Holroyd High School

2019 Annual Report

8424

Introduction

The Annual Report for 2019 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.

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Collective Vision, Collaborative Practice

Purpose

To promote reflective professional practice by establishing targeted professional learning that incorporates contemporary pedagogical research and quality teaching that increases student engagement and improves learning outcomes.

Improvement Measures

• 100% of staff involved in ongoing professional learning and reflection, using the Australian Professional Teaching Standards as a guide.
• 100% of teachers use quality assessment coding to improve assessment practice.
• 100% of staff use PDPs to align their professional development goals, school priorities and DoE initiatives.
• Increase in percentage of teachers applying for accreditation at Lead and Highly Accomplished levels

Overall summary of progress

Throughout 2019, the senior executive team were immersed in Simon Breakspeare's Agile Leadership Collective Impact Program that trained school leaders to understand and use a variety of frameworks to review evidence of impact, adopt new approaches and plan for focused action. This resulted in the implementation of an innovative whole school professional leadership strategy '369' where 100% of staff in the High School and Intensive English Centre were involved in iterative professional learning cycles to develop staff capacity and create agile learning strategies to support continual student growth. The position of Head Teacher Coaching and Mentoring was introduced in the school with a focus on building the capacity of executive to led staff through the PDP process and develop a formalised staff induction program and an Early Career Teacher program. In semester two, eight teachers across the High School and Intensive English Centre were trained in Quality Teacher Rounds with a view of setting up rounds as a pilot project in 2020.

Progress towards achieving improvement measures

Process 1: **Quality Teaching**
• *Accelerate the development of contemporary pedagogy through the use of collaboration, mentoring, observation and feedback, including from colleagues and students by incorporating these practices into the core role of teachers and creating the conditions to enable teachers to engage in them*
• *Quality Teaching Rounds* with a focus on assessment, coding and collaboration.
• Adaptive Practice, formative assessment, visible learning, feedback. .

Evaluation	Funds Expended (Resources)
At the end of 2019, eight teachers had successfully been trained in the University of Newcastle's Quality Teaching Rounds. A plan to develop a pilot project was developed with a view to implementing the first phase of the program in 2020.	Professional Learning funds used to train teachers.

Process 2: **Coaching and Mentoring**
• Creation of a Head Teacher Coaching and Mentoring position in 2019
• Build the capacity of Executive to lead staff through the PDF and apply the National Teaching standards and the QTF to grow a culture of continuous improvement.
• Implementation of a formalised staff induction program, and an Early Career Teacher program – Strong Start Great Teachers
• Training and supporting Head Teachers in coaching conversations
• Guiding staff in relation to writing quality PDP goals.
• Providing coaching and mentoring opportunities to executive staff to create a continuously improving profession, appropriate to their career stage, development needs and the changes rapidly occurring in society.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
• At the end of 2019, a formalised PDP process had been implemented across all areas of the school including High School teaching staff, Intensive English teaching staff, support unit teaching staff, SLSO and administration staff. A scaffold for teacher observation and teacher coaching sessions was used to successfully support the development of teacher capacity through the PDP process. Four beginning teachers were successful in gaining accreditation at proficient level.	• An additional Head Teacher Coaching and Mentoring continued to be staffed through equity funds in 2019 to support executive, classroom teacher and beginning teachers across the school. • Release time was provided to beginning teachers to support their completion of accreditation and provide space for reflection and mentoring. • Targeted professional learning opportunities for beginning teachers to support their teaching capacity and development. **Funding Sources:** • Support for beginning teachers ($7812.84)

Process 3:   Professional Learning
• Design promote and deliver targeted PL opportunities to staff that focus on school priorities, align with the school plan and support staff PDPs – #369 PL model
• Provide school leaders with access to a variety of PL opportunities appropriate to their career stage and development needs
• Recognise and harness the skills and experience of high–performing teachers by enabling them to share their expertise across the school and deliver PL

Evaluation	Funds Expended (Resources)
At the conclusion of 2019, all teaching and non–teaching staff across all areas of the school were immersed in the '369' professional learning model, contributing to additional 24 hours of in–house professional learning to build teacher capacity in specific contextual areas for Holroyd High School. These included Learning Progressions, Supporting Students from a Refugee Background, Design Thinking and Growth Mindset. Staff reported high levels of engagement and changed classroom practice as a result of taking part in this bespoke Holroyd High professional learning model.	• Refugee Support Leader • Expert Teachers • HT Coaching and Mentoring • Professional learning funds for Agile Leadership Impact Program.

Next Steps

In 2020, the '369' professional learning model will continue to support teacher development in context specific areas including Intergrate AV Smart Board training and Visible Reading. These programs that will be offered in the '369' professional learning model. Quality Teaching Rounds will be implemented in a pilot project across the Intensive English Centre. The position of Head Teacher Coaching and Mentoring will continue to support and build capacity of teaching staff and executive leaders at Holroyd.

Strategic Direction 2

Future Focused Learners

Purpose

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

To prepare students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world.

Improvement Measures

• Above average NAPLAN and HSC value added scores

• Reduction of students receiving the lower two bands in the HSC

• Maintain above state average percentages of students progressing to higher education

• Positive results from the Tell Them From Me survey for students, staff and parents

Overall summary of progress

HSC core skills classes were introduced to support students in years 11 and 12 reaching minimum standards in reading, writing and numeracy. Specialised 'Step–Up Classes' delivered by literacy expert 'Best Start' teachers were embedded into the year 7 timetable. External partnerships continued with Western Sydney University, University of New South Wales, and Sydney University. Eight year 12 students were successful in gaining early entry offers through these university partnerships. In 2019, Holroyd invested a significant amount of funding into technology and training for staff to best deliver authentic, collaborative, future focused learning. Flexible funds also ensured every student in the High School, Intensive English Centre and Support Unit had access to an individual laptop for each and every lesson.

Progress towards achieving improvement measures

Process 1:   **High Expectations Learning Environment**
 • Introduction of self–select classes into stage 4 and establishment of project based learning programs, including STEM.
 • Continuation of whole school learning assistance program such as 'Homework Help', HSC tutorials and mentoring
 • External programs, including university and ABCN that support students to broaden their educational and career aspirations.
 • Professional learning opportunities for 21st century teaching practices and embedding of technology into learning to meet current teaching standards. v
 •

Evaluation	Funds Expended (Resources)
High levels of student participation in extra tutorial sessions such as Homework Help and HSC catch–up sessions. Students across 7–12 continued to be involved in a number of external University programs, including Western Sydney University Fast Forward, University of Technology Aspire, and Sydney University Widening Participation. Students report high levels of engagement in these programs and increased University aspiration. Higher than average levels of Year 12 students gaining admission into University courses again continued in 2019, with 8 students being successful in early entry offers offered through our partnership Universities.	• Homework Help tutorial sessions • HSC Mentoring sessions • Expert teachers, including careers and transition adviser

Process 2:   **Student Wellbeing**
 • Welfare programs to develop student resilience and wellbeing such as peer support, anti–bullying, digital citizenship and social skills.
 • Opportunities for students across all year groups to be involved in external agency, and university

Progress towards achieving improvement measures

Process 2: programs that promote high achievement, leadership and resilience
        • SRC continue to promote whole school activities that engage and strengthen the school community.
        • Visible integration of the school's code of conduct across all areas of school life.

