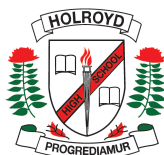


Holroyd High School

Annual Report



2016



8424

Introduction

The Annual Report for **2016** is provided to the community of **Holroyd High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Holroyd High School
7 Cumberland Rd
Greystanes, 2145
www.holroyd-h.schools.nsw.edu.au
holroyd-h.School@det.nsw.edu.au
9631 9410

Message from the Principal

Holroyd High School is a successful school, both in terms of educational outcomes and the ways in which the school builds a sense of engagement and participation in society for its students, many of whom have only recently arrived in Australia, often from challenging circumstances. The majority of students are from language backgrounds other than English, including a small cohort of international students. There is a small enrolment of Aboriginal students. The school also has a support unit, with two classes for autism and one multi-categorical. There are a number of students with disabilities integrated into both the high school and the Intensive English Centre.

Holroyd High School is a positive, cheerful and harmonious school, where the cultural and linguistic diversity of its students is valued and celebrated, and the students are valued for themselves. Fundamental to the positive ethos of the school are the core values of respect and responsibility, which have enabled the school to build a culture of openness, inclusion, trust, collaboration and participation.

Holroyd High School offers its students a broad, innovative and rigorous curriculum within a climate of high expectations, where students learn to take responsibility for their own learning and behaviour. Every student takes part in a range of mentoring and enrichment activities and programs to extend and deepen their learning experience and prepare them for meaningful engagement with the future. Student leadership is fostered and developed.

The school culture of high expectations and commitment to learning has resulted in outstanding progression between NAPLAN testing in Years 7 and 9 and the Higher School Certificate, and a higher than average participation in post-secondary education, particularly tertiary study. The proportion of students gaining entry to university is consistently higher than the national average for all students and significantly higher than for similar schools.

The school operates strategically to ensure positive learning outcomes for all its students to enhance their life opportunities. To this end, the school has developed a strong, whole-school student well-being program, aimed at eliminating the barriers to learning for its students, with an emphasis on quality teaching and the continual improvement of classroom practice. Teachers have high expectations of their own performance and are committed to enhancing that performance to the benefit of their students.

The school's collaboration with the Grattan Institute 2013–2014 has led to the implementation of a whole-school quality teaching program 2014–2017, including the appointment of four teacher mentors and timetabled release time for teachers to explore their teaching practice, complementing the school's teacher professional development program.

In 2016, Holroyd High School was among the first schools in NSW to undertake the Department of Education's new external validation process, an independent, quality assurance assessment of a school's progress in relation to the standards articulated in the School Excellence Framework. The external validation provides assurance to the school, the Department of Education, and the broader community that the school is making progress. The validation examined evidence of the school's progress in the domains of Learning, Teaching and Leading, and found the school to be excelling in each of the three domains.

In conclusion, Holroyd High School delivers a high-value education to its students, both formally through the curriculum

and the school culture of high expectations, and informally through the range of extra-curricular activities and programs that build confidence, leadership capacity and engagement with Australian society. The school has a long-standing strong commitment to human rights and social justice.

Dorothy Hoddinott AO FACE

Principal

School background

School vision statement

Holroyd High School delivers quality teaching to enable all students to reach their potential as life-long learners and as active and ethical participants in Australian society. Students have a strong sense of their own dignity as human beings and acknowledge and respect the rights of others.

School context

Holroyd High School is a small, successful, comprehensive, co-educational secondary school, with a focus on high quality learning in a safe, inclusive, well-disciplined and supportive environment, which enables all students to grow and progress as learners while developing the skills necessary for active citizenship. The school has an Intensive English Centre for newly arrived students of non-English speaking background and a support unit for intellectually disabled students.

Holroyd High School has developed a flexible, innovative curriculum to meet individual student needs, including academic and vocational education and training pathways. The school has high expectations for its students and provides a range of opportunities to extend and enrich student learning. This has resulted in successful completion rates at Year 12 and significant rates of enrolment in post-secondary education, particularly university, above the national average. The school has consistently strong value-added results in NAPLAN and Higher School Certificate.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

On 1st November 2016 our school participated in external validation process. This involved the school undertaking a self-assessment using the School Excellence Framework and participating in an external validation process. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Holroyd High School is a multicultural school: the majority of students (88.3%) in Years 7–12 are of E/ALD background, with 49% in Australia less than three years and 64% in Australia less than seven years. All the students in the IEC have been in Australia less than one year. Approximately 60% of students at Holroyd High School are of recent refugee or asylum seeker background.

Holroyd High School has an enrolment of 571 students across the main school, the support unit and the IEC. The school has a Family Occupation and Education Index (FOEI) of 158 compared to the state average of 100. Only 10 per cent of government schools have higher FOEI values (i.e. are more disadvantaged) than our school. The school's Index of Community Socio-Educational Advantage (ICSEA) is 918.

Holroyd High School has developed a flexible, innovative curriculum to meet individual student needs, including academic and vocational education and training pathways. The school has high expectations for our students and provides a range of opportunities to extend and enrich student learning. This has resulted in successful completion rates at Year 12 and significant rates of enrolment in post-secondary education, particularly university, above the national average. The school has consistently strong value-added results in NAPLAN and Higher School Certificate.

The executive leadership team at Holroyd High School provided seven areas of evidence as illustrations of the school's practice. These areas of evidence were selected as they demonstrate the school's strong commitment and success in achieving the Strategic Directions of our School Plan.

Our Strategic Directions are:

1. Quality teaching to inspire learning
2. Enhancing student learning and engagement
3. Engaging diverse communities

Our areas of evidence are:

1. The Mentoring Program
2. The Quality Teaching Program
3. Numeracy and Literacy Programs
4. Refugee Support Program
5. Wellbeing Initiatives
6. EAL/D Program
7. Connecting with the Community

The results of this process indicated that in the School Excellence Framework the following applies:

In the **domain of learning**, the school has focused on the areas of wellbeing, learning culture, and assessment and reporting. Wellbeing is of fundamental importance to Holroyd High School, where many students come from challenging circumstances. The school has developed and implemented a highly effective, whole school approach to wellbeing to ensure that student expectations are clearly communicated and relate to the school's core values of respect and responsibility, and applies restorative justice principles in relation to student discipline. The result is a peaceful and positive teaching and learning environment, where all students have the opportunity to become successful learners. The school addresses carefully the needs of particular groups of students, such as refugees and asylum seekers, Aboriginal students, students with disabilities and those for whom English is an additional language, to ensure that these students can achieve success in their learning. There is a culture of high expectations at Holroyd High School. The school uses its analysis of school performance data effectively to inform teaching and learning programs, and has rigorous assessment and reporting strategies that inform parents and carers of student progress and provide clear information for future development.

In the **domain of teaching**, the school's focus since early 2014 has been on a program of teacher professional learning aimed at lifting the quality of that learning to world's best practice levels to enable high quality learning and teaching at all levels of the school. This focus grew from the school's participation in the Grattan Institute's 2014 Resourcing Teachers' Professional Learning Project. The program includes teacher mentoring, classroom observation and feedback, research and lesson groups and teacher appraisal. This program was implemented in semester 2, 2014, with three teacher mentors appointed. In 2015, the program was aligned with the Department of Education's changes to teacher appraisal processes and a further teacher mentor appointed to work with early career teachers. Over 90% of the teachers in both high school and the Intensive English Centre took part in the program in 2015 with 100% commitment in 2016.

In the **domain of leading**, the school has expanded the range of leadership opportunities available for staff, with a view to developing and sustaining depth of leadership. This has been achieved through providing opportunities to take on additional roles and responsibilities, flexibility in the allocation of staff, building teacher capacity and encouragement of creativity and innovation to allow for a leadership of ideas. A number of initiatives have grown from this process, including implementation of a new multimedia course in Stage 4 and a robotics program, healthy lifestyle extra-curricular activities, mathematics tutorials and online delivery of maths homework, and the breakfast club. For non-teaching staff, there is a three year plan to develop and enhance skills and career opportunities.

As a result of the external validation process the validation panel made the following comments:

In the **domain of Learning** the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework. In the element of:

- Learning Culture the evidence presented indicates the school is operating at the Excelling stage
- Curriculum and Learning the evidence presented indicates the school is operating at the Excelling stage
- Assessment and Reporting the evidence presented indicates the school is operating at the Sustaining and Growing stage
- Student Performance Measures the evidence presented indicates the school is operating at the Excelling stage.

In the **domain of Teaching** the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of Collaborative Practice the evidence presented indicates the school is operating at the Excelling stage.

In the **domain of Leading** the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of Leadership the evidence presented indicates the school is operating at the Excelling stage.

Strategic Direction 1

Quality Teaching to Inspire Learning

Purpose

Evidence based research shows that it is quality teaching that inspires student learning and outcomes.

- Build high expectations to inspire teaching and learning.
- Encourage innovation and creativity.
- Make teaching and learning meaningful.
- Build teacher capacity.
- Use professional learning strategically to improve quality of teaching.
- Enable reflection on pedagogy.

Overall summary of progress

The Quality Teaching program based on the Grattan Institute recommendations was continued in 2016, with release time allocated for teachers to improve their teaching practice. Four teacher mentors supported staff in 2016 with one mentor focusing on assisting early career and beginning teachers. Focus areas included a program of classroom observation, reflection and feedback. Teachers used their release time to engage in the program and in targeted professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers involved in school's five year Quality Teaching Program(QTP): <ul style="list-style-type: none">• Teachers complete register of their involvement in the QTP• Reduced staff absenteeism• Willingness to take on additional responsibilities.• Cohesive and collaborative staff as measured by the TTFM survey.	All teachers in the high school and in the IEC took part in the Quality Teaching Program and completed registration. There was an increase in willingness to take on additional roles, including literacy and numeracy roles, homework centre and tutorials, extracurricular activities, and higher duties. In the TTFM survey teachers gave an average score of 8 out of 10 for teacher collaboration.	\$99,780 for Quality Teaching Program \$17,135 for Teacher Mentor program
Improved student learning outcomes at all levels: <ul style="list-style-type: none">• Improvement in value– added in external tests and examinations.• Increased proportion of higher band levels at HSC.• Maintain above state average percentage of students progressing to higher education.• Positive results from TTFM survey for students, staff and parents.	School excellence data indicate value–added scores Years 7–9 are above similar schools and state averages. Progression data is available only for 40% of Year 7 and 9 students. There was improvement in the achievement of low performing students, but middle and higher bands still need improvement. 61.2% of students satisfactorily completing 2016 HSC received first round university offers in 2017.	\$57,421 for Numeracy and Literacy coordinators

Next Steps

Evaluation of the 2016 Quality Teaching program resulted in the following changes:

- Continuation of Quality Teaching Program to all teaching staff, with teachers released one period per cycle to provide opportunities for reflection and collaboration.
- Continuation of the teacher mentoring program.
- Creation of additional Head Teacher Student Engagement position

- Creation of additional Deputy Principal position to oversight the Quality Teaching program and align QTP with Personal Development Plans.
- Continuation of an additional teacher mentor position to support early career teachers and BOSTES teacher accreditation processes.

Evaluation of the 2016 Literacy and Numeracy programs resulted in the following changes:

- Continuation of Literacy and Numeracy coordinators in the high school and in the IEC
- Continued employment of a Learning and Support Teacher in the IEC
- Focus on intensive literacy and numeracy workshops and programs in Stage 4 and the IEC
- Focus on Literacy and Numeracy teacher professional learning in staff meetings and staff development days

Strategic Direction 2

Enhancing Student Learning and Engagement

Purpose

- Develop clear sense of direction and purpose in learning.
- Motivate and engage students.
- Make learning significant.
- Become active participants in own learning.
- Progress to higher levels of taxonomy.
- Promote academic success.
- Promote vocational pathways
- Students are successful learners

Overall summary of progress

The school has put into place a number of programs to enhance student learning and engagement, including the HSC tutorial program, After School Homework Help, the Breakfast Club, literacy and numeracy support, sporting programs after school, boys mentoring group and student at risk programs. Student participation continues to grow. Participation of student in external programs including ABCN programs – GOALS (Year 9), Interact (IEC), and FOCUS (Year 11 girls); High Resolves (Years 7–10), Beacon Foundation (Years 10–12); Helmsman program, university programs involving University of Sydney, University of New South Wales, Western Sydney University and the University of Technology. This has contributed to higher expectations and engagement of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve student performance by: <ul style="list-style-type: none">• Increased proportion of higher band levels at HSC.• Maintain above state average percentage of students progressing to higher education.• Improvement in value-added in external tests and examinations.• Positive results from TTFM survey for students and parents.	There was an increase in student attendance and engagement with homework help and after-school tutorials, resulting in improvement in the timeliness of student submission of assessment tasks and quality of submitted tasks. This contributed to fewer N awards in 2016. Participation in external programs has contributed to the high expectations of most students and a higher than state average percentage of students receiving university offers: 61.2% of students who completed HSC in 2016 received 1st round university offers; 17.5% of 2016 HSC students are in vocational training in 2017.	\$4208 for Breakfast Club \$15,620 for HSC tutorials
Student engagement: <ul style="list-style-type: none">• Fewer suspensions.• Fewer discipline referrals.• Increased participation in extra-curricular activities, including, Homework Help, tutorials, sporting teams, CAPA activities.	The majority of students access one or more of the school based programs. All students from Year 7 to 12 receive mentoring support from either university program, ABCN, High Resolves or other external partnerships. All students in the IEC engaged in sporting and cultural programs.	\$114,321 for Transition support \$143,097 for Refugee Support staff \$62,021 for Learning and Support staff

Next Steps

Evaluation of programs to enhance student engagement resulted in the following changes:

- Continuation of additional Head Teacher Refugee Support position in 2016.
- Continuation of the Breakfast Club to three days a week.
- Ongoing academic support through homework help and tutorials.
- Expansion of social, cultural and sporting activities after school.
- Explore funding and partnership opportunities to support academic and healthy lifestyle programs.

- Expansion of links with wider community, including business and philanthropic organisations, such as Royal Bank of Canada, Career Seekers, Real Madrid, Symphony for Life.

Strategic Direction 3

Engaging Diverse Communities

Purpose

- Engage parents and caregivers in the education of their children.
- Participate in school decision making.
- Promote respect, tolerance and understanding of diversity.
- Foster partnerships with external agencies and other stakeholders.

Overall summary of progress

Parent meetings continued with two meetings held each term during school hours. The less formal structure and CLO and interpreter support resulted in increased interest and attendance by parents and carers at the meetings. A partnership was established between the school and Community Migrant Resource Centre (CMRC). A tailored parent workshop program was delivered in Term 4, 2016, with high attendance rates. Changes to the timing of presentation days and parent/teacher evenings saw an increase in participation in those events. There was also increased participation in surveys, such as the Tell Them From Me survey. The school had extensive engagement with external agencies and other bodies in 2016. The school employed a Community Engagement Officer to work with parents, families and external agencies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased participation of parents in school life <ul style="list-style-type: none">• Increased attendance at parent meetings• Increased attendance at parent/teacher afternoons• Increased local enrolments	Increased attendance of parents and carers at school events. Farsi/Dari, Arabic and Tamil speaking CLOs continued to meet the needs of the school community. Year 7 enrolments for 2016 were the highest in the last ten years. External activities for families included excursions in conjunction with CMRC and Auburn Diversity Centre and a Mother/Daughter dinner in conjunction with local police.	\$116,280 for CLO salaries
Promote respect for others: <ul style="list-style-type: none">• Decrease in ARCO referrals• Representation of all cultural groups in CAPA performances	The establishment of an Arabic band and a concert band in Term 4, 2016. Evan Yako's Healing Through Drumming program was delivered to high school and IEC students weekly from Term 2. The school's biannual Multicultural Day was held in 2016.	\$4961 for Yr 6–7 transition and primary links

