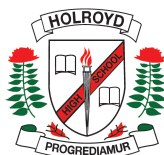


Holroyd High School

Annual Report



2017



8424

Introduction

The Annual Report for **2017** 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.

It should be noted that while the Annual Report provides an account of the school's operations and achievements, according to systemic requirements, it is not a annual school report in the traditional sense, in that it does not give recognition to individual achievement or accomplishment, except for a very small number of high-achieving students in the Higher School Certificate examinations.

At Holroyd High School, students are the heart of the school. Holroyd High is a school where the majority of students have been in Australia only a short time. Many of our students come from challenging circumstances and experience. Many have had substantial interruption to their education. What the Annual Report cannot capture is the determination to achieve and the daily small victories in the lives of the majority of our students, or the dedication and commitment of the teaching and non-teaching staff in working with our students. Schools are not simply compilations of statistics but are human places, where children learn and grow as ethical and thoughtful human beings, ready to take their place in our civil society. Schools are places of hope and optimism for the future. I would like to acknowledge the importance both to our students and to our society of this aspect of our students' schooling, and pay tribute to the work of the staff of the school in making the future possible for our students.

Dorothy Hoddinott AO FACE

Principal

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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

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

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. and 2017.

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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017, with a one period allocation per cycle for teachers to improve their teaching practice. Four teacher mentors supported staff in 2017 with one mentor focusing on assisting early career and beginning teachers. Focus areas included a program of classroom observation, professional dialogue, 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) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| 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. | \$170,000 – allocated for Quality Teaching program \$40,000 – allocated for Teacher Mentors | 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. |
| 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. | \$80,000 – allocated for Numeracy and Literacy Coordinators \$40,000 – allocated for Head Teacher | 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 2017 HSC received first round university offers in 2018. |

Next Steps

Evaluation of the 2017 Quality Teaching program resulted in the following changes:

- Quality Teaching Program for all teaching staff, with teachers released twice a term to complete Quality Teaching rounds with a focus on assessment in semester one..

- Continuation of the teacher mentoring program.
- Continuation of Head Teacher Student Engagement position.
- Continuation 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 NESA teacher accreditation processes.

Evaluation of the 2017 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 HSC tutorials, after-school homework help, the breakfast club, literacy and numeracy support, extra-curricular sporting and fitness programs, the boys' mentoring group, and student-at-risk programs. Student participation in all programs continued to grow in 2017, including participation in external programs, such as those offered by the Australian Business Community Network (ABCN) programs: GOALS (Year 9), Interact (IEC), and FOCUS (Year 11 girls); High Resolves (Years 7–10), the Beacon Foundation (Years 10–12); and university mentoring and extension programs with the Universities of Sydney and New South Wales, Western Sydney University and the University of Technology Sydney. The school's involvement with universities has contributed to the high expectations and engagement with learning of the great majority of students. South Western Sydney Area Health Service continued funding of the refugee nurse position one day a week in 2017, with the school funding a second day. In 2017, the school implemented a whole-school dental health care program.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| 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. | \$2,500 – Breakfast Club \$20,000 for learning programs \$20,000 for homework help \$20,000 for HSC Tutorial program | 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 2017. The breakfast club has been serving 100+ students daily to ensure that students are ready to learn. Participation in external programs has contributed to the high expectations of most students and a higher than state average percentage of students who were eligible for an ATAR receiving university offers with 61.2% of students who completed HSC in 2017 received 1st round university offers; 22% of 2017 HSC students are in vocational training in 2017. |
| 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. | 115,000 for transition support \$75,000 for additional learning and support officers \$217,000 in additional staff to support refugee program, including a head teacher position | 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 an university program, ABCN, High Resolves or other external partnerships. All students in the IEC engaged in sporting and cultural programs. |

Steps

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

- * Continuation of Head Teacher Refugee Support position.
- Continuation of the Breakfast Club for three days a week.
- Ongoing academic support through homework help and tutorials.
- Expansion of extra-curricular social, cultural and sporting activities
- Explore funding and partnership opportunities to support academic and healthy lifestyle programs.
- Consolidation of links with wider community, including business and philanthropic organisations, such as Royal Bank of Canada, Career Seekers, Real Madrid and 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

The employment of a part-time community engagement officer to facilitate an expanded parent program resulted in fortnightly parent meetings with a specific focus for each meeting, weekly English conversation classes supported by the Salvation Army, family excursions during school holidays and parent-only excursions during term time to a variety of places, including TAFE, universities, Taronga Zoo and Vacluse House. The less formal structure and CLO and interpreter support resulted in increased interest and consolidated attendance by parents and carers from all backgrounds at the meetings. Changes to the timing of presentation days and parent/teacher evenings saw an increase in participation in those events.. A partnership was established between the school and the Community Migrant Resource Centre (CMRC), including the deployment of a CRMC welfare officer part-time to the school.. There was increased participation in surveys, such as the Tell Them From Me survey. The school had extensive engagement with external agencies and other bodies in 2017.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| 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 | \$130,000 for CLO salaries \$40,000 for Community Engagement Officer | 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 2017 maintained the upward trend achieved in 2017 and continue to grow. External activities for families included excursions in conjunction with CMRC and Auburn Diversity Centre continue to be fully subscribed. |
| Promote respect for others: <ul style="list-style-type: none">• Decrease in ARCO referrals• Representation of all cultural groups in CAPA performances | \$5,000 for Year 6/7 transition and primary links program | The Arabic band and concert band continued to perform in 2017. Evan Yako's Healing Through Drumming program was delivered to high school and IEC students weekly throughout 2017. |

Next Steps

Evaluation of engaging diverse communities programs resulted in the following:

- Continue the employment of CLOs for Farsi/Dari and Arabic. The Tamil CLO was not employed in 2018 due to decreasing Tamil enrolments.
- Continue employment of Community Engagement Officer.
- Consolidation and expansion of successful program of parent meetings, and alignment of presentation days with parent teacher meetings.
- Continue to 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 | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | \$3,259 | The five Aboriginal students enrolled in 2017 had individual learning plans. Funding was used to provide educational opportunities and support via a targeted withdrawal program. |
| English language proficiency | <p>\$548,499 = 5.4 ESL teachers</p> <p>\$60,945 – flexible funding</p> <ul style="list-style-type: none"> English language proficiency (\$0.00) | In 2017 EAL/D students were supported through collaborative programs in science, history, geography, visual arts and mathematics; parallel English classes and the Stage 4 elective with an intensive English literacy focus; and Fundamentals of English and the HSC ESL course in Years 11 and 12 as well as the school's literacy program. The school runs a bridging course in semester 2 in year 10 for recently arrived students to increase their English language acquisition in preparation for senior school the following year. |
| Low level adjustment for disability | <p>\$172, 676 = 1.7 teachers</p> <p>IEC additional LAST – \$102,000</p> <p>Flexible funding for SLSOs – \$74,177</p> <p>Additional SLSO support– \$70,000</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$28 600.00) | The school employed four full– time and two part– time (0.2 and 0.3) SLSOs to support students with physical disabilities. The SLSOs employed in the mainstream assisted students with disabilities and learning difficulties. Implementation of health care plans for students with specific medical needs. |
| Socio–economic background | <p>\$841,209</p> <ul style="list-style-type: none"> Socio–economic background (\$235 000.00) | 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, transition, community participation and the Quality Teaching program. Funds were also applied to student welfare and provision of financial support for students in need, 339 students received student assistance support in 2017. |
| Support for beginning teachers | <p>\$17,153</p> <ul style="list-style-type: none"> Support for beginning teachers (\$20 000.00) | All beginning teachers were provided with period release with additional release for mentoring, tutorials and professional development opportunities. In 2017 a teacher mentor continued to support beginning and early career teachers. |
| Targeted student support for refugees and new arrivals | <p>\$66,040– refugee student support</p> <ul style="list-style-type: none"> Targeted student support for refugees and new arrivals (\$22 500.00) | The school provided an additional 1.0 FTE refugee support teacher in years 7 – 12, a 0.8 FTE non– teaching refugee support officer and released 0.8 FTE teacher in the IEC for refugee support. The school continued to employ a 1.0 FTE LaST in the IEC in 2017. The school maintains three part–time CLO positions for Arabic, Farsi/Dari and Tamil. The school has strong relationships and support from STARTTS, Cumberland Migrant resource centre, Auburn Diversity Centre, NSW Refugee Health and local government and police resources |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 316 | 303 | 300 | 370 |
| Girls | 236 | 268 | 254 | 269 |

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 2017, there was a net increase in enrolments over the year. At the beginning of the year, there were 405 students in Years 7–12 and 122 students in the IEC. There were 21 students in three support classes. By the end of 2017, there were 422 students enrolled in Years 7–12 and 247 students in the IEC. The table reflects census date information as at February 2017, not the increase in enrolment throughout the year.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 94.2 | 93.2 | 92.1 | 90.8 |
| 8 | 91.8 | 91.6 | 91 | 88.6 |
| 9 | 93.4 | 90.5 | 90.9 | 88.7 |
| 10 | 93.5 | 89.2 | 85.2 | 87.6 |
| 11 | 90 | 90.5 | 84.2 | 85.9 |
| 12 | 92.6 | 88.2 | 88 | 86.7 |
| All Years | 92.3 | 90.3 | 87.9 | 87.9 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 93.3 | 92.7 | 92.8 | 92.7 |
| 8 | 91.1 | 90.6 | 90.5 | 90.5 |
| 9 | 89.7 | 89.3 | 89.1 | 89.1 |
| 10 | 88.1 | 87.7 | 87.6 | 87.3 |
| 11 | 88.8 | 88.2 | 88.2 | 88.2 |
| 12 | 90.3 | 89.9 | 90.1 | 90.1 |
| All Years | 90.2 | 89.7 | 89.7 | 89.6 |

Management of non-attendance

In 2017, the school's attendance rate at 87.9% was

below the state average at 89.6 %. 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 | 0 |
| Employment | 2.5 | 6.25 | 7 |
| TAFE entry | 0 | 3.75 | 22 |
| University Entry | 0 | 0 | 56 |
| Other | 2.5 | 0 | 0 |
| Unknown | 0 | 0 | 15 |

Eighty students were enrolled in Year 12 in 2017, including three Life Skills students. The school has been able to contact all but twelve of the 80 students (15%). Of those students eligible for an ATAR, 67% received university 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 for courses including: arts, nursing, medical science, pharmacy, science and engineering, education, business, social work, forensics and policing.; 22% of the 2017 HSC cohort are studying in TAFE or private colleges; and 7% are in employment or have commenced an apprenticeship. 78% of the 2017 HSC cohort are in full or part-time post-secondary education in 2018. The twelve students the school was unable to contact include students who have moved interstate or overseas.

In 2017, 225 IEC students exited in total with 201 exiting to other schools, four returned overseas, seven went to TAFE, four went interstate, two exited to work, and seven unknowns.

Year 12 students undertaking vocational or trade training

In 2017, 21% of Year 12 students studied a VET course at school and 2.5% studied a TVET course at TAFE.

22% of Year 12 students studied at least one VET course for the HSC. Eighteen students studied Business Services with 82% of students achieving band 3 or higher. Three students achieved band 5 and six students achieved band 4. All students were awarded Certificate II in Business. Three students studied Sport Coaching.. One student completed requirements for Certificate II.

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

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 80 students studied for the Higher School Certificate., including three life skills students. Seven students did not meet the requirements for a Higher School Certificate and received a Record of Achievement.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 27.2 |
| Teacher of Reading Recovery | 0 |
| Learning & 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 | 19.2 |

*Full Time Equivalent

The workforce composition table above represents the substantive staffing of the school. The school employed additional staff in 2017 through RAM equity and asylum seeker funding, and integration funding support and low adjustment disability funding, including a full-time transition adviser, 1. x 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 2017.

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 2017 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 \$823. 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 2017. 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, focus was on classroom observation and peer feedback and collaborative planning and professional dialogue. Teachers were released from class to undertake the program. All teachers were involved in the quality

teaching program. The program was evaluated in term 4, 2017 and a different model will be implemented in 2018 as a result of feedback from the evaluation process.

Five teachers gained accreditation at proficient level in 2017 and two teachers completed their five year maintenance cycles.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 31/12/2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The summary aggregates 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 and 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.

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 2017 are fully committed in 2018.

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 2017 financial statements can be obtained by contacting the school.

| Receipts | \$ |
|--------------------------------|------------------|
| Balance brought forward | 1,266,049 |
| Global funds | 327,350 |
| Tied funds | 1,217,248 |
| School & community sources | 110,811 |
| Interest | 13,850 |
| Trust receipts | 84,687 |
| Canteen | 0 |
| Total Receipts | 1,753,946 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 66,499 |
| Excursions | 2,106 |
| Extracurricular dissections | 64,662 |
| Library | 8,706 |
| Training & Development | 0 |
| Tied Funds Payments | 1,188,422 |
| Short Term Relief | 59,416 |
| Administration & Office | 110,260 |
| Canteen Payments | 0 |
| Utilities | 60,582 |
| Maintenance | 49,050 |
| Trust Payments | 61,851 |
| Capital Programs | 0 |
| Total Payments | 1,671,555 |
| Balance carried forward | 1,348,440 |

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 2,611,419 |
| Appropriation | 2,444,822 |
| Sale of Goods and Services | 53,755 |
| Grants and Contributions | 112,067 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 775 |
| Expenses | -1,144,868 |
| Recurrent Expenses | -1,144,868 |
| Employee Related | -785,845 |
| Operating Expenses | -359,023 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 1,466,551 |
| Balance Carried Forward | 1,466,551 |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school started the 2017 financial year in the now superseded OASIS system and migrated to the new SAP system under the Local Management Business Reforms (LMBR) at the end of July 2017.

- The school has a finance committee that meets at least once a term and as required in term 4 when preparing the budget.
- The school has allocated funds in 2018 for the establishment of a STEM classroom and library refurbishment.
- All funds carried forward in 2017 are fully committed in 2018.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 4,895,653 |
| Base Per Capita | 96,495 |
| Base Location | 0 |
| Other Base | 4,799,159 |
| Equity Total | 1,700,765 |
| Equity Aboriginal | 3,259 |
| Equity Socio economic | 841,209 |
| Equity Language | 609,444 |
| Equity Disability | 246,853 |
| Targeted Total | 911,788 |
| Other Total | 2,968,543 |
| Grand Total | 10,476,748 |

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

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

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-six students sat the Year 7 NAPLAN at Holroyd High School in 2017. Forty-eight of these students (86%) sat the Year 5 NAPLAN in 2015. Forty-four (79%) students identified as having a language background other than English. Sixty-five students sat Year 9 NAPLAN at Holroyd High School in 2017. Forty of the year 9 students (62%) sat Year 7 NAPLAN in 2015. Forty students (62%) identified as having a language background other than English.

Year 7 results for literacy show the mean has increased overall apart from the aspect of grammar and punctuation. The mean result for spelling rose by 10% from 2016 to 2017. An area of improvement is grammar and punctuation which showed a slight decrease from 2016 to 2017. 27% of students received bands 7 to 9 in 2017, compared to 24% in 2016. In writing, 78% are at the National Minimum Standard, achieving band 5 or above, and 23.2% of students achieved bands 7 in 2017. compared to 16% in 2016.

Year 9 results for literacy show that in reading, 51% of students are at the National Minimum Standard, achieving band 6 or above; In writing, 68% of students are at the National Minimum Standard achieving at band 6 or above compared to 55% in 2016;.

Sixty percent of matched students demonstrated equal or greater than expected growth in reading from Year 7 to Year 9. Fifty nine percent of matched students demonstrated equal or greater than expected growth in writing from Year 7 to Year 9.

Year 7 results for numeracy show that 96% of students are achieving at the National Minimum Standard, achieving band 5 or above. compared to 80% in 2016. There was an increase in students to 43% in bands 7 – 9 in 2017 compared to 36% in 2016. 33.3% of students achieved band 7 in 2017, compared to 28% in 2016.

Year 9 results for numeracy show that 95% of students are achieving at the National Minimum Standard achieving at band 6 or above with 24.6% of students achieving at band 8 or above. compared to 24.6% in 2016. 96% of matched students improved their performance in numeracy from Year 7 to Year 9. Of these students, 62.9% demonstrated equal or greater than expected growth. The matched students achieved greater growth than the state by 20%. When compared to DOE schools, matched students achieved greater growth by 24%..

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In the Higher School Certificate, the performance of students is reported in bands ranging from band 1 (lowest) to band 6 (highest). Seventy three students successfully completed the Higher School Certificate, including three students who completed a Life Skills HSC. Eighty students achieved a record of School Achievement (RoSA). Approximately 40% of students in Year 12 sat the HSC within three years after arrival in Australia. 2017 Dux was Michelle Utrero, with an ATAR of 86.30. A number of our 2017 HSC students were recognised on the NSW HSC Merit List, notably Pouneh Ghasemi in Senior Science, Zainab Al Badry, Zubaida Alkhaznawi and Tamarah Sahi in Arabic Extension 1. Michelle Utrero was fourth in the State in Spanish Extension and Zubaida Alkhaznawi was fourth in the state in Arabic extension..

English

In 2017, 80 students studied English for the Higher School Certificate. Six students studied Advanced English, eleven students studied Standard English, 53 students studied English as a Second language, and nine students undertook the non-ATAR content endorsed course, English Studies, and one student completed the English life skills course.

Of the six students undertaking Advanced English, 66.7% achieved a band 4, and 33.3% received a band 3. Of the eleven students who studied Standard English, 54.5% achieved a band 4, 9.1% achieved a band 3, 9.1% achieved a band 2, and 27.3% achieved a band 1. This highlights the recent trend for students in Standard English to move out of band 3 and into band 4. The data for students achieving band 4 reflects an increasing trend for students to be performing at band 4 or above; from 30.2% to 66.7%. Of the 53 students who undertook English as a Second Language, 13.5% achieved band 5, 26.9% achieved band 4, 36.5% achieved band 3, 15.4% achieved band 2, 7.7% achieved band 1, and one student was omitted. Data from 2017 shows that students studying English as a second language performed at the state average. All students who undertook English Studies successfully completed the course.

Mathematics

A total of 49 students studied Mathematics in 2017, signifying a consistent intake of students across 2016 and 2017 which was a significant increase from the 34 students of 2015.

In 2017 over 64% of students achieved a Band 4 or 5 in the Mathematics course. In 2017, two students sat the Mathematics Extension 1 course with both students achieving an E2.

In the Mathematics General 2 course, of the 33 students who completed this course, 33.33% of students achieved a Band 3 or higher. This is slightly higher when compared to 29% in 2015.

Science

In 2017, 53% of students studied one or more of the following science courses biology, chemistry, physics and senior science.

In chemistry, 75% of the students achieved band 4 and above in 2017 compared to 67.3% in the state and 30% in a similar school group. In 2017, 100% of the students achieved a band 3 or above. The school's average mark was 66% compared to a similar schools average mark of 59%. No students achieved in bands 1 and 2 in 2017 compared to students achieving in band 1 in 2015 and band 2 in 2016.

The highest mark in biology was 89%. 93% of the students achieved band 3 and above. The school's average score in 2017 was 74% compared to 73% in the state and 65% in a similar school group. Student achievement showed a three per cent increase in 2017 from 2016.

100% of the students achieved band three or above in senior science. There was an upward move from bands 1 and 2 in 2015 and 2016 to no bands 1 and 2 in 2017. There was an 8.3 percent increase in the number of students achieving band 6 in 2017 compared to 2015 and 2016.

Human Society and its Environment(HSIE)

In 2017, 80 students studied six courses in the HSIE key learning area: ancient history, modern history, studies of religion II, legal studies, business studies and business services (VET).

14 students studied ancient history, with 28% of students achieving a band 4. Compared to the 2016 data, there has been a 15% decrease in the number of students achieving a band 2.

13 students sat for the Higher School Certificate examination for modern history. Over 65% of students achieved a band 3 or above. Compared with the 2016 data there has been an 11% decrease in the number of students achieving a band 2 and a 25% increase in the number of students achieving a band 3, showing an increase in achievement in the higher bands.

Twenty one students completed studies of religion II, with 66% of students achieving a band 3 or higher. A comparison of the 2016 data shows a decrease in student achievement in bands 2 and 3 and growth in achievement in band 4.

Legal studies had a candidature of six students, with 83% of students achieving a band 4, high above the state average of 30%. No students achieved results in bands 1–3. Trend data from 2015–2017 shows an increase in the number of students achieving in bands 4 and 5, as well as a consistent decrease in the number of students achieving in band 2.

Ten students studied business studies, with 40% of students achieving a band 3, above the state average of 25%. There was a 13% decrease in the number of students achieving a band 2 result, representing a continuing trend of higher levels of student achievement.

In 2017, 18 students completed the Higher School Certificate examination in business services (VET), with 82% of students achieving a band 3 or above. There was 17% growth in the number of students achieving a band 5 when compared to the 2016 data. There has been a consistent increase in the number of students achieving results in bands 4 and 5, reflecting higher levels of achievement in this vocational education and training subject.

Personal Development, Health and Physical Education (PDHPE)

In personal development, health and physical education, ten students successfully completed the Higher School Certificate in this course with 80% achieving a band 3 result or above. Four students achieved a band 4 which represents 40% achievement, above the state average of 26.5% for this band. A further two students achieved a band 5 representing 20% achievement again above the state average of 17.1% for this band

32 students successfully completed the community and family studies course in 2017 with 65.7% of students achieving a band 4 result or above. This was above the state average achievement of 60.3% of students achieving band 4 or higher. 14 students achieved a band 4 result representing 43.8% of the cohort and a further seven students achieved a band 5 result.

Technology and Applied Studies (TAS)

In 2017, 40 students studied five courses in the Technological and Applied Studies key learning area. These included engineering studies, food technology, information processes and technology and textiles and design.

12 students studied engineering studies in 2017. This was a 50% increase in the number of students electing to study the subject in 2016. Of the 12 students who completed the 2017 HSC course, over 41% achieved a band 3 or above.

13 students studied food technology, with 46% achieving a band 3 or above. This was an increase from 43% in 2016. The data for students achieving band 4 reflects an increasing trend for students to be performing at band 4 level or above; from 19% in 2016 to 31% in 2017.

Five students completed information processes and technologies, with 80% of students achieving band 3 or above. No student achieved a band 1 compared to 13% in 2016 and 57% in 2015. This indicates an increase in achievement in the higher bands.

Ten students studied textiles and design in 2017

compared with only six students in 2016. Of the ten students, 90% achieved a band 3 or above. In comparison with the 2016 data there has been a decrease of 83% in the number of students achieving a band 2 and an increase of 20% in the number of students achieving a band 3, showing an increase in students performing at a higher level. All students completed their major textiles projects.

Creative and Performing Arts (CAPA)

Four students studied the Higher School Certificate drama course in 2017, with three students achieving a band 4 result. This represents 75% achievement in this band, well above the state average of 44%. Since 2015, there has been a 36% decrease in the number of students achieving a band 3 and a 60% increase in the number of students achieving a band 4, representing consistent growth in student achievement.

Five students studied Music 1 in 2017 with a mean of 73.16%, an increase of 5.04% from 2016. Two students achieved a Band 5 in 2017, a significant improvement from 2016 where no students achieved a Band 5 result.

In 2017, nine students studied Visual Arts compared to only four students in 2016. Of the nine students, 100% achieved above a band 3. Six students achieved a band 4, representing 67% of the cohort and this was above the state average of 42%.

Languages

In 2017, seven students studied Arabic for the Higher School Certificate. Seven students studied Arabic continuers course, and six students undertook Arabic Extension.

Of the seven students who undertook Arabic Continuers, 57.1% achieved a band 5, 42.9% achieved a band 4, and all students achieved bands 4 or above. This is a 12% increase from 2016, and it shows an upward trend in building student achievement into the higher bands. Of the six students who studied Arabic extension, 50% achieved the E4 band, 33.3% achieved the E3 band, and 16.7% achieved the E2 band. This highlights an increase in the number of students achieving in the higher bands. More students achieved the E4 band than the state average, and fewer students achieved the E3 and E2 bands than state average.

In 2017, five students studied Chinese, Persian, Spanish and Turkish at the Saturday School of Community Languages. Two students studied Chinese and Literature with both students achieving a band 5. Two students studied Persian background speakers with one student achieving a band 4 and the other student a band 5. One student studied Spanish and achieved band 5 and in Spanish extension 1 achieved E4. One student studied Turkish continuers and achieved a 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 teachers' responses in the survey, leadership and collaboration scores were above state average and teachers with less than 5 years experience scored higher than average mean scores in technology..

According to TTFM student survey responses, 68% of students are intellectually engaged in their learning, compared to the NSW government schools norm of 46%.. 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' engagement in extra curricular activities showed 39% of students, which was 18% higher than the stae average and the number of students who plan to go to university was 75% compared to the state average of 67%.

According to TTFM survey parent responses, most scores were above NSW Government Norms. The sample size, however, is far too small to give an accurate portrayal of consensus within parent groups and cannot be relied upon to inform practice.

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 2017, 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 five Aboriginal students enrolled at the school in 2017.

Multicultural and anti-racism education

Holroyd High School is a multicultural school. In 2017, 86.7% of students in Years 7–12 were of English as another language or dialect (EAL/D) background, and

36% of EAL/D students had been in Australia less than three years and 66.5% in Australia less than 7 years. Approximately 50% 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 ESL teachers in the high school provided targeted support and the school runs parallel English classes in stage 5 plus an intensive literacy elective to improve English acquisition. The school runs a bridging course for year 10 students in semester two each year to give these students intensive language support across all subjects in preparation for stage six.

The school received additional funding in 2017 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 2017 to facilitate communication with the Arabic, Farsi/Dari and Tamil communities and a part-time CLO for refugee support. The school employs a community engagement officer to work with parents and the wider multicultural community to assist with the integration of families into Australian society.

The IEC held four parent-teacher days in 2017, and translated the IEC newsletter and other documents into five languages. The IEC employed up to 9.0 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.