Evaluation	Funds Expended (Resources)
2019 saw the completion of the 'Wellbeing' hub, a dedicated student services building used to provide students with advice, support and resources to foster healthy wellbeing, career models, refugee support and school transition services. The hub is patronised by a large cohort of students across the school, and is used to deliver dedicated Wellbeing lessons to students in years 7–10. In the 2019, the TTFM students reported above average positive–teacher relations and positive learning environment , supporting the success of our wellbeing program, Wellbeing Hub and 'Check–In' sessions.	• Expert teachers including career and wellbeing teachers. • Flexible funding to create 'Well being Hub' • Flexible funding to employ additional SLSO support and Community Liaison Officers

Process 3: *Literacy and Numeracy*
        • Professional learning focus on specific literacy and numeracy strategies that will allow teachers to identify students for early intervention with a focus on growth to achievement.
        • Implementation of early intervention programs to identify student needs and areas for development using a personalised learning approach focused on progress and growth through Year 7 Best Start Assessment.
        • Develop a whole school approach towards the implementation of the National Literacy and Numeracy Learning progressions and the Australian Core Skills Framework (ACSF)

Evaluation	Funds Expended (Resources)
• At the end of 2019, 100% of High School, Intensive English Centre, Support Unit teachers trained in Super Six Strategies, use in the classroom and reported using these strategies in the classroom. Following core–skills classes, a significant number of HSC students achieved minimum standard in reading, writing and numeracy.	• Best Start Teachers running dedicated 'Corrective Reading' literacy sessions for years 7 and 8 • Literacy and numeracy core skills sessions for students in years 8 and 9 • HSC Minimum Standard support classes for years 11 and 12 to support achieve reading, writing and numeracy minimum standard

Process 4: STEM & FUTURE FOCUSED LEARNING
        • Increasing teacher capacity and STEM teaching quality to assist in the delivery of best practice and equip teachers with the skills and confidence to support STEM learning through
        • Build a strong evidence base and share and synthesise research and evaluation findings to identify successful STEM interventions and inform school practice.

Evaluation	Funds Expended (Resources)
2019 saw an unprecedented level of funding dedicated to implementing interactive technology across the school and training all teachers across the High School, Intensive English Centre and support staff in using technology to improve learning outcomes. At the conclusion of 2019, all of the 57 learning spaces at Holroyd are provisioned with an interactive SMART Note Board and SMART Learning Suite Program. Every student has access to an individual lap top and uses them across all subject areas. There has been a significant gain in both teachers confidence using interactive technologies, and students understanding and use of digital platforms as evidenced in whole school surveys and post professional learning evaluations. Flexible teaching spaces created in the school to support agile learning experiences through teams based teaching.	• Smart Board technology in 57 learning spaces • 100% of teachers trained in Smart Book and Smart Learning Suite • Flexible learning furniture • Creation of flexible learning spaces such as 'Performance Space'

Next Steps

Core Skills lessons will be embedded across all stages of learning to best support literacy and numeracy outcomes. 'Step–Up' classes will run in stage 4, core skills classes will run in stage 5, and core skills minimum standard and

academic writing classes will run in stage 6. Dedicated Wellbeing lessons will continue to run in stage 4 and 5 lessons and the school will employ a Chaplin to further support students. Further professional development for staff will continue with Integrate to consolidate use of SMART technologies in the classroom.

Holroyd High School 8424 (2019)

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.

Improvement Measures

• Increased parental participation as evidenced by higher percentage of completion of TTFM parent surveys and attendance at parent meetings and information sessions.

• Positive connection with local primary schools evidenced through an increase in local enrolments

• Maintain above state average percentage of students progressing to higher education.

Overall summary of progress

The school continued to build stronger relationships with local feeder primary schools. A promotion team was formed and led to the development of the 'Holroyd Roadshow' that visited local primary schools to inform parents and caregivers about opportunities, and educational and wellbeing programs at Holroyd High School. The creation of a year 6/7 transition adviser helped cultivate these relationships, and a formal program of student school visits with primary schools was implemented over the year. The Parent Engagement team continued to run parent meetings and English lessons, and each session was attended by on average 40 parents/caregivers.

Progress towards achieving improvement measures

Process 1:   Parent and Community Engagement
    • Expansion of community engagement program and parent meetings and information sessions through increased use of CLOs
    • Maintain up–to– date communication through social media, website, newspaper articles and school newsletter and social activities to reach the wider community.
    •

Evaluation	Funds Expended (Resources)
• 2019 saw an increased and more targeted use of social media platforms to promote the school and communicate with parents and the community. • Parent meetings and English classes continued across 2019 and maintained a healthy attendance rate of approximately 40 parents and caregivers each session.	• Flexible funding to employ additional Community Liaison Officers to support translation services for parents

Process 2:   Celebrating Education
    • Celebrate key educational days such as education week, book week, harmony day, refugee week and multicultural day
    • Whole school activities to celebrate the school's 50th anniversary in 2018.
    • Increase school visibility through promotion of positive school programs and community service through website, social media and print media.

Evaluation	Funds Expended (Resources)
• The school continued to be involved in a variety of community days and programs for the School Representative Council to extend leadership capacity and provide greater opportunities. The SRC ran a number of highly successful funding initiatives in the community for the first time in 2019. • Once again, the school was successfully involved in the Suitcase Stories, culminating in a performance by Holroyd Students at Parliament House. • A new assembly structure was introduced in 2019 which was used to celebrate key educational days and weeks such as Refugee Week, Book	• Twitter • SRC Coordinator • SRC Leaders • Wellbeing Team • Expert teachers and executive team • Treehouse Theatre

Progress towards achieving improvement measures	
Week, Pi Day and Harmony Day.	

Process 3: **Strengthening Educational Connections**
    • Increase connection with primary feeder schools by establishing learning and social programs and the Year 6 Open Day.
    • Continue and expand our relationships with Universities, TAFE and local businesses to promote career and educational pathways.
    • Delivery of external programs to support newly arrived students, refugees and disengaged students through agencies such as STARTTS, Auburn Diversity Services, CMRC, Auburn Youth Centre and workplace providers.

Evaluation	Funds Expended (Resources)
2019 saw the implementation of of year 6 local schools transition program. 227 year six students across four primary feeder schools took place in a dedicated transition program. This program is designed to specifically assist Year 5 and 6 students in transitioning into high school and promote Holroyd High School as an innovative, inclusive and collaborative high school.	Year 6/7 transition coordinator SRC coordinator Release days Promotional products for showcase days and school bags

Next Steps

Th schools focus in 2020 continues to be the cultivation of relationships with local feeder primary schools. The school will expand its 'Roadshows' to include a greater number of primary schools. A number of year 6 scholarships will be offered to 2021 Year 7 Holroyd Students. Opportunities will be investigated to form a Holroyd Parents and Citizenship committee.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• Learning and Support Teachers • Wellbeing Hub • Student services staff • Macquarie University **Funding Sources:** • Aboriginal background loading ($3 012.00)	• Funding was used to provide educational opportunities and support via a targeted withdrawal program. ATSI students were involved in a Macquarie University Indigenous Program session; however, they declined to continue with the program as they reported that felt it was irrelevant. Technology was purchased to support quality learning for ATSI students at home and at school.
English language proficiency	$576,266 = 5.4 EAL/D teachers $64, 028 in flexible funding **Funding Sources:** • English language proficiency ($640 294.00)	In 2019, 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.
Low level adjustment for disability	• $213,432 = employment of 2 LaST teachers • $93,023 = flexible funding • Establishment of Head Teacher Learning Enrichment **Funding Sources:** • Low level adjustment for disability ($306 455.00)	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 five full time and one part–time SLSO to support students with disabilities in the High school and additional funding through RAM to supplement the total costs. The SLSOs assisted students with disabilities and learning difficulties through direct and targeted interventions in classrooms.
Socio–economic background	• $74, 701 in staffing • $1,162,760 n flexible funding • Head Teacher Learning Enrichment Teacher $33, 937.00 • Additional Head Teacher IEC $33,937.00 • Head Teacher Coaching and Mentoring $ • Additional Deputy Principal $24,015.00 • Integrate SMART boards • 600 HP student laptops **Funding Sources:** • Socio–economic background ($1.00)	The school used funds to employ additional teachers and executive staff to support student outcomes, improve literacy and numeracy levels, support and improve outcomes for refugee students and build teacher capacity across the High School, Intensive English Centre and support unit. The school employed also an additional full–time Deputy Principal, additional Head Teacher IEC, Head Teacher Coaching and Mentoring, Head Teacher Learning Enrichment, two Best Start teachers, 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. To ensure equity in resources and access to every available educational opportunity the school invested in 600 laptops to ensure that every student in the Main School, Intensive English Centre and support unit have access to meaningful technology in each and every lesson.

Support for beginning teachers	• Head Teacher Coaching and Mentoring $143,320.00	• Beginning teachers were also provided with additional release for mentoring, tutorials and professional learning opportunities. A formal beginning teachers achieved accreditation at Proficient level.
Targeted student support for refugees and new arrivals	IEC Refugee Support teacher $109,384.00 HS Refugee Support Teacher $109,384.00 **Funding Sources:** • Targeted student support for refugees and new arrivals ($65 968.00)	The school employed additional specialised teachers to support the learning and wellbeing needs of newly arrived refugee and refugee–like students. The Welcome Program, University programs and mentoring sessions were run in the Intensive English Centre and High School for newly arrived students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	300	370	340	327
Girls	254	269	262	242

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
6			98.3	97.2
7	92.1	90.8	93	91.4
8	91	88.6	89.5	89.7
9	90.9	88.7	89.7	86
10	85.2	87.6	88.7	87
11	84.2	85.9	87.1	87.2
12	88	86.7	87.3	83.9
All Years	87.9	87.9	89.1	87.7
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
6			92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	89.2	88.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	2
Employment	N/A	4	14
TAFE entry	N/A	5	29
University Entry	N/A	N/A	37
Other	N/A	N/A	7
Unknown	N/A	N/A	11

Year 12 students undertaking vocational or trade training

34.48% of Year 12 students at Holroyd High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

[83]% of all Year 12 students at Holroyd High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	27.8
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	5.4
School Counsellor	2.8
School Administration and Support Staff	17.78
Other Positions	23.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	2,681,010
Revenue	13,260,550
Appropriation	12,729,807
Sale of Goods and Services	44,901
Grants and contributions	423,936
Investment income	5,893
Other revenue	56,013
Expenses	-13,554,484
Employee related	-11,051,391
Operating expenses	-2,503,093
Surplus / deficit for the year	-293,934

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	977,873
Equity Total	2,194,148
Equity - Aboriginal	3,012
Equity - Socio-economic	1,237,461
Equity - Language	640,294
Equity - Disability	313,380
Base Total	5,232,422
Base - Per Capita	182,093
Base - Location	0
Base - Other	5,050,329
Other Total	3,789,431
Grand Total	12,193,873

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
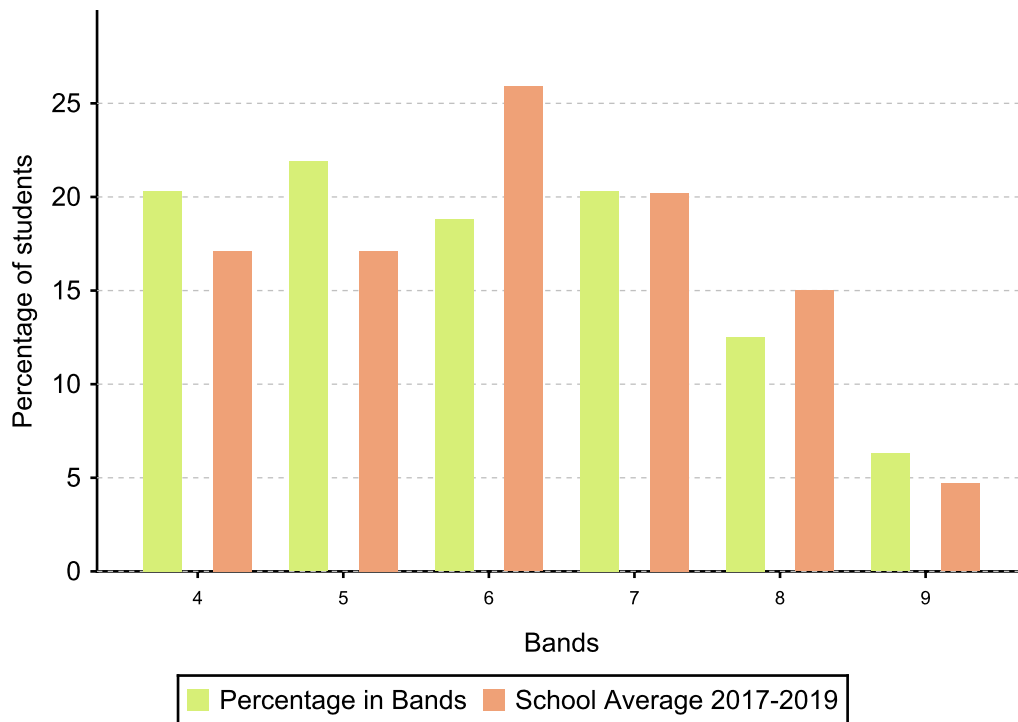
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
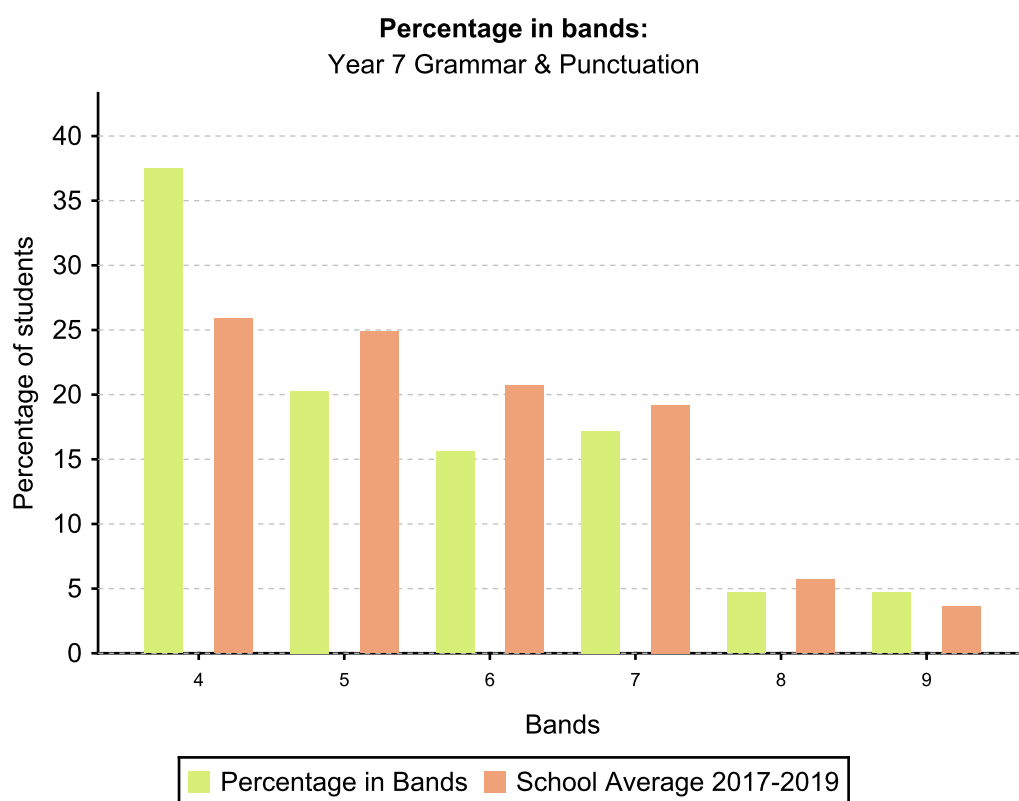
Band	4	5	6	7	8	9
Percentage of students	37.5	20.3	15.6	17.2	4.7	4.7
School avg 2017-2019	25.9	24.9	20.7	19.2	5.7	3.6

Percentage in bands:
Year 7 Reading
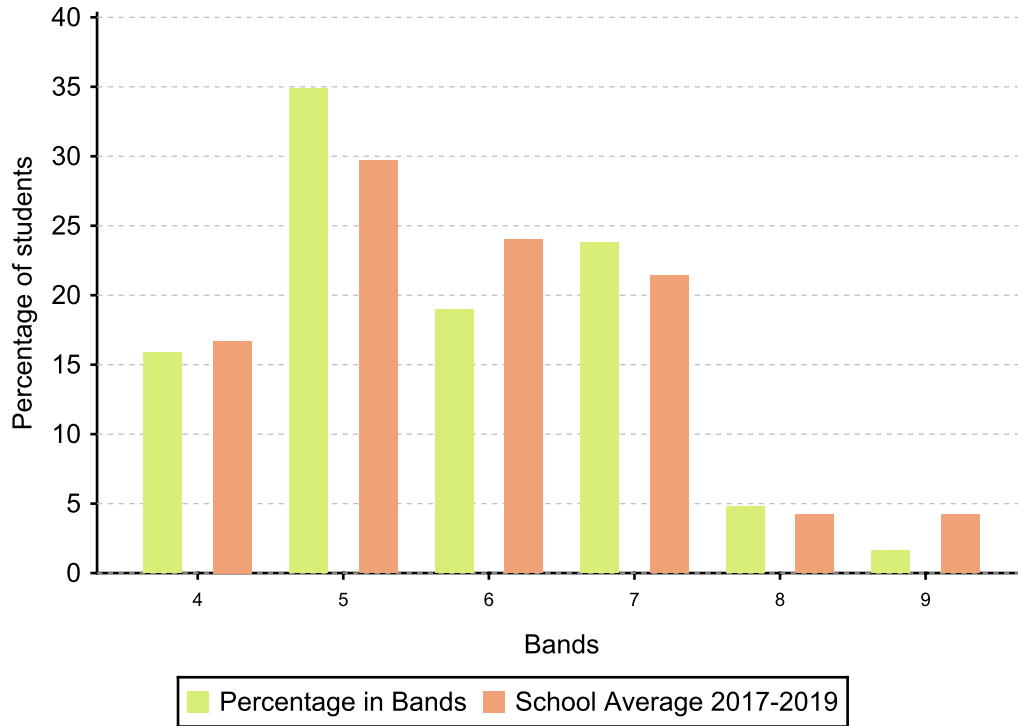
Band	4	5	6	7	8	9
Percentage of students	15.9	34.9	19.0	23.8	4.8	1.6
School avg 2017-2019	16.7	29.7	24	21.4	4.2	4.2

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	20.3	21.9	18.8	20.3	12.5	6.3
School avg 2017-2019	17.1	17.1	25.9	20.2	15	4.7

Percentage in bands:
Year 7 Writing
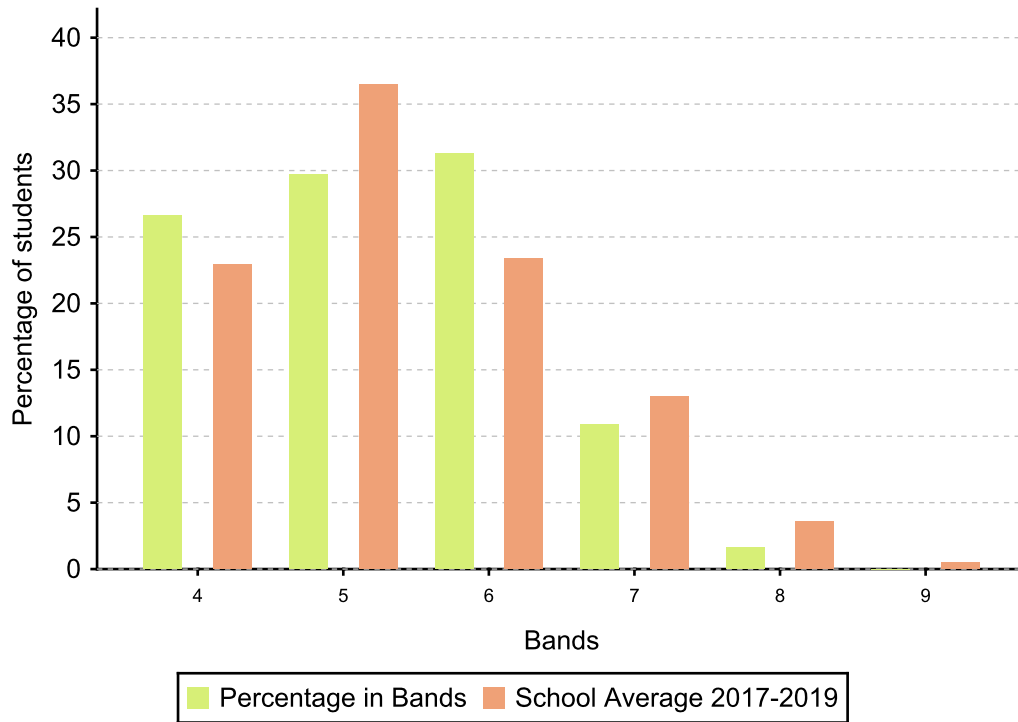
Band	4	5	6	7	8	9
Percentage of students	26.6	29.7	31.3	10.9	1.6	0.0
School avg 2017-2019	22.9	36.5	23.4	13	3.6	0.5

Percentage in bands:
Year 9 Grammar & Punctuation
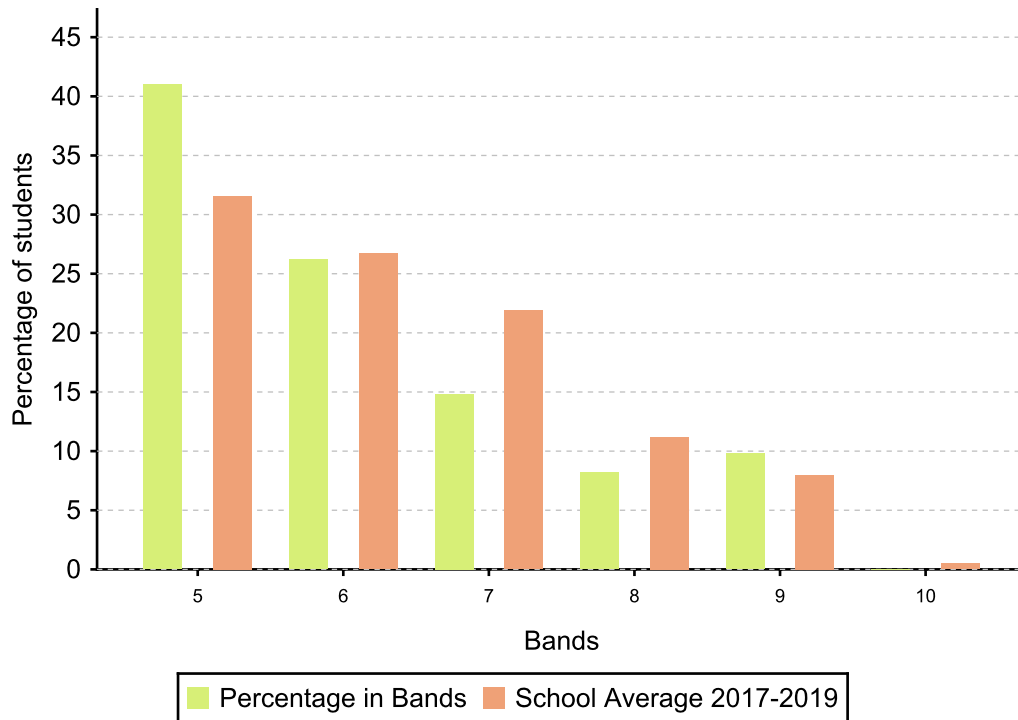
Band	5	6	7	8	9	10
Percentage of students	41.0	26.2	14.8	8.2	9.8	0.0
School avg 2017-2019	31.6	26.7	21.9	11.2	8	0.5

Percentage in bands:

Year 9 Reading
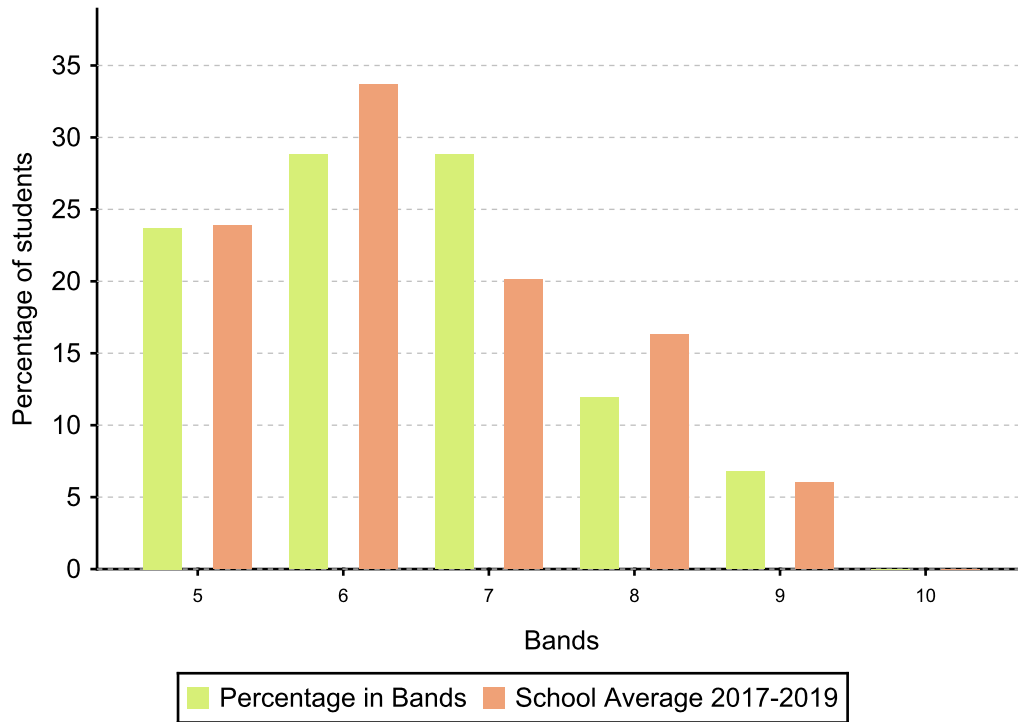
Band	5	6	7	8	9	10
Percentage of students	23.7	28.8	28.8	11.9	6.8	0.0
School avg 2017-2019	23.9	33.7	20.1	16.3	6	0

Percentage in bands:

Year 9 Spelling
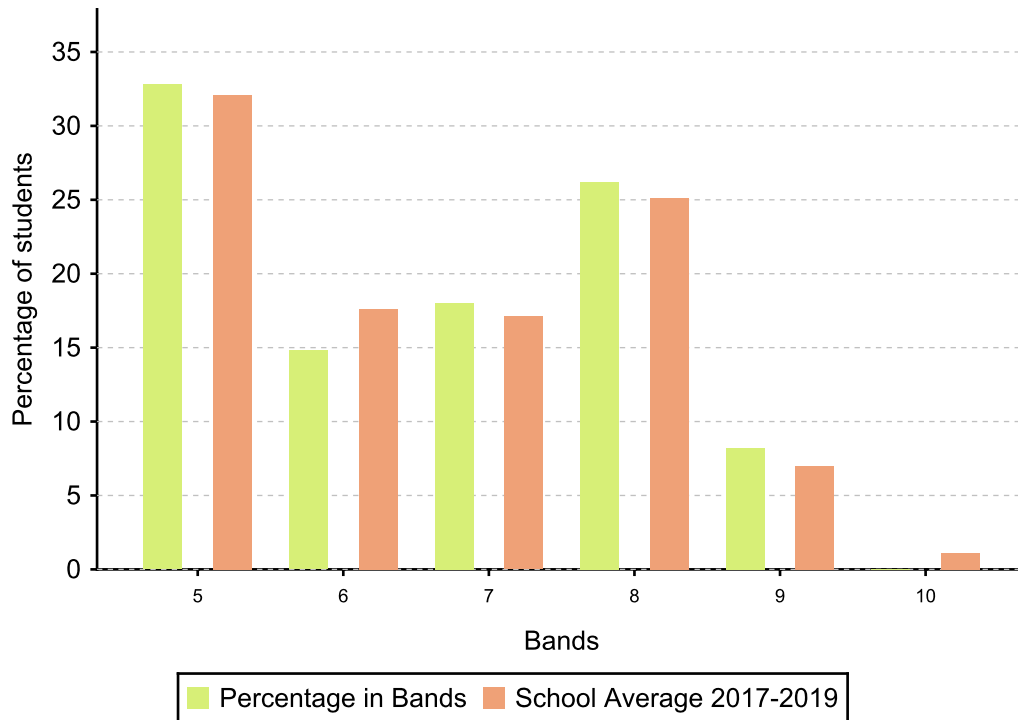
Band	5	6	7	8	9	10
Percentage of students	32.8	14.8	18.0	26.2	8.2	0.0
School avg 2017-2019	32.1	17.6	17.1	25.1	7	1.1

Holroyd High School 8424 (2019)

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Percentage in bands:
Year 9 Writing
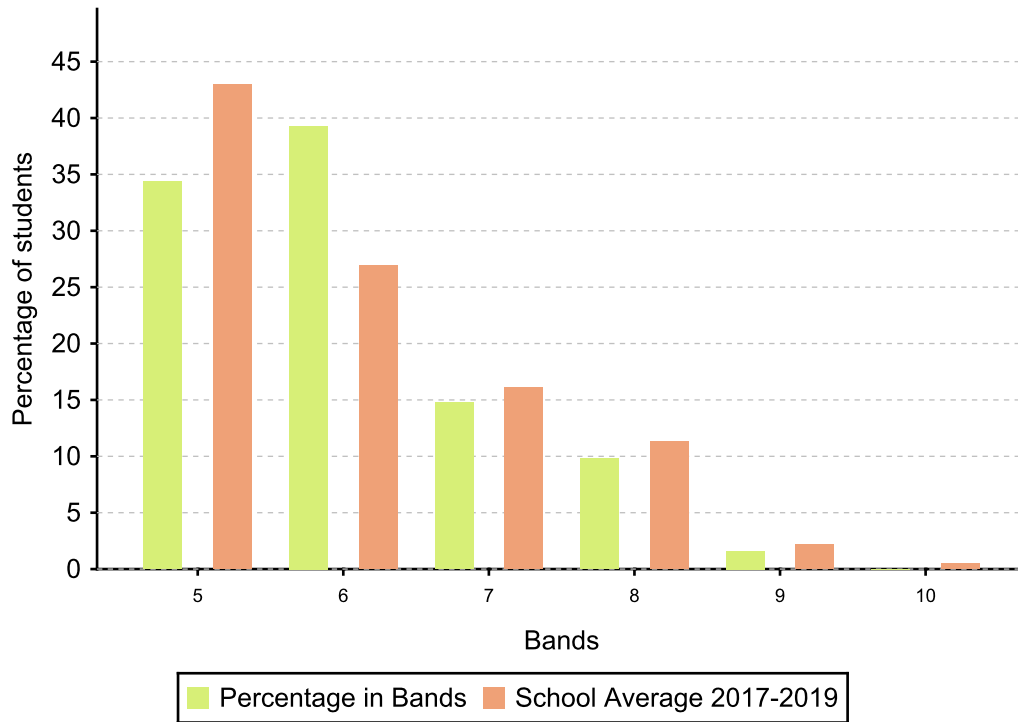
Band	5	6	7	8	9	10
Percentage of students	34.4	39.3	14.8	9.8	1.6	0.0
School avg 2017-2019	43	26.9	16.1	11.3	2.2	0.5

Percentage in bands:
Year 7 Numeracy
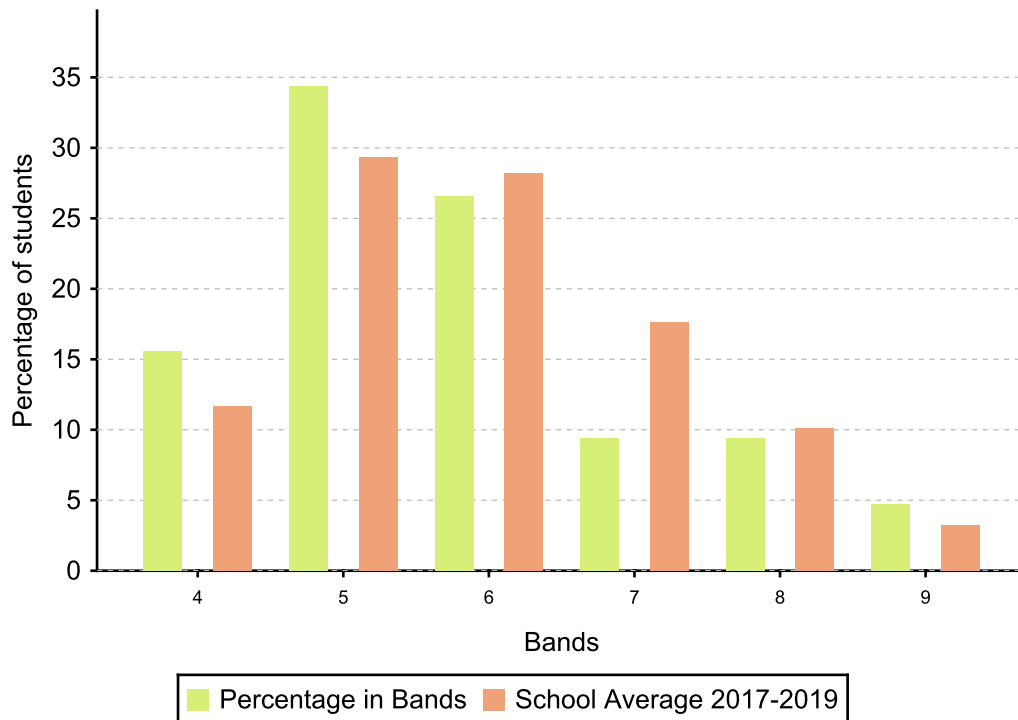
Band	4	5	6	7	8	9
Percentage of students	15.6	34.4	26.6	9.4	9.4	4.7
School avg 2017-2019	11.7	29.3	28.2	17.6	10.1	3.2

Percentage in bands:
Year 9 Numeracy
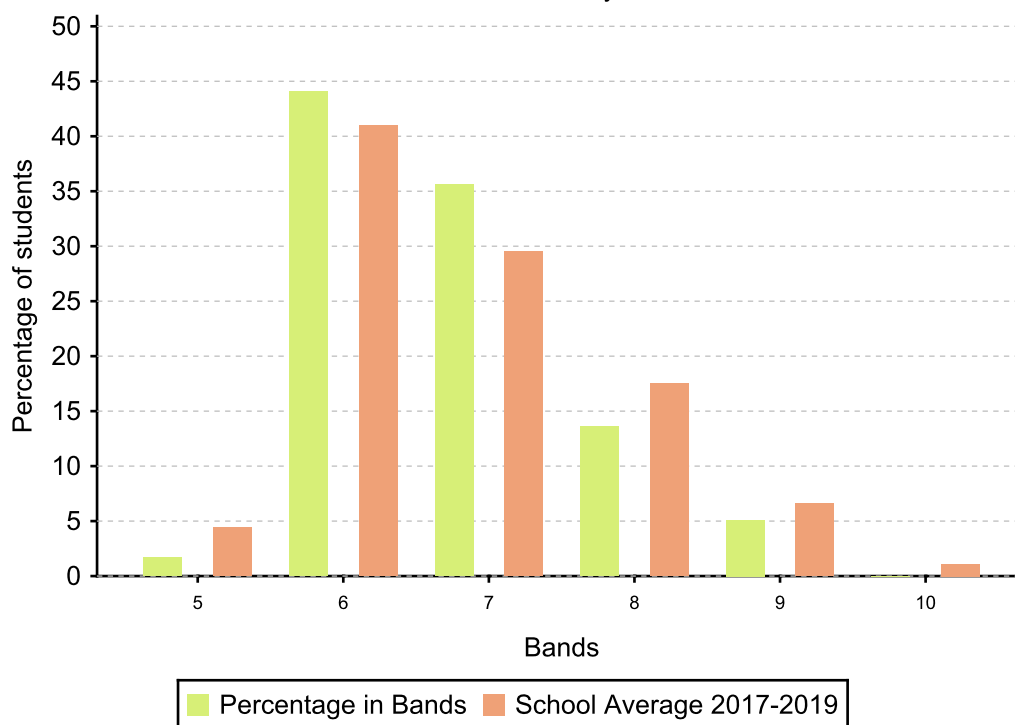
| Band	5	6	7	8	9	10
Percentage of students	1.7	44.1	35.6	13.6	5.1	0.0
School avg 2017-2019	4.4	41	29.5	17.5	6.6	1.1

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.

In 2019, Holroyd High School achieved excellent value–added results for years 7 to 9 which were significantly above the state average. This is an accurate reflection of the overall learning growth of students during this time. Holroyd High School achieved its highest value added average (for the last seven years) of 51.27 compared to the state average of 40. This means that students were 28% above the state average for value added across year 7 to 9. Specifically, Holroyd High School achieved growth from year 7 to 9 at a rate significantly above state average in the aspects of reading (61% higher), grammar and punctuation (45% higher) and numeracy (19%).

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
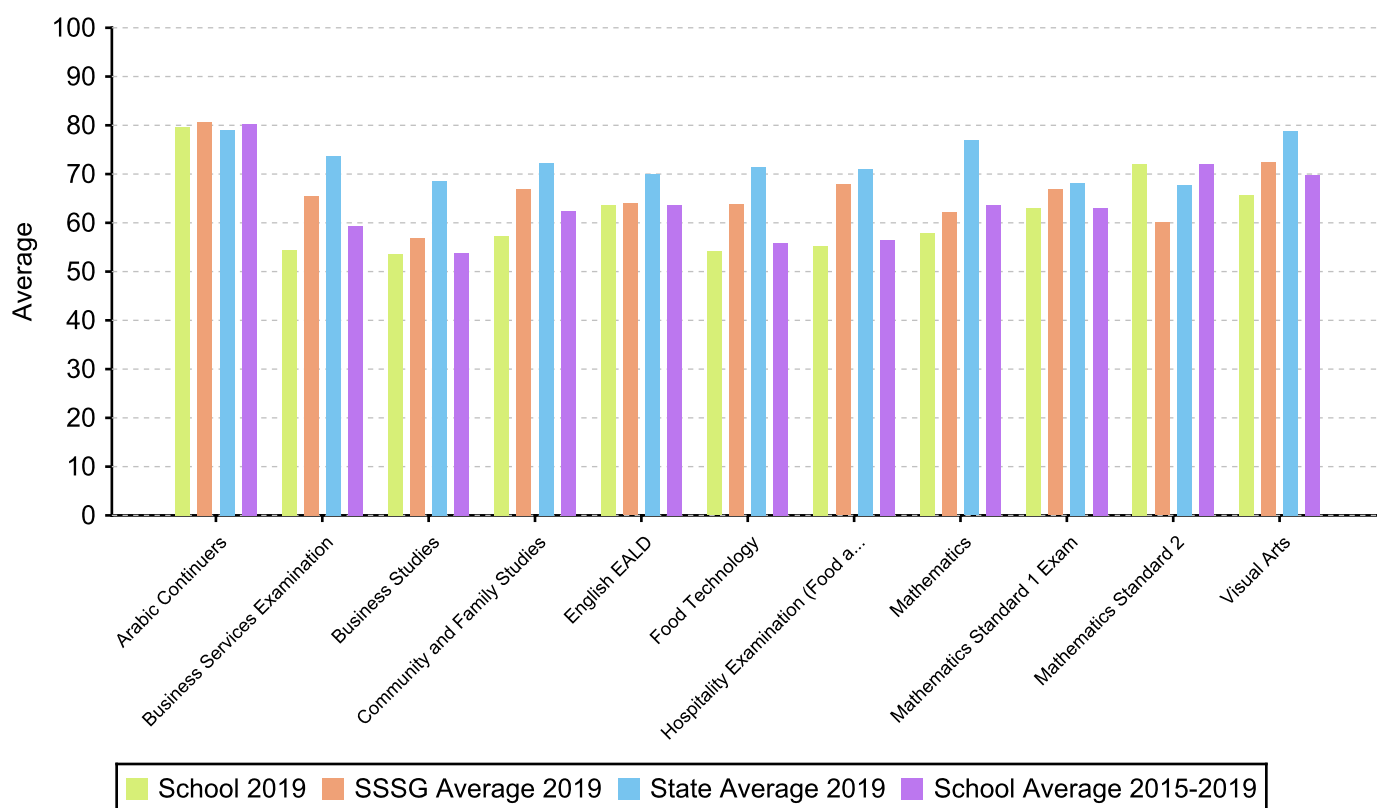
Subject	School 2019	SSSG	State	School Average 2015-2019
Arabic Continuers	79.7	80.7	79.0	80.3
Business Services Examination	54.5	65.5	73.7	59.4
Business Studies	53.6	57.0	68.6	53.8
Community and Family Studies	57.3	67.0	72.2	62.4
English EALD	63.6	64.0	70.0	63.6
Food Technology	54.1	63.9	71.4	55.9
Hospitality Examination (Food and Beverage)	55.3	67.9	71.1	56.4
Mathematics	57.9	62.3	76.9	63.7
Mathematics Standard 1 Exam	63.0	66.8	68.1	63.0
Mathematics Standard 2	72.1	60.1	67.7	72.1
Visual Arts	65.7	72.5	78.8	69.7

In the Higher School Certificate, the performance of students is reported in bands ranging from band 1 (lowest) to band 6 (highest). 65 students successfully completed the Higher School Certificate, including one student who completed a Life Skills HSC. In 2019 the Dux was Ansar Hussain. A number of our 2019 HSC students were recognised on the NSW HSC Merit List, notably Mariam Makhoul who placed 4th in the state for Arabic Extension, Maikel Khamo who was a

distinguished achiever in Arabic Extension and Ninmar Shlimoun was who a distinguished achiever in Arabic continuers.

Arabic

Students undertaking Arabic Continuers produced strong results including 5% of students achieving a Band 6, 53% of students achieving a Band 5 or better and 95% of students achieving Band 4 or better and these results are commensurate with state averages.

English

In 2019, 65 students sat for the Higher School Certificate in English which is consistent with previous years. Six students studied Advanced English, Six Students studied Standard English, 42 students studied English as a Second Language and/or Dialect and Six students completed the English Studies examination. Student numbers in the English Advanced remain stable when compared to previous years.

In Standard English, there has been a 17% reduction in students receiving a Band 1 or Band 2 result and 25% reduction in students receiving a Band 1 result. 66.7% of students achieved a Band 3, which is higher than the state average. 6 students completed the English Studies examination which was offered for the first time in 2019. There has been a significant increase in the numbers of students accessing the EAL/D strand with a 31% increase in enrolments and this reflects the school's strength in this teaching area. 19% of students achieved a Band 4 or above and there was a reduction in students receiving a Band 1 when compared to 2018.

To further enhance the delivery of English in the Higher School Certificate, Holroyd High School has introduced focused core skills lessons which develop student's literacy skills as a vehicle for improving student learning outcomes.
Maths
A total of 40 students studied Mathematics in 2019 which reflects a stable number of students opting to study when compared to 2018. In the Mathematics Standard 1 examination 36% of students achieved a Band 4 or better and 68% of students achieved a band 3 or better. 33% of the Mathematics Standard 2 cohort achieved a Band 5 and there was a 30% decrease in Band 1 results when compared to 2018. One pleasing aspect in Mathematics Standard 2 was that overall student results were above state average. To further enhance the delivery of Mathematics in the HSC we have introduced focused numeracy skills lessons as a vehicle for improving student learning outcomes.

Science

In 2019, 21 students studied four Higher School Certificate courses in the Science Key Learning Area. including nine students who studied Biology, four students who studied Chemistry, four students who studied Investigating Science and four students who studied Physics.

Student numbers in Biology have remained consistent with previous years. The numbers of students selecting Chemistry have remained stable over recent years and some commendable results were achieved. 25% of Chemistry students achieved a Band 4 and 75% achieved a Band 3 or higher. 2019 was the first year of examination for the Investigating Science course and sound results were achieved as 100% of students received a Band 3 in this course. Physics continues to attract a small candidature and 25% of students achieved a Band 3 or above.

To further enhance the delivery of Science courses in the HSC we have evaluated and developed more interactive programs using smart technology and introduced online learning tools such as Google classrooms as a vehicle for improving student learning outcomes and will assess the impact of this innovation in 2020.

Human Society and Its Environment

In 2019, 55 students sat for the Higher School Certificate in the Human Society and its Environment Key Learning Area which is consistent with student numbers from previous years. Four students studied Ancient History, 12 students studied VET Business Services, 15 students studied Business Studies, six students studied Geography, nine students studied Legal Studies, four students studied Modern History and five students studied Studies of Religion II.

In Ancient History there has been a 25% reduction of students receiving a Band 1. In the VET Business Services Examination, some positive results were achieved with 8% of students achieving a Band 5 and there was an increase in students achieving Band 3 or above of 17%. There was also a 13% decrease in the number of students receiving a Band 1. In Business Studies, student numbers have remained consistent with past years. 6 students completed the HSC Geography course, the first time the course has run in a number of years. In the Legal studies course, the number of students undertaking doubled from 2018 reflecting the attractive nature of this course. In Modern History 25% of students achieved a Band 3 or higher and there was a decrease in the number of Band 2 results achieved. The number of students completing the Studies of Religion course has remained consistent with previous years.

To further enhance the delivery of courses in Human Society and its Environment for the HSC, the KLA has undertaken an extensive review of all Stage 6 assessment tasks. This has led to the implementation of formative assessment practices formalised through a drafting system for all stage 6 assessments.

Creative and Performing Arts

There has been a 25% increase in students electing to complete the HSC Drama course when compared to 2018. Of these students 60% achieved a Band 4 or better with no students receiving a Band 1 or 2.

Student enrolments in the HSC Visual Arts course have remained the same as 2018 with 12 students completing this course. Of this group 33% of students achieved a Band 4 or better with 66% of students achieving a Band 3 or better. There has been a 25% increase in students electing to complete the HSC Drama course when compared to 2018. Of these students 60% achieved a Band 4 or better with no students receiving a Band 1 or 2. The Music 1 course continues to attract small numbers of students who achieve strong results. 100% of students achieved a Band 4 or better and 33% of students achieved a Band 5 in this course.

Technology and Applied Sciences

In 2019, 52 students studied six courses in the Technological and Applied Studies (TAS) Key Learning Area which was a 30% increase in students electing undertake TAS courses compared to 2018. The six courses included Design and Technology, Engineering Studies, Food Technology, VET Hospitality, Information Processes and Technology and Software Design and Development.

In Design and Technology 75% of students achieved a Band 4 or better and there was a reduction of 13% in students receiving a Band 1 when compared to 2018. The number of students studying Engineering Studies more than doubled from 2018 and results were commensurate with the previous year. The number of students undertaking the Food Technology course more than tripled from 2018 with 50% of students achieving a Band 3 or better. Ten students completed the VET Hospitality Examination with a 20% increase in students achieving a Band 4 when compared to 2018. 40% of students in VET Hospitality achieved a Band 3 or better. Six students completed the Information Processes and Technology course with 33% of students achieving a Band 4 and 50% achieving a Band 3 or better. There was also a reduction of 27% in Band 1's when compared to 2018 results in this course. Software Design and Technology was completed as an HSC course for the first time since 2016 and 33% of students achieved a Band 3 in this course.

To further enhance the delivery of courses in the TAS KLA in the HSC, the faculty is developing their teaching and learning and assessment strategies to maximise and individualise student learning and achievement and promote design and problem solving skills applicable to any post–school education and training.

Personal Development, Health and Physical Education

Sixteen students studied Community and Family Studies in 2019 which is a slight increase in enrolments when compared to 2018. 43% of students achieved a Band 3 or better and 18% of students achieved a Band 4 or better. There was also a reduction of students receiving a Band 1 of 25% when compared to 2018. The number of students undertaking the Personal Development, Health and Physical Education course has remained constant in 2019. There has been a 16% reduction in students receiving a Band 1 in this course when compared to 2018 and 50% of students achieved a Band 3 or better.

To further enhance the delivery of HSC course in the PD/H/PE KLA we have focussed on enabling all students to achieve high standards of learning and to develop self–confidence, optimism, high self–esteem, respect for others and achievement of personal excellence in our assessment task and feedback as a vehicle for improving student learning outcomes.

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 2019 survey, students reported very positively towards many aspects of school life. 88% of students reported positive behaviour at school, and 60% with positive homework behaviours which was above state average. Students reported high levels of intellectual engagement, 12% above state average.

Students continue to report high levels of student engagement, scoring 6.3 for quality instruction and above average scores for positive–teacher relations and positive learning environment. This is a reflection of our dedicated 'check–in' times which foster on–going and meaningful connections between staff and students, and the school's strong wellbeing program. Holroyd High's rigorous wellbeing program is deeply embedded across all years groups and enables year advisers and specialised teachers and staff to identify and support disengaged, or vulnerable students.

The Tell Them From Me teacher survey revealed a number of positive data trends around staff perception of Holroyd High School as a school that promotes inclusivity and allows equitable access to technology. The data showed that the school was well above the NSW Government Schools norm in catering for students with special needs and providing both access and support for student use of technology in the classroom.

Although the overall Tell Them From Me data from parents was positive, a lack of responses makes it difficult to read accurately as the sample size is too small. The focus for TTFM 2020 survey will be to increase the level of parent engagement with the survey.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.