**Principal’s message**

Hoxton Park High School is committed to delivering quality education to develop the individual talents, interests and abilities of our students. Our aim is to provide a high level of care and understanding of every student. We maintain a vision of continued excellence and service.

2012 has been a very successful year for our school across a range of measures. Our students are provided with opportunities to pursue their interests and to extend their talents. Throughout 2012 a large number of our students participated in a range of extra-curricular activities that supported their learning. Some of these activities include participation in competitions at a national and state level.

We work with our school community to provide greater learning opportunities for our students. Our school encourages students to take pride in themselves, have high expectations and value learning.

Strong school partnerships with parent and community groups, an emphasis on quality teaching and learning, leadership and supportive student welfare initiatives have served to increase the esteem with which the school is held in the wider community.

There is a strong emphasis on providing a diverse and challenging curriculum resulting in our high achievers all graduating to the university or TAFE career of their choice.

We are committed to the continued improvement of our student learning outcomes whilst enhancing the whole development of our young men and women. There is a consensus among staff and parents that we provide a holistic education so that in addition to academic pursuits, students are able to excel in the arts, in sport and be provided with a variety of social and cultural experiences.

Hoxton Park High School students have once again achieved outstanding success academically, in the creative and performing arts, student leadership, sport and citizenship.

The school population is diverse, with more than 65% 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.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

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. This report is a reflection of the commitment and vitality of our school community members.

Leny Wallace - Principal

**P & C and/or School Council message**

The P&C at Hoxton Park High School is open to parents, guardians and community members that have an interest in the educational and developmental needs of the students at the school. At Hoxton Park High School the P&C is purely involved in supporting the school in delivering the highest standard of education and best facilities available to the greater school community.

Hoxton Park High School Parent Group is small but effective and run by committed parents who believe that the partnership between teachers, students and parents is necessary to support the delivery of innovative education.

The P&C meets once per month (on the second Tuesday at 6:30pm). The meetings are a forum for discussion of matters of interest to parents both directly related to school and matters of broader interest. Parents, guardians and interested members of the community are welcome to attend to hear reports from the principal, staff, student groups and external presenters, as well as to contribute. All parents are encouraged to attend.

Gary Nield - P&C President

**Student representative’s message**

Hoxton Park High School’s Student Representative Council (SRC) is a group of students who are elected by their peers. They represent the student’s values and opinions and incorporate them when coordinating and organising school events. The SRC provides students with new opportunities and promotes a positive approach towards all activities.
Throughout 2012, the SRC has been successful with their involvement in numerous fundraisers such as:

- **Bandanna Day** – The SRC sold different coloured Bandannas and Pens in order to raise funds for cancer. In addition to this they also collected gold coin donations. Total amount raised was $263.
- **Daffodil Day** – Students from the Representative Council sold Pens, Key Chains, and Toys, which contributed to cancer research. Total amount raised was $350.

The SRC has also made many plans for the following year; 2013, these include:

- **Working with Prefects** – In order to maximize the speed and quality of the school events, the SRC have planned to work with The Prefect Body.
- **Developing Leadership Skills** – To improve the New Generation’s young leaders, The SRC are further developing their leadership skills.
- **SRC Committees** – In the following year the SRC will be dividing itself into four committees, each will be focusing on an individual task.

The Student Representative Council has concluded this year with positive results for Hoxton Park High School. We will continue to support the opinions of our fellow students in all the fundraisers and events we organise. Next year, the SRC plans to be even more efficient and focused on all activities.

### Prefect Body

Over the course of the year the prefect body have provided advice to their peers and assistance to whole school events. They upheld the schools four core values of care, respect, participation and excellence. They exemplified majority, diligence and the ability to juggle the requirements of school work and leadership duties.

All Prefects were required to attend a leadership camp located at the Great Aussie Bush Camp near Kincumber. This three day camp worked to further the development of leadership, confidence, trust, team building and communication skills amongst the junior and senior Prefects of Hoxton Park High School. The camp also provided students with unique experiences, the fundamentals of functioning as a whole prefect body and allowed them to develop everlasting friendships!

Junior prefects received formal training in the schools Peer Support program which allowed for their participation in the Year 7 peer support program in 2012. This program assisted the year 7 students in their successful transition to high school.

The prefect body contributed immensely to:

- The Year 7 Orientation Day
- Year 12 Graduation Day Ceremony
- Year 7-12 Recognition Assembly

A few of the Prefects that excelled academically throughout 2012 included:

- Christopher Lang - First in: Business Studies, Geography, Mathematics General, Society & Culture
- Daniel Drijovski – Meritorious Achievement Award.
- Michelle Xu - First in: Music.
- Emily Farnon - First in: English Advanced and Visual Art.
- Linda Ma - First in: Ancient History, Biology, Business studies.
- Andrew Nguyen - First in: Chemistry and Physics.
- Aleksandar Pepelasev - First in: Senior Science and Textiles & Design.

2012 was an excellent year for the Hoxton Park High Prefect body. The increase in the Body’s involvement in leadership programs across the school exemplifies the growing respect that both
the staff and students have in our school leaders. These experiences will put them in good stead to being strong leaders in both society and their chosen field.

Both the SRC and Prefect bodies of 2013 will be participating in a Rising Generations workshop to empower our leaders and motivate them to display and encourage school spirit amongst all students. The organisation targets school leaders who wish to uncover their potential through interactive and skills based activities. We look forward to this workshop and wish to use our acquired knowledge to effectively lead others. This comes at a great time for us as the Prefect body and SRC work even closer together as a team in 2013. The joint bodies will work to develop four sub-committees to benefit the school. These are PBL, Entertainment, Environmental and Fundraising.

Aleksandar Pepelasev & Emily Farnon

Student information

The school had a total enrolment of 701 students at the commencement of 2012 consisting of 338 girls and 363 boys.

The number of students from backgrounds other than English rose from 63.8% to 65.8% including cultural backgrounds of Hindustani (9.9%), Arabic (6.7%), Assyrian (5.6%), Serbian (4.8%), Samoan (4.5%), Vietnamese (4.1%), Khmer (3.7%), Lao (3.5%), Spanish (3.0%), Macedonian (2.4%).

Management of non-attendance

Families are required to furnish a note explaining student absences from school. Where a note is not received by the school, a letter is generated and posted to the home. Follow up telephone calls are made to families who do not respond. Students with a poor school attendance record are interviewed with their parents or guardians by a member of the senior executive. Chronic non-attenders are referred to The Home School Liaison Officer.

Post-school destinations

Post-school destinations 30% of students who completed the 2012 HSC are enrolled in university courses such as Bachelor of Arts/Law, Social Sciences, Liberal Arts, Sciences, Biotechnology, Mathematics, Information Technology, Business, International Studies, Health Sciences, Visual Design, Communication
and Engineering. 15% of students are enrolled at TAFE. 25% of students are enrolled in courses delivered by private providers. 5% of students are engaged in full-time employment and 15% work part-time. 5% of students are working as a first year trade apprenticeships and 5% unknown.

Year 12 students undertaking vocational or trade training

51% of students who gained an HSC in 2012 also completed a vocational education course.

Year 12 students attaining HSC or equivalent vocational educational qualification

99% of students in Year 12 gained a Higher School Certificate or equivalent.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NUMBER</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal (s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
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<tr>
<td>Classroom Teachers</td>
<td>42</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>67.1</td>
</tr>
</tbody>
</table>

Staff retention

Hoxton Park High School has a combination of new and experienced staff. 12% of teachers have been teaching less than five years, 32% t between five and ten years and 58% with ten or more years’ experience.

All are committed to improved student learning outcomes and are supported by nine empathetic, talented and dedicated ancillary staff in providing quality education. No indigenous staff members have been appointed to Hoxton Park High School.

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>52%</td>
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<tr>
<td>Postgraduate</td>
<td>48%</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>467816.53</td>
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<tr>
<td>Tied funds</td>
<td>256018.64</td>
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<tr>
<td>School &amp; community sources</td>
<td>210142.54</td>
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<tr>
<td>Interest</td>
<td>9151.28</td>
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<tr>
<td>Trust receipts</td>
<td>16329.45</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1176954.65</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>139882.23</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

ARTS

Showcase 2012

Our annual Showcase night was held on Tuesday 31st July 2012. The night showcased the student musical talent from all grades across the school. Twenty four songs were expertly executed by our students to the deeply impressed audience. For some of the student this was their first time performing in front of a live audience. Building on from previous Showcase nights, Showcase 2012 raised the standard in both production and performance, highlighting the immensely talented students we have here at Hoxton Park High. Matinée performance was presented to a primary school audience.

Australian International Conservatorium of Music (AICM) Scholarship Program 2012

Two of our year 12 students, Johnny Smith & Mariah Filoa auditioned for the prestigious Australian International Conservatorium of Music (AICM) Scholarship Program 2012, worth $50,000. This scholarship is offered to year 12 students nation-wide. Both Johnny and Mariah were selected to proceed to the second round where they recorded a ‘demo’ of their chosen song at the Australian International Conservatorium of Music (AICM). All of the selected ‘demos’ then went online for public vote. Again both Johnny and Mariah were selected to perform live at the Grand Final, with 8 other finalists. Unfortunately, both Johnny and Mariah did not win the grand prize, but they both won $5,000 scholarships.

Next: 2012 - Casula Powerhouse Arts Centre

The Casula Powerhouse Arts Centre is holding its inaugural exhibition of Visual Arts works from HSC students. The exhibition ‘Next: 2012’ recognises the achievements and talents of local students from schools in the Liverpool community.

We are proud to announce that three of our Year 12 Visual Arts students have been selected to showcase their Body of Work artworks as part of this exhibition.

Johnny Smith’s video “Narcissus”, Sharon Singh’s digital photography “Singh-arella” and Francis Nguyen’s installation “Tell me ‘Ba’” will be featured in the exhibition.

The exhibition opened on the 1st of December and ran till 31st of January 2013.
**9 & 10 Totem Project**

Year 9 and Year 10 Visual Arts students were working collaboratively on a new and exciting program ‘Totemistic’. Students are creating Ceramic ‘totem’ pieces which will be arranged into several totem poles installed within the school grounds. The installation is site specific and the stage 5 Visual Arts students have been exploring various aspects of the site.

![Totem pieces](image)

The Totem pieces were completed by the end of 2011 and were installed in term 2 2012. They make a fitting entry to the schools Front Office block.

**Excursions**

Expanding upon the experiences provided in the classroom, the Creative & Performing Arts Faculty, has provided numerous experiences for our students, outside the four corners of the classroom. These included:

- 11 & 12 Visual Arts to the Art Gallery of NSW to view Art Express – 2011 HSC Body of Work
- 9 Photographic & Digital Media – Taronga Zoo – demonstrating the skills and techniques developed in the classroom through the genre of wildlife photography.

**SPORT**

2012 has been an excellent year in sport for Hoxton Park High School. Our students have displayed enthusiasm, dedication and sportsmanship in all their sporting endeavours. Their competitive edge has allowed our school to achieve outstanding results in a number of sports.

It has been a big year for Year 9 and 10 in grade sport with greater participation and some outstanding results. In winter sport we had a record number of teams making it through to the Semi Finals including: the girls Volleyball and 7 a side soccer, the boys Softball and Soccer team, and the Mixed Volleyball team. Our mixed touch football team did extremely well to take out the grand finale. In summer sport we had the Girls A+B Oz tag teams win their grand finals and the Boys 7 a side soccer team were runners up. All students have participated well throughout the year and have demonstrated great sportsmanship.

It has been a very big year for Rugby League and Hoxton Park has continued to excel with the Boys Opens rugby league team making it in the top 16 in New South Wales for the University Shield travelling all the way to Taree to play.

- The Under 15s Boys West Leagues Cup team made it to the Division 3 Grand Final played at Campbelltown Stadium.
- And the Year 7 and 8 girls Rugby League side were the Western Suburbs representative
team in the Captains Cup Gala day. They were one of the top 10 teams in the state.

- A special mention to Jake Boettcher who assisted coaching and developing our junior teams and of course a big thankyou to Mr Harris who has worked tirelessly with all the Rugby League teams ensuring they were prepared for all their games.

In carnivals this year we had a number of individual achievers who have represented our school at Zone, Regional and even state levels! In swimming, Brendon Anson and Leesa Horton made the Zone Carnival. Brendon went on to compete at the State Carnival, which was an amazing achievement.

The Zone Cross Country team performed well this year in very trying conditions. Josen Chen in Year 7 finished in the top 20 of his age group which was a great result in the harsh environmental conditions on the day.

Jarred Parrelli did exceptionally well making it to Regional Athletics and competed in the NSW all Schools Track and Field competition placing 9th in Javelin, 7th in Long Jump and 10th in triple jump.

Not only has Hoxton Park High School been well represented in traditional school sports carnivals, success was also found in a variety of team sports that competed in Knockout Tournaments. The Girls Touch football team made the finals which they missed out on last year. The girls placed 4th in the competition with Yasmeen, Jessica, Chontelle and Renee performing outstandingly.

The Girls Soccer team made it through to central venue with great goal keeping by Raya Franklin and strong attack from the Chontelle & Renee Kelly twins. It was great to see our senior students mentoring and encouraging the juniors.

ACADEMIC

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.

Yr. 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

NAPLAN YEAR 7

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students achieving at or above minimum standard (exempt students included)

Reading 82.3
Writing 64.6
Spelling 89.4
Grammar & Punctuation 77.9
Numeracy 89.9
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.
Higher School Certificate

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Significant programs and initiatives

Aboriginal Education

Aboriginal Education in 2012 at Hoxton Park High School enabled students to achieve educational outcomes across all key learning areas as well as improve the retention and attendance rates through to Year 12.

We are fortunate to have established and strengthened our partnerships with the following community organisations and look forward to working with them again in the following years:

- Aboriginal Education Team Regional
- Aboriginal Education Consultative Group
- UWS Indigenous Mentoring Program – Years 8, 9, 10, 11 and 12.
- UWS Fast Forward Program – Years 9 and 10
- Aboriginal Employment Strategies (SBATs)
- Liverpool Resources – Weaving Women Together (Sister for Sister)
- Youth Connections
- Hands-On Program – Miller TAFE
- Good Kids Camp – Green Valley Police
- QuickSmart Program
- Sista Speak Program allowed the training of 3 staff members to support female students to be implemented in 2014-15
- Kari Organisation

- Personalised Learning Plans were completed for all students to enable them to achieve their goals and academic success. These plans were completed in consultation with parents, students and members of the Aboriginal community.
- **Norta Norta** program funded targeted students in Years 8 and 10 who had not met national benchmarks in literacy and numeracy through in class tuition.

- To succeed in the Higher School Certificate our senior Indigenous students received tutoring after school by qualified staff in the areas of English, Mathematics, Biology and Community and Family Services.

- Our successful **Homework Centre Tuition** continued in 2012, inviting Years 7-12 Indigenous students.

- **Hands On Program** is a partnership which bridges the gap between school and TAFE created an educational pathway for Indigenous students leaving school to pursue vocational education or employment.

- Six of our students were nominated and all of them achieved $500 **Kari Scholarships** towards their education.

- **Aboriginal Numeracy Competition** was conducted in 2012. The competition was based on the television show Jeopardy concept, whereby students worked as a team against other schools within South Western Sydney. We have been part of this program for the last two years.

- **University of Western Sydney Indigenous Mentoring Program** continued running successfully at Hoxton Park High School and this year will include Years 8 and 9. Students developed bonds with their mentors from UWS and together they developed and worked towards building their collective project which was a mosaic coffee table which will be displayed in the staff common room. The program has a range of aims around increasing Indigenous students' engagement with learning, educational aspiration and attainment, HSC completion and university enrolment rates. It is designed to build academic and study skills, awareness of further education and career options, and confidence in setting and achieving educational goals. It incorporates Indigenous cultural awareness and provides participants with diverse learning and experiential opportunities in supportive environments. Our indigenous students in Years 10, 11 and 12 were involved in this program. The students also visited their mentors at UWS Campbelltown, Bankstown, Parramatta and Hawkesbury campuses, completing workshops on different areas of study for them to get an insight on university life and help them to aspire towards achieving their educational goals.

- Indigenous students received **regional awards** for attendance, commitment and application at the **Annual South Western Sydney Aboriginal Student Achievement Awards**.

- Our **Higher School Certificate Results** saw both Year 12 students achieve their goals for post-school study. One of our students is currently enrolled into Bachelor of Commerce/Bachelor of Law at UWS and another at UWS College studying Nursing.

- Hoxton Park High School was the only school selected in the South-West Sydney region to take part in the **Weaving Women Together** project. This is a two year project aimed at connecting women and girls through art and craft exploring the theme Safe Families/Safe Communities.

- The program was established in 2012 for Aboriginal girls using traditional and contemporary art/craft methods exploring Safe Families/Safe Communities as well as story- telling both audio and written form. The works produced during the first year were exhibited at The Casula Powerhouse Arts Centre. In the year following, we will integrate the program between Aboriginal girls and girls of a multicultural background from Years 7-12.

We are very excited about all our wonderful programs and projects and look forward to the continued success of our students in 2013 with the support of our community and the school.
Multicultural education

The school implemented a project aimed at providing additional support to parents from a language background other than English (LBOTE) who prefer, for various reasons, to have the Year 11 subject selection procedures explained to them in their native language. In recent years, the number of LBOTE parents who have requested support in this project has substantially increased and feedback indicates that parents find the program very useful, giving them a better understanding of the senior school and enabling them to discuss and guide their children through the subject selection process.

Another project called the Literacy Enhancement Tutorials for Recent Arrivals (LETRA), which started in 2010, was again offered this year following some very favourable feedback from students. LETRA is designed to provide intensive literacy support to our Year 10 students who are recent arrivals to the country in Term 4 and aims at preparing them for HSC English in their senior years. Altogether 5 students attended the LETRA tutorials this year and they were mainly our international students or recent graduates of the Intensive English Centres (IECs).

Furthermore, an increasing number of international students (mainly from China and South-East Asian countries) have chosen to complete their School Certificate and Higher School Certificate at Hoxton Park High School after completing their English requirement courses at the IECs. Following enrolment, these students receive intensive ESL support through collaborative team teaching and tutorials during their study with us and they are all making good academic progress in their study.

As part of the school’s multicultural education policy, students who have a language background other than English are encouraged to enrol at the Department of Education’s Saturday School of Community Languages (SSCL) in order to further improve their literacy and oracy skills in their background languages. This year we had a total of 28 students ranging from Years 7 to 12 have enrolled at SSCL covering a number of community languages, including Chinese, Vietnamese, Khmer, Arabic, Spanish, Serbian, etc.

Finally, the school’s Anti-Racism Contact Officer (ARCO) actively supports the school’s multicultural policies and ensures that there is access and equity of school resources to all students, including those students from a language background other than English. The ARCO also conducts regular talks and workshops with both staff and students in order to promote racial harmony in the school. School functions are held to promote and celebrate racial diversity in the school population, such as the Multicultural Day.

Learning Support Team

In 2012 the Learning Support Team undertook a project to improve the communication, evaluation and presentation of workshops and support strategies for staff and students, in response to the implementation of the government’s ‘Every Student, Every School’ policy and funding changes. These additions allowed us to provide students with a variety of support programs, both in the classroom and in a withdrawal setting. Programs included:

- Literacy workshops for year 7 students. The workshops provided support to those students exhibiting difficulties in the areas of reading, writing and comprehension. The workshops ran year long and assisted students in building their skills in literacy, enabling them to effectively engage in all KLAs.
- Quicksmart. The program targeted 12 students in year 8 and ran for 3 sessions per week for 30 weeks, from term 2. The program, run by the University of New England, develops the numeracy skills of students, but providing them with strategies and skills to better interpret numeracy questions and content. It is a ‘second chance’ program, working on basic numeracy skills and facts allowing students to participate in their classroom. The program to date has yielded outstanding improvement in the mathematic results of the students participating. The program will be expanded in 2013 to run with 24 students.
- Special Provisions and accommodation in examinations and assessments. Students were provided with readers, writers or extra time to assist them in formal assessments. The Learning and Support Teachers also worked to improve communication with class teachers to ensure tasks were accessible to all students and accommodations and adjustments were made where needed.
• Programming and team teaching with classroom teachers to differentiate curriculum, ensuring access points for all students in assessments and class tasks.

• The Learning Centre. Students in the junior and senior years were identified at the Learning Support and Welfare Team meetings and invited to attend sessions in the library once a week to gain assistance in assessments, coursework and skill building. The Centre aims to improve the assessment and academic performance of all students and to provide early intervention for students at risk.

• Updating all student records to an electronic format. The team identified a need to improve communication of the strategies and support practices for students, to staff and the senior executive. As a result the Learning Support Team worked to incorporate strategies to staff through the use of Millennium, the school’s reporting database. The team also developed electronic records for students to ensure a more accurate and equitable coordination of resources and support to students.

Student Services

The Student Services vision is to provide high level of care and contribute to a positive educational experience for every student. To create a safe environment where students are engaged, achieving their personal best and developing a desire for lifelong learning. Students’ well being and the holistic development of the individual is a fundamental priority of Student Services. Student Services faculty strives to improve culture of learning, increase level of students’ participation and engagement in learning, raise expectations and create more effective classroom and school practices.

In 2012 Student Services had a few projects it focused on. One of these was the continuation of promoting the Positive behaviour for Learning (PBL). All year meetings contained a component of the PBL and promoting our expectations for all students to be safe, respectful, responsible and active learners. The Student Services team facilitated workshops on common language that focuses on the explicit teaching of acceptable behaviours across the school.

We introduced the ‘Passport to Leadership’ and its use is encouraged at all year meetings. ‘Passport to Leadership’ is a record of student leadership participation. Students can use these passports to apply for leadership nominations within and/or outside the school community. It is also a good document for students applying for part-time work to show prospective employers. The Student Services team has worked collaboratively in revising and redeveloping our Merit System which is in line with the Passport to Leadership and PBL.

Our Discipline policy and procedures have being revised and redeveloped. We have organised workshops and surveys of staff based on our new Discipline policy ensuring it is in line with our expectations and PBL. PBL Booklets on appropriate behaviour within our school and wider community have been created and utilised for our students from year 7 to 10. In addressing student attendance we have created a procedure and a flow chart as well as conducting regular meetings with students at risk of having too many absences. Our attendance rate has improved as a result of these procedures. These policies are in line with Department of Education and Training core values as well as the PBL.

Developing leaders is a big focus of our team and among many initiatives and learning opportunities in this sphere, Prefects, SRC and Peer Support students participated in a leadership workshop on ‘Delivering Successful Speeches’, initiating and organising various fundraising activities and organising joint SRC and Prefect projects.

Through Year Meetings, Enrichment Days, camps and various other meetings students in years 7 to 10 have participated in numerous workshops and listened to presentations on Anti-bullying and Cyber bullying, positive self-esteem and being a good Digital Citizen. These presentations and workshops have been delivered using internal and external expertise like the Year Advisors, Student Support Officer, Police Liaison Officer, Young Australia, Liverpool PCYC and various other groups.

We have also implemented smaller selected group workshops in the above areas. For our senior students Study Skills days, workshops and presentations were also organised.
Through members of the Student Services team our school participated in Anti-Racism Research Project involving our Year 10 students. This involved surveys of students, creating a DVD on Anti-Racism and a ‘Hoxton Park Says No to Racism’ Face Book page. This was followed up with evaluations and more surveys that presented results where students felt they had a better understanding of what racism is and how to prevent racism. Although it was only the year 10 students that participated in the project the rest of the school body was presented with the information and DVDs on the issue by our year 10 students, Student Support Officer, Year Advisors and ARCO.

Student Services is a team comprising of enthusiastic, passionate, skilled and professional members whose aim is to continually strive to improve in all areas in order to create and maintain an environment in which every student feels valued and inspired to achieve their personal best.

**Community Partnerships**

We continue our wonderful partnership with Amex whose employees are generously giving their time mentoring our Year 10 and 11 students in developing leadership skills and school to work initiatives. They also hosted 25 of our Year 11 students for a special ‘Career planning day’ at their city office. 30 of their employees joined our students and staff for ‘Tree Planting day’. We value their partnership and thank them for their constant support.

- Liverpool Council’s plan for a community farm and outdoor learning area in our school is progressing. The aim is to make Hoxton Park High School a model of environmental sustainability within the community.
- Miller TAFE has provided students with pathways to Trade opportunities such as Carpentry/Stonemasonry-Preparation for pathway to Industry which our students were commended for their industry.
- University of Western Sydney under a project called ‘fast forward’ mentors twenty of our Year 9 students in realising a clear and achievable pathway to university.
- Australian Business Community Network who pairs 25 of our Year 9 students with Business partners under a project called GOALS. Students learn about goal setting, communication, positive action and setting career paths.
- Miller Outreach who designed and implemented a project for our Year 9/10 girls in the field of beauty and hairdressing and personal training courses.

**2012 Debating Team**

Debating was an exciting adventure for our students in 2012. It was the first time in many years students had participated in all year groups, however, not only did they all participate, our students put up quite the challenge!!!

Our Debating teams were as follows:

Year 11/12: Mitchell McMartin, Aleksander Stanojevik, Matthew Faleafaga and Joel Archibald (Team Adviser)
Year 9/10: Jordan Archibald, Elias Ennebt, Andrew Faleafaga and Shanice Boungnaseng
Year 7/8: Sylvia El-Chammas, Sladjana Kuridza, Emma King and Steven Ha (Team Adviser)

Both our Year 11/12 and Year 9/10 teams argued their cases eloquently and challenged teams within the South-West Sydney region. Adjudicators were impressed by the maturity and efforts of all our team members, particularly as this was the first time they had been in a debating team.

Our Year 7/8 team were highly successful in their challenges. The team won in all rounds of their zone and then moved on to the inter-zone challenge. Again, our team were skilled in their presentation and sophisticated in their argument and was soon the only team comprised of only Year 7 students in rounds that were dominated by Year 8 students in other teams. The Year 7 team won all rounds consecutively and unfortunately lost their debate in the Semi- Final. Though there were high hopes of making it to the
finals, the team were proud of their efforts and eager to begin the New Year and start all over again. We commend the efforts of all our team members across Years 7-12 and look forward to continuing our debating program in many more years to come.

Miss L Mohammed
Debating Coach

Personal Development, Health and Physical Education

The draft Australian Curriculum: Health & Physical Education K-10 was released and was made available for consultation this year. Hoxton Park High Schools PDHPE staff have been encouraged to be involved in the consultation process which will take place until April 2013.

Luminous Ladies was once again coordinated and ran by Miss McIntyre. Luminous Ladies is a PDHPE inspired program developed to improve the self-esteem and encourage physical activity and good nutrition for female students at Hoxton Park High School. Approximately, 50 Students participated in a variety of new activities, learnt to respect and care for themselves and aimed to be the best they could be. This program was not about losing weight or living up to the unrealistic ‘ideal bodies’ in the media but rather to appreciate their own bodies. Girls interested in the program signed up to a five week course, where they received a booklet on exercise tips, nutrition and some fun recipes to try at home. Students danced away to new Zumba moves, relaxed in a Yoga class and stretched in Pilates. They even cooked up a feast in the kitchens preparing a healthy, nutritious meal.

Year 11 students successfully completed their mandatory Crossroads program in Term 3, Week 10. Crossroads is a Stage Six course, which extends the learning experiences of students in Years 7-10 in Personal Development, Health and Physical Education. Over the course of a week students participated in an interactive program dealing with issues of Working at relationships and Drug issues. Guest presenters included Motivational Media, Wheelchair Basketball, People living with HIV, South Western Area Health Services, James Busby Fire Brigade and Inspire Christian Life Centre. Student evaluations from the week were extremely positive stating that they valued their Crossroads experiences and time to discuss important issues relevant to their lives.

Year 7 and 8 students participated in a combined Swim School this year. Students walked to and from Miller Pools and undertook comprehensive aquatics lessons provided by qualified AusSwim Teachers. Participation rates were not as high as expected and some students opted to stay at school and complete theory aquatics lessons. The PDHPE faculty hope that next year, student engagement increases and reflects the importance of water safety awareness in Australia.

Mathematics

Australian Mathematics Competition

34 students participated in the AMC in 2013. The competition requires students to use their problem solving and numeracy skills as well as a substantial amount of literacy. This year we achieved 4 distinctions, 10 credits, 15 proficiencies and 5 participations.

Aboriginal Numeracy Competition

Four of our indigenous students from each of our Year 7 and 8 Self-Select classes attended the Aboriginal Numeracy Competition. The competition is based on the concept of the TV show Jeopardy, whereby the students work as a team against other schools in the South-Western Sydney.

Numeracy

Years 7-10 used the software Mathletics which is a numeracy program which caters for individual learning pathways, tailed to their ability and needs. It allows students to access online, topics studied in class, both at school and at home. Students work at their own pace and are able to reach mastery levels and achieve certificates. NAPLAN Tests are also available for student to complete. In 2013 the final average improvement on task was 88%.
Japanese

2012 saw the introduction of the Japanese course in Languages Other Than English (LOTE) KLA. The course ran in stage 4 (year 8) and stage 5 (year 9). The initial implementation of the course has been incredibly successful, with a course in Stage 6 to run in 2013. This success can be attributed to:

- Open Night programs. The subject was showcased at the Open Night in term one to introduce new and prospective students to the course and teacher. The students were involved in an engaging and interactive display of course concepts to help demonstrate the role and importance of learning a second language.
- Strong involvement in ‘Taster’ activities during subject selection.
- In class enrichment activities including artwork and cooking to boost the profile of the course within the wider school community.
- Engagement in Teacher Professional Learning opportunities, which lead to the development of strong local networks and partner classes in other schools.
- Use of Interactive and connected technology to engage students.

Progress on 2012 targets

Each year our school evaluates its three year plan to identify the specific targets for the following year. We analyse student performance data and evaluations to determine what these targets will be.

School priority 1

Outcome for 2012–2014

Student Learning

To improve learning outcomes for all students, with a continued focus on literacy and numeracy

Outcomes

- Improved results in NAPLAN and Higher School Certificate.
- Improved culture of learning evident in increased level of students’ participation and engagement in learning, raised expectations evident in student self-reflection and evaluation of their own learning and more effective classroom and school practices.
- All staff trained in GERRIC and a whole school Pedagogy using the GERRIC program that challenges and engages students is emerging.

School priority 2

Student Engagement and Wellbeing

To create a caring and supportive student learning culture.

Outcomes

- enhanced student engagement and wellbeing with a focus on improving attendance, behaviour, safety, relationships and leadership capacity.
- A Learning Community model that promotes positive student engagement and wellbeing is being developed.

School priority 3

Student Pathways and Transitions

To improve student transitions and pathways throughout the school, particularly for students in the senior years.

Outcomes

- raised student aspirations and a broader pathway choices.
- Strengthened student connectedness and student services programs leading to improved engagement and retention.

School priority 4

Staff wellbeing and leadership capacity

The school community as a learning organization in which on-going teacher learning is complimentary to student learning.

Outcomes

- Professional development of future leaders and improved educational outcome emerging.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation Science.

Science

Science faculty sought to engage and inspire students by igniting curiosity and providing the opportunity to excel. The Faculty consists of five full time teachers, one science teacher who also teaches Mathematic, a part time teacher and a temporary teacher.

The Science Faculty offers a range of courses apart from Stage 4 and 5 Science. Stage 6 Biology, Chemistry, Physics and Senior Science as well as Stage 6 Agriculture is offered in the Senior years. Elective Agriculture is offered in Stage 5. The refinement of teaching programs is ongoing with explicit incorporation of skill outcomes and literacy and numeracy strategies. A Year 7 Literacy Focus Unit of work was developed and the implementation of GERRIC into units of work was the collaborative work of all the Science Faculty.

Technology has been a focus with teachers participating in many Professional Learning workshops to develop their skills in ICT. Laptops along with the Interactive White Boards were used by teachers to deliver quality, interactive lessons to their students.

Year 8 students participate in an ESSA trial as part of their preparation for the Essential Secondary Science Assessment. ESSA has become a key diagnostic tool for Stage 4 Science, allowing students to receive valuable feedback about their level of scientific literacy and it is also a valuable tool for staff in the updating of the teaching programs. ESSA Preparation Week is designed to assist students to gain confidence in their first external Science assessment prior to the Higher School Certificate. Preparation has been an important program in Year 10 to assist students to achieve to their potential for the ROSA Credential.

Science extracurricular activities include The Science Competition, The Chemistry Competition, Year 8 Gifted and Talented at the University of Western Sydney. An engaging extracurricular activity to be introduced in 2013 is Streamwatch.

There is a strong commitment to student welfare in the Science faculty, which at the moment includes three assistant year advisors. Fostering positive relationships and building rapport with students has a flow on effect in the classroom and permits students to engage in active learning in a respectful learning environment.

Findings and conclusions

In 2012 there was no external examination for year ten with the introduction of ROSA. In the previous four years science students who sat for the external Science examination have shown a significant improvement in the bands achieved. There was a marked improvement in the percentage of students achieving bands 4,5 & 6 from 2008 with 35% to 2010 52% and 2011 42% achieved these top bands. A significant percentage of students have moved from Band 2 to Band 3. But the most impressive improvement has been in Bands 1 where in 2008 there were 13% of students in these bands and in 2011 this was reduced to 1%.

In the Higher School Certificate subjects of Biology, Chemistry, Physics and Senior Science there has been a significant improvement in the percentage of students achieving in the higher bands. There has also been a decrease in the percentage of students in the lower bands.

Future Direction

Extra tuition after school and during the school holidays has been offered for Senior Students by staff in recent years. This has shown to be a success as is evidenced by the above results and therefore will continue by the dedicated Science Staff. To ensure that every student achieves to their potential and that they develop time management and work ethics, students are guided to ensure that they complete assessment tasks effectively and within the required amount of time.

Senior Science students will continue to benefit from attending excursions, some of which are mandated practicals by the Board of Studies, which enhance their understanding of course content and allows
them to experience Science outside of the science classroom.

More members from the Science Staff have been trained in GERRIC, A University of NSW Program in teaching Gifted and Talented students; as a result programs with GERRIC based activities have been produced.

The Year 7 and 8 Self Select classes will continue to be set challenging tasks to enhance their scientific skills. These students have access to laptops which allows them to have immediate access to current research during class time. Four enthusiastic students were taken to the Year 8 Gifted and Talented Day at the University of Western Sydney; this is a program which runs every year.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students feel that what they learn is important and worthwhile and that they are acquiring skills that will help them in life. In particular, they feel that they can do well enough to be successful and achieve a high standard. More importantly, students believe that at Hoxton Park High School they have the opportunity to realise their career goals.

The Year 7 evaluation completed at the end of first term showed a strong agreement that students had settled in well, was enjoying their subjects and had made new friends.

In the 2011 Exit Poll students indicated that working towards the Higher School Certificate had been challenging and interesting and that their courses had developed their knowledge and understanding. A similar percentage of students felt they learnt important things at school. They believe that school has taught them teamwork, communication, respect and responsibility and the skills necessary to make their goals a reality.

Information from all of the school self-evaluation tools suggests that within the school community there is a high level of appreciation for the value of learning and a strong commitment to the continued improvement of our student learning outcomes whilst enhancing the whole development of our young students.

There is a consensus among staff and parents that we provide a holistic education so that in addition to academic pursuits, students are able to excel in the arts, in sport and be provided with a variety of social and cultural experiences.

**Professional learning**

Professional learning funds are used by the school to support its teachers in maintaining their knowledge and expertise in the chosen careers and to ensure that their skills in the areas of education are developed and nurtured.

During 2011 staff participated in relevant training events that were linked to the school targets. These were delivered either in-house or by external providers. On average teachers accessed at least seven training events throughout the year including five school development days.

Fifty four teaching staff and eleven support staff participated in a range of professional learning programs including: information and computer technology with a focus on DER and IWB training, Literacy and Numeracy, Occupational Health and Safety, Quality Teaching and Student Services.

On average, approximately $700 was expended on professional learning per teacher at Hoxton Park High School in 2011.

Staff indicated that the training they received had substantial advantages to teaching and learning, including improved assessment tasks, networking with teachers from other schools, explicit teaching strategies and deeper understanding of welfare issues.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

Student Learning
To improve learning outcomes for all students, with a continued focus on literacy and numeracy

Outcomes
- Improved results in NAPLAN and Higher School Certificate.
- Improved culture of learning evident in increased level of students’ participation and engagement in learning, raised expectations evident in student self-reflection and evaluation of their own learning and more effective classroom and school practices.

Strategies
- Identify Year 7, 8 and 9 NAPLAN students, support with appropriate strategies and lead to increased student performance in the top 2 bands to 10% in reading, grammar and writing and a corresponding reduction in number of students in bottom 2 bands.
- Develop a culture of high expectations and students attempting to achieve their personal best.
- Design a whole school Pedagogy using the GERRIC program that challenges and engages students.

School priority 2

Student Engagement and Wellbeing
To create a caring and supportive student learning culture.

Outcomes
- To enhance student engagement and wellbeing with a focus on improving attendance, behaviour, safety, relationships and leadership capacity.
- Develop a Learning Community model that promotes positive student engagement and wellbeing.

Strategies
- Evaluate and develop programs to promote student leadership.
- Improve profile and capacity of student leaders within the school community.
- Enhance school culture and practice which will lead to improved social and emotional wellbeing.
- To encourage all students to strive for their personal best and to recognise, reward and celebrate success.

School priority 3

Student Pathways and Transitions
To improve student transitions and pathways throughout the school, particularly for students in the senior years.

Outcomes
- To raise student aspirations and broaden pathway choices.
- Strengthen student connectedness and student services programs leading to improved engagement and retention.

Strategies
- Strategically plan student learning pathways that support a meaningful transition into further training or employment.

Develop a sense of student connection and value to school and community.

School priority 4

Staff wellbeing and leadership capacity
The school community as a learning organization in which on-going teacher learning is complimentary to student learning.

Outcomes
- Professional development of future leaders and improved educational outcomes.

Strategies
- Enhancing and developing teacher leadership capacity from beginning teachers to Executive.
- Building team work and school spirit.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Ms L Wallace - Principal
Mr D Warren - Deputy Principal
Mr P Lawrence - Deputy Principal
Mr G Nield - P&C Representative
Mrs E Fitzgerald - Head Teacher PDHPE
Ms A Lukich - Head of Welfare
Mr A Kingsley - Head Teacher Social Science
Mr L Olah-Jewell - Head Teacher English
Ms J De Luca - Head Teacher Mathematics
Mrs M Ciampa - Head Teacher Science
Mr J Cole - Head Teacher CAPA
Mr D Macpherson - Head Teacher TAS
Ms E Gerace - Head Teacher VET
Ms Mohammed - Prefect and Aboriginal Co-ordinator.
Mr A Wong - Teacher (ESL)
Mr P Hobson - Careers Teacher
Mrs J Ihlow - Aboriginal Co-ordinator
Ms H Kim - SRC Co-ordinator
Mrs M Dodge – Senior Administrative Manager
Mrs M Woodward School Administrative Officer

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: