	1	2	30
University Entry	0	0	40
Other	1	0	0
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

42.86% of Year 12 students at Hoxton Park High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

65.8% of all Year 12 students at Hoxton Park High School expected to complete Year 12 in 2022 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)	11
Classroom Teacher(s)	44.5
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	15.08
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	812,909
Revenue	12,651,068
Appropriation	12,503,653
Sale of Goods and Services	32,945
Grants and contributions	68,697
Investment income	7,823
Other revenue	37,950
Expenses	-11,110,441
Employee related	-9,433,452
Operating expenses	-1,676,989
Surplus / deficit for the year	1,540,627
Closing Balance	2,353,536

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

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	47,034
Equity Total	2,075,079
Equity - Aboriginal	25,204
Equity - Socio-economic	1,257,425
Equity - Language	448,087
Equity - Disability	344,364
Base Total	8,953,087
Base - Per Capita	199,061
Base - Location	0
Base - Other	8,754,026
Other Total	660,530
Grand Total	11,735,730

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

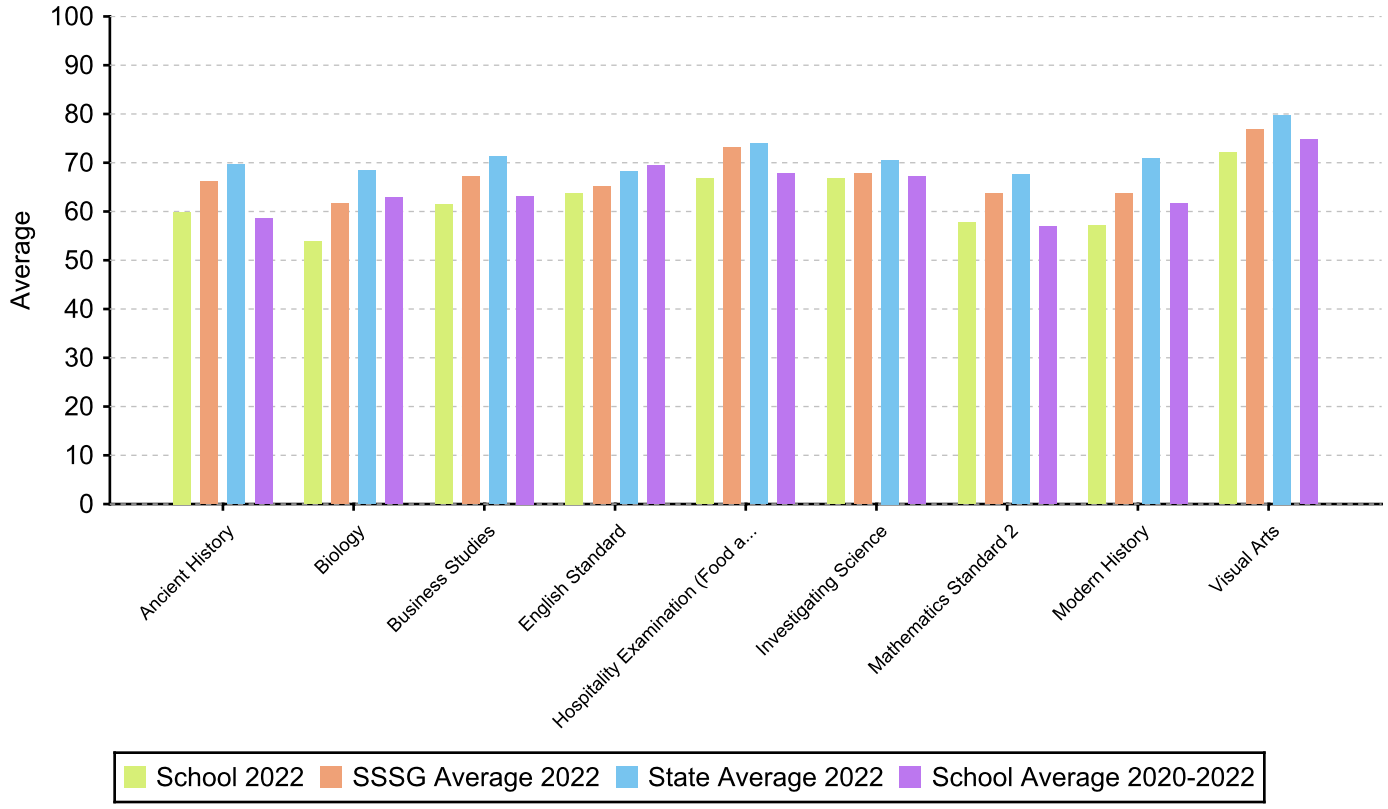
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	59.9	66.2	69.6	58.6
Biology	53.9	61.6	68.5	62.8
Business Studies	61.4	67.1	71.2	63.2
English Standard	63.8	65.1	68.1	69.5
Hospitality Examination (Food and Beverage)	66.8	73.1	74.0	67.7
Investigating Science	66.7	67.9	70.6	67.2
Mathematics Standard 2	57.7	63.7	67.6	56.8
Modern History	57.2	63.6	70.9	61.6
Visual Arts	72.1	76.8	79.8	74.8

Parent/caregiver, student, teacher satisfaction

In 2022, years 9-11 students participated in extra curricula Careers and Well-being programs.

The ABCN *Empower* digital program is designed to equip students with the confidence, behaviour and mindset required for the rapidly changing world of work. *Empower* has a strong focus on mental health and well-being. Students focus on resilience and practical strategies for building resilience into their day-to-day lives. Topics covered include recognising strengths, interests and motivations and the connection to work, and the importance of overcoming failure to support personal growth.

As part of the Digital Empower program, students completed an evaluation:

- 100% of students understood the importance of recognising strengths, interests and motivations and the connection to work
- 100% of students understood the importance of overcoming failure for personal growth
- 100% of students understood strategies to help build resilience and mental well-being
- 90% of students feel confident using technology for conversations with professionals

Student comments: The most useful thing I learnt from this workshop *is "resilience can really help through everyday challenges in society"* and *"you are able to achieve whatever your mind desires, to never give up and have hope".*

Stage 5 Moving Forward program:

The Moving Forward program provides students with the opportunity to begin their school to work transition earlier. The class focused on the literacy and numeracy, job ready skills and supported in seeking part-time employment.

The feedback from parents was extremely positive. 100% of parents would recommend the program to prospective parents and 100% of students would recommend the program to their peers.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.

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.

Other School Programs (optional)

Creative and Performing Arts:

In June 2022, the Hoxton Park High School Dance Ensemble auditioned and were accepted into the regional 'In the Spotlight dance festival'. They performed during the opening night at the Seymour Centre. Our talented students represented our school with excellence as they performed their contemporary piece with emotion and grace. A big thank you to Ms Charli Watts (external provider) who choreographed the expressive dance piece. Continuing with the success, the Hoxton Park High School Dance Ensemble also was selected to participate in the 'School Spectacular - Creating the Magic' as part of the Secondary Combined Dance Ensemble. Our twelve students performed as part of segment three - 'Brighter Days' and the 'Grand Finale'. Our students performed with talent, enthusiasm, and dedication over the four shows during November. Congratulations to our committed and creative students.

Careers:

In 2022, the continuation of the Stage 6 Transition Advisor enabled our students to successfully transition from school to work. The introduction of Stage 6 COVID Tutors to further support our senior students during their study periods was well supported by our students. This support included a structured learning environment that included but not limited to one

on one or group support for our TVET, SBAT and Virtual TAFE students resulting in all our students simultaneously completing their studies as well as their qualifications.

The continuation of the Moving Forward Program supported our students who have self-nominated to transition out of school. With our partnerships, we were able to support 70% of our students in transitioning in the workforce or a Transition to Work Program. The program continues to thrive with the full support of our partners, students begin to define their career goals at an earlier stage of their lives.

Student Wellbeing:

Prefect Body:

Hoxton Park High School's students and staff elect ten students from Year 11 and 12 to become a part 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 service to the school to the best of their ability. They are responsible for setting an example by modelling the Hoxton Honour Code. They conduct morning gate/flag duty, run formal assemblies, participate in continuous leadership training and implement whole school projects that are aligned with the focus of connecting the whole school community. Moving into 2023 the Perfect Body will combine with the Student Representative Council (SRC) to create the Student Leadership Council (SLC).

Student Representative Council (SRC):

The Student Representative Council (SRC) provides representation of students through communication with and between students, staff and the community of HPHS. The SRC participates in fundraising events, promotes school spirit, and represents the student body at school related events. The SRC fosters skills in teamwork, public speaking, and leadership in order to develop future leaders. The SRC is for students who are interested in growing their confidence and leadership skills. Moving into 2023 the Student Representative Council (SRC) will combine with the Prefect Body to create the Student Leadership Council (SLC)

Hoxton Park Breakfast Club:

The aim of the Breakfast Club is to develop students' readiness to begin the school day positively whilst allowing the Well-being Team an opportunity to check-in with the students. A nutritious meal is provided by the Well-being Team giving students the opportunity to mentally prepare for the academic requirements for the day, address any concerns or issues students may have, build positive interactions between students and teachers. The Breakfast Club ran once a week and was accessible for all students. In 2023, the Breakfast Club will be moving to two days a week.

Raise Mentoring:

The Raise mentoring program is designed to help young people better cope with life's challenges. The skills they learnt in the program are useful to them all through life. Students had the opportunity to work one-to-one with the same mentor each week enabling young people to build a trusted relationship. The four main target areas were Asking for help, Hope for the future, Resilience and School belonging. A small group of Year 9 students completed this program.

Other Wellbeing programs:

The Wellbeing team facilitated a range of programs including - Managing the Bull, RAGE, Peer Support, the Girl's Night in, Bright Girl Health and Solution Box program to target a range of socio-emotional needs. Students from all year groups took part in the programs. The programs were employed to support student well-being, attendance and engagement.

Sporting Achievements:

Students at Hoxton Park HS continue to embody the Hoxton Honour Code and represent our school in the sporting arena.

- Nancy Volkman (our departing school captain), who was already selected in the Sydney Junior Rugby Union U18s Girls Sydney team, as well as playing for Sydney University, was more recently selected to be a part of the NSW Waratahs. This is a huge and well-deserved opportunity for Nancy who is now given the chance to show how she can stack up against some of the best Rugby Union players in the country

- Kanye Maru-Mulu was selected in the Parramatta Eels Tarsha Gale (U18s) team. This is a huge achievement for Kanye and a stepping stone toward hopefully playing in the NRLW in the future.

- Keira King was selected in both the NSW and the Australian Youth Baseball Squad this year. Keira has travelled interstate to play some games for NSW and will play with the Australian Squad in 2023

- Anton Jovanovic progressed through to the NSW CHS Swimming carnival during Term 1, after breaking school and

zone records in every event he entered. He finished the NSW CHS carnival with a Gold Medal in the 15-16yrs 200IM and 15yrs 100 Breaststroke, as well as receiving the Eyeline Encouragement Award at the CHS Carnival

- Sonaiva Kini-Samuelu trialled and was successful in making the Greater South West Sydney U16s Rugby League team recently, giving her a chance to trial now for the Sydney Gold team at the end of Term 2

- Our 15s Girls 4x100m relay team (Nikita E, Allison Hoang, Alyssa Camilleri, Christina Lay) made it to the NSW CHS Athletics Carnival, won their initial heat and came a respectable 8th in the state

- Emily Malakovski has seen great success on the Athletics Track and Field in 2022. Outside of school Emily went to NSW CHS and came 1st in HJ and 3rd in the pentathlon. She went to the NSW All School championships and came 1st in pole vault and 2nd in HJ. At the Australian Athletics Championships she came 3rd in HJ and 4th at the Pacific Games U20s HJ. At the Zone Athletics Carnival, won just about everything she competed in and is off to the Sydney South West carnival

- Ibrahim El-Khoury was selected in the NSW U16s Country State Team for Futsal

- Our teacher, James Todhunter, as captain led his softball team to win gold in the World Championship Final - Australia vs Canada.

VET Awards:

On Monday 5th September 2022 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:

- Nikhil Sinh - 2022 Finalist for VET Excellence in Construction Pathways

- Tyra Maalo - 2022 Finalist for VET Excellence in Hospitality Food and Beverage

- Ameer Kareem - 2022 Finalist for VET Diligence and Commitment in Construction Pathways and 2022 Finalist for VET Diligence and Commitment in Hospitality Food and Beverage

Cafe Hoxton:

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.

54 students from Stage 5 and 6 Hospitality completed an external barista course which resulted in a nationally recognised Statement of Attainment bearing the units of competency SITHFAB005 Prepare and serve espresso coffee and SITXFSA001 Use hygienic practices for food safety.