

# Holroyd High School

## Annual Report



2018



8424

## Introduction

The Annual Report for **2018** 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.

Kylie Adams

Principal

### School contact details

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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.

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 the 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, outlining 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 continues to grow and maintain a flexible and responsive wellbeing program to best support the complex learning needs of our students. The student population is diverse, with a third of students coming from a refugee background, 88% from a non-English speaking background, a Support Unit and an Intensive English Centre. To ensure that every individual student is known, valued and cared for, the whole school community promotes aspirational expectations that are driven through responsive learning programs and effective collaboration with external stakeholders.

In the **domain of teaching** the school expanded its whole school professional learning program that was initially implemented in 2014 following the Grattan Institute's Resourcing Teachers' Professional Learning Program. In 2018, the program moved to Assessment Evaluation Cycles and involved 100% of teachers across the main school, Intensive English Centre and Support Unit. All teachers systematically engaged with, reflected on and implemented current educational research in order to strengthen assessment practices across the school. The school also continued with the teacher mentor team, who worked with a range of teachers, including Early Career Teachers to best support quality and reflective teaching practices across the whole school.

In the **domain of leading** the school grows leadership capacity across the school by supporting staff with further opportunities. In 2018 the appointment of a new Principal and Deputy Principal, following the retirement of the long standing senior executive team, saw a systematic review of infrastructure, finances and administration practices to inform new directions and structures for implementation in 2019.

Our self-assessment process will assist the school to refine our school plan, leading to further improvement 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

Collective Vision, Collaborative Practice

### Purpose

To promote reflective professional practice by establishing targeted professional learning that incorporates contemporary pedagogical research.

### Overall summary of progress

In 2018, the school professional learning focus was on Assessment Evaluation Cycles with the establishment of a professional learning team who wrote, drove and delivered a bespoke professional learning program to support and strengthen assessment practices across the school. All teachers across the Intensive English Centre, Support Unit and Main School were released for half a day per term to engage with CESE *What Works Best: Evidence Based Practices*, evaluate assessment practice through coding, and collaborate across KLA's in strengthening whole school assessment policies and strategies. The school also continued with its teacher mentor program to support staff and early career teachers. All teachers and SASS staff were provided with professional learning opportunities that were aligned to their PDP goals and supported current school plan.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>100% of staff involved in ongoing professional learning and reflection, using the Australian Professional Teaching Standards as a guide.</li></ul>	<p>\$75,576 for professional learning</p> <p>\$41,645 teacher mentors (three mainstream, one IEC)</p>	<p>100% of teaching and SASS staff were involved in targeted professional learning which was aligned to PDPs. Additionally, all staff took part in the '7 Habits of Highly Effective People' training to support their wellbeing and promote effective professional practices.</p> <p>100% of staff engaged in quality assessment and feedback with direct link to the Australian Professional Teaching Standards (Standard 3) and the Quality Teaching Framework. All staff were provided with meaningful classroom observation and feedback.</p> <p>Early career teachers were supported through teacher mentors to develop their teaching practice and achieve accreditation at Proficient level.</p>
<ul style="list-style-type: none"><li>100% of teachers use quality assessment coding to improve assessment practice.</li></ul>	<p>\$100,000 Quality Teaching Rounds – Assessment cycles</p>	<p>100% of mainstream, support unit and Intensive English Centre teachers participated in the Quality Teaching Rounds– Assessment Evaluation Cycles. 86% of teachers reported that their assessment practice had been strengthened, 74% of teaching staff said that their knowledge of the Quality Teaching Framework had improved and 73% of participants reported using backward mapping to align assessment practice and teaching and learning programs.</p>
<ul style="list-style-type: none"><li>All staff use PDPs to align their professional development goals, school priorities and DoE initiatives.</li></ul>	<p>Ongoing PL</p> <p>Funds to align with PDP</p>	<p>Continuous monitoring of PDPs by Executive Staff to ensure meaningful alignment to school priorities and DoE.</p> <p>Evaluation and Process of PDP cycle was discussed at Staff Meetings.</p> <p>Teaching English Language Learners (TELL) Program was delivered to 25 staff including 10 from HHS and one staff member facilitated the course</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>All staff use PDPs to align their professional development goals, school priorities and DoE initiatives.</li> </ul>		to align with PDP goals.
<ul style="list-style-type: none"> <li>Increase in percentage of teachers applying for accreditation at Lead and Highly Accomplished levels</li> </ul>	PL for aspiring Highly Accomplished and Lead Teachers (HALT).	Executive planning and implementation at 2018 Conference to create a HALT team with the purpose of increasing the number of teachers applying for higher levels of accreditation in 2019.

## Next Steps

The professional learning program for 2019 moves to Iterative Learning Cycles across a number of staff identified streams. This agile leadership model will support, promote and build a positive professional learning culture. The school will also employ a full time Head Teacher Coaching and Mentoring to work strategically with teaching staff and executive teachers to improve teaching practice, deliver targeted professional learning and build the capacity of staff to use their PDPs as an effective tool for school improvement and professional growth. A Highly Accomplished and Lead Teacher team will be developed to support a number of teachers seeking accreditation at higher levels.



## Strategic Direction 2

Future focused 21st century learners

### Purpose

To provide our students with a future-focused curriculum and innovative learning programs to create active 21st century citizens and lifelong learners. To build the learning potential of all students through actively engaging and supporting learners..

### Overall summary of progress

The school supported the learning modes of Future Focused Pedagogy through a continued investment in providing spaces for students to discuss their ideas, learn with and from experts and to collaborate meaningfully through the acquisition of flexible learning spaces, funding of the homework help program and senior Higher School Certificate Tutorials. The school also invested in specialised learning programs to support authentic learning and the continued procurement of technology.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Above average NAPLAN and HSC value added scores	\$52,056 Literacy coordinator mainstream and IEC  \$41,645 Numeracy coordinator mainstream and IEC	13.36% of year 7/9 students in the top 2 bands NAPLAN average results. 8.78% increase from 2017, 8.9% increase from 2016, 11.46% increase from 2015.  Embedded literacy and numeracy withdrawal periods for dedicated program for years 7 and 8.
• Reduction of students receiving the lower two bands in the HSC	\$20,000 HSC Tutorial program	In 2018, 61.6% of students at HHS achieved an average of Band 3 or above.
• Maintain above state average percentages of students progressing to higher education	\$20,000 HSC Tutorial program	Student attendance at HSC tutorials, homework help.  Participation of students in external programs.  49% of year 12 students entering university.
• Positive results from the Tell Them From Me survey for students, staff and parents	\$16,000 parent program	72% of students report a positive sense of belonging.  76% of students positive report of expectations for success.  64% of students report positive advocacy at school.  700% increase of parent participation TTFM survey

### Next Steps

In 2019, the school will continue to expand the flexible learning spaces by further investment in future focussed furniture and collaboration areas for students and staff. All learning spaces will be equipped with quality 'plug and play' capabilities as more interactive technology is purchased to support innovative learning practices. The school will continue to develop the literacy and numeracy skills of students in scaffolded learning experiences as part of the 'Best Start' program for year 7 and implement literacy strategies across the school.

## Strategic Direction 3

### Strengthening community connections

#### Purpose

To build more effective and stronger ties with our school community, and the broader educational community. When we engage parents and caregivers and give them a voice in the education of their children, we strengthen our learning culture and encourage student success.

#### Overall summary of progress

2018 was the 50th anniversary of Holroyd High School and a number of key events celebrating this milestone took place. The school hosted an Open Day, a reunion event and a formal dinner to mark this occasion. Over 500 people attended these celebrations. The school's parent engagement program continued and was recognised in August with a Secretary's Award for Outstanding School Initiative. In September, we celebrated another highly successful Multicultural Day. Holroyd strengthened its connections with local primary schools with a number of roadshows being presented to year 5 and 6 parents. Holroyd continued its strong partnerships with Community Migrant Resource Centre (CMRC), Auburn Diversity Services Inc (ADSI) and the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increased parental participation as evidenced by higher percentage of completion of TTFM parent surveys and attendance at parent meetings and information sessions.</li></ul>	\$16,000 in parent engagement program	700% increase in parent participation taking TTFM survey  Secretary's award for parent engagement program  Increased parent attendance at school parent meetings.
<ul style="list-style-type: none"><li>Positive connection with local primary schools evidenced through an increase in local enrolments</li></ul>	\$10,239 Open Day and Orientation Day	Appointment of year 6/7 transition teacher  'Roadshows' with local primary schools  Creating Chances program, "Creating Champions and Creating Coaches" which links high school students and neighbouring primary schools
<ul style="list-style-type: none"><li>Maintain above state average percentage of students progressing to higher education.</li></ul>	<ul style="list-style-type: none"><li>\$5,000 HSC tutorials</li><li>\$12,625 senior homework help</li><li>\$3,878 Elevate seminars</li></ul>	In 2018 Holroyd High School maintained a higher than state average of year 12 students progressing to university with 47% of students receiving first round offers.  Maintain strong partnerships which offer aspirational programs for students including: ASPIRE, ABCN, Western Sydney university and MOSAIC Mentoring program with University of NSW.

#### Next Steps

The school will continue to build stronger relationships with primary schools, with a number of scholarships offered for some year 7 students and roadshows being delivered to more primary schools in the area. A specialised Student Wellbeing Centre and a dedicated Staff Professional Learning Lounge will be opened in 2019. The schools parent engagement program will continue to run with the employment of additional Community Liaison Officers and a Community Engagement Officer.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4,016 equity loadings	Funding was used to provide educational opportunities and support via a targeted withdrawal program.
<b>English language proficiency</b>	\$562,210 = 5.4 EAL/D Teachers  \$62,468 in flexible funding	In 2018, EAL/D students were supported across the school through collaborative team teaching, subject withdrawal and resource modification across all KLAS. Stage 4 parallel English classes, Senior Student Academic support classes and two additional HSC EAL/D classes were staffed by specialised EAL/D teachers. EAL/D teachers were released for specialised programming to support students and staff in English language proficiency. Flexible funds were used to deliver professional learning specific to the EAL/D needs of refugee or refugee-like students such as Teaching English Language Learners.
<b>Low level adjustment for disability</b>	\$208,226 in staffing  \$93,023 in flexible funding	The employment of two Learning and Support Teachers in the high school helped develop personalised learning plans for students and deliver professional development to staff. The school employed six full-time SLSOs to support students with physical disabilities in the main school and additional funding through RAM to supplement the total costs. The SLSOs assisted students with disabilities and learning difficulties and also supported teachers in the classroom.
<b>Socio-economic background</b>	\$72,879 in staffing  \$892,373 in flexible funding	The school used funds to employ a literacy coordinator and numeracy coordinator to support students in need. The school also employed an additional full-time Deputy Principal, Head Teacher Student Engagement, additional Head Teacher IEC, four teacher mentors, additional SASS staff, part-time Community Engagement Officer and two Community Liaison Officers. In addition, the school supported 300 students through the student assistance program that provided uniform, school supplies, learning fees and extra-curricular activities.
<b>Support for beginning teachers</b>	\$42,136	In 2018, the school continued with a teacher mentor to support beginning teachers. Beginning teachers were also provided with additional release for mentoring, tutorials and professional learning opportunities.
<b>Targeted student support for refugees and new arrivals</b>	\$45,224	The school employed additional specialised teachers to support the learning and wellbeing needs of newly arrived refugee and refugee-like students.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	303	300	370	340
Girls	268	254	269	262

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 Intensive English Centre and enrolments into the mainstream in years 7–10 from the Intensive English Centre. In 2018, there was a slight decrease in enrolments over the year from 2017, however, the upwards trend in enrolments across the last five years continues.

### Student attendance profile

School				
Year	2015	2016	2017	2018
6				98.3
7	93.2	92.1	90.8	93
8	91.6	91	88.6	89.5
9	90.5	90.9	88.7	89.7
10	89.2	85.2	87.6	88.7
11	90.5	84.2	85.9	87.1
12	88.2	88	86.7	87.3
All Years	90.3	87.9	87.9	89.1
State DoE				
Year	2015	2016	2017	2018
6				92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	89.2

### Management of non-attendance

In 2018, the school's attendance rate of 89.06% is marginally below the state average of 89.2%. The overall attendance rate at Holroyd High School remains above the average rate for statistically similar schools

group which is 83.52%.

In 2018, the school continued with a wellbeing focus to improve attendance through the employment of an additional executive member, Head Teacher Student Engagement to identify students with attendance issues, liaise with the HSLO and external agencies, and develop attendance plans to support at risk students. Year Advisers monitored lateness and overall attendance and worked with families offering proactive support.

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	8
Employment	0	5	5
TAFE entry	0	4	19
University Entry	0	0	49
Other	0	0	13
Unknown	0	0	6

In 2018, ninety students were enrolled in Year 12.

From our 2018 HSC cohort, 49 candidates were offered university places in arts, information computer technology, communication, medical science, pharmacy, science, engineering, applied science, design, commerce, international studies and business management.

### Year 12 students undertaking vocational or trade training

Six students studied VET Hospitality – food and beverage in 2018. This course was last studied for the HSC in 2015. Of the six students who completed the course in 2018, four students elected to sit the optional HSC exam, with 50% of these students achieving a band 3 and above. One student obtained a Certificate II in Hospitality and five students were awarded a

Statement of Attainment towards a Certificate II in Hospitality.

The 16 students who sat for the Higher School Certificate examination for Business Services VET showed strong growth and a continuing trend of higher bands of achievement compared to the 2016 and 2017 cohorts.

### Year 12 students attaining HSC or equivalent vocational education qualification

Five year 12 students were undertaking a TVET course in Property Services and Retail Cosmetic Make-up.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	28
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	5.4
School Counsellor	2.8
School Administration and Support Staff	23.28
Other Positions	30.4

\*Full Time Equivalent

The workforce composition table represents the substantive staffing of the school. The school employed additional staff in 2018 through RAM equity, asylum seeker funding, integration funding support and low adjustment disability funding to support the complex needs of all students at Holroyd High School and professional development priorities. These included an additional Deputy Principal, Head Teacher Refugee Support, Head Teacher Student Engagement, additional Head Teacher IEC, four teacher mentors, SLSOs, Transition Adviser, Community Engagement Officer, two Community Liaison Officers, additional SASS staff and a Learning and Support Teacher in the Intensive English Centre.

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

There were no indigenous members of staff at Holroyd High School in 2018.

### 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 2018 was in support areas targeted by the school's management plan 2018–2020: *Collaborative Practice, Collective Vision, Future Focussed Learners and Strengthening Community Connections*.

Teaching staff attended a variety of conferences and workshops, focusing on quality teaching, curriculum implementation, wellbeing and assessment and differentiation of the curriculum. The average per capita expenditure for teaching staff on professional learning was \$771. 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.

100% pre 2004 staff were accredited at proficient level in 2018. All teaching staff at Holroyd High School took part in the Assessment Evaluation Cycles as part of a whole school professional learning program to develop teacher capacity around assessment, feedback and programming.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,466,551
<b>Revenue</b>	13,238,706
Appropriation	12,792,451
Sale of Goods and Services	78,016
Grants and Contributions	329,994
Gain and Loss	0
Other Revenue	32,425
Investment Income	5,819
<b>Expenses</b>	-12,024,247
Recurrent Expenses	-12,024,247
Employee Related	-11,098,447
Operating Expenses	-925,800
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,214,459
<b>Balance Carried Forward</b>	2,681,010

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 31/12/2018 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.

The opening balance for the 2018 school financial year was \$1,466,551 and had \$13,238,706 generated in revenue over the 2018 calendar year. The majority of funds were expended on staff related expenses. The balance carried over to 2019 was \$2,681,010 with the majority of funds being planned for additional school priorities such as the development of future focussed learning spaces across the school, establishment of the Wellbeing Centre and Professional Learning Lounge and a whole school update of technology resources.

A full copy of the school's 2018 financial statements can be obtained by contacting the school.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,152,114
Base Per Capita	156,281
Base Location	0
Other Base	4,995,833
<b>Equity Total</b>	1,895,195
Equity Aboriginal	4,016
Equity Socio economic	965,252
Equity Language	624,678
Equity Disability	301,249
<b>Targeted Total</b>	972,598
<b>Other Total</b>	3,989,923
<b>Grand Total</b>	12,009,829

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.

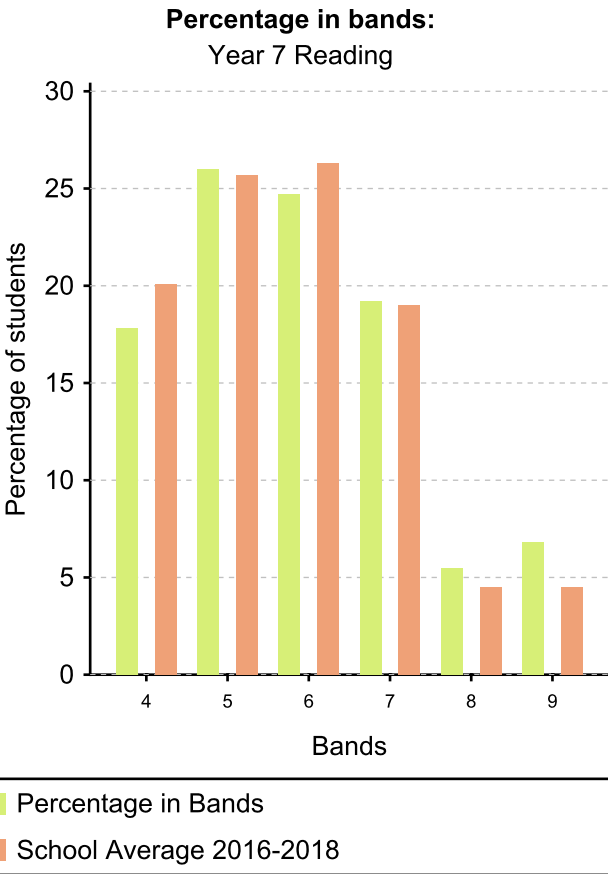
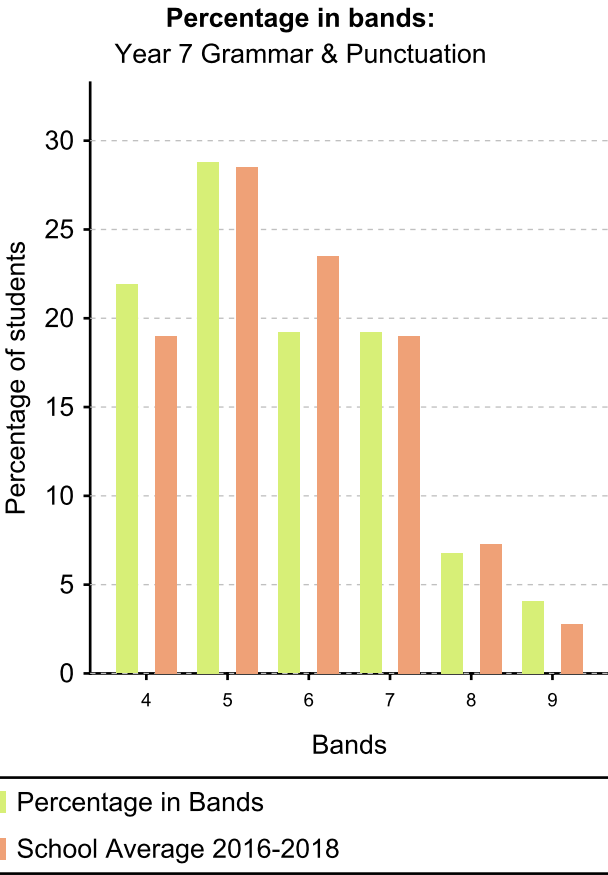
Holroyd High School achieved its highest value added average of 50.65 compared to the last seven years. Students were 10% above the state average for value added across year 7 to 9.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

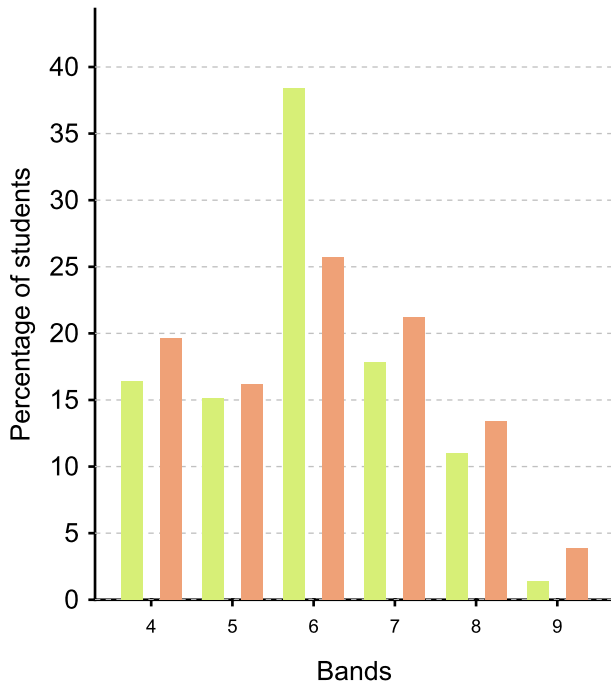
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

ACARA has congratulated Holroyd High School for being identified as having demonstrated substantially above average gain in reading, as measured by NAPLAN.

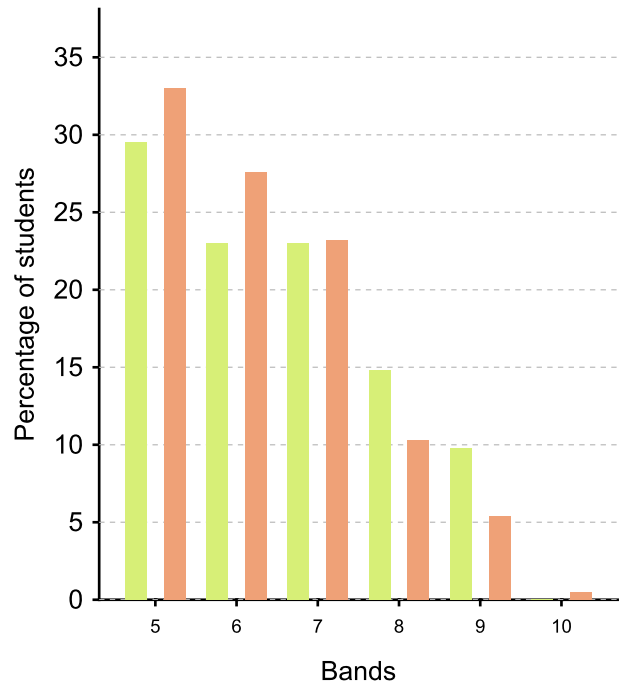
In 2018, Holroyd High School achieved at or above expected growth from year 7 to 9 at a rate significantly above state average in the aspects of reading (8.9% higher) and spelling (12.2% higher). Holroyd High School achieved at or above expected growth from year 7 to 9 at a rate significantly above statistically similar school groups (SSSG) in the aspects of writing (9.8% higher), and grammar and punctuation (8% higher).



**Percentage in bands:**  
Year 7 Spelling



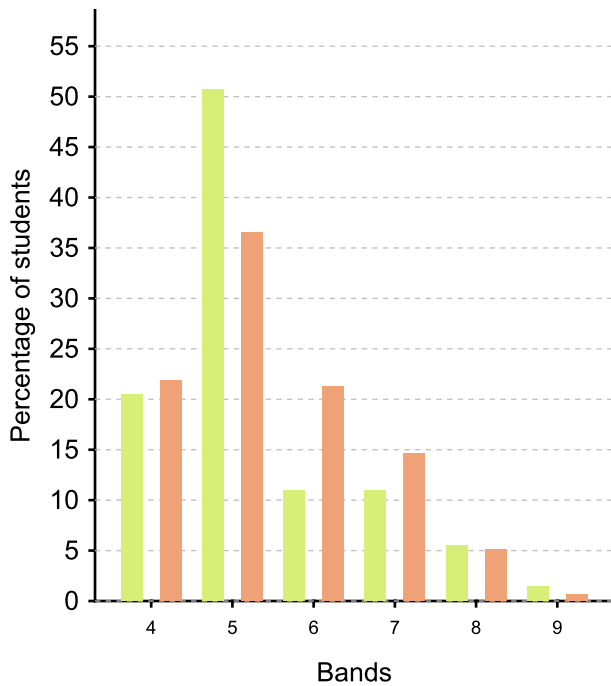
**Percentage in bands:**  
Year 9 Grammar & Punctuation



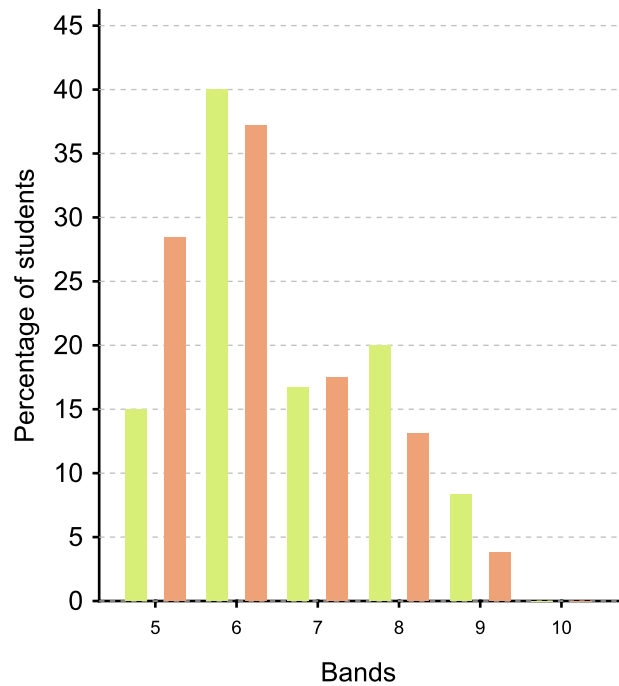
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 9 Reading

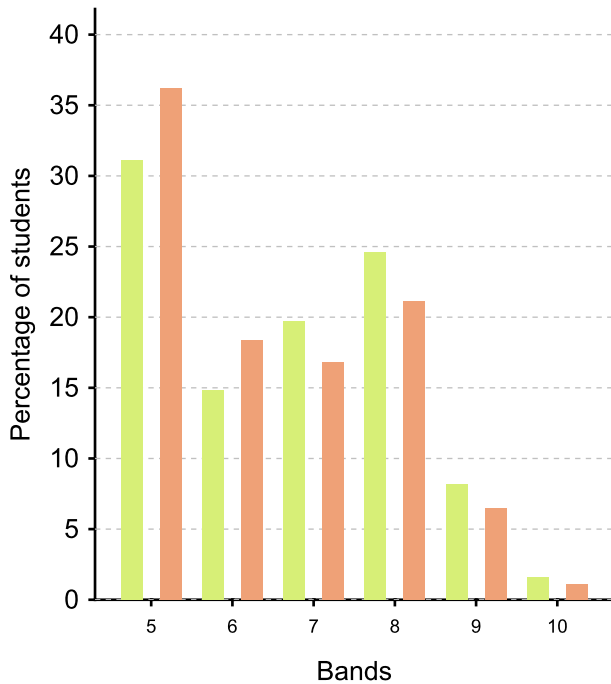


Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018



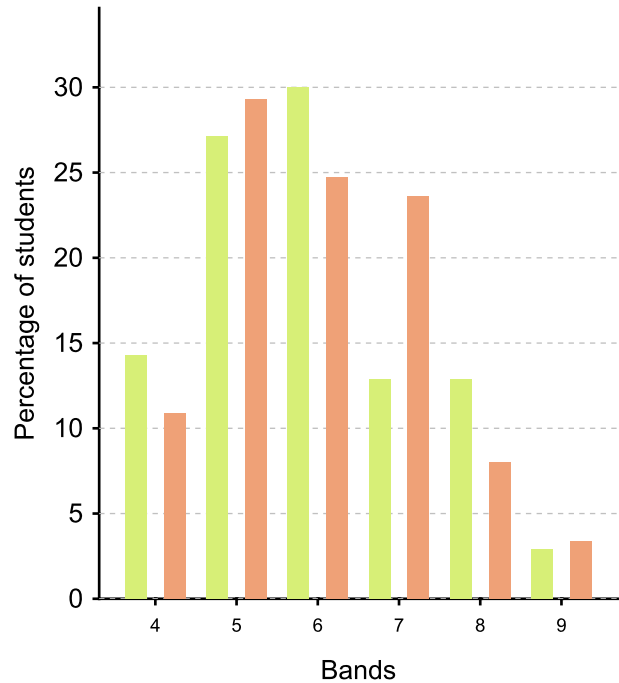
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

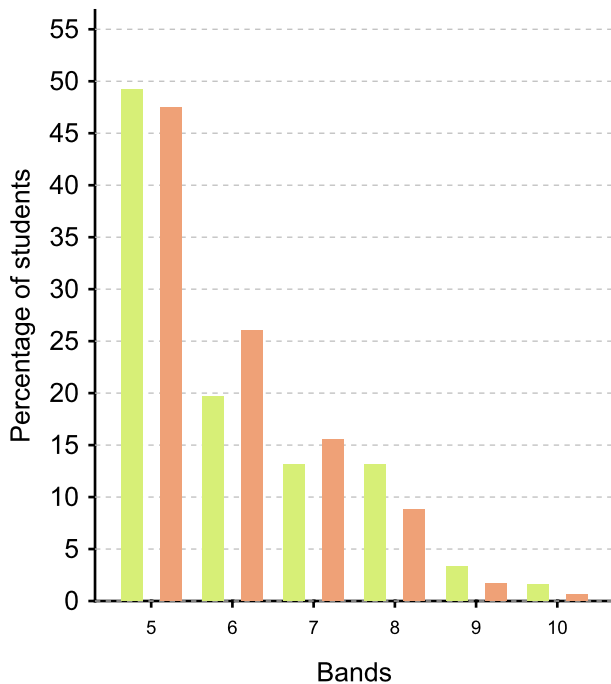
(13.5% higher).

**Percentage in bands:**  
Year 7 Numeracy



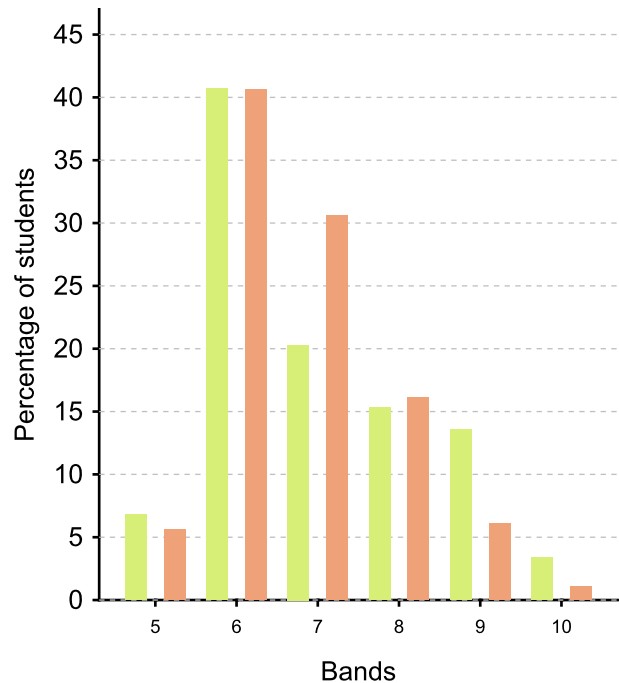
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

ACARA has congratulated Holroyd High School for being identified as having demonstrated substantially above average gain in numeracy, as measured by NAPLAN.

In 2018, Holroyd High School achieved at or above expected growth from year 7 to 9 at a rate significantly above state average in the aspects of numeracy

The Premier's Priority report provides the percentage of NAPLAN Reading and Numeracy results in the top 2 bands for a school. In 2018, the percentage of Year 7 and 9 students in the top two bands in reading and numeracy increased by 8.78%. This reflects an upward

## 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). Seventy 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). In 2018 the Dux was Zainab Al Sammak, with an ATAR of 90.3 followed by Hamzah Orya with an ATAR of 90.15. A number of our 2018 HSC students were recognised on the NSW HSC Merit List, notably Baraa Omar who placed 4th in the state for Arabic, Maryam Karimi who placed 2nd in the state for Persian Background Speakers, Geysah Halacoglu who was a distinguished achiever in Turkish continuers, Hamzah Orya who was a distinguished achiever in Advanced English, and Zainab Al Sammak who was a distinguished achiever in both mathematics and Arabic extension.

Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	69.0	62.7	70.7	67.4
Business Services Examination	53.1	0.0	70.1	63.3
Business Studies	55.9	62.1	69.3	56.3
Community and Family Studies	59.1	63.7	69.9	62.5
Design and Technology	65.7	66.1	74.2	65.7
English as a Second Language	65.5	63.0	70.1	67.5
Information Processes and Technology	56.0	61.0	72.0	56.0
Mathematics	67.4	67.7	74.8	71.2
Mathematics General 2	53.1	58.7	65.1	54.3
Modern History	57.4	59.0	69.5	60.9
Senior Science	57.5	62.5	68.2	67.7
Visual Arts	69.5	72.8	78.0	69.5

## English

In 2018, 64 students sat for the Higher School Certificate in English. 6 students studied Advanced English, 8 Students studied Standard English, 32 students studied English as a Second Language and 18 students completed the Non-ATAR course of

## English Studies.

Overall, Holroyd High School achieved promising results. Of the six students studying Advanced English, 16.7% achieved a Band 6 and 16.7% achieved a Band 5, with one student achieving a mark of 90.00 in the examination. Of the 8 students who studied Standard English, 50% achieved a Band 3. Out of the thirty-two students who studied English as a Second Language, 9.4% achieved a Band 5 and 25% achieved a Band 4 with one student achieving a mark of 87.00 in the examination.

Students who undertook Advanced English and English as a Second Language outperformed the average mark for SSSG. Students in Standard English performed slightly under the SSSG mark average. All students in English Studies completed the course successfully.

## Mathematics

A total of 41 students studied Mathematics in 2018, signifying a consistent intake of students across 2017 and 2018, a significant increase from the 34 students of 2015.

In 2018, 1 student achieved a Band 6, 2 students achieved a Band 5 and 2 students achieved a Band 4 in the Mathematics course. In 2018, 4 students sat the Mathematics Extension 1 course with 2 students achieving an E3, a significant improvement from 2017 where no students achieved this result.

In the Mathematics General 2 course, of the 30 students who completed this course, 30% of students achieved a Band 3 or higher. This signifies a consistent trend in results over the last few years.

## Science

56% of the students attempted Higher School Certificate examinations in Science in 2018.

In chemistry, 100% of the students achieved band 3 and above in 2018 compared to 85.7% in the state. The average chemistry mark was 70% compared to 62% in a similar school group.

In 2018 14.3% of the physics students achieved a band 5 and 71.4% of the students achieved band 3 or more. The school's average mark was 61% compared to a similar schools average mark of 62%.

In Biology, 83% of the students achieved band 3 and above. The school's average score in 2018 was 69% compared to 63% in a similar school group.

In 2018 64.2% of the students achieved band three or above in senior science. The school's average mark in senior science was 58% compared to a similar schools average mark of 62%.

## Technological and Applied Studies

In 2018, 40 students studied five courses in the Technological and Applied Studies key learning area. These included engineering studies, food technology,

information processes and technology, design and technology and VET Hospitality.

Four students studied engineering studies for their higher school certificate. Of the four students who completed the course, over 50% achieved a band 3 or above.

Five students studied food technology, with 50% achieving a band 3 or above. Eleven students studied information processes and technologies. This was a 50% increase in the number of students electing to study the subject from 2017. Of the eleven students that completed the course, 3 students achieved a band 3 or above.

In 2018, sixteen students studied design and technology. This subject has not been studied for the HSC since 2011 and there was a 50% increase in the number of students who elected to complete it. Of the sixteen students, 90% achieved a band 3 or above and all students completed their major design projects.

Six students studied VET Hospitality – food and beverage in 2018. This course was last studied for the HSC in 2015. Of the six students who completed the course in 2018, four students elected to sit the optional HSC exam, with 50% of these students achieving a band 3 and above. One student obtained a Certificate II in Hospitality and five students were awarded a Statement of Attainment towards a Certificate II in Hospitality.

## Creative and Performing Arts

In 2018, twelve students studied Visual Arts. Of the twelve students, 92% achieved a band 3 or above.

In 2018, 4 students studied Drama for the Higher School Certificate. 75% of students in 2018 achieved a Band 4 result, whereas 25% of students achieved a Band 3. When compared to trend data over the period of 2015–2017, there has been a continuous decline in students achieving results in Band 3 and a continuous increase in the number of students achieving a Band 4. No students have achieved a Band 2 since 2015, representing strong growth in this subject area.

A total of 3 students studied Music 1 in 2018 with a mean of 80.33%, an increase of 9.8% from 2017. Of the 3 students, 2 students achieved a Band 5 in 2018 and 1 student received a Band 4, a significant improvement from 2017 where no students achieved a Band 3 result.

## HSIE

In 2018, 58 students sat for the Higher School Certificate in the Human Society and its Environment Key Learning Area. 8 students studied Ancient History, 16 students studied Business Services VET, 15 students studied Business Studies, 4 students studied Legal Studies, 10 students studied Modern History and 5 students studied Studies of Religion II.

In Ancient History, 65% of students achieved a Band 3 or above. The number of students achieving a Band 1

or 2 dropped by 32% from 2017, representing a shift towards higher levels of achievement in this subject.

Of the 16 students who sat for the Higher School Certificate examination for Business Services VET, students showed strong growth and a continuing trend of higher bands of achievement compared to the 2016 and 2017 cohorts.

In Business Studies, 20% of candidates achieved a Band 4 or 5 result. This represents strong growth in higher bands of achievement as no students achieved scores in these bands for the 2017 Higher School Certificate.

50% of students in Legal Studies achieved a Band 5 result, compared to the state average of 31% for 2018 and 17% of school candidates in the 2017 Higher School Certificate examination.

In Modern History, 30% of students achieved Band 4 or 5 results, compared to only 8% from the candidature of the previous year. This shows a continuing trend of students achieving in higher bands when compared to data from 2015 onwards.

For Studies of Religion II, the number of students achieving a Band 3 result or higher was just above the state average.

### **Personal Development, Health and Physical Education**

Ten students studied personal development, health and physical education in 2018 with two students achieving a band 4. A further four students achieved a band 3 in this subject. In Community and Family Studies 62% of students achieved a band 3 or higher with three students achieving a band 4 and eight students achieving a band 3. In VET Sports Coaching we had all 3 students achieve their Certificate IV in Sports Coaching.

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

Each year schools are required to seek the opinions of parents, students and teachers about the school through the Tell Them From Me Survey. Students responses are taken twice a year, with parent and teachers being surveyed annually.

In the 2018 survey, teachers reported high levels of teacher collaboration, positive learning culture, data informing practice and an inclusive school.

Students responses from the TTFM survey were overall very positive. With 80% of students valuing schooling outcomes, and above state average numbers for drivers of school outcomes in effective learning time, relevance, positive teacher-student relations and expectations for success. Holroyd High students report 2.4 points higher than the state average for 'Advocacy Outside of School' reflecting the strength of our on-going relationships with external agencies and Universities.

The results from the parent TTFM survey were very positive with an increase from 7 parents in 2017 responding to the survey, to 70 giving a more accurate reflection of results. Parents report a higher than average result in Holroyd High School being an Inclusive School and one were they feel well informed. Parents also record a higher than state average of supporting learning at home.

## **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 2018, 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 four Aboriginal students enrolled at the school in 2018.

## Multicultural and anti-racism education

Holroyd High School is a multicultural school. In 2018, 90% of students in Years 7–12 were of English as an additional language or dialect (EAL/D) background, and 36% of EAL/D students had been in Australia less than three years and 67% 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 EAL/D 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 received additional funding in 2018 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 an anti-racism contact officer (ARCO).

Interpreters are provided for interviews, information sessions and parent-teacher events, and documents translated where appropriate. The school employed two community liaison officers (CLOs) in 2018 to facilitate communication with the Arabic and Farsi/Dari 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 2018, 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.