Next Steps

Evaluation of engaging diverse communities programs resulted in the following:

- Continue the employment of CLOs for Farsi/Dari, Arabic and Tamil.
- Continue employment of Community Engagement Officer.
- Continue successful program of parent meetings, and alignment of presentation days with parent teacher meetings.
- Develop and train core group of parents willing to take part in school governance and merit selection processes.
- Continue engagement with community and cultural organisations.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The three Aboriginal students enrolled in 2016 had individual learning plans. Funding was used to provide HSC tutorials and learning resources for the Year 12 student, who was elected School Captain for 2016.	\$881
English language proficiency	In 2016, EAL/D students were supported through collaborative programs in science, history, geography, visual arts and mathematics; parallel English classes and the Stage 4 BOSTES school-developed content endorsed course, Australian Studies in Year 10; and Fundamentals of English and the HSC ESL course in Years 11 and 12 as well as the school's literacy program.	\$612,125
Low level adjustment for disability	<p>The school employed three full-time and two part-time (0.6 and 0.4) SLSOs to support students with physical disabilities. In addition, one SLSO and two part-time SLSOs (0.6 and 0.4) were employed in the mainstream to support students with disabilities and learning difficulties.</p> <p>Implementation of health care plans for students with specific medical needs.</p>	\$230,635
Socio-economic background	The school used the funds to support the employment of additional staff to assist with the implementation of the School Plan in literacy and numeracy, student engagement, and community participation, and the Quality Teaching Program. Funds were also applied to student welfare and provision of financial support for students in need, replacing the former student assistance scheme. 263 students received student assistance support in 2016.	\$715,540
Support for beginning teachers	All beginning teachers were provided with period release with additional release for mentoring, tutorials and professional development opportunities. In 2016 a teacher mentor continued to support beginning and early career teachers.	\$34,666
Targeted student support for refugees and new arrivals	The school employed an additional 1.0 FTE refugee support teachers in Years 7–12, a 0.8 FTE non-teaching refugee support officer, and released 0.8 FTE teachers in the IEC for refugee support. The school continued to employ a 1.0 FTE support teacher learning assistance in the IEC in 2016. The school maintains three part-time CLO positions for Arabic, Farsi/Dari and Tamil. The school has strong relationships and support from STARTTS, the Auburn and Parramatta MRCs and local government and police resources	\$77,020

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	261	316	303	300
Girls	229	236	268	255

Holroyd High School has an atypical pattern of enrolment, with four major enrolment periods each year, reflecting enrolments and exits into and out of the IEC, and enrolments into Years 7–11 from the IEC. The school has a small enrolment into Year 7 each year and grows from that point.

In 2016, there was a net increase in enrolments over the year. At the beginning of the year, there were 396 students in Years 7–12 and 132 students in the IEC. There were 22 students in three support classes. By the end of 2016, there were 417 students enrolled in Years 7–12 and 150 students in the IEC. The table reflects census date information as at February 2016, not the increase in enrolment throughout the year.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.4	94.2	93.2	92.1
8	86.8	91.8	91.6	91
9	91.8	93.4	90.5	90.9
10	83.7	93.5	89.2	85.2
11	88.9	90	90.5	84.2
12	88.6	92.6	88.2	88
All Years	88.4	92.3	90.3	87.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

In 2016, the school's attendance rate at 87.9% was

below the state average at 89.7 %. A small number of students continue to take unauthorised overseas leave for extended periods, and a small number of students under the school leaving age of 17 are unresolved and persistent non-attenders. These students cannot be removed from the school's records until either they have turned 17 or have enrolled in another school. Neither the school nor the Department of Education was successful in returning these students to school.

The management of student attendance includes the use of an SMS messaging system to parents, for absence, lateness, early leavers and truancy. Attendance and lateness are monitored closely, with detentions issued for regular lateness and truancy, and warning letters sent home in relation to unexplained absences. Referrals are made to the home school liaison officer concerning individual student attendance patterns.

The school's SMS messaging system is not used in the IEC, but there are regular attendance checks, and where there are concerns, parents and the home school liaison officer are contacted.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6.3
Employment	1	1.2	6.6
TAFE entry	0	6	12.5
University Entry	0	0	61.7
Other	0	0	6.3
Unknown	0	0	8.6

Eighty-one students were enrolled in Year 12 in 2016, including four Life Skills students. The school has been able to contact all but seven of the 81 students: 61.2% of the cohort received university offers in 2017 with offers from the University of Sydney, University of NSW, University of Technology Sydney, Macquarie University, Western Sydney University, University of New England, Charles Sturt University, Australian Catholic University, Notre Dame University and Canberra University. Courses include: arts, information computer technology, communication, medical science, pharmacy, science and engineering, education, marketing, nursing, social work, building design management, policing, criminology and law. 12.5% of the 2016 HSC cohort are studying in TAFE or private colleges; 5% have commenced an apprenticeship, and 6.6% are in employment. 73.7 % of the 2016 HSC cohort are in full or part-time post-secondary education in 2017. The remaining students include some who have moved interstate or

overseas.

In 2016, 171 IEC students exited to other schools, four returned overseas, and five transferred to other IECs, three went to TAFE, and one went interstate.

Year 12 students undertaking vocational or trade training

In 2016, 22% of Year 12 students studied a VET course at school and 5% studied a TVET course at TAFE.

22% of Year 12 students studied at least one VET course for the HSC. Seventeen students studied Business Services with 71% of students achieving band 3 or higher. Two students achieved band 5 and five students achieved band 4. Twelve students were awarded Certificate II and five students were awarded Statements of Attainment towards Certificate II in Business. One student completed Retail Services.

Four Year 12 students were undertaking a TVET course in Beauty Therapy (make-up), Automotive, and Community Services (aged care).

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 81 students completed the Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	39.7
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	5.4
School Counsellor	2.8
School Administration & Support Staff	18.78
Other Positions	7

*Full Time Equivalent

The workforce composition table above represents the substantive staffing of the school. The school employed additional staff in 2016 through RAM equity and asylum

seeker funding, and integration funding support and low adjustment disability funding, including a full-time transition adviser, 1.0 Learning and Support Teacher, 0.4 teacher mentors, 1.8 teacher release for Quality Teaching Program, 1.8 teacher refugee support, 0.8 refugee support officer, additional SLSO support for students in wheelchairs to supplement partial funding, 3 part-time SLSOs for learning support program, additional support in library, TAS faculty and science, and additional administrative support.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There were no indigenous members of staff at Holroyd High School in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	32

Professional learning and teacher accreditation

The focus of professional learning in 2016 was in support of areas targeted in the school's management plan 2015–2017: quality teaching to inspire learning, enhancing student learning and engagement; and engaging diverse communities.

Teaching staff attended a variety of conferences and workshops, focusing on quality teaching, curriculum implementation, welfare and differentiation of the curriculum. The average per capita expenditure for teaching staff on professional learning was \$814. Additional funding for teacher professional learning came from funding for beginning teachers and RAM funding. Beginning teachers were released from class for mentoring and professional learning activities.

As recommended in the Grattan Institute's report on Holroyd High School in their national 2014 *Resourcing Teachers' Professional Learning* project, the school's teacher mentoring program was continued in 2016. The program promoted active collaboration between teachers to enhance professional learning. Four teacher mentors were released to provide individual mentoring and work with small groups of teachers, completing online learning modules in team teaching, classroom observations and collaborative planning. Teachers were released from class to undertake the program. All teachers were involved in the quality teaching program.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The summary combines high school and IEC income and expenditure, and includes equity funding, new arrivals program funding, asylum seeker student funding (paid six months in arrears), and tied funds, such as integration support, after-school homework help for refugee students, and funds for the professional learning of teachers. Trust funds are moneys held in trust, such as scholarships and Year 12 Formal payments.

Tied and trust funds may only be used for specific purposes, and expenditure may carry over from year to year. All funds carried forward at the end of 2016 are fully committed in 2017.

The school is largely dependent on government funding and has few other sources of income, apart from the canteen lease, voluntary school and subject contributions and a negligible amount from community use. The school is not able to generate any income from community use of the gymnasium, as the conditions of use imposed by Holroyd City Council prevent its hire.

A full copy of the school's 2016 financial statements can be obtained by contacting the school.

Income	\$
Balance brought forward	0.00
Global funds	600 351.70
Tied funds	1 689 643.31
School & community sources	318 710.25
Interest	28 897.81
Trust receipts	88 103.07
Canteen	0.00
Total income	3 899 519.01
Expenditure	
Teaching & learning	
Key learning areas	149 853.35
Excursions	25 782.85
Extracurricular dissections	98 624.26
Library	12 167.06
Training & development	1 253.00
Tied funds	1 491 121.03
Short term relief	157 897.86
Administration & office	287 570.44
School-operated canteen	0.00
Utilities	104 434.02
Maintenance	53 942.41
Trust accounts	81 111.75
Capital programs	12 354.79
Total expenditure	2 476 112.82
Balance carried forward	1 423 406.19

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

VALID Test

In the Year 8 VALID test, 73% of the students achieved at level 3 and above in the overall science knowledge and skills; 92% of the students achieved at level 3 or higher in the extended response section; 66% of the students achieved at levels 3–6 in planning designing and conducting; and 62% of the students achieved at level 3 or above in problem solving and communicating.

In the Year 10 VALID test, 90% of the students achieved at level 3 and above in the overall science

knowledge and skills; 77% of the students achieved at level 3 or higher in the extended response section; 85% of the students achieved at levels 3–6 in planning designing and conducting; and 77% of the students achieved at level 3 or above in problem solving and communicating. By Year 10, the scientific knowledge and skills of our students have improved markedly. Between 2014 and 2016 there has been a 20% improvement in overall science knowledge and skills in this cohort.

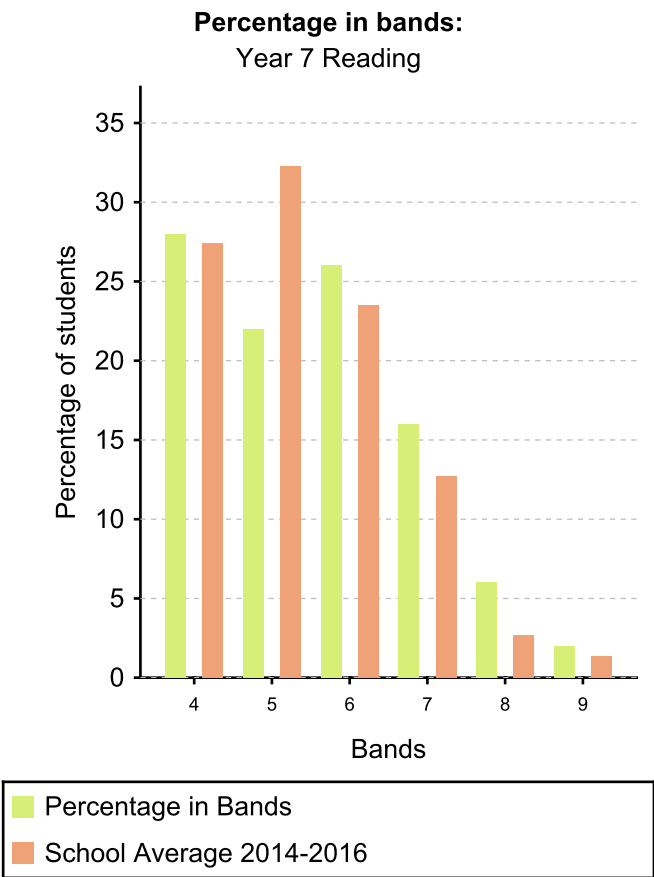
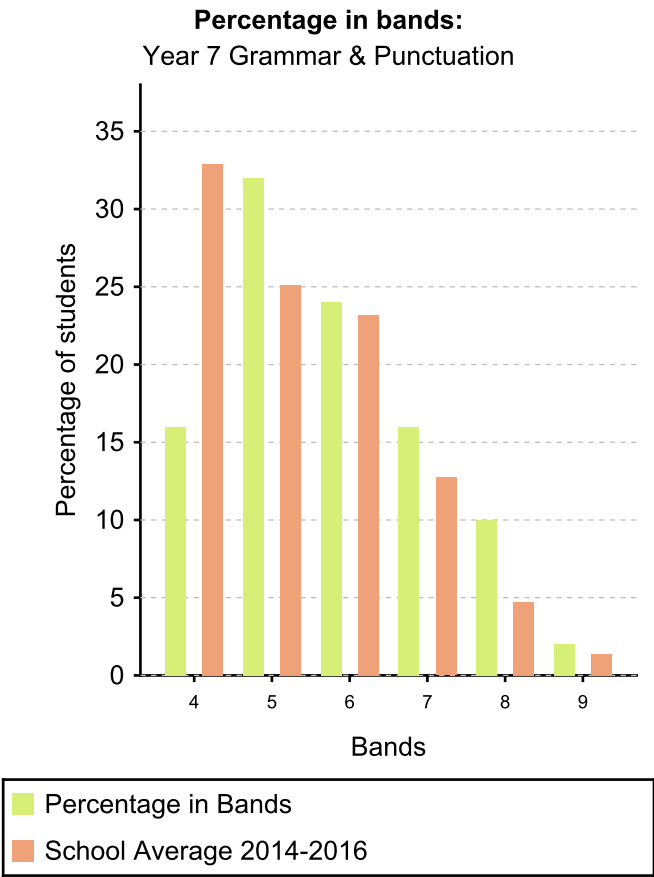
NAPLAN

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

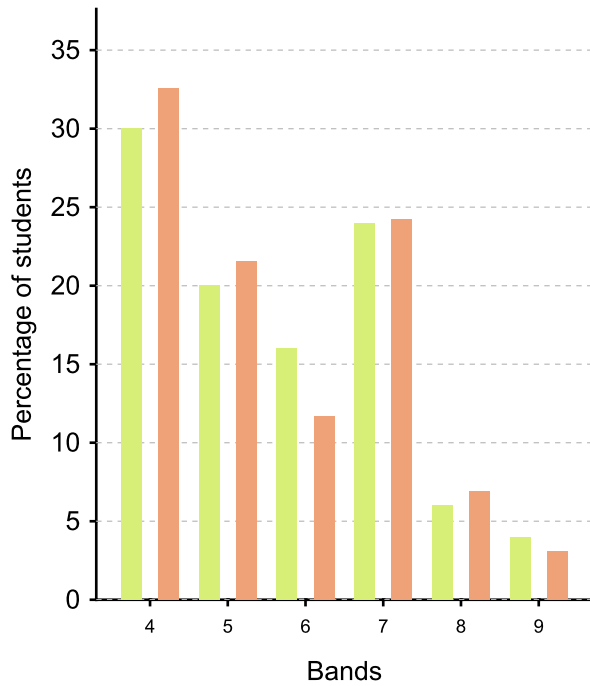
Fifty Year 7 students and fifty-eight Year 9 students sat the NAPLAN test at Holroyd High School in 2016. Eighty-four percent of the students in Year 7 and 88% of Year 9 students were of a language background other than English.

Year 7 results for literacy show the mean for reading increased by 3.4%, for writing by 4.5%, and for grammar and punctuation by 6.3%. In reading, 24% of students received bands 7 to 9 in 2016, compared to 16.7% in 2015. In writing, 76% are at the National Mean Standard, achieving band 5 or above, and 22% of students achieved bands 7 and 8 in 2016, compared to 12.5% in 2015. In spelling, 34% of students achieved bands 7 to 9, with 4% of students achieving band 9, compared to 33.3% achieving band 7 to 9 in 2015. In grammar and punctuation, 28% of students achieved bands 7 to 9 in 2016, compared to 18.8% in 2015.

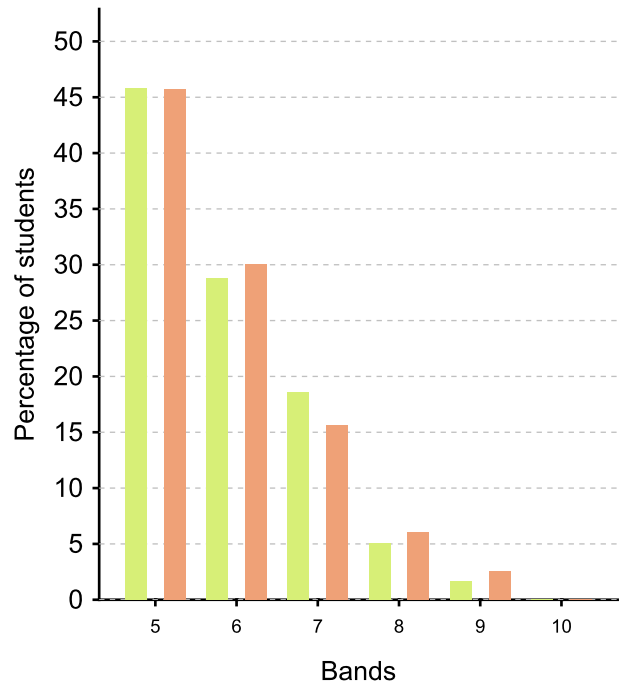
Year 9 results for literacy show that in reading, 62% of students are at the National Mean Standard, achieving band 6 or above. In writing, 48.2% of students were in the lowest band in 2016 compared to 52.6% in 2015. In spelling, 54.2% of students achieved band 6 or higher, with 6.8% of students achieving band 9. In grammar and punctuation, 25.4% of students received bands 7 to 9 in 2016, compared to 19.3% of students in 2015.



Percentage in bands:
Year 7 Spelling



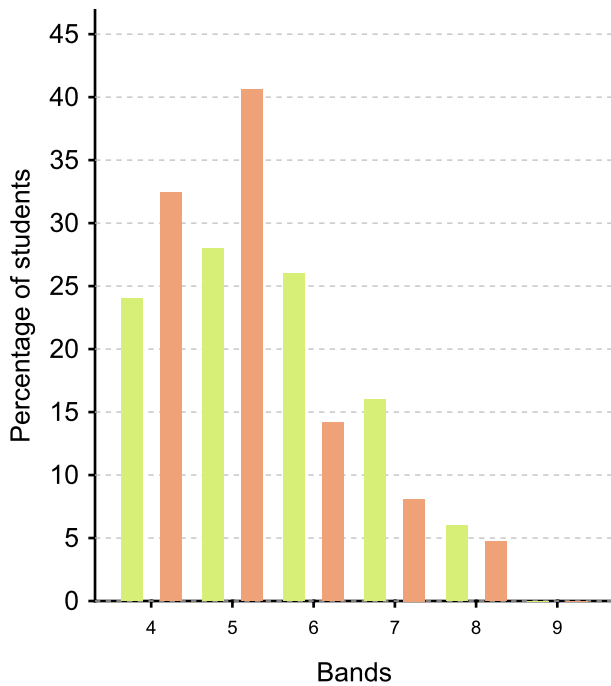
Percentage in bands:
Year 9 Grammar & Punctuation



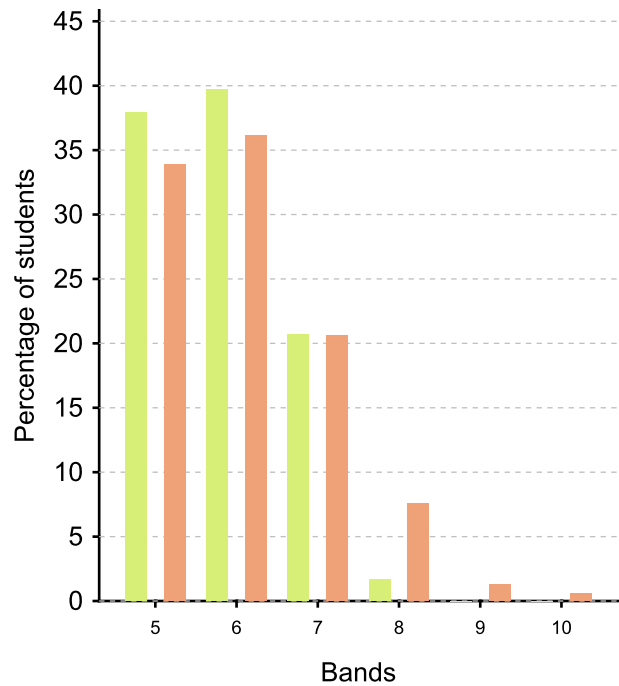
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing



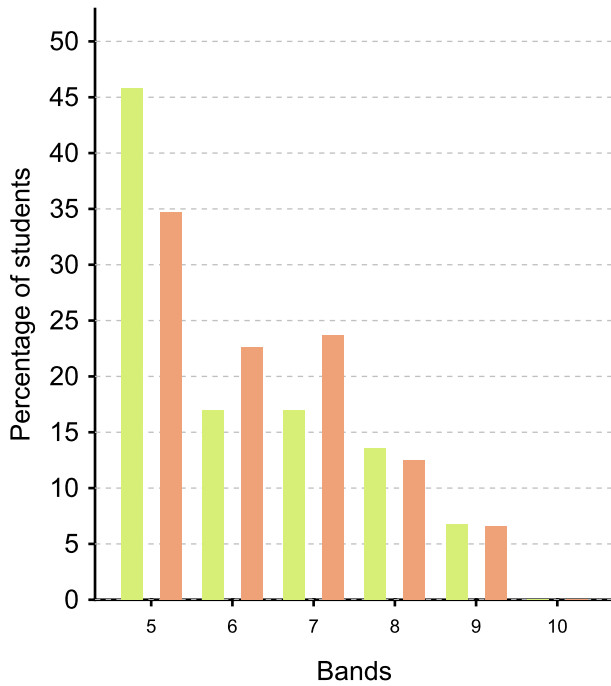
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

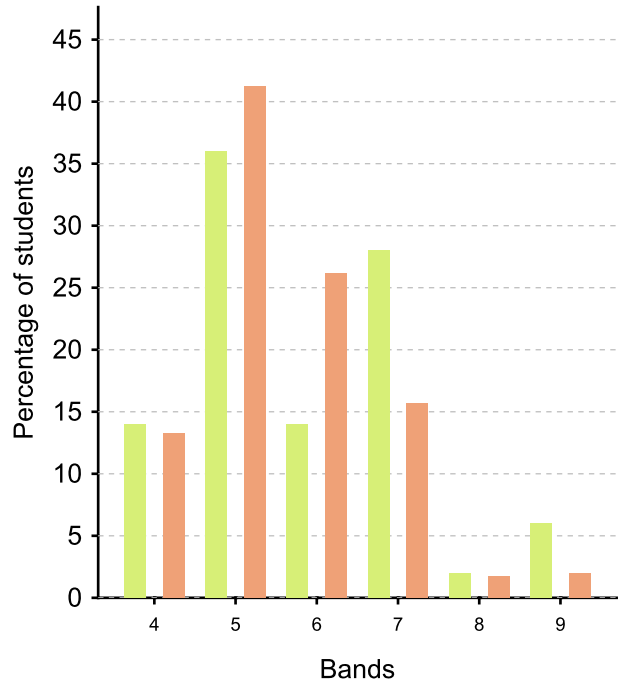
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

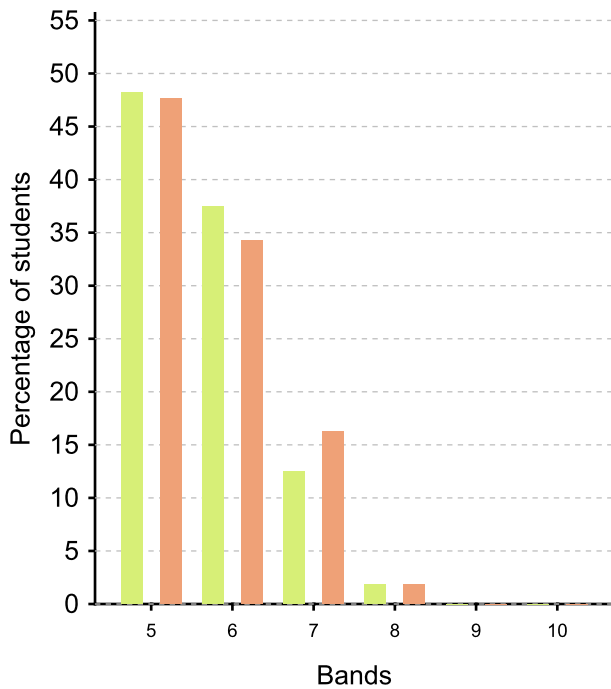
Year 9 results for numeracy show that 3.6% of students achieved band 9 in 2016, compared to 0% of students in 2015; 39.3% of students achieved band 7 in 2016 compared to 33.3% of students in 2015. 94.6% of students are at the National Mean Standard, achieving band 6 or above.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

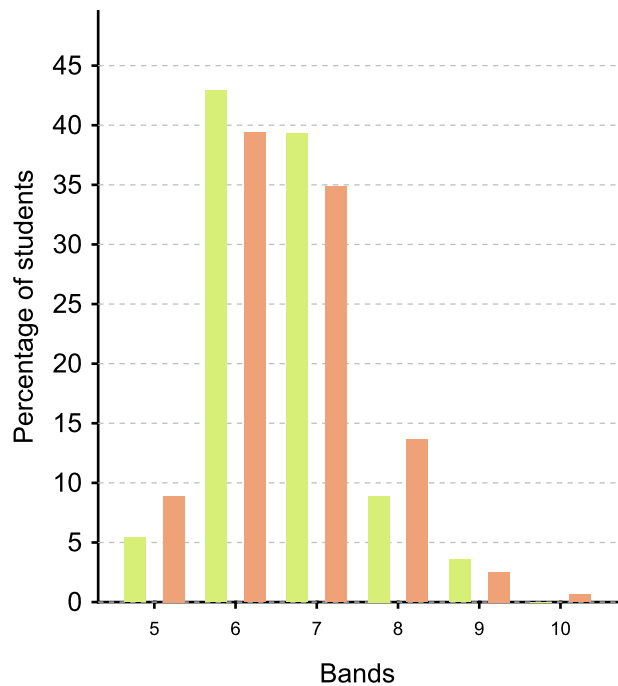
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Year 7 results for numeracy show that 80% of students are achieving at the National Mean Standard, achieving band 5 or above. Six percent of students achieved band 9 in 2016 compared to 0% in 2015; 28% of students achieved band 7 in 2016 compared to 12.5% in 2015. The school mean for numeracy improved by 4.1% in 2016.

Percentage in bands:
Year 9 Numeracy



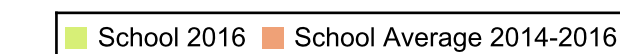
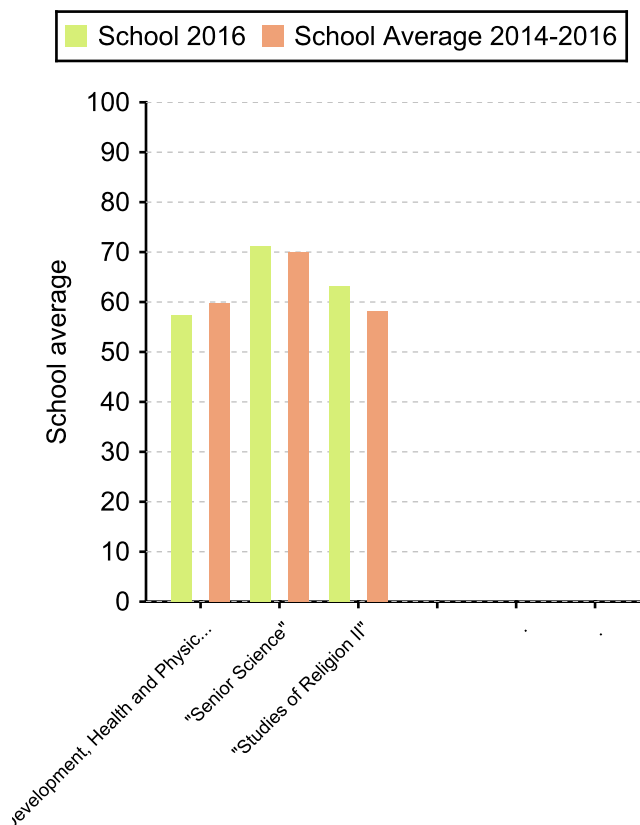
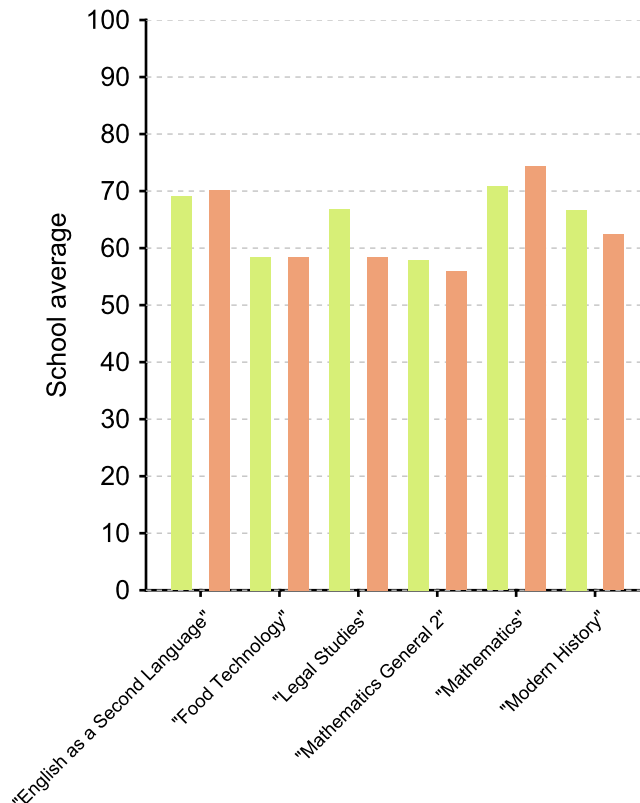
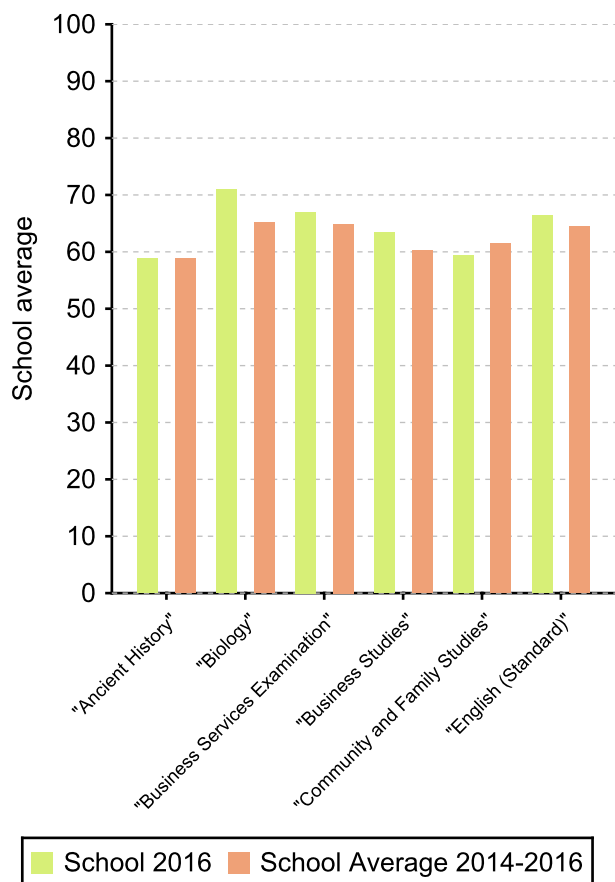
Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from band 1 (lowest) to band 6 (highest). Eighty one students successfully completed the Higher School Certificate, including four students who completed a Life Skills HSC. All students achieved a record of School Achievement (RoSA). Approximately 50% of students in Year 12 sat the HSC within three years after arrival in Australia. 2016 Dux was Manjot Kaur, with an ATAR of 87.65. Students achieved band 6 results in software design and development, Persian and Arabic. Maryam Mehrabani was first in the state and Zeinab Imaninejad was third in the state in Persian Background Speakers, and Hajar Alzedan was third in the state in Arabic Extension.

The graphs printed in this report show only larger candidature subjects. Small candidature subjects are not reported, although they are the best performing subjects at Holroyd High School.



English

In 2016, 81 students studied English for the Higher School Certificate. Twenty students studied Standard English, 49 students studied English as a Second Language, 11 students undertook the non-ATAR content endorsed course, English Studies and one student completed the English life skills course.

Of the 20 students undertaking Standard English, 30.2% achieved band 4, 65% of students achieved band 3, and 5% achieved band 2. No students achieved a band 1. The recent trend for students in English Standard to move out of the lower bands continues, with a 6.1% reduction in students achieving band 2 in 2017. There has also been a significant increase in English Standard students achieving higher bands, with 18.9% of students achieving band 4.

Of the 49 students studying English as a Second Language, 10.2% achieved band 5, with 46.9% of students achieving band 4 or higher, 5.7% higher than the state average. In 2016, there was a 7.3% reduction in students achieving band 2 and a 33.5% increase in students achieving band 3.

All eleven students who undertook English Studies successfully completed the course

Mathematics

A total of 52 students studied mathematics in 2016, which was significantly higher than the 34 students of 2015. In 2016, 73% of students achieved band 4 or 5 in the mathematics course. In 2016, two students sat mathematics extension 1 and extension 2, achieving E3 and E2 in mathematics extension 1 and a notional band 5 in mathematics extension 2. In mathematics general, the scaled average score of 57.87% was slightly higher than the 2015 scaled average score of 56.40%. Of the 39 students who took the course, 46.14% achieved band 3 or higher, compared to 29% in 2015.

Science

Eighty-one percent of students attempted the HSC examinations in science. Thirteen students achieved band 5, 22 achieved band 4 and 16 achieved band 3. Eighty-six percent of students achieved bands 4 and 5 in chemistry, 43 % in each band. Fourteen percent of the students achieved band 3. Overall, 100% of the students achieved band 3 or higher. Seventy-five percent of students achieved bands 3 and 4 in physics, compared to 58.28% in the state. In biology, 87.5% of students achieved above band 3. Ninety-six percent of the students achieved bands 3 or higher in senior science, with 68% achieving bands 4 and 5, compared to 62.35% of the state candidature.

Human Society and its Environment (HSIE)

In 2016, 89 students studied six courses in the HSIE Key Learning Area: ancient history, modern history, studies of religion, legal studies, business studies and business services (VET).

Sixteen students studied ancient history, with over 50% of students achieving a band 3 or above. Compared to the 2014 and 2015 data, there has been a marked decrease in the number of students achieving in the bottom band.

Eleven students sat for the Higher School Certificate examination for modern history. Over 45% of students achieved a band 4 result, above the state average of

31%. Compared with the 2014 and 2015 data the number of students achieving in bands 1–3 has decreased, showing an increase in achievement in the higher bands.

Sixteen students completed studies of religion II, with 68% of students achieving a band 3 result, above the state average of 18%. A comparison of the 2015 and 2016 data shows a decrease in student achievement in bands 1–3 and growth in achievement in the higher bands.

Legal studies had a candidature of fourteen students, with 71% of students achieving above the state average in their respective bands. Trend data from 2014–2016 show an increase in the number of students achieving in bands 3–5, as well as a sharp decrease in the number of students achieving band 1.

Fifteen students studied business studies, with 33% of students achieving band 4, above the state average of 29%. Students also achieved above the state average in band 3 results. No students achieved a band 1 result.

In 2016, seventeen students completed the Higher School Certificate examination in business services (VET), with the data from 2014–2016 showing an increase in student achievement in bands 4 and 5. Since 2014, the trend of students moving out of the lower bands has remained consistent, reflecting higher levels of achievement in this vocational education and training subject.

Personal Development, Health and Physical Education (PDHPE)

Eighteen students studied personal development, health and physical education in 2016, with two students achieving band 5 and one student receiving band 4. A further four students achieved band 3 in this subject. In community and family studies, 72% of students achieved band 3 or higher, with five students achieving band 4. In sport, lifestyle and recreation, eight students successfully completed the Higher School Certificate in this course.

Technology and Applied Studies (TAS)

In 2016, 46 students studied five courses in the Technological and Applied Studies Key Learning Area: textiles and design, food technology, engineering, information and processing technology and software design and development. This was an increase from 2015, where only 19 students studied one of the three courses offered.

Six students studied textiles and design with over 83% of students achieving band 3 or above.

Sixteen students studied food technology, with 44% achieving band 3 or above.

Seven students studied engineering, with over 71% of students achieving band 3 or above. This was an increase of 21% from 2015.

Eight students completed information processing and

technologies, with 88% of students achieving band 3 or above. There was an increase of 50% of students who achieved band 4.

This was the first time that students at Holroyd High School sat for the HSC examination in software design and development. Five students studied software design and development, with all students achieving band 3 or above. One student achieved band 6.

Creative and Performing Arts (CAPA)

In 2016, four number students studied visual arts, with 75% of students achieving band 5. This was a 100% increase from 2015, where no student achieved band 5. The results in visual arts were consistent with the state.

In 2016, seven students studied drama. All of these students achieved band 3 or higher. 42.9% of students achieved band 4, comparable to the state average. The number of students achieving band 4 increased by 27.5% from 2015.

In 2016, five students completed the HSC music 1 course, an increase in numbers from 2015. 40% of students achieved band 3 while 60% of students achieved band 4.

Languages

In 2016, eight students completed the Arabic continuers course with 25% of students achieving band 4 and 62.5% achieving band 5. Seven students completed the Arabic extension 1 course, with one student achieving band E4 and four students achieving band E3.

In 2016, four students studied Persian and Tamil at the Saturday School of Community Languages. Three students completed Persian background speakers achieving one band 5 and two band 6 results. Maryam Mehrabani was awarded first in the state in Persian background speakers. One student completed Tamil continuers and achieved band 5.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Based on Tell Them From Me (TTFM) survey, responses from teachers, an average score of higher than 8.0 out of 10 was given for teachers implementing a learning culture within the classroom, collaborating with other teachers about student progress and setting engaging learning goals for the classroom.

Based on teachers' responses in the survey, an average score of 8.2 out of 10 was given for level of inclusivity of students at Holroyd High School. This involved teachers striving to meet learning needs of all students, including those with special needs, providing

achievable learning goals for low ability students and making adjustments to meet learning goals for students with special needs.

According to TTFM student survey responses, 68% of students are intellectually engaged in their learning, compared to the NSW government schools norm of 46%. This is a 7% increase on 2015 results. Students were rated an average score of 7.1 out of 10 for having a positive attitude to homework, compared to the NSW government norm of 5.4. Students' participation in school sport showed 72% of students with high participation, compared to the NSW government norm of 48%.

According to TTFM survey parent responses, the main areas where Holroyd High School achieved above average scores in comparison with other NSW government schools were the Safe Schools and School Supports Positive Behaviour categories. The highest score of 7.8 was for parents feeling their child was safe at school. Average scores above 7.4 were achieved for areas such as bullying and other behavioural issues being dealt with promptly. Parents gave an average score of 7.6 for the perception that teachers have high expectations for their child's overall learning and completion of homework in a timely manner. An overall average score of 7.4 out of 10 was achieved for the TTFM survey.

Policy requirements

Aboriginal education

Holroyd High School implements the Department of Education's Aboriginal Education and Training policy, the Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP) and the Partnership Agreement between the Department of Education and the Aboriginal Education Consultative Group (AECG).

In 2016, students learned about changes in policy in relation to assimilation, citizenship and reconciliation, the stolen generations, and the struggle for recognition of basic human rights for Aboriginal people, including land rights. In English, students explored indigenous writing and dreamtime stories. In visual art, students explored indigenous themes in art and representation. The school has embedded Aboriginal perspectives into the curriculum and into daily and ceremonial practice. The Aboriginal flag is flown each day and acknowledgement of country is used on all formal occasions.

There were three Aboriginal students enrolled at the school in 2016.

Multicultural and anti-racism education

Holroyd High School is a multicultural school. In 2016, 88.3% of students in Years 7–12 were of English as another language or dialect (EAL/D) background, and 49% of EAL/D students had been in Australia less than three years and 64% in Australia less than 7 years. Approximately 60% of students at Holroyd High School

are of recent refugee or asylum seeker background. All the students in the IEC are EAL/D and all have been in Australia less than a year. IEC students are exempted from the NAPLAN tests.

The school has a commitment to teaching cultural understandings as part of the successful integration of newly arrived young people into Australian life. Cultural understandings are embedded into the high school and IEC curriculum at all levels and in all key learning areas, and students provided with a wide range of experiences to broaden their understanding of mainstream Australian culture.

The Stage 4 Board of Studies school–developed content–endorsed course, Australian (Cultural) Studies, assists students in Year 10 in developing their understanding of English and life in Australia.

The school received additional funding in 2016 to support refugee and asylum seeker students. This enabled the employment of two 0.5 FTE teachers and one 0.8 FTE support staff in the high school and 0.8 FTE teaching and support staff in the IEC to work specifically with refugee students.

The school has two anti–racism contact officers (ARCO), one for the high school and one for the IEC.

Interpreters are provided for interviews, information sessions and parent–teacher events, and documents translated where appropriate. The school employed three community liaison officers (CLOs) in 2016 to facilitate communication with the Arabic, Farsi/Dari and Tamil communities.

The IEC held four parent–teacher days in 2015, and translated the IEC newsletter and other documents into five languages. The IEC employed 6.0 FTE school learning support officers to support students in the classroom and enable communication with parents and carers.

Holroyd High School and the IEC were again available to provide support to other schools in NSW and interstate in relation to new arrivals and support for refugee students.

Other school programs

Achievement in sport

Prospect Zone age champions in cross country were Roohullah Raheemi 2nd place 16 years boys, Achel Twarabishimye 3rd place 18 years boys, Nasrin Bakhtyari 3rd 18 years girls. Prospect Zone age champions in Athletics were Joban Singh 1st place 12 years boys, Haidar Al–Haudriy 2nd place 14 years boys.

The school entered fifteen teams in the NSW knockout competition in 2017; with the open boys basketball team awarded Sports Team of the Year: Riz Gian Atanacio, Robert Carter, Bairan Chen, Linfeng Liang, Robert Real, John Redolme, Allan Turdugulov, Yanjun Zhao, Dailin Zhang.

All Years 8, 9 and 10 students participated in and successfully completed the NSW Premier's Sporting Challenge in 2017, with Mohammad Bagiri receiving the Premier's Sporting Challenge medal.

All Years 7 and 8 students took part in a 10 day swimming program, sponsored by Guildford Leagues Club. Siham Hamdan and Murtaza Mirzaie received most improved swimmers award.

Haider Ali Kamali and Baraa Omar were Sportsman and Sportswoman of the Year 2017.

Achievement in CAPA

Holroyd High School concert band formed under a partnership with the Symphony for Life Foundation. The concert band has seen students learning and performing on all instruments of the orchestra, ranging from clarinet and saxophone to trumpet and tuba. The concert band's first performance was at the 2016 Year 12 graduation, performing Beethoven's 'Ode to Joy'.

2016 also saw the formation of the Holroyd High School Arabic band. The Arabic band are learning and performing traditional and modern Arabic songs from many different Arabic speaking countries. The band includes students from both Arabic speaking and non Arabic–speaking backgrounds.

Student Achievement

Year 7 Arabic Language class entered the Modern Languages Teachers' Association NSW short film competition. They were awarded first place in the Stage 4 category. This is the second year Holroyd High School students have won first prize in this competition.

At the Western Sydney Refugee Youth Awards in 2016, the following students received awards: Rebecca Khalil – first place in sport ; Fezza Nazari – second place in creative arts, and Rabie Khalil – third place in community leadership.

Fifty students from Years 7–10 sat for the 2016 ICAS English Competition.

Thirty–one students from Years 7–12 took part in the Australian Mathematics Competition, with two Year 7 students, Joban Singh and Krish Singh, achieving credit. Thirty–eight students from Years 7–11 took part in the ICAS Mathematics Competition: Joban Singh, Year 7, achieved distinction and the Principal's Award; Kehkashan Fatima, Year 7, and Lucy Tran, Year 12, achieved credit.

Thirteen students participated in the Australian Neuroscience Brain Bee Competition, with Xena Dakkak achieving the highest score for the school..

Six students achieved credit in the Big Science Competition: Meshari Algethami, Manjot Kaur, William Adams, Richu George, Christian Saad and Elisa El–Masri. In the ICAS Science Competition, Joban Singh and Mojtaba Rahimi achieved merit, with Fatima Abdullah, Mustafa Kumail and Zeinab Imaninejad

achieving credit.

For the fifth year running, the school contested the National Titration Competition, a highly competitive event testing chemical knowledge and high order thinking skills. Year 12 students Murtaza Eftakhari, Madanraj Gunaseelan and Manjot Kaur competed against 420 teams but were not placed as finalists.

Ten students were chosen to attend Admiralty House in Kirribilli on Australia Day 2016 as guests of the Governor-General: William Adams, Xena Dakkak, Richu George, Jessica Hazell, Mohammad Hadi Bakhtyari, Haider Ali Kamali, Baraa Omar, Salar Salari, Parbati Baidya and Massoumeh Rahimi.

Year 12 student, Hilal Tawakil, was chosen to be a Youth Ambassador for Chilout (Children Out of Immigration Detention).

Staff Achievement

Principal, Mrs Dorothy Hoddinott AO, was a finalist in the NSW Premier's Award for Woman of the Year in March, and was chosen as one of the Australian Financial Review and Westpac's 100 Women of Influence in October.

Head Teacher Science, Mrs Nirupma Kumar was short-listed for the third year running for the Prime Minister's Prize for Excellence in Secondary Science Teaching, one of six national awards for science given each year. Mrs Kumar received a Highly Commended commendation.

Learning Support teacher, Ms Louise Ciano, received the Rotary Club of Holroyd's Pride of Workmanship award in November.

HSIE teacher, Ms Kate Bailey and Head Teacher PDHPE, Ms Natalie White received Australian College of Educators' World Teachers' Day Recognition Awards in October

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