**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.

2013 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 2013 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.

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.

*Jason McMartin - P&C President*

**Student representative’s message**

The Student Representative Council (SRC) of Hoxton Park High School is a leadership body made up of students who are elected by their peers. The SRC provides new opportunities and encourages students to become active members of the school community.

Throughout 2013, we have been involved in many successful fundraisers and leadership activities such as:
• **Stewart House** - supporting public school children in need.

• **Bushfire Appeal** - School Supply Drive, Mufti Day, Drama Performance and Gelato Day. All the proceedings went to Winmalee High School, Blue Mountains.

• **Rising Generation workshop** - building leadership skills and creating a positive school culture.

• **SRC Regional Conference** - promoting leadership.

• **Inter School Group Meetings** (held at our school in Term 2) providing a valuable opportunity to communicate with other schools.

• **SRC Recycling Program** – run by our Years 9 and 10 members.

• **Canteen survey** and ‘Name the Canteen’ Competition.

• **‘Bin it’ campaign** - a school program encouraging students to take responsibility of keeping the grounds rubbish free.

The Student Representative Council has concluded the year with positive results for Hoxton Park High School. We look forward to supporting our fellow students and hope 2014 will be another rewarding year for us.

*By Jasmine Faumuina and Josie Carioti- Year 9 Representatives*

### Prefect Body

2013 was an exciting year for our Prefect body! The prefects worked hand in hand with their peers, the SRC in the promotion of our four core values of care, respect, participation and excellence. The leadership body formed into four main groups representing Positive Behaviour for Learning, Entertainment, Environmental and Fundraising. As a consequence, Prefects raised money and awareness for National Action Day against Bullying as well as the tragic bushfires across NSW, particularly supporting Winmalee High School with collection of school resources for their students. Over the course of the year the prefect body provided advice to their peers and assistance with whole school events.

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, and 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!

Prefects and SRC participated in leadership conferences throughout the year. One of the first was Rising Generations who came across to our school and worked with our students to develop programs, organisation and running of meetings and taking minutes. We also attended a conference at University of Western Sydney; students loved meeting motivational speaker Sam Cawthorn and were inspired to lead positive change for all students. Furthermore, our school captains attended the second annual Leadership Conference at Prairiewood High School, and participated in a range of sessions with other leaders within our region and developed positive networks.

### Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
Post-school destinations 35% of students who completed the 2013 HSC are enrolled in university courses such as Bachelor of Arts/Law, Social Sciences, Nursing, Sciences, Biotechnology, Mathematics, Information Technology, Business, International Studies, Health Sciences, Teaching, Communication and Engineering. 20% of students are enrolled at TAFE. 15% of students are enrolled in courses delivered by private providers. 5% of students are engaged in fulltime 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.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NUMBER</th>
</tr>
</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>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<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><strong>TOTAL</strong></td>
<td><strong>67.1</strong></td>
</tr>
</tbody>
</table>
Hoxton Park High School has a combination of new and experienced staff. 12% of teachers have been teaching less than five years, 32% 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 meet 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>54%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>46%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>12%</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>139,882.23</td>
</tr>
<tr>
<td>Global funds</td>
<td>477,588.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>452,930.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>207,550.97</td>
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<tr>
<td>Interest</td>
<td>8,806.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14044.45</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,300,802.77</td>
</tr>
</tbody>
</table>

| Expenditure                 |            |
| Teaching & learning         |            |
| Key learning areas          | 77,305.46  |
| Excursions                  | 56,626.48  |
| Extracurricular dissections | 72,932.86  |
| Library                     | 6,962.53   |
| Training & development      | 0.00       |
| Tied funds                  | 420,066.30 |
| Casual relief teachers      | 54,666.13  |
| Administration & office     | 135,432.63 |
| School-operated canteen     | 0.00       |
| Utilities                   | 136,938.36 |
| Maintenance                 | 65,503.43  |
| Trust accounts              | 6,861.73   |
| Capital programs            | 0.00       |
| Total expenditure           | 1,033,295.91 |
| Balance carried forward     | 267,506.86 |

A full copy of the school’s 2013 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.

Arts

Showcase 2013

Our annual Showcase night celebrated its 10th year! 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 2013 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 2013 – Scholarship Winner

Farrah Warwar of year 12 auditioned for the prestigious Australian International Conservatorium of Music (AICM) Scholarship Program 2013, worth $50,000. This scholarship is offered to year 12 students nation-wide Farrah was 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. Farrah made it through to the top 20 finalists. Unfortunately, Farrah did not proceed to the grand final, but was awarded a $5,000 scholarship.

Next: 2013 - Casula Powerhouse Arts Centre

The Casula Powerhouse Arts Centre is holding its inaugural exhibition of Visual Arts works from HSC students. The exhibition ‘Next: 2013’ recognises the achievements and talents of local students from schools in the Liverpool community.

We are proud to announce that two of our Year 12 Visual Arts students have been selected to showcase their Body of Work artworks as part of
this exhibition. Tina Pham and Julia Frangui of year 12 Body of Works were featured in the exhibition.

The exhibition opened on the 1st of December and ran till 31st of January 2014.

Talent Identification Project

Jordan Archibald of year 11 was selected for Talent Identification Project. TIP is a program recognises the musical talents of students from across the region and provided intensive training sessions to enhanced and hone their abilities. Jordan then was selected to perform at the South Western Sydney Directors Choice Awards.

Bring It On Festival 2013

Kimberley Vella of year 12 Music & Vinnie Sirisomphone of year 11 Music performed at the Bring It On Festival 2013.

Rhythm Workshop with Pink’s band

Four of our talented drum and bass players were given an opportunity to attend a Rhythm Workshop with Pink’s touring band. Vinnie Sirisomphone & Ted Lindsay of year 11 Music, Miracle Fili of year 9 Music and Dominic Fili of year 8 Music attended the workshop at the Australian International Conservatorium of Music (AICM). The two hour session provided great insights to the professional music business as well as playing as a band.

Visual Arts Extension Program with Casula Powerhouse Gallery - Ceramic Workshop

Ms Graoroska organised a Visual Arts Extension Program targeting 8 & 10 gifted students with Casula Powerhouse Gallery. The workshop was run over several days and focused on the students completing a ceramic sculpture.

ARTSMART Programs & Director’s Choice exhibition

Sara Savivahn, Esho Hermis & Jessie Koc of Year 10 Visual Arts were selected to attend the ARTSMART Program 2013. This intensive program is conducted over several days and focusses on enhancing their already honed artistic skills.

KICKSTART - Art program

Rebecca Fitzpatrick & Tahliah Petru of Year 11 Visual Arts were selected to attend the KICKSTART - Art program. KickSMart is an intensive art program where the students participated in a Body of Work Art workshop at Cockatoo Island, the MCA (Museum of Contemporary Art) and the NAS (National Art School). It culminated with an exhibition of the students work at the Nation Art School.

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 – 2012 HSC Body of Work
- Elective Visual Arts & Photography & Digital Media (PDM) at the National Art Gallery Canberra to view the permanent Modern Art collection
- 9 Photographic & Digital Media – Taronga Zoo – demonstrating the skills and techniques developed in the classroom through the genre of wildlife photography.

Japanese (LOTE)

Karuizawa High School in Japan

The LOTE Faculty has established a relationship with Karuizawa High School in Japan where students communicate with their peers in Japan via emails and letters.
Tamken Centre Visit

Elective students were given an opportunity to attend a workshop at the Tamken Centre. The workshop aimed to improve the student’s language abilities in a simulated Japanese environment.

Get Connected Program

The Get Connected Program is a video CONFERENCING program that allows students the experience of having an oral interview with native Japanese speaking teachers.

PDHPE

As a component of our National Partnership in Literacy and Numeracy Program, the PDHPE staff have embarked on a key professional learning platform, the Reading Right Project led by Jo-Anne Dooner to improve literacy strategies in PDHPE lessons. Teachers are now utilising these skills in targeted classes and support each other through lesson observations, demonstration lessons and mentoring.

The PDHPE staff have also done in servicing on consistent grading to ensure a more accurate and consistent awarding of grades A-E. Staff have collected student work samples to ensure consistent marking across both theory and practical lessons. We have now purchased a brand new GoPro Camera to assist us in recording practical lessons to provide as work samples for student assessment and as a tool for teachers to mark assessment tasks.

Year 7 students participated in a Swim School Program. They walked to and from Miller pool, undertaking comprehensive aquatics lessons. Students were complemented on their outstanding behaviour by staff and other pool users and were a delight to spend two days with. The PDHPE faculty hope that this will encourage more students to attend in 2014 for vital water safety awareness in Australia.

Students at Hoxton Park High School have participated in the Premier Sporting Challenge with some encouraging results. We received a diamond award for our participation! Well done to all the students who were involved. As a reward for their participation we hired a rock climbing wall. Students challenged themselves and learned new skills while encouraging each other to overcome fears.

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 participate in many learning experiences targeting issues such as Working at relationships and Drug issues. Guest presenters included Motivational Media, Wheelchair Basketball, People Living with HIV, South Western Area Health Service, James Busby Fire Brigade and Inspire Christian Life Centre. Students enjoyed the week and positively undertook in some new experiences and discussions on important and relevant issues in their lives.

Sport

2013 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 allowed our school to achieve outstanding results in a number of sports.

It was 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 and finals including: the girls 7 aside soccer, the boys Softball and both Mixed Volleyball team, won their grand finals.

In summer sport we had the Girls Oz tag team and Boys 7 a side soccer teams make it to semi-final and grand final respectively. All students have participated well throughout the year and have demonstrated great sportsmanship.

It has been another good year for Rugby League and Hoxton Park has continued to excel with:

- The Under 15s Boys West Leagues Cup team made it to the semi-finals in Division 3.
- The Year 7 and 8 girls Rugby League side won the Chris Lawrence Cup for a second time.
In carnivals we had a number of individual achievers who have represented our school at Zone, Regional and even State Levels! In Swimming Brendon Anson, Thea Hayday King, Jeneen Warwar, Andrew McHugh, Lochlan Griffin and Aiden Bertie made the Zone Carnival. Brendon went on to compete at the State Carnival! This was an amazing achievement.

In Athletics we sent a strong team to Zone Athletics with Lauran Hanna, Jarred Parrelli and Brenden Martin achieved excellent results which resulted in them competing in the Regional Athletics Carnival. Brenden Martin was awarded age champion in the Under 16 Boys Age Group, which was a fantastic achievement. Jarred Parrelli did exceptionally well making it to Regional Athletics and competed in the NSW All Schools Track and Field competition in Javelin and Shot put.

The Zone Cross Country team performed well in challenging conditions. Thea Hayday King and Hussein Hussein made it to the Regional Cross Country Event, both finishing in the top 30 of her age group which was a great result!

In terms of Individual achievement a huge congratulations to Jordan Ieremia and his endeavours in Rugby Union. In 2013, Jordan gained selection in the Sydney South West Opens Rugby Union Team, CHS under 16s and opens train on Rugby Union Team. He also obtained selection in the U17s Gold cup squad, which is a national school boy’s competition.

Not only has Hoxton Park High School been well represented in traditional school sports and carnivals, success were also found in a variety of team sports that competed in Knockout Tournaments. The Girls Open soccer team and Boys under 15 basketball team made it to central venue round finals and represented the school.

As you can see, 2013 was a fantastic year in school sport and we can’t wait to see what our students will achieve in 2014.

Debating

Debating was an exciting adventure for our students in 2013. Our teams extended their public speaking skills within the Premier’s Debating Challenge throughout South- West Sydney. Since our humble beginnings with first-time debaters, our students have developed fluid arguments and excellent manner.

Our Debating teams were as follows:

Year 11/12: Jordan Archibald, Elias Ennebt, Andrew Faleafaga and Shancie Bungnaseng

Year 9/10: Mercedez Mamblona, Steven Nguyen, Melissa Horacek & Bryson McMartin

Year 8: Sylvia El-Chammas, Sladjana Kuridza, Emma King and Jason Vo (Team Adviser)

Year 7: Thea Hayday-King, Ayesha Durrani, Justin McMartin and Hiba Rahmany

Hoxton Park High School also hosted the Years 11/12 finals in the Premier’s Debating Challenge in our school library and were gripping the edges of their seats as both teams eloquently articulated their cases. It was an exciting opportunity and development for our teams to observe the skills of senior finalists.

Our experienced and successful Year 8 team was back with a vengeance this year. However, tackling a new challenge, our Year 8 team participated in the Cowpasture Primary Schools Debating Program as the experts who assisted our local primary student network. The Year 8 team led an interactive session on Manner followed by practical assistance during their preparations of their first debate and then constructive feedback to assist with their debating journey. It was an enjoyable day for all, and we look forward to strengthening our relationships with our local primary schools in debating.

Debating has given our students the ability to carefully consider and construct arguments within issues current in our society. It has been a pleasure to be working with our students in their discussion and evaluation of these worldly issues. We commend the efforts of all our team members across Years 7-12 and look forward to continuing our debating program in 2014.

Miss L Mohammed
Debating coach

Academic Achievements

NAPLAN

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 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 to access the school data.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**NAPLAN Year 7 – Numeracy**
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands:
Year 9 Reading

Percentage in bands:
Year 9 Spelling

Percentage in bands:
Year 9 Grammar & Punctuation

Percentage in bands:
Year 9 Writing

NAPLAN Year 9 – Numeracy

Percentage in bands:
Year 9 Numeracy
Higher School Certificate (HSC)

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

In 2013, Hoxton Park High School’s Aboriginal Education programs and initiatives enabled the Aboriginal and Torres Strait Islander students to achieve educational outcomes across all key learning areas as well as improve the retention rates and attendance from Year 7 through to Year 12.

The staff at Hoxton Park High School have established and strengthened partnerships with organisations. These organisations have given our students the opportunity to extend their educational goals. We will continue to work closely with these community organisations again in the following years. These organisations include:

- Aboriginal Education Team Regional
- Aboriginal Education Consultative Group
- University of Sydney Indigenous Mentoring Program for Years 8, 9, 10, 11 and 12.
- UWS Fast Forward Program for Years 9 and 10
- Aboriginal Employment Strategies (SBATs)
- Liverpool Resources – Weaving Women Together (Sister for Sister)
- Youth Connections
- Hands-On Program at Miller TAFE
- Good Kids Camp with Green Valley Police
- QuickSmart Numeracy and QuickSmart Literacy
- KARI Organisation

As part of Aboriginal Education, The Aboriginal Team has implemented a number of programs, initiatives and projects. These include:

- Personalised Learning Plans (PLP)
- Norta Norta program provided funds to support junior students, who did not meet the national benchmarks in literacy and numeracy, through in class support and mentoring.
- To achieve success in the HSC, the senior Indigenous students received after-school tutoring from qualified staff from

- Our successful After School Indigenous Tutoring Program continued in 2013 as it has for several years, which provided support for 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.
- Our senior students were all nominated and received KARI Scholarships, which they used to financially support their education.
- The University of Western Sydney Pathways to Dreaming Program has continued running successfully at Hoxton Park High School. The Indigenous Mentoring Program invited students from Year 8-12 to become involved in educational workshops and mentoring sessions at our school. Students built strong bonds with their mentors from UWS and together they developed and constructed a single project, which reflected their understanding of Aboriginal culture and life. The UWS and Hoxton Park High School partnership aims to increase student engagement, academic achievement and attendance. The project is specifically designed for HSC students to build academic and study skills, awareness of post-schooling education and career options and increasing HSC completion and university enrolment rates. All our Indigenous 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.

- Two of our Aboriginal students at Hoxton Park High School received The South Western Sydney Region Aboriginal Student Achievement Awards for 2013 award for their excellence in schooling. They, with their parent’s family and supportive teachers, attended a successful night at University of Western Sydney Campbelltown Campus. One student received an award for her outstanding achievement in Numeracy. While the other student received two awards, the first for their outstanding achievement in Leadership, Citizenship and Community Services. For the second award, the Steering committee chose our student from all the nominations to receive the prestigious Mil-Pra Aboriginal Education Consultative Group (A.E.C.G) Award for becoming the Captain at Hoxton Park High School.

- Our Year 7 to 12 girls took part in the ‘Weaving Women Together’ project was initiated by the Sistas for Sistas Aboriginal Women’s Groups. The Weaving Women Together was a two year project aimed at connecting women through art and craft around the theme of building healthy relationships. A diverse group of...
students were selected by the Aboriginal girls who participated in the project. The Aboriginal girls were invited to select a partner from our culturally diverse school. Once the partners were chosen, the Aboriginal girls took to their leadership positions with enthusiasm and passion and guided the girls, with the support of the Aboriginal elders, to create a series of artworks called ‘Illumination’ The artworks illustrated their understanding of safe family and safe community. The Hoxton Park High School girls’ artworks were part of the ‘Weaving Women Together Exhibition and Workshop 2013’ at Casula Powerhouse Arts Centre at the end of last year.

2013 was a successful year for Aboriginal Education at Hoxton Park High School. Our students have continued to achieve their very best in 2013 with the support of our community and school.

**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 2013 Student Services had a few projects it focussed 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 introduced the initiative ‘Bin It’ which is based on students voluntarily cleaning the playground. These students received a ‘Bin It slip’ from teachers on playground duty which is placed in a weekly draw for rewards. This has been a great success displayed both in the students’ enthusiasm and the clean playground.

The ‘Passport to Leadership’ and its use are 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 have collaboratively revised and redeveloped our Merit System which is in line with the Passport to Leadership and PBL. It is a simplified and easy to follow system which encourages our students to strive to achieve their best in areas such as academic, school service, sport, PBL expectations and creative and performing arts.

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 years 7 to 10. In addressing student attendance we have created a procedure and a flowchart 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.

Staff surveys were conducted on PBL initiatives and priorities that have informed our future direction. Planning sessions focused on these priorities have enabled us to be ready to implement new structures and initiatives for meeting the expectations stated in Hoxton Honour Code from day one in the new school year.

Developing leaders is one of our major focuses and among many initiatives and learning opportunities in this sphere, Prefects, SRC and Peer Support students participated in a leadership workshop ‘Rising Generations’, attended a Leadership Camp, and initiating and organising various fundraising activities and organising joint SRC and Prefect projects like promotion of PBL initiatives through
performances, posters, suggestions and announcements. The Prefects and the SRC contributed to various whole school events such as Open Night, Parent Teacher evenings, Primary school Athletics Carnivals and Subject Selection evenings.

Through Year Meetings, Enrichment Days, camps and various other forums students in years 7 to 10 have participated in numerous workshops and listened to presentations on Anti-bullying and Cyber bullying, positive self-esteem, digital safety, domestic violence, drivers’ safety 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.

For our senior students Study Skills days, workshops and presentations were also organised like ‘Elivate’ and ‘Plus three’ programs and presentations.

An Anti-Racism group of year 10 and 11 students was established. This involved surveys of students, creating a DVD on Anti-Racism and a ‘Hoxton Park Says No to Racism’ Face Book page. The rest of the school body was presented with the information and DVDs on the issue by our year 10 students, Student Support Officer and Year Advisors.

We encourage parent and community involvement and have organised our annual ‘Meet and Greet’ afternoon where parents are invited to a sausage sizzle and a casual meeting with their children’s teachers. This has given the parents and staff to build a stronger connection and a better rapport.

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.

**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 4 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 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.

National partnerships and significant Commonwealth initiatives (participating schools only)

A Project Officer, filled by Mrs Elke Fitzgerald, a newly created temporary position was established in the school to oversee the following areas:

National School’s Partnerships

Hoxton Park High School received a federal tied grant to be used to provide additional professional learning in literacy and numeracy. In literacy, schools focused on and report on the aspects of reading texts and comprehension. In numeracy, schools focused on and report on the aspects of counting on as a problem solving approach and place value. Hoxton Park High School focused on three key projects to improve Literacy and Numeracy:

1) Quicksmart: Students in this program were withdrawn from class to participate in 3 x 30min lessons per week for 30 weeks. The most recent data collated on QuickSmart, demonstrate that there has been substantial improvements in the response time and accuracy by students who have completed the program at Hoxton Park High school. These small group interventions facilitated by Mr V Sharma, Ms Ihlow, Ms Pak, Mrs Graoroska & Mrs Hostnik are having a direct impact on student learning outcomes.

2) Reading Program - Jo-Anne Dooner has been leading an intensive reading and comprehension program at Hoxton Park High School. The following reading components have been explored: - Phonemic Awareness, Phonics, Fluency, Vocabulary Knowledge and Comprehension. Comprehension keys were also investigated:- Background Knowledge, Making Connections, Sensory Images, Vocabulary, Drawing Inferences, Determining Importance, Questioning, Text Connections, Synthesising and Fix up Strategies. Teacher professional learning has enabled staff members to incorporate literacy and reading within their classroom practise. Group norms, roles, responsibilities and action plans have been developed by team members and the Reading PLC met each month to
share resources and ideas. Amanda Piredda liaised with English teachers to map our students onto the Literacy Continuum, a requirement teachers will need to do in 2014.

At the Term 4 Staff Development Day, members from the Reading Right team delivered the following sessions to all staff members at Hoxton Park HS:

- Demonstration lesson taught by Jo-Anne Dooner and coding elements of the lesson
- Learning intention and success criteria
- “The three ways of knowing” and power-point scaffold for teachers

3) Professional Learning with Primary Partnership Schools

Some aspects of the reading program Jo-Anne Dooner is delivering are linked to Hoxton Park Primary School, who is also undertaking an intensive reading program. Members for the Reading PLC team were invited to Hoxton Park Primary School to watch demonstration literacy and reading lessons. In all the lessons observed it was evident that teachers had clear literacy learning intentions, set high expectations and developed positive relationships with their students. Our staff found the experience highly valuable and further links with the Primary School are being explored in 2014.

Australian Curriculum

English, Mathematics, Science and History had a busy year planning to implement the new Australian Curriculum for the start of 2014. Hoxton Park High School allocated Teacher Professional Learning (TPL) during School Development Days in Term 2 and 4. Additional faculty TPL was allocated to facilitate developing new programs for Year 7 & 9. TPL focused on the following areas faculties had to address and report back on:-

- Implementation support & advice
- Programming for quality teaching and assessment
- Cross Curriculum priorities
- GERRIC/Literacy/ICT/Numeracy
- Sharing of resources and ideas
- Teaching the new syllabus – self audit and resource audit
- Tools to evaluating a scope & sequence and teaching programs
- Planning for 2015 – Delivering an action plan

Learning Community

Hoxton Park High School has many programs to strengthen our Learning Community.

These include the following initiatives:-

Hoxton Science Initiative

A joint learning partnership with Hoxton Park, Hinchinbrook and Middleton Grange Primary Schools’. Peter Henderson and Loraine Bou delivered a tailor made science program to support the delivery of Middleton Grange PS science program and a gifted science program for Hoxton Park and Hinchinbrook PS. The emphasis of the program was to allow primary school students to participate in hands-on experiments with our highly qualified science staff, within our newly refurbished science laboratories. Prior to entering the program, students had to complete a written application form, seek a teacher’s endorsement and sit for a formal science examination. 20 students from each school were selected to participate in the program and students studied exciting modules including robotics and rockets. A closing celebration was held for students who participated in the program, inviting their parents, Primary School Principals and staff. The event was a huge success with A9 overflowing with a number of unexpected guests to celebrate the Science Initiative. The positive feedback about the program from community members was overwhelming and reflects the success of the initiative.
Primary Schools Taster Days

An ongoing project in middle school transition where Year 4 and Year 5 students visited Hoxton Park High School and experienced a day in the life of a Hoxton Park High School student. Students participated in double periods of Hospitality, Industrial Arts, Science, Agriculture and CAPA with the emphasis of hands on practical, engaging lesson experiences. Often students created or take something away with them to show to their parents after spending the day at our school eg. Pencil holder and cupcakes. Staff who attended from the Primary Schools were asked to complete a survey, aimed to provide us with constructive feedback to further improve the program next year. Surveys collected from Hoxton Park PS staff indicate that:

- 100% strongly agree – agree that students are engaged during the visits
- 100% strongly agree – agree that student felt welcomed at Hoxton Park HS
- 100% strongly agree – agree that student visits to the High School, helps improve Hoxton Park HS image within the local community

Sustainability

Mrs Ciampa headed up this program with initiatives such as Tree Day and the Chicken Coop Project. Tree Day was a highly successful day with business partners from AMEX working with our community of students to replant trees around the school grounds.

CAPA Professional Learning Partnerships

From a direct response from our feeder Primary Schools, they expressed a need for TPL around the area of CAPA within their teaching programs. During Term 2, Drama and Dance students from Hoxton Park High School supported an initiative at Hinchinbrook Primary School. Students led Drama and Dance workshops for the primary School students to participate in. This strengthened the high schools’ student leadership within these elective areas and provided us opportunities to work with the staff and students in the Primary School. A few CAPA students also photographed the rehearsals of the schools Performing Art Festival and a number of CAPA students designed and produced a 1.5 x 7m banner for the PS, which featured as the backdrop for the stage at Hinchinbrook PS “Showtime” performances. This further strengthened links with our partner primary schools and provided our students valuable on-hands experience in photography and art production.

Promotions

Improving the image of Hoxton Park High School within our local community has been an important focus. This is aimed to help increase the number of students transitioning to their local feeder school. Promoting the wonderful achievements of our students will also raise awareness of the great teaching and learning at Hoxton Park High School.

We were able to establish a positive relationship with a contact from the Liverpool Leader who advocated the achievements of students at Hoxton Park HS. Recent, noteworthy stories include:- Qantas Youth Aspiring Leaders’ Summit http://newslocal.newspaperdirect.com/epaper/viewer.aspx, Director General for the Day http://newslocal.newspaperdirect.com/epaper/viewer.aspx, Sporting achievements of Jordan Ieremia http://newslocal.newspaperdirect.com/epaper/viewer.aspx Colour Fun Run http://newslocal.newspaperdirect.com/epaper/viewer.aspx, Tree Day
An electronic LED message board at the front of the school was erected to help communicate with the local community and promote student achievements. This sign has been purchased from Equity funds and has been a great addition to our school.

The Promotions Team within the DEC visited the school early in Term 3. Scenes shot included A9/Connected classroom, Science Laboratories Agriculture Farm and Hospitality Kitchen and the Barista students. These pictures have been used extensively in promotional material to promote our school within the local community.

**Hinchinbrook PS Fete**

Hoxton Park High School actively participated in Hinchinbrook PS Fete which was held on Friday evening 18th October, 2013. Mr Mudlair with a team of selected students set up a mobile Agriculture farm at the Primary School to showcase Agricultural opportunities for students. The chickens, lambs and calf were a big hit, particularly with the younger kids at the fete. Jordan Archibald and Robina Brown confidently performed some musical items and we also had a table set up with students from the Year 7 Self Select class and student leadership body who handed out school promotional material and spoke to families from the local community.

**Middleton Grange PS Education Week**

Hoxton Park HS was kindly invited to perform at Middleton Grange PS Education Week Assembly. Year 9 elective Dance students and Year 8 CAPA students performed in front of students, teachers and parents of Middleton Grange PS. Both performance items showcased our student’s talents and opportunities available at Hoxton Park HS.

**Hinchinbrook PS Athletics Carnival**

Hoxton Park HS welcomed Hinchinbrook PS during their Athletics Carnival on 31st July, 2013. The primary school took advantage of our spacious sporting fields and expressed gratitude towards student helpers who assisted during the carnival by marshaling, timekeeping and recording. Hosting the carnival on our school grounds, allows us to showcase our school, sporting facilities and students to primary students, staff and parents.

**Hinchinbrook & Hoxton Park PS sporting Carnivals**

Elective students from Year 9 & 10 PASS assisted the staff at the local Primary Schools in the running of their sporting carnivals, Swimming, Athletics and Cross Country. High School students helped younger students enter events, time keep and marshalled events. Primary School staff has expressed their gratitude with the hard work and professionalism our students display of these days.

**Transitional Equity Funding**

With funding allocated to Equity, the following two main projects ran at Hoxton Park High School:-

1) **GERRIC**

With most staff now trained in GERRIC and teaching programs now reflecting GERRIC extension activities, staff were encouraged to continue to apply their training to their teaching, in particular with Self Select classes. A focused Self Select project was led by Leila Mohammed and Amanda Piredda centred on staff professional learning in Blooms Taxonomy.

2) **Authentic Assessment**

Sixty release days in total of TPL was allocated to all elective Stage 6 courses, to review and improve current assessment practices and assessment tasks. Executive teachers were paired up with another KLA and reviewed their updated assessment tasks considering the *Principles of Assessment*.

With recent changes to the *School Achievement* (RoSa), Paul Lawrence and I attended a TPL on Preliminary HSC Grading. During a Staff Development Day (SDD) in Term 3, we delivered the Board of Studies expectations about grade allocations and reporting. Faculties were
given time during the SDD to undertake professional discussions regarding consistent teacher judgement, look at current faculty practice around awarding grades and review student work samples to prescribe future faculty practice.

All faculties were reminded to collect student work samples ranging from A-E, with at least student work samples of grades A, C and E. Pictures and video footage of student achievements are also forms of evidence teachers may wish to collect, particularly in practical KLA’s such as PDHPE, CAPA and Industrial Arts.

With recent changes to Recording of School Achievement (ROSA), teachers were encouraged to manually enter student grades into Millennium to accurately reflect course performance descriptors.

**New School Leaving Age**

These included the following initiatives aimed to support student transition into tertiary or vocational placement:

**Australian Business & Community Network (ABCN)**

**GOALS** aims to raise awareness of the wider range of personal, educational and vocational choices for Year 9 students, through structured group mentoring sessions over three school terms by business people working in a range of roles and businesses. Student learning outcomes include goal setting, communication, building relationships, fun with finance and realising their strengths. At the completion of the project, students commented on gaining confidence in goal setting, communication, and realising their strengths from the program. The relationships they built with their mentors were evident on the day with all students and mentors expressing their gratitude for the opportunity to work together. A special mention must be made of Mr Bradford’s efforts, helping to coordinate the program.

The **ASPIRATIONS** program focuses on career paths for older students as Year 11 is a critical time for students in determining their pathways beyond high school. Student learning outcomes include skills that employers want and interview success in the workplace. Thank you to Ms Halley for her commitment throughout the program.

The **FOCUS** program seeks to provide high potential young women with essential leadership skills that they need to engage in a meaningful career. Through a series of structured, facilitated sessions, students explore current thinking about leadership and have the opportunity to work with and learn from the experience of successful women in corporate Australia. Mrs Piredda led female students within this program.

The **ARTS ACCESS** program provides Drama and Dance students the opportunity to view performances by professional performers at the Riverside Theatre. Ms Mohammed and Miss Ayuso organised excursions for students to attend these enrichment opportunities.

**QANTAS FOUNDATION YOUNG ASPIRING LEADERS SUMMIT** is Outward Bound Australia partnering with ABCN to deliver a leadership program. Jon D’Amato, Erick Luu and Jordan Archibald attended an 8 day camp in Tharwa. They participated in abseiling, expeditioning, map reading and team initiatives. In additional sessions, the boys worked with their mentors on community based projects focusing on Anti-bullying, volunteering and accessing opportunities. The boys will continue to work with their mentors in 2014 to finalise their projects.

Andrew Yousif was successful in his application for an ABCN Scholarship and was a highly
commended winner. ABCN will aim to partner Andrew up with a corporate mentor, provide him with workshop training and awarded him with financial support and a laptop in 2014. Divna Dokmanovic was pivotal in the success of Andrew’s application.

**UWS**

Fast Forward is targeted towards Year 9, 10 and 11 students to help transition students from school to the University of Western Sydney. Fast Forward students in Year 11 attended a University Day at UWS where they received information to help them make decisions about their tertiary options. Year 9 & 10 Fast Forward students completed study modules focusing on learning styles and communication strategies with Barbara Stephens (Fast Forward Project Officer). Year 9 Fast Forward students were additionally invited to attend a University Day on where they matched their interests to future directions and familiarised themselves with the university via an Amazing Race campus tour.

**Director General for the Day**

Marko Kovacevic’s application was successful in his bid to become Director General for the Day. He shadowed Mr Waterhouse and saw the insides of the legal wing within the DEC. Marko also attended a meeting with the Minister of Education, where students proposed solutions to issues identified within education. Andreena Gabara also shadowed Pat Mahony, Director of Schools on the day. Both students were fantastic student leaders and ambassadors for Hoxton Park High School.

**MTC**

Independent Employment Advisory Service (IEAS) helps students prepared their CV and transitions them into the work force. 8 students participated in this program.

**NSLA**

Funding was sought and awarded based on a submission made to the Engagement Unit. This submission focused on visual, relevant VET projects within the VET frameworks run at Hoxton Park High School. All projects centred on Stage 6 students mentoring Stage 5 students to complete a range of projects.

Cafe Hoxton ran once a week to improve the engagement of students affected by the new school leaving age (NSLA) by Ms Halley and her Hospitality class.

The Cubby House Project ran with Mr Mahmud’s Timber class and the cubby houses are to be donated to our partner primary schools.

**Director’s Choice Performance Awards**

Jordan Archibald was selected to participate in the Talent Identification Program, which resulted in him performing at the Director’s Choice Performance awards. Esho Hermiz, Jessie Koc and Sara Savivanh’s artwork was also recognised at the Director’s Choice – Visual Art Exhibition.

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- analysis of Naplan and Rap data
- student and staff surveys
- discussion with whole school community.
School planning 2012—2014: progress in 2013

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.

Outcomes: 25% of staff are trained in the ‘Get Reading Right’ project and implementing strategies with years 7 and 8 in 2014.

**Quicksmart**: Students identified are receiving specialized tutorial for numeracy and literacy utilizing the University of England, Quicksmart’ program. Data is showing an increase of at least 1 band to higher for students involved in this program.

All teachers are trained in GERRIC and implementing differentiated teaching strategies and authentic assessments in classrooms.

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.

Outcomes: **Plus 3 model** to challenge students to achieve their personal best in the classroom and in assessment tasks to raise their own assessment mark by at least 3 marks in Stage 6.

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.

Outcomes: **Primary Industries** introduced as another VET course in 2014. The school also offers Hospitality, Retail, Metal and Engineering, Construction and Information and Digital technology.

**Links** with business and universities to support student transition is expanding to include: local business, AMEX, ABCN and University of Western Sydney.

### 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.

Outcomes: Individual teacher professional learning plans, conferencing and observation of lessons all took place in 2013 to enhance professional learning capacity.

### 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 2013 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.

Forty seven 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, plus 3, Authentic Assessments, Gerric, Get Reading Right, 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 2013.

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.

### Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

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 2013 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.

**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.

**School contact information**

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Mr D Warren - Deputy Principal  
Mr P Lawrence - Deputy Principal  
Mr. D. Macpherson – Deputy Principal  
Mrs E Fitzgerald – Project Officer  
Mr J McMartin - P&C Representative  
Ms A Lukich - Head of Welfare  
Mr J Cole - Head Teacher CAPA  
Ms. H. Ayuso – Head PD/H/PE  
Ms L. Mohammed - Prefect and Debating Coach  
Ms. Sylvia Joseph – Aboriginal and Multicultural Co-ordinator.  
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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: