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.

2011 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 2011 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 (NESB). 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

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’s 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 Neild - P&C President

Student representative’s message

The Student Representative Council (SRC) of Hoxton Park High School is a group of students from Years 7 to 12 who are elected by their peers. They represent the students’ opinions and help organise ways to improve the school environment as well as enable students to become more involved in school activities.

Throughout 2011, the SRC has had a busy year with its involvement in fundraisers and school events such as:

- Multicultural Day – one of the biggest events of the year. It celebrated the students of different cultures and ethnicities to unite them together.
- School Uniform – one of the key programs the SRC was involved in was our input to improve the school uniforms. The new uniforms were implemented to Year 7 and the Year 11 students.
- Mufti Day – a major fundraising activity of the year. It was a day when students were allowed to wear casual clothes and donate a gold coin for the fundraiser.
- Bandana Day - the SRC sold a variety of bandanas to support the Cancer Council Foundation.
- Jeans for Genes Day – The students were given an option to wear jeans and donate a gold coin to support children’s medical research.

The SRC also represented Hoxton Park High School in a positive manner by attending the Regional SRC Conference.

As well as the conference we were able have input in our meeting with Liverpool Council concerning community issues.

The SRC has finished 2011 with positive results for Hoxton Park High School. We hope to continue supporting our peers through later events and fundraisers in the future. We endeavour to be even more involved in 2012.

Julia Franghiu & Aleksandar Pepelasev – Year 10 SRC Representatives

Prefect Body Report

Over the course of the year the Prefect Body 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 maturity, diligence and the ability to juggle the requirements of school work and leadership duties.

All Prefects are required to attend a leadership camp located at the Great Aussie Bush Camp near Tea Gardens. This three day camp assisted in the development of leadership, confidence, trust, team building and communication skills amongst the group. The camp also provides students with unique experiences to develop ever lasting friendships, fundamental to the functioning of the prefect body as a whole.

Junior Prefects received formal training in the school’s Peer Support Program which allowed for their participation in the Year 7 Peer Support Program in 2011. This program assigned the Year 7 students in their successful transition to high school.

The Prefect Body contributed immensely to:

- The Year 7 Orientation Day
- Year 10 Graduation Day Ceremony
- Year 12 Graduation Day Ceremony
- Year 7-12 Recognition Assemblies
- Remembrance Day and Anzac Day Ceremonies
- Their involvement in the Year 10 Subject Selection night was vital to assisting the Year 10 students in their decisions about their senior school studies through the sharing of their own personal experiences.
A Year 11 Leadership Conference was held on 18th August 2011 at the Liverpool Catholic Club in which the Prefect Body attended. All Senior Prefects and the School Captains spoke to the Year 11 students on the qualities vital to becoming a good and influential leader. The Year 11 students in attendance also developed their own 12 month plan for the school in which the Prefect Body assisted them in completing. Mitchell McMartin also gave a speech on his own personal vision of leadership.

The Prefect Body was fundamental in the implementation of the Positive Behaviour for Learning Program (PBL) in the school which saw the introduction of the Hoxton Honour Code. In conjunction with the incoming Prefect Body for 2012 they also developed the PBL/school mascots Harmony, Leonardo and Shakespeare. On 13th October 2011 the PBL Program was officially launched with a day full of eventful activities in which the Prefect Body was heavily involved.

Over the course of the year the Prefect Body assisted in the design and development of the school uniform.

The School Captains, Matthew Iupeli and Anita Vidic, attended the NSW State Parliament House as a part of the Secondary School Leadership program where they toured both Parliament and Government Houses meeting their local counterparts.

The four School Captains regularly attended the partner primary schools, assisting the Year 6 students in preparing for their transition to high school.

Danielle Redhead concluded her term as the School Educational Ambassador and the Regional Public Educational Ambassador for South Western Sydney. She was followed in 2011 by Sahar Warwar who was chosen by staff as the School Education Ambassador.

Emilia Mamblona, Mitchell McMartin, Danielle Redhead and Michelle Xu, were all awarded with the Australian Defence Force Long Tan Leadership Award in recognition of their leadership activities throughout the year.

Christopher Lang and Mitchell McMartin participated in the Liverpool Region Quota International Student of the Year competition on 18th May 2011.

Tina Brites, Mitchell McMartin and Michelle Xu were recognised for their volunteering efforts in the community.

2011 was an exceptional year for the Hoxton Park High School 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 in developing the skills required by strong leaders in both society and their chosen field.

Mitchell McMartin - School Prefect 2011

School context

Student information

The school had a total enrolment of 703 students at the commencement of 2011 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%).
### Student attendance profile

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### Retention to Year 12

**Post-school destinations**

34% of students who completed the 2011 HSC are enrolled in university courses such as Bachelor of Aviation, Social Sciences, Liberal Arts, Sciences, Biotechnology, Mathematics, Information Technology, Games Design, Arts/Law, International Studies, Health Sciences, Visual Design, Communication and Engineering. 22% of students are enrolled at TAFE. 11% of students are enrolled in courses delivered by private providers. 5% of students are engaged in fulltime employment and 20% work part-time. 12% of students are working as a first year trade apprenticeships and 11% unknown.

### 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.

### Year 12 students undertaking vocational or trade training

42% of students who gained an HSC in 2011 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

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<tr>
<th>POSITION</th>
<th>NUMBER</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal (s)</td>
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<tr>
<td>Head Teachers</td>
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<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>
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<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>67.5</strong></td>
</tr>
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</table>

Staff retention

Hoxton Park High School has a combination of new and experienced staff. Ten per cent of teachers have been teaching less than five years, thirty two per cent between five and ten years and fifty eight per cent with ten or more years’ experience. All are committed to improved student learning outcomes and are supported by eleven 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 meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
<td>53</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.

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<th>Date of financial summary:</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
<td>$273,542.31</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
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<tr>
<td>Total income</td>
<td>$1,144,390.19</td>
</tr>
</tbody>
</table>

| **Expenditure**                     | $926,893.98 |
| Teaching & learning                | $963,977.70 |
| Key learning areas                 | $58,443.26  |
| Extracurricular dissections         | $74,674.46  |
| Library                            | $9,477.55   |
| Training & development             | $0.00       |
| Tied funds                          | $251,555.13 |
| Casual relief teachers              | $60,654.84  |
| Administration & office            | $170,091.64 |
| School-operated canteen            | $0.00       |
| Utilities                          | $127,669.30 |
| Maintenance                        | $72,225.70  |
| Trust accounts                     | $57,04.40   |
| Capital programs                   | $0.00       |
| **Total expenditure**              | $926,893.98 |
| **Balance carried forward**        | $217,496.21 |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

The following report is but a snapshot of the range of curricular and co-curricular activities offered at our school. Academia, the arts, sport and social and cultural endeavours contribute significantly to the education of our students. Some of the highlights are:

- Our talented musicians Johnny Smith and Mariah Filoa were selected to perform at the Regional Directors Choice Awards and their outstanding performance led to a special invitation to perform at the Director-General’s Award for Excellence to Public Education.
- Mitchell McMartin was presented with the Victor Chang Science Award. This award is presented to Year 11 students in NSW who have excelled in their science studies during the year. Awardees are presented with framed Certificates of Achievement at presentation ceremonies and are given the opportunity to visit the Institute for some hands on experience. We were honoured to have Mitchell McMartin representing Hoxton Park High School.
- Parvesh Goundar was awarded a distinction for the University of New South Wales Australian Mathematics Competition.
- Jordan Archibald made it through the semi-finals for ‘Mounties Got Talent’.
- Agriculture has had an increase in the number of students participating in extracurricular activities, such as the Penrith Show, where students paraded and exhibited our animals. They achieved an award for their Horticultural display once again.
- Students entered into the Science and Chemistry National Competitions –achieving one distinction and four credits in the Chemistry Competition.
- Year 8 Gifted and Talented Science Day at UWS North Campus Parramatta. Four Year 8 students attended. The day consisted of students undertaking experiments in the labs at University of Western Sydney which were run by Academics and PhD students from UWS.
- Eighteen students participated in the Australian Mathematics Competition in 2011. The competition is a problem solving test requiring substantial literacy and numeracy skills. One student received a distinction, eight students received credits, three received proficiency and six participation certificates.

Creative and Performing Arts

We are committed to growing an energising Performing Arts and sporting culture in the school and I believe the first was presented at our popular Showcase Evening with encore performances for our feeder primary schools who were impressed by our talented singers and musicians and the sporting report certainly highlights our excellent athletes.

Showcase 2011

Our annual Showcase night was held on Tuesday 7th June 2011. The night showcased the student musical talent from all grades across the school. Twenty songs were expertly executed by our students to the deeply impressed audience. For some students this was their first time performing in front of a live audience.

‘Jam Band’ performed for the first time, which is a creative initiative designed for students from Years 7 to 12, to foster peer mentoring and
relationships in the context of performing as a band.

Building on from previous Showcase nights, Showcase 2011 raised the standard in both production and performance, highlighting the immensely talented students we have here at Hoxton Park High. For the first time a matinée performance was presented to a primary school audience.

Talent Identification Program (TIP)

The Talent Identification Program is an annual event that sees hundreds of students audition for a place in the final 20 places. These students then have the opportunity to improve their vocal abilities and stage presence with the help of industry professionals including Mahogany, Joseph Gateau and teachers from the highly sought after Australian Institution of Music. The program is valuable not only to students undertaking their School Certificate and Higher School Certificate, but to those looking to further their careers in the music industry field. Students learn valuable skills such as stage presence, vocal preparation and good microphone technique. Several students from Hoxton Park High School auditioned and our own Johnny Smith, from Year 11, was selected for the program.

Director’s Choice Award

The Director’s Choice Awards is a prestigious program in which eight students from around the South-West Region are personally handpicked and mentored in preparation for the Director General’s Award Ceremony. With the help of X-Factor Alumni Faye and Maureen Fiso (Mahogany) the selected students go through vigorous choreography and vocal training. At the end of the six week program the students perform, in front of packed Olympic Park stadium, Sydney. Johnny Smith, one of Hoxton Park’s own current HSC students, received this opportunity after completing the Talent Identification Program weeks prior.

After the success of TIP and the Directors Choice Awards, another prestigious event was held at the Department of Education and Training, Sydney, which acknowledged some of the best in the NSW education field. The Director-General personally asked for Hoxton Park senior students, Johnny Smith and Mariah Filoa, to perform after seeing their performances at other events. Both students represented Hoxton Park High School and the South-West Region.

Year 9 and Year 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.

The Totem pieces were completed by the end of 2011 for installation during the first quarter of 2012.

Year 8 Art Day

Fifty students had an opportunity to participate in the Year 8 Art Day, which is an exciting initiative designed to give our ‘budding’ artists an
opportunity to experience an intensive full day in
an artist studio. The students were given the
opportunity to cover a range of mediums,
including, drawing, sculpture and photography.

The overall thrill and excitement of the day was
only overshadowed by the intense work and
creative output by the students.

**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:

- Years 11 and 12 Visual Arts to the Art Gallery
  of NSW to view Art Express – 2010 HSC Body
  of Work; and
- Year 9 Photographic & Digital Media –
  Taronga Zoo – demonstrating the skills and
  techniques developed in the classroom
  through the genre of wildlife photography.

**Studio Workshops**
The Creative & Performing Arts Faculty have
provided specialised studio workshops for their
senior students, providing unique and relevant
experiences for our students that go beyond the
regular timetabled classes.

This year’s studio experience provided a full day
workshop on painting portraiture, which
provided students with invaluable techniques in
developing their skills in the painting medium.

**Sport**
Hoxton Park High School students have
demonstrated sportsmanship and excellence in
an array of sports this year. Many students have
achieved distinction in an individual capacity and
numerous sporting teams have displayed
outstanding performances throughout the
academic year. Students have consistently
shown a strong commitment to our school values
of Care, Respect, Participation and Excellence
through their sporting endeavours.

Students participated to the best of their ability
at both of our major school carnivals – athletics
and swimming and there were also some
excellent efforts in cross country.
Finally, grade and knockout teams were fielded in netball, rugby league, soccer, touch football, oz tag, softball, volleyball, table tennis, European handball, cricket, and basketball. Our Girls Grade Sport Volleyball team played with enthusiasm all season won the entire winter grade sport competition!

2011 has been a satisfying year, full of activity and achievement. Our emphasis has been on health and happiness and this has been reflected in the high levels of participation of all students. The students should be commended on their sportsmanship and effort.

OTHER INITIATIVES

Year 11 Leadership Conference
We held a Year 11 Leadership Conference with the theme ‘Inspiring young people as our future leaders’. The aim of this conference was to motivate our young people to have high aspirations and instill that through goal setting, determination, values and industry they can ‘be our future leaders’. The outcome is to both develop leadership capacity and work in partnership together for the betterment of the school.

The day began with two inspirational leaders from American Express telling their story, addressing the importance of image in the corporate world, followed by our Year 12 Prefects presenting ‘qualities of a good leader’. Year 11 students were then given the task to develop their own school vision and three year plan in making ‘Hoxton Park High School’ a place where they would be happy to send their children”.

We were impressed with their professionalism and the valuable information collected which has informed our future directions.

Hoxton Honour Code
In 2011, we launched a new welfare system called the Hoxton Honour Code, the values are to be Safe, be Respectful and be an active learner.

It is a clearly defined school wide system that supports students in developing the appropriate social skills and work ethics to succeed in life.

We decided on calling it the Hoxton Honour Code because honour is the ability to show personal integrity. It is a decision to determine that ‘you will do what is right, say what you mean and mean what you say’ and when you make a mistake or do the wrong thing, it is the courage to either say by words and more important by action that ‘you made a mistake and you will make amends so that it does not happen again’.

So when you make a promise and you keep your word then you are being honorable. This is an important ingredient to building yourself as a person of trust and respect.

Multicultural Day
On the 16th of September, 2011 the Hoxton Park High School Multicultural Day took place to celebrate the different cultures we have throughout our school. The quad was filled with students, parents, relatives and special guests.

The day started with the opening ceremony where the flags of all the nations were presented with a welcome greeting in their cultural language. The State Member for the Electorate of Liverpool, Mr Paul Lynch spoke on Multicultural Australia and Ms Wong from American Express spoke about her experiences of Multiculturalism; both speeches were very touching and inspiring. Miss Wendy Waller, the Mayor of Liverpool, was also in attendance.
We experienced an array of cultural performances and rituals such as: the Polynesian Fafa Dance, the Siva Samoan dance and the Polynesian Hakka which left everyone speechless and screaming for more. The Asian cultural experience consisted of the significant Lion Dance. The lion dance is used to bless. The lion chases away evil spirits, and so opens the door for all good things: health, happiness, wealth and prosperity. The national costumes worn showed such wonderful colour and style.

There was a Cuisine Extravaganza of the many cultures in our school such as: Italian Gelatos and Pizza, Indian Butter chicken with rice, Lebanese Falafel, South American Empanadas and the Australian Sausage Rolls and Meat Pies. It was great tasting all the different foods from all around the world.

The day concluded with a concert displaying the wonderful talents of our Creative and Performing Arts students. Johnny Smith’s amazing Beyoncé and Eurhythmics Medley, Kevin Odisho’s Acoustic cover of Swing Life Away and Jordan Archibald’s awesome cover of Adele’s Someone Like You and Tina Turner’s Proud Mary got the whole crowd fired up.

Overall the Multicultural Day was a great success and was an awesome day with laughs, cheering and screaming all around. Families, teachers, students and friends were so excited about this day and I know they can’t wait till the next Hoxton Park High School Multicultural Day.

This event can only be accomplished with the help of all the wonderful teachers that coordinated the lead up to the day. Thank you to all the staff and students of Hoxton Park, you were fantastic. That awesome Hoxton Park Spirit was alive and well. Great Job!

Jordan. Archibald Year 9 😊

- **The Implementation and evaluation of the Self Select Class.** A focus of the transition plan was to provide a more specialised curriculum for our Gifted and Talented students, as a result 2011 saw the implementation of the first Self Select class in Year 7. This class involved applicants undergoing an essay process to outline their suitability for the class, which focuses on accelerated curriculum. Throughout the year the transition team was involved in planning shared lessons with our Year 7 Self Select class and Year 6 students, information nights for prospective students and their families and the application process for the Self Select class of 2012.

- **Hosting the Hinchinbrook Athletics Carnival.** All students in Stage 3 attended Hoxton Park High School for their annual athletics carnival. The Year 12 students coordinated both morning tea and lunch and our senior students undertaking PDHPE courses assisted in the running of the day. The carnival provided a valuable opportunity for the wider community to meet the students of the high school, to strengthen ties and foster positive relationships.

- **Primary Links Visits.** These visits are run throughout the year for students in Years 4, 5 and 6. They provide a unique outlook on the high school experience, by giving the students hands on experience with subjects like Industrial Arts, Science, Hospitality and Creative and Performing Arts (CAPA).

- **Education Week.** Students in Years 7 and 8 visited all our partner primary schools to participate in Education Week assemblies and activities. This gave both the primary and secondary students the opportunity to foster positive ties, ensuring a strong relationship between the schools in the Learning Community.

**Primary Transitions**

In 2011, our Primary Transitions team, along with the Hoxton Community of Schools, implemented an in depth Transition Program that focused on strengthening the ties between our High School and the wider community. Programs included:
NAPLAN

Academic

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

YEAR 7

Percentage in bands: Year 7 Reading

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<tr>
<th>Percentage of students</th>
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Percentage in bands: Year 7 Writing

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Percentage in bands: Year 7 Spelling

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<th>Percentage of students</th>
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In the School Certificate the performance of Students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

NAPLAN Year 7

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
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<tbody>
<tr>
<td>Reading</td>
<td>98.2</td>
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<tr>
<td>Writing</td>
<td>87.2</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>83.5</td>
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<tr>
<td>Numeracy</td>
<td>95.3</td>
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Percentage of Year 9 students in our school achieving at or above the minimum standard in 2011

NAPLAN Year 9

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<tr>
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<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
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<tbody>
<tr>
<td>Reading</td>
<td>86.6</td>
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<tr>
<td>Writing</td>
<td>79.2</td>
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<tr>
<td>Spelling</td>
<td>92.5</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.8</td>
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<tr>
<td>Numeracy</td>
<td>91.5</td>
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**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education in 2011 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.

- **Norta Norta** program funding 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 and Biology.
- **A Homework Centre Tuition** was established in 2011, 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.
- Aboriginal Numeracy Competition was conducted in 2011. Three Year 7 Indigenous students from our Self Select Class were selected. The Competition was based on the television show Jeopardy concept, whereby students worked as a team against other schools within South Western Sydney. One of our Year 7 students was presented with the Best and Fairest Award.
- A senior student wrote a story for The Patrick White Competition. The panel were very impressed with her submission.
- Hoxton Park employed Alenarra Enterprises to support the **Star Program** which involved our Indigenous students in Year 8. An Indigenous mentor inspired our Youth by teaching them to paint Indigenous art. The program has shown evidence of building resilience in youth, keeping them engaged in school and building their confidence and skills. The program was enjoyed by all students who participated. Some paintings were kept by students whilst others are proudly displayed in classes and office spaces. The students were very proud of their achievements.
- University of Western Sydney mentoring program was a new initiative run this year at Hoxton Park High School. 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 and 11 were involved in this program. The students also visited their mentors at UWS Campbelltown, Bankstown, Parramatta and Hawkesbury campuses, completing a joint major project.
- Indigenous students received regional awards for attendance, commitment and application at the annual South Western Sydney Aboriginal Student Achievement Awards.
- Senior students received academic scholarships from KARI. 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.

**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, five 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 enroll 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. We had a total of 28 students ranging from Years 7 to 12 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.

Student Services

The Student Services vision is to provide high level of care and understanding of every student. To create a safe environment where students are engaged, achieving their personal best and developing a desire for lifelong learning. Students’ welfare 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.

The Student Services faculty had a very exciting and busy year. We saw the creation and the launch of Positive Behaviour in Learning (PBL). This included a few stages. In collaboration with the whole staff Hoxton Honour Code matrix was created. The matrix is placed in each classroom clearly displaying that our expectations are for all students to be safe, respectful, responsible and active learners. It is a clearly defined school-wide system that supports students in developing the appropriate social skills and work ethics to succeed in life. PBL establishes a positive common language in the school and builds greater teacher-student relationship.

Students created the characters to represent Safe, Respect and Learner as well as designed posters to be placed around the school with positive messages reflecting the three areas. Workshops for staff were conducted and lessons for students implemented. This year, the Student Services team began facilitating a common language that focuses on the explicit teaching of acceptable behaviours across the school.

The launch day itself involved participation of both staff and students in Drama and Music
activities, a volleyball challenge between the teachers and students, a sausage sizzle and a great deal of fun. The day was a success and it marked a change in a positive direction for our school. Both staff and students have embraced the PBL and its impact is starting to be realised.

The effective coordination of welfare policies ensures the provision of a safe and supportive learning environment that is designed to cater to the needs of all students and encourages and stimulates learning and leadership. The 18 members of the Student Services team have worked collaboratively in revising and redeveloping our Merit System and our Discipline policy and procedure which underpin our Good Discipline and Effective Learning document. These policies are in line with Department of Education and Training core values as well as the PBL. With the contributions from all members of the Student Services Team we have created Student Services Handbook outlining the role statements and time lines.

A student leadership focus is the creation and introduction of the ‘Passport to Leadership’ initiative for implementation at the beginning of 2012. The ‘Passport to Leadership’ is a record of the expected 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.

Prefects, SRC and Peer Support students participated in a leadership workshop on delivering successful speeches.

Years 7, 8, 9 and 10 students participated in Anti-bullying workshops through their enrichment days. Enrichment days are organised by year advisors to address issues that concern students such as bullying, self-esteem and peer pressure. External agencies such as Young Australia Workshop, Local Police Liaison Officer and Liverpool PCYC attend the days to teach our students the values of respect and responsibility and make them aware of the many issues teenagers face day today. Study skills days were also organised for our Year 11 and 12 students.

There were two camps which students attended this year. One was for Year 7 which contributed to the settling in of our Year 7 group. The other camp was a leadership camp for our Prefect Body. The success of these camps has inspired other Welfare members to organise camps for their year group in 2012.

The vision of the Student Services is to make a positive contribution towards creating and maintaining an environment in which every student feels valued and inspired to achieve their personal best.

Learning Support Team

In 2011 the Learning Support team used a variety of diagnostic tools to identify students in need of support in the areas of Literacy and Numeracy. This testing allowed us to provide students with a variety of support programs, both in the classroom and in a withdrawal setting. Programs included:

- Reading Programs with Year 7, ranging from an introductory program (Making Up Lost Time in Literacy-MULTILIT) to Rainbow Readers.
- Intensive withdrawal lessons, which focused on key skill areas in Literacy and Numeracy. These target areas were deduced from analysing NAPLAN data, as well as in school diagnostic testing.
- Special Provisions in examinations. Students were provided with readers, writers or extra time to assist them in formal assessments.
- Programming with classroom teachers to differentiate curriculum, ensuring access points for all students in assessments and class tasks.
- The planning for a Learning Centre, to be run in 2012. Programming, timetabling and usage of the Centre was discussed and outlined within the Learning Support Team, to be presented to the wider school community in 2012.
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 who have raised $238,000 to develop a community farm and outdoor learning area in our school. The aim is to make Hoxton Park High School a model of environmental sustainability within the community.

- Hot Rock foundation provided the school with up to $50,000 to develop a project on environmental sustainability with our feeder primary schools.

- Miller TAFE is provided students with pathways to Trade opportunities such as Carpentry/Stonemasonry-Participation Phase Initiative 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.

- Wise Employment Agency who assists young job seekers identify long-term career goals, interview preparation, self-esteem courses, securing work experience placements and help students obtain and maintain suitable apprenticeship. They have several students that they are assisting in gaining an apprenticeship – Lauren Neild was successful in Hospitality recently.

Environment

The Environment team was involved in Tree Planting Day with students from our three feeder schools – Hinchinbrook PS, Hoxton Park PS and Middleton Grange PS along with their teachers. We were thrilled to be joined by a team from American Express who assisted us in planting a total of 200 small shrubs and seedlings. The Environment Team hopes to foster a greater awareness of the local Environment, by encouraging native fauna back into the area through the reaafforestation of the Cumberland Plains.

Information and Communications Technologies (ICT)

In 2011 the ICT focuses were the implementation and use of Moodle, provision of Interactive White Boards for all faculties and the budgeting to provide the Self Select classes for 2012 with laptops.

- Staff were provided with faculty time and workshops during the Staff Development Days throughout 2011 to improve their knowledge of the school’s Learning Platform (Moodle). As a result, all faculties now have courses for students to access, allowing
easier distribution of assessments, visual literacy tasks, engaging lessons and revision.

- By the end of 2011 all faculties had a home room with an Interactive White Board, as part of the Panaboard Trial Program. This assisted in integrating the use of the Moodle into all Key Learning Areas.
- To provide the Self Select Classes of 2012 with laptops, all Head Teachers were given the opportunity to purchase an iPad, with funding for this subsidised by the ICT committee. This in turn freed up the DER Laptops used by the head teachers, which were recommissioned for the Self Select Class.

**Progress on 2011 targets**

**Targets for 2011**

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.

**Target 1**

Implementing pedagogical initiatives and practices in Years 7-8.

**Intended outcomes:**

Teachers are all responsible for developing Literacy and Numeracy skills and ensuring Year 7-8 achieve syllabus standards for their Stage of schooling. Students are engaged, understand and self-evaluate their work.

- Improve growth for students from 7-8 in Numeracy.
- Increase in number of students in the top two bands.
- Maintain reduction of students in lower bands.
- Clear process of accountability in how students learn.

**Target 2**

Teachers empowered to effectively utilise technology in teaching and learning to personalise and extend student learning.

**Intended Outcomes:**

- 50% of teachers in addition to basic skills have more advanced ICT competencies. This knowledge is reflected in classroom practices.
- Teachers use ICT to extend learning within curriculum areas and to enable students to work independently and interact with other
- Students show increase in competence in using advance ICT skills to conceptualise, produce, enquire, solve problems, think critically and manage information.
- Teachers integrate ICT with subject content in some areas of the curriculum, pedagogy and assessment.
- Teachers use ICT to differentiate some areas of curriculum and enable student-centred learning environment.

**Target 3**

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

**Intended Outcomes:**

- Develop teaching and learning programs, teaching strategies, evaluation tools and best practice.
• Support students in developing appropriate social skills and work ethics to succeed by promoting the Hoxton Honour Code.

• Guide and ensure that students can complete assessment tasks effectively.

• Ensure ‘significance’ and connection beyond the classroom by providing authentic learning opportunities for students.

• Encourage students to reflect on and evaluate their own learning.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of English, 17 Year Age Leaving age and VET.

**Educational and management practice**

**English**

The English department has been developing all units of work to incorporate laptop learning in the classroom. Moodle underpins our units with students accessing digital tools to enhance their learning experience. Literature, language and literacy are developed and strengthened through ICT. Students refined their oratory skills through debating and public speaking opportunities. We focus on our high NESB population, Gifted and Talented and Learning Support needs by providing a diverse and inclusive education.

The Faculty focuses on improving teacher quality and student engagement by developing appropriate resources in making learning more relevant and challenging. The faculty has a very profound belief and commitment to collaboration, co-operation and the sharing of resources, ideas and experiences. We continually build upon our school’s strong work in areas of the NSW Quality Teaching Model and Professional Teaching Standards to improve student outcomes.

The faculty promotes participation in zone and regional debating competitions as well as public speaking competitions like the QUOTA student of the year.

**Findings and conclusions**

Past SC and HSC results indicate we are consistently one of the best performing faculties in the school.

The last four years has shown significant and consistent improvement in the English School Certificate results. We have lifted from 9.54 to 4.32 below the state average.

We have seen a dramatic improvement in the percentage of students who have attained Bands 4, 5 & 6. In 2006 that figure was 37% improving to 65% in 2009 and rising again to 71% in 2011.

Data indicates our greatest shift is in our middle Bands with 31% of students improving from Band 3 to Band 4 in the last four years and a 10% improvement from Band 4 to Band 5.

In the Higher School Certificate over 40% of students attained their best results in English. The greatest success was for those students who attained Bands 4 & 5.

The installation of an interactive whiteboard in the faculty has meant that the English faculty teaching programs have a far greater emphasis on the use of technology. In particular the faculty makes extensive use of the school Moodle site.

The students in English have produced an extensive range of presentations, advertisements, blogs, interactive games and other high quality educational material using many forms of technology.

**Future direction**

Based on the history of the school’s academic achievement 70% of the senior student cohort should be contemplating a straight ATAR curriculum pattern whilst the other 30% of students would be better undertaking a variety of vocational education options. English is the only mandatory subject in Years 11 and 12. Within this subject we have introduced a course called English Studies; it is designed for students
wanting to complete the Higher School Certificate but who are not wishing to pursue a university degree. The English Studies curriculum pattern will maximise learning outcomes for students wanting to pursue TAFE, apprenticeships or school to work options.

In English, the Self Select classes continue to produce high quality work. The activities these classes produce have a high level of intellectual quality, they are creative, they require cooperative learning and clearly from the student evaluations they have a high level of connectedness and relevance. This work will continue to be augmented in the years to come.

As a whole school initiative, a culture of excellence and high expectations is being cultivated throughout the faculty with many of our teachers being trained in GERRIC, a University of New South Wales program in teaching Gifted and Talented students.

17 Year Age Leaving Age and Vocational Education

Background

The vision of the Hoxton Park High School VET faculty is to provide quality vocational education and training through appropriate curriculum, maintaining industry training resource standards and delivery by trained staff in order to maximise student outcomes and create effective pathways to post school options.

Findings and conclusions

HSC data reported that students are maximising their VET training and a large proportion of students are receiving the highest possible qualification.

To further improve on these results, Hoxton Park High School is now delivering frameworks to the curriculum. The introduction of Construction has broadened the curriculum and strengthened VET options for students across the school.

We now deliver five frameworks across Years 11 and 12:

- Metals & Engineering
- Construction
- Hospitality
- Retail Services
- Information Technology

TAFE based VET was an option for senior students with 2% students from Years 11 and 12 participating in courses delivered by Miller, Liverpool, Wetherill Park, Granville, Campbelltown and Padstow TAFE colleges. In addition six students in Years 11 and 12 participated in part time trainees, “earn and learn”. The introduction of TAFE delivered early commencement of Stage 6 courses resulted in School Based Apprenticeship and Training (SBAT) in Horticulture, Hospitality and Automotive.

The positive student outcomes from VET pathways include:

- Increased retention rates
- Improved student engagement
- Increased number of students undertaking SBATs
- Increased relevance – informs students what career pathway they wish to take
- Increasing awareness that VET can provide a pathway to university.

In 2011 the School to Work Project supported Year 10 students in choosing the right pathway in regards to subject selection choices for Year 11 or selecting the best options for their post-school certificate years. This project included:

- All Year 10 students attending Miller & Wetherill Park TAFE facilities
- Twenty at risk students attended TAFE open days
- Student Pathways Survey – used to inform Transition Adviser’s action plan
- Subject selection night.
The Transition Adviser at Hoxton Park High School has assisted struggling students in choosing their career pathways. The position in the school developed TAFE & Industry partnerships with, MTC Youth Connections (YC) and Independent Employment Agency (IEAS), ABCN (Australian Business Community Network), UWS Fast Forward and West Side Youth Centre. All these partnerships facilitate links between school, the broader community and eventually further education or work. The Transition Adviser participated in Senior Executive Reviews assisting the at risk students in finding alternative pathways.

In 2011 the latest partnership assisting students in career pathways was with American Express (AMEX). AMEX participated in a Year 11 Leadership Day at the Catholic Club where students were expected to dress appropriately in business attire and were treated as employees. Leaders from AMEX spoke to the students regarding employer expectations, first impressions count and their pathways post school. AMEX also attended a School to Work day with Year 10. Representatives from Human Resources and Management came to discuss expectations from the business community and their own personal journey.

Years 10, 11 and 12 were targeted and supported in making their choices and starting to think about their school to work pathway.

This year we were audited for our Vocational Educational and Training Courses (VET). These courses are Hospitality, Metal and Engineering, Construction, Retail and Information and Technology. A team from the Department of Education spent the day interviewing, researching and observing our implementation and development of these courses. I am pleased to say that the panel concluded with a ‘highly commended’ report and their appreciation in being given the opportunity to audit a school that clearly ‘values VET’ with teachers who display ‘high standards’. This was a very stressful time for all teachers concerned but their outstanding preparation and team spirit leading to this audit was outstanding.

Other evaluations

Personal Development, Health and Physical Education

*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. 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 every Monday afternoon, 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.

In the PDHPE Self Select Class students learnt to evaluate health data, design effective health promotion initiatives and discussed safe cyber use of technology. Students also rock climbed their way through a practical PE lessons, challenging their personal best and for many overcoming their personal fear of heights.

Year 11 students successfully completed their mandatory Crossroads program in Term 3, Week 10.

*Crossroads* is a Stage 6 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.
The Fitness Laboratory, complete with treadmills, cross trainers, spin bikes, cardio boxer and weight equipment was utilised by a number of students prior to school time in the mornings, elective classes and staff. The Fitness Laboratory is a great PDHPE resource aimed to encourage physical activity and training.

Classroom F2 continued to function as a Dance/Drama studio. Year 10 Dance classes choreographed their own dance performances with teacher guidance.

Student Volunteering and Service Learning (SVSL) (NSW Premier’s Volunteering Challenge)

The NSW Premier’s Student Volunteering Awards program aims to encourage young people to recognize the benefits and rewards of volunteering in their local community to both others and themselves. Reasons students are encouraged to participate in the program are to contribute positively to their own community, develop an understanding of others, build upon their own knowledge, skills and direction and demonstrate their character to others.

This year, Hoxton Park High School students in Years 9 and 10 were invited to participate in the program in which they can receive a certificate of recognition from the NSW Premier based on their hours of service. There are four awards students are able to achieve in the program based on the hours of service students complete throughout Year 9 and 10. The four awards are:

- Bronze (20 hours of service)
- Silver (40 hours of service)
- Gold (60 hours of service)
- Diamond (80+ hours of service)

Students were provided with school based volunteer opportunities (library, school beautification projects, recycling, peer reading, peer mentoring, photography and performance at formal school events and assisting in sport organisation) as well as seeking involvement in the broader community.

In 2011 under the direction of the Hoxton Park High School Sustainability Team, twenty students participated in a school beautification program. AMEX staff and the school’s three partner primary schools (Hoxton Park Primary School, Hinchinbrook Primary School and Middleton Grange Primary School) were also involved in the project.

The benefit for our school was the opportunity for students to display leadership skills amongst the primary school students, continue to develop strong connections with the partner primary schools and students gained a greater understanding of the need for sustainability and a sense of pride in their school. The AMEX staff instilled encouragement and support in our students and students made connections with members of the community.

Many of our students are already engaged in volunteer work (e.g. coaching sports teams, caring for children in crèche in their religious communities, assisting school library staff, peer mediation, etc.) and this is an opportunity for them to be formally recognised for their efforts.

I believe the program will be a positive benefit for the image of Hoxton Park High School in our community but the sense of satisfaction in serving others will instil pride and respect within our young people and contribute positively to their future. The direction of the SVSL program for 2012 is to introduce and imbed the program into school curriculum. The program supports the school’s values of being a Safe, Respectful Learner.

Parent, student, and teacher satisfaction

In 2011 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, were 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 Years 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.

**School priority 4**

*Staff wellbeing and leadership capacity*

The school community as a learning organisation 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 Neild, 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 F Way, Head Teacher Teaching & Learning
Mr A Wong Teacher, (ESL)
Mr P Hobson, Careers Teacher
Mrs J Ihlow, Aboriginal Co-ordinator
Ms H Kim, SRC Co-ordinator
Mrs J Smith, School Administrative Officer
Mrs M Woodward, School Administrative Officer
Mitchell McMartin, School Prefect
Julia Franghiu, School Council Representative
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School contact information

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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: