

2020 Annual Report

Holroyd High School



8424

Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
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

During 2020, teachers and staff across the school engaged in extensive professional learning targeted towards moving to an online learning environment to ensure students were best supported with engaging in effective learning from home during the pandemic. This professional learning included using Google classroom, blended learning, personalised learning and tracking learning online. Much professional development provided by the Department in response to learning from home was delivered online and this allowed teachers to maximise their professional learning opportunities.

Senior executive continued into the second year of the Simon Breakespear Agile Leadership Collective Impact Program, expanding on their training in using targeted tools and frameworks to review evidence of impact, adjust current practices and plan for focused action.

During 2020, Holroyd HS undertook five Quality Teaching Rounds, four in the high school, and one in the Intensive English Centre. These rounds rigorously applied the QTR process including an educational literature review, lesson observation and extensive discussion around the coding of lessons.

The '369' professional learning model continued across 2020, although learning was moved to an online environment. Following professional learning with the Corwin Institute on 'How Students Learn' with Professor John Hattie and Sam Rodgers, the school signed up to the '*Visible Learning School Impact Process*' with Corwin Institute for the next 3 years.

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. Through professional reading, classroom observation, coding, discussion, diagnosis and analysis, teachers are able to refine their classroom and assessment practice.
- Adaptive Practice, formative assessment, visible learning, feedback.

Evaluation	Funds Expended (Resources)
<p>During 2020 Holroyd HS undertook five Quality Teaching Rounds, four in the high school, and one in the Intensive English Centre. Feedback from participating staff indicated they had gained significant benefit from this process in reframing and refining their teaching practice. This feedback was also significant in showing that staff had gained a common language around their pedagogy that enabled them to think more critically and deeply about their classroom teaching.</p> <p>To maintain the momentum gained from the Quality Teaching Rounds in 2020, four Early Career Teachers attended the two-day professional learning</p>	<p>Internal coverage</p> <ul style="list-style-type: none">• 4 release days for QTR team <p>Staff</p> <ul style="list-style-type: none">• HT Coaching and Mentoring• QTR Team <p>Professional Learning</p> <ul style="list-style-type: none">• Quality Teaching Rounds training by University of Newcastle

Progress towards achieving improvement measures

from Newcastle University late in 2020 with a view to conducting further rounds in 2021.

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)
<p>In 2020, the Head Teacher Coaching and Mentoring focused on building the capacity of Executive staff to lead staff through the Performance Development Framework (PDF) in writing quality Professional Development Plans (PDPs). Executive capacity in using the Australian Professional Standards for Teachers to undertake effective, structured classroom lesson observations, was also a focus throughout the year. This HT Coaching and Mentoring also provided support and professional learning for school leaders through timetabled one-on-one coaching sessions focused on building leadership density within the executive team according to identified professional learning needs of each executive member.</p> <p>In 2020 a formalised and structured staff induction processes based on the DoE's "Strong Start Great Teachers" program were strengthened. Ongoing support of Early Career Teachers through coaching meetings combined with lesson observations, ensured positive and sustainable initial experiences for Early Career Teachers. Teachers seeking accreditation at a Proficient level have been successfully supported during this process through guided coaching conversations and lesson observations aligned to the APSTs.</p> <p>2020 also saw the implementation of a formal Teacher Observation Team. 100% of classroom teachers participated in this voluntary process and all teachers provided highly positive feedback of the experience.</p>	<p>Staffing</p> <ul style="list-style-type: none"> • Head Teacher Coaching and Mentoring <p>Professional Learning</p> <ul style="list-style-type: none"> • Professional learning was undertaken with the executive team regarding communication, coaching conversations and leadership mindsets to enhance the performance of school leaders in their daily operations.

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)
<p>In 2020, 100% of teaching and non-teaching staff were involved in high impact professional learning cycles through the Holroyd High School '369' model. These professional learning evaluative cycles help build teacher capacity and leadership development through the delivery of professional learning specific to the Holroyd High School context. These included, Teaching Students From A Refugee Background (STARTTS), 7 Habits: eLearning course, Working Sm@rt using Microsoft Teams, Working Sm@rt using Microsoft One note, Visible Learning Foundation Days 1 and 2.</p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • Corwin Institute: Visible Learning (Foundation Day, Evidence into Action, Impact Coaching) • Working Sm@rt: Microsoft Teams, Microsoft One Note • NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors

Next Steps

The school has completed a situational analysis that has identified three areas of focus for the new Strategic Improvement Plan 2021-2024. Strategic Direction 1 will move to **Student Growth and Attainment** with a focus on data informed practices and personalised learning, feedback and assessment to enhance student performance measures in literacy, numeracy and the Higher School Certificate. This includes targeted approaches for equity groups such as EAL/D and Aboriginal learners. There is a commitment in the school that all students demonstrate growth and make continual learning progress. Effective use of data skills across the school in planning and teaching is an area that research shows will enhance student outcomes. Through improved assessment practices with a focus on formative assessment, monitoring of data and evaluating impact the needs of the learner can be met more effectively so students have a better understanding of feedback which informs them of where to next and how to get there in their learning.

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 learners. 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 expanded to include all stage 5 and 6 students. These classes taught explicit HSC minimum standard skills for reading, numeracy and writing. Specialised 'Step-Up' literacy classes continued for year 7 and were expanded into year 8. Covid restrictions during term 1 and 2 meant learning moved to an online environment where students learnt from home. All students in year 12 had unlimited access to Atomi and Edrolo to support their learning for the Higher School Certificate. In 2020, 47% of year 12 students received University to college offers in transitioning to tertiary education.

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.

Evaluation	Funds Expended (Resources)
<p>In 2020, stage 4 students once again had the opportunity to apply for 'self-select' classes and the process saw over 40 students apply for entry into these classes. After a thorough evaluation of these class structures as part of our situational analysis, a decision was made to discontinue this initiative in 2021 and move to extension classes as part of our new strategic improvement plan.</p> <p>Homework help, HSC tutorials and mentoring sessions continued in 2020; however, they had to be modified to comply with Covid restrictions. The school invested in the online tutorial platforms Atomi and Edrolo to support Higher School Certificate success for senior students. 100% of students engaged in these online HSC and preliminary HSC tutorial sessions. The school also invested heavily in digital platforms for stage 4 and 5 students including Education Perfect, MyOn, Literacy Planet and Click View. These digital resources were paramount in supporting learning from home during 2020. External programs such as Fast Forward and ABCN Aspire moved to an online format, and students across all year groups took part in</p>	<p>Online Subscriptions</p> <ul style="list-style-type: none">• Atomi• Edrolo• Education Perfect• MyOn <p>Physical Resources</p> <ul style="list-style-type: none">• Flexible furniture for learning spaces• Wellbeing Hub• Laptops to support online learning• Internet services to assist student learning from home <p>Staffing</p> <ul style="list-style-type: none">• Best Start Teaching• DP Innovation and Learning

Progress towards achieving improvement measures

specialised programs.

The school employed a Deputy Principal 'Innovation and Learning' to build capacity of teachers in providing meaningful learning experiences online, and supporting students with interactive learning.

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 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)
<p>Students in years 9-12 continued to be involved in University partnerships with UNSW, WSU, Sydney University, ABCN and ABCN. Due to Covid restrictions, these programs moved to an online environment for students as physical excursions were suspended for 2020.</p> <p>The SRC continued to be an active and visible part of the school community holding events such as RU OK day, and the IEC Wellbeing Project. Wellbeing programs such as peer support, anti-bullying and digital citizenship and social skills were delivered to specific years groups across 2020. Through rigorous surveying and consultation, Holroyd High School continued to grow and value student voice in school operational and curriculum decisions.</p> <p>A number of students received Public education Foundation scholarships including The Friends of Zeinab Scholarship.</p>	<p>Partnerships</p> <ul style="list-style-type: none"> • Creating Chances • Western Sydney University • UNSW • UTS

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)
<p>The innovative literacy program 'Step Up' continued for students in stage 4. Students attended three allocated Step Up classes a fortnight where reading and comprehension skills were strengthened through the use of evidenced based programs such as Corrective Reading, MacqLit and the Cars and Stars program. As a result 71% of students in years 7 and 8 saw significant growth in their reading ages, improving between 1-3 years.</p> <p>100% of teachers underwent professional development in incorporating 'Do Now' writing structures into lessons and interpreting SCOUT data to best understand and improve reading and writing levels of students in stage 4 .</p> <p>The HSC core skills classes were expanded in 2021 and 100% of students in years 9-12 undertook specialist numeracy and literacy classes as part of the schools normal timetable. Through the introduction of these time-tabled literacy core skills classes , 99% of students in Year 12 at Holroyd High School passed the literacy Minimum Standards Test.</p>	<p>Staffing</p> <ul style="list-style-type: none"> • Head Teacher Learning Enrichment • 2.0 x 'Best Start' Teachers <p>Professional Learning</p> <ul style="list-style-type: none"> • Implementing 'Do Now' activities • Reading and Interpreting SCOUT data

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

Progress towards achieving improvement measures

Process 4: • 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)
<p>In 2020 the leadership team at Holroyd High School continued to fund and support the creation of Future Focused and flexible learning spaces across the school. Working closely with external providers BFX Furniture, the school designed and re-furnished all learning spaces in the school.</p> <p>While students were learning from home in 2020 the school provided each child with a laptop to use at home to ensure continuity of their learning was not disrupted. The school also provided internet access with the provision of Telstra internet dongles to students who came from families experiencing financial hardship, ensuring that all students in all areas of the school did not miss out on any learning opportunities. The school also purchased and installed electronic laptop storage towers to safely store and charge their school provided laptop for use each day at school.</p>	<p>Physical Resources</p> <ul style="list-style-type: none">• Flexible furniture for learning spaces <p>External Providers</p> <ul style="list-style-type: none">• BFX Furniture

Next Steps

In preparation writing the new Strategic Improvement Plan, the school underwent a situational analysis where a significant amount of data was used to evaluate current practices and plan future steps for 2021. The Strategic Direction 2 will move to **High Expectations** with a focus on improving learning progress and achievement for all students through effective classroom practice and visible learning. Educational leadership and increased teacher collaboration through learning and development will be a focal point to drive continuous improvement and foster a culture of high expectations 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.

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

2020 was a challenging year for physically engaging with parents, families and community members due to mandatory restrictions. Despite this, however, the school worked towards strengthening connections with our school community through implementing more innovative practices by using interactive forums and online platforms. Following on from our 'Year 6 Road Shows' at the end of 2019, the year began with parent presentations at our local primary schools and our local enrolment numbers for year 7 continues to steadily increase.

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.
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Evaluation	Funds Expended (Resources)
<p>The parent engagement program in 2020, began with very positive attendance of over 40 parents to the Parent Engagement meetings in the beginning of term 1. Due to Covid restrictions, however, the schools Parent Engagement Program was suspended and scheduled events for 2020 had to be cancelled. These unique challenges presented opportunities to engage with parents and community by using online platforms such as Zoom and Microsoft Teams. The use of these online platforms ensured that authentic parent engagement continued during a turbulent year and the school will continue to explore online options to further support parent and community engagement.</p> <p>The schools media platforms were paramount in delivering clear and timely communication to families in 2020. Facebook, Instagram and Twitter accounts saw a significant rise in social engagement with Facebook reporting an 700% increase in the first quarter of 2020.</p>	<p>Online Platforms</p> <ul style="list-style-type: none">• Youtube channel \$\$\$• Zoom• Microsoft Teams <p>Social Media Platforms</p> <ul style="list-style-type: none">• Facebook• Twitter• Instagram

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
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>2020 saw unique challenges in physically engaging with the school community due to the pandemic and mandatory restrictions. Biannual celebrations such as Multicultural Day had to be cancelled, and annual celebrations such as year 12 Graduation Ceremony, formal assemblies, parent teacher interviews and Presentation Day had to be largely modified.</p> <p>These challenges, however, presented opportunities to engage with parents and families in new online platforms. Online services such as Zoom were used for subject selection evenings, and the school commissioned a Holroyd High Youtube channel where events such as Year 12 Graduation and Presentation Day were formally broadcast to families and community members.</p>	<p>Online Platforms</p> <ul style="list-style-type: none"> • Youtube channel • Zoom • Microsoft Teams <p>Social Media Platforms</p> <ul style="list-style-type: none"> • Facebook • Twitter • Instagram

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)
<p>In 2020 Holroyd High School continued to build on its renewed and strengthened relationships with our local feeder primary schools and local families. Due to COVID restrictions the school was not able to complete its Open Day or Open Night activities but maintained constant levels of communication with our feeder schools and the local community. This was also supported by the work of our Year 6 into 7 transition adviser who worked with local primary schools to assist the transition of students entering year 7 for 2021.</p> <p>The school continued to maintain its relationships with a range of universities with our students engaging in a number of online programs with Western Sydney University, UTS, Sydney University and the University of New South Wales. A number of other external providers were unable to fully engage with their support of our students in 2020 due to the difficult nature of COVID restrictions, but Holroyd High School is committed to continuing to foster and develop its relationships with local business partners, support agencies and workplace providers.</p>	<p>External Providers</p> <ul style="list-style-type: none"> • STARTTS • Universities • Creating Chances

Next Steps

In preparation writing the new Strategic Improvement Plan, the school underwent a situational analysis where a significant amount of data was used to evaluate current practices and plan future steps for 2021. Our Strategic Direction 3 will move to **Wellbeing and Engagement** with a focus on social and emotional learning, transition and continuity of learning for all students and increased attendance and participation. Positive relationships that foster connectedness and feelings of belonging are essential for wellbeing and positively affect a student's engagement and success in learning. Creating a caring, safe and inclusive environment that focuses on quality teaching, learning and engagement where students feel genuinely supported to grow and achieve will enable them to connect, succeed and thrive at school and beyond.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing <ul style="list-style-type: none"> • Learning and Support Teachers x 2.0 • Well being Hub • Student Services Staff Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$5 751.00) 	Funding was used to provide key educational opportunities and support ATSI students. Individual needs were evaluated for each ATSI students and resources provided to best support these specific needs. This included dyslexia support resources, and an individual laptops to facilitate effective learning from home during the pandemic. The Wellbeing Hub continued to be a highly effective space for ATSI students who were able to access specialised support services and staff if and when needed.
English language proficiency	Staffing <ul style="list-style-type: none"> • 5.4 EAL/D teachers = \$590,674 Flexible Funding <ul style="list-style-type: none"> • \$65,630 Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$656 304.00) 	In 2020, EAL/D students were supported across the school through collaborative team teaching, subject withdrawal and resource modification across all KLAS. Stage 5 parallel English classes and two additional HSC EAL/D classes were staffed by specialist teachers. EAL/D teachers were released for specialised programming to support students and staff in English language proficiency. This time was also used to evaluate current EAL/D whole school processes practices and develop a new EAL/D support strategy as part of the 2021-2024 Strategic Improvement Plan.
Low level adjustment for disability	Staffing <ul style="list-style-type: none"> • Head Teacher Learning Enrichment • 2.0 Learning Support Teachers \$218,768 • Additional SLSOs Flexible <ul style="list-style-type: none"> • \$96,332 	The continued 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 two part-time SLSOs 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	Staffing <ul style="list-style-type: none"> • Additional Deputy Principal x 2 • Head Teacher Learning Enrichment • Additional Head Teacher IEC • Head Teacher Coaching and Mentoring • Part-Time SAS support-Wellbeing Hub Physical Resources <ul style="list-style-type: none"> • Wellbeing Hub • 700 laptops • Laptop towers Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$1 203 559.00) 	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 also employed 2 additional full-time Deputy Principals, 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. The schools used additional funds to support 59 students through the student assistance program which 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 700 laptops, and laptop towers to ensure that every student in the Main School, Intensive English Centre and support unit had access

Socio-economic background	Staffing <ul style="list-style-type: none"> • Additional Deputy Principal x 2 • Head Teacher Learning Enrichment • Additional Head Teacher IEC • Head Teacher Coaching and Mentoring • Part-Time SAS support-Wellbeing Hub Physical Resources <ul style="list-style-type: none"> • Wellbeing Hub • 700 laptops • Laptop towers Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$1 203 559.00) 	<p>to meaningful technology in each and every lesson.</p>
Support for beginning teachers	Staffing <ul style="list-style-type: none"> • Head Teacher Coaching and Mentoring Release Days <ul style="list-style-type: none"> • 2 days per ECT Professional Learning <ul style="list-style-type: none"> • Dan Heasler Coaching Conference Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$62 299.00) 	<p>Targeted support of Early Career Teachers was provided by the Head Teacher Coaching and Mentoring through coaching meetings combined with lesson observations ensured positive and sustainable initial experiences for Early Career Teachers. Teachers seeking accreditation at a Proficient level were successfully supported during this process through guided coaching conversations and lesson observations aligned to the APSTs. Beginning teachers were released from face to face teaching to program, evaluate teaching practices and complete accreditation portfolio. A variety of high impact professional learning was provided to Beginning teachers including HSC PL and Dan Haeslar Coaching days.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$66 785.00) 	<p>The school used additional funds to support the educational and wellbeing needs of students from a refugee background. During the pandemic, students who did not have internet or interactive technology to support learning from home, were provided with portable dongles and laptops. In addition to this 18 refugee students were provided with school assistance to help support positive uniform and other school resources.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	370	340	327	319
Girls	269	262	242	240

Student attendance profile

School				
Year	2017	2018	2019	2020
6		98.3	97.2	93.6
7	90.8	93	91.4	92.6
8	88.6	89.5	89.7	91.4
9	88.7	89.7	86	90.7
10	87.6	88.7	87	89
11	85.9	87.1	87.2	87.6
12	86.7	87.3	83.9	90.5
All Years	87.9	89.1	87.7	90.1
State DoE				
Year	2017	2018	2019	2020
6		92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	89.2	88.8	90

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	0	0
Employment	0	3	7
TAFE entry	1	3	10
University Entry	0	0	47
Other	0	2	4
Unknown	0	4	32

47% of Year 12 students who completed their Higher School Certificate received a University or college entry in 2020. Students accepted the University or pre-University entries in a variety of courses including, Business, teaching, health (nursing, health sciences, medical science), construction management, information technology (computer science, data science), social sciences, criminal justice and the arts.

10% of the 2020 cohort enrolled in a range of TAFE courses including real estate, nursing, human resources and dental assistance.

Of the 4% of students undertook a GAP year in 2021, or had moved overseas.

Year 12 students undertaking vocational or trade training

27.42% of Year 12 students at Holroyd High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

88.7% of all Year 12 students at Holroyd High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	28.1
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	5.6
School Counsellor	2.8
School Administration and Support Staff	19.28
Other Positions	19.2

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

During 2020, teachers and staff across the school engaged in extensive professional learning targeted towards moving to an online learning environment to ensure students were best supported with engaging in effective learning from home during the pandemic. This professional learning included using Google classroom, blended learning, personalised learning and tracking learning online. Much professional development provided by the Department in response to learning from home was delivered online and this allowed teachers to maximise their professional learning opportunities.

Senior executive continued into the second year of the Simon Breakespear Agile Leadership Collective Impact Program, expanding on their training in using targeted tools and frameworks to review evidence of impact, adjust current practices and plan for focused action.

During 2020, Holroyd HS undertook five Quality Teaching Rounds, four in the high school, and one in the Intensive English Centre. These rounds rigorously applied the QTR process including an educational literature review, lesson observation and extensive discussion around the coding of lessons.

The '369' professional learning model continued across 2020, although learning was moved to an online environment. Staff participated in a range of through the schools 360 PL program including

- Corwin Institute: Visible Learning (Foundation Day, Evidence into Action, Impact Coaching)
- Working Sm@rt: Microsoft Teams, Microsoft One Note
- NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors

Following professional learning with the Corwin Institute on 'How Students Learn' with Professor John Hattie and Sam Rodgers, the school signed up to the '*Visible Learning School Impact Process*' with Corwin Institute for the next 3 years.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,387,077
Revenue	13,358,587
Appropriation	12,966,948
Sale of Goods and Services	25,855
Grants and contributions	153,182
Investment income	1,764
Other revenue	210,838
Expenses	-15,584,722
Employee related	-11,723,738
Operating expenses	-3,860,984
Surplus / deficit for the year	-2,226,135
Closing Balance	160,941

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.

	2020 Approved SBA (\$)
Targeted Total	326,467
Equity Total	2,202,590
Equity - Aboriginal	5,751
Equity - Socio-economic	1,203,559
Equity - Language	678,181
Equity - Disability	315,100
Base Total	6,195,074
Base - Per Capita	164,856
Base - Location	0
Base - Other	6,030,218
Other Total	3,429,092
Grand Total	12,153,224

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

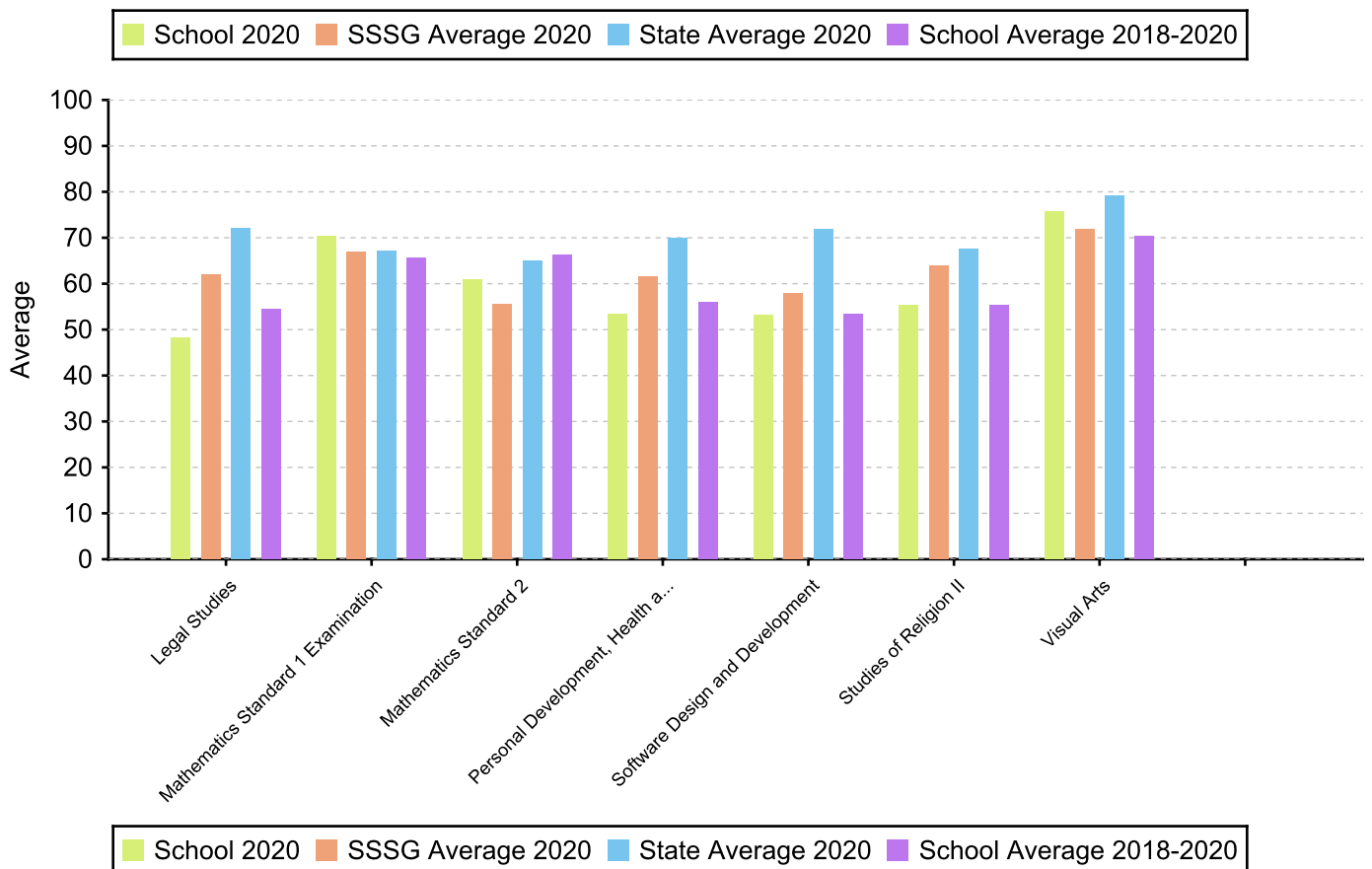
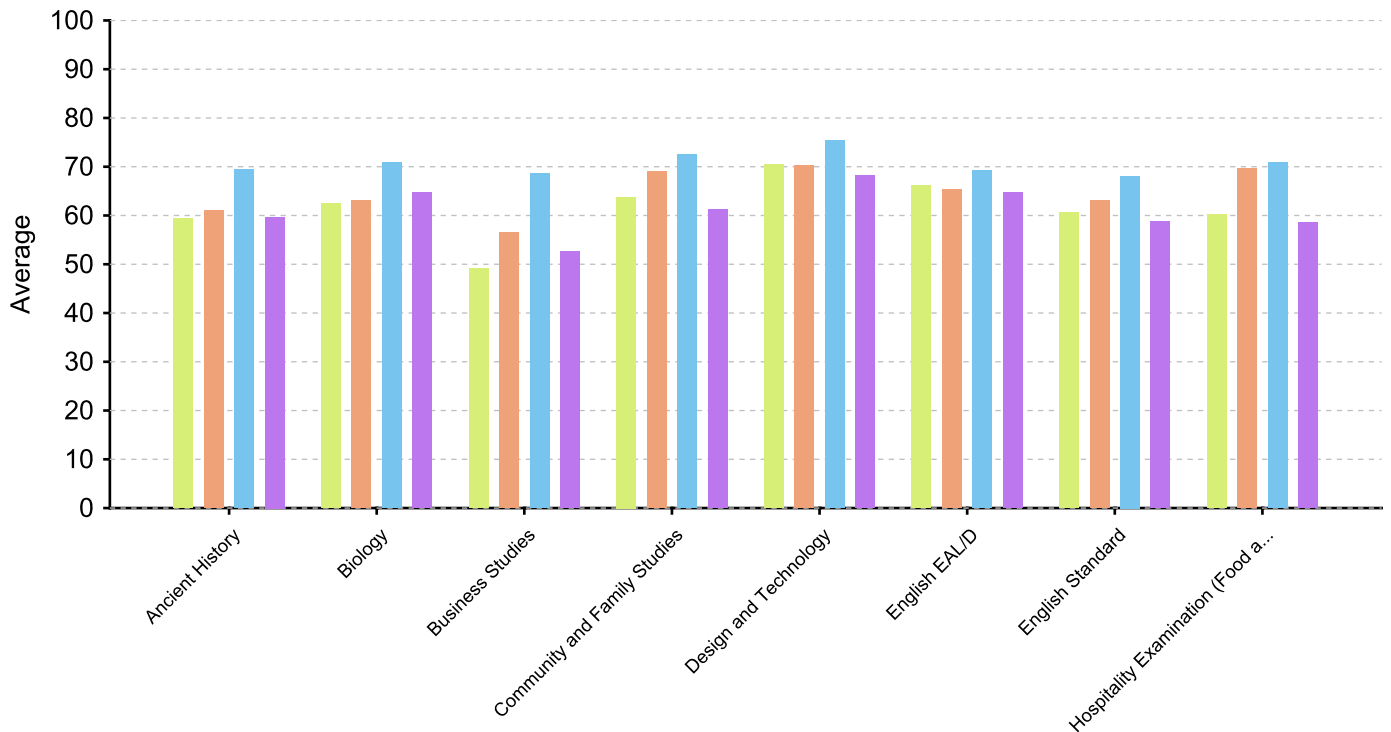
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	59.3	61.1	69.4	59.7
Biology	62.5	63.1	70.8	64.7
Business Studies	49.2	56.5	68.6	52.7
Community and Family Studies	63.8	69.0	72.4	61.3
Design and Technology	70.5	70.3	75.4	68.3
English EAL/D	66.1	65.4	69.3	64.8
English Standard	60.6	63.1	68.1	58.9
Hospitality Examination (Food and Beverage)	60.2	69.6	70.8	58.5
Legal Studies	48.2	61.9	72.1	54.5
Mathematics Standard 1 Examination	70.4	67.0	67.2	65.7
Mathematics Standard 2	60.9	55.6	64.9	66.3
Personal Development, Health and Physical Education	53.4	61.5	69.9	55.9
Software Design and Development	53.1	57.9	71.8	53.3
Studies of Religion II	55.4	64.0	67.5	55.3
Visual Arts	75.7	71.8	79.2	70.4

In the Higher School Certificate, the performance of students is reported in bands ranging from band 1 (lowest) to band 6 (highest). 53 students successfully completed the High School Certificate including XXXX who completed a Life Skills HSC. In 202, the DUX was Salman Sultani.

English

In 2020, 60 students sat for the Higher School Certificate in English which is consistent with previous years. Five students studied Advanced English, thirty-five students studied English as a Second Language and/or Dialect and fourteen students studied Standard English.

In Advanced English, 80% of students achieved a Band 4 with 0% of students in the lower two bands. This is a 47% increase from the previous year. Standard English had 50% of students achieve a Band 3 or higher with 0% of students in Band 1. English as a Second Language and/or Dialect had 85% of students achieve a Band 3 or higher and in contrast to the previous year, 0% of students in a Band 1.

To further develop skills in English, Holroyd High School has introduced weekly Stage 6 HSC Writing lessons which focus on the use of the NESA Minimum Standards Package and the use of past HSC papers.

Languages

In 2020, twelve students studied languages at HHS. Eight students studied Arabic Continuers and four students studied Arabic Extension. French Beginners was offered for the first time in 2020 with four students studying this course. In Arabic Continuers, 43% of students achieved a Band 4. In comparison with the previous year, Arabic Continuers had 0% of students in the lower two bands in 2020. Arabic Extension continues to be an area of strength at HHS with 1 student achieving an E4.

To further develop skills in Languages, Holroyd High School has introduced weekly Stage 6 HSC Writing lessons which focus on the use of the NESA Minimum Standards Package and the use of past HSC papers.

Mathematics 1 and Mathematics 2

A total of 34 students studied a Mathematics course in 2020 with our first Band 5 result in Mathematics Standard 1, placing students above state average. In Mathematics Standard 1, 93% of students achieved a Band 3 or above with

many students achieving above expected in comparison to Year 9 NAPLAN Reading and Numeracy results. In Mathematics Standard 2, 50% of students achieved a Band 3 or above.

Mathematics Advanced

In Mathematics Advanced, 50% of students achieved a Band 4. To further enhance the delivery of Mathematics course for the HSC we have introduced the SmarterMaths program to target identified areas of need for improvement in the HSC examinations.

Science

In 2020, 18 students studied three Higher School Certificate courses in the Science Key Learning Area, including ten students who studied Biology, seven students who studied Earth and Environmental Science, one student who studied Physics. Student numbers in Biology have remained consistent with previous years. 30% of the students achieved a Band 4 and 50% achieved a Band 3 or higher. 2021 was the first year of examination for the Earth and Environmental Science course. 14% of the students achieved a band 4 and 43% achieved a band 3 or more. No student achieved a band 1. Physics continues to attract a small candidature and the only student taking the course achieved a Band 3.

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, Education perfect and ATOMI as vehicles for improving student learning outcomes and will assess the impact of this innovation in 2021.

Human Society and Its Environment

In 2020, 66 students sat for the Higher School Certificate in the Human Society and its Environment Key Learning Area which is a slight increase with student numbers from previous years. 16 students studied Ancient History, 19 students studied Business Studies, 13 students studied Legal Studies, and 18 students studied Studies of Religion II. In Ancient History there has been a 20% increase of students receiving a Band 4. In Business Studies, student numbers have remained consistent with past years with a slight increase of students achieving a band 4 up to now 22%. In the Legal studies course, the number of students undertaking stayed at numbers of the previous year reflecting the attractive nature of this course. The number of students completing the Studies of Religion course has remained consistent with previous years. 13% of Students in Studies of Religion achieved a band 5 with 50% of students achieving a band 3 or above.

There has been an improvement in internal assessment marks in Human Society and its Environment, the KLA is working hard to translate this into improved HSC examination marks with a future focus on literacy and writing extended essay answers.

Personal Development, Health and Physical Education

37 students studied Community and Family Studies in 2020, which is a significant increase in enrolments when compared to 2019. 43% of students achieved a Band 3 or better and 29% of students achieved a Band 4 or better. There was also a reduction of students receiving a Band 1 when compared to 2019. The number of students undertaking the Personal Development, Health and Physical Education course has remained constant in 2020 with a total of 16 students completing the course. In 2020, 31% of students achieved a Band 3 or better, and there has been a reduction in students receiving a Band 1 in this course when compared to 2019.

To further enhance the delivery of PD/H/PE KLA courses in the HSC we have evaluated HSC Result to improve our teaching practice and developed a new lesson structure, HSC tutorial classes and change in option tops. PD/H/PE are 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 2021.

Technology and Applied Studies

In 2020, there was a 65% increase in the number of students electing to undertake a course in the Technological and Applied Studies (TAS) Key Learning Area compared to 2019. A total of 40 students studied one or more of the three TAS courses including Design and Technology, VET Hospitality and Software Design and Development.

13 students undertook the Design and Technology course in 2020 and this number tripled from 2019. All students achieved a Band 3 or above with one student receiving a band 5 which was an increase of 100% when compared to 2019. The number of students achieving a band 4 or above also increased by 50% compared to 2019.

15 students completed the VET Hospitality Examination with 80% of students achieving a Band 3 or above. Compared to 2019, there was a 20% increase in students achieving a Band 4 and a reduction of 50% of students achieving a Band 2 or below.

Software Design and Technology was completed as an HSC course for the second time since 2016. 12 students

completed the course and 50% of students achieved a Band 3 or above. This was an increase of 20% compared to 2019 results.

To further enhance the delivery of courses in the TAS KLA in the HSC, the faculty has reviewed their teaching methodologies and developed new ideas aimed to improve achievement of student outcomes and lift HSC achievement.

Drama

In 2020, eight students studied Drama. Of these students, 75% achieved a Band 4 result in the Higher School Certificate, a 15% increase in comparison to 2019 results. Positively, Drama achieved 0% of students in the lower two bands.

To further develop skills in Drama, Holroyd High School has introduced weekly Stage 6 HSC Writing lessons which focus on the use of the NESA Minimum Standards Package and the use of past HSC papers.

Visual Arts

Student enrolments in the Higher School Certificate Visual Arts course have remained consistent with previous years with 13 students completing this course in 2020. Some positive results included 23% of students achieving a Band 5 and an increase of 100% of students achieving a Band 3 or above. There was also a 100% decrease in the number of students receiving a Band 2 or below.

Parent/caregiver, student, teacher satisfaction

Schools are required to seek the opinions of parents/ care-givers, students and staff on an annual basis through the Tell Them From Me Survey. The student population is surveyed bi-annually, with parents and teachers asked for feedback annually.

Students

In 2020 students reported a positive trend in the access to, and use of technology in the classroom with 98% of students reporting use of laptops in their learning and 98% of students reporting the use of SMART Boards in their learning. Students at Holroyd demonstrated their satisfaction through high levels of participation in sport and extra-curricular activities. Our students were 20% above the NSW government norm for participation in sports and 11% above the NSW Government norm for participation in extracurricular activities in 2020. This is a reflection of the school's commitment to offering a range of opportunities for our students across a range of sporting, creative and performing arts and academic fields.

Parents

The Tell Them From Me Survey results for 2020 have indicated an upward trend in parental satisfaction and positive perception of the school. While engaging in learning from home and during times of blended learning Holroyd High School placed great importance on effective communication between the school and parents. As a result, 94% of parents and care-givers were satisfied with the general communication from the school in 2020. Holroyd High School prides itself on its core beliefs of equity and inclusion, and this was reflected in parental responses where the school ranked above the NSW Government Norm in relation to the surveyed measures of 'Inclusive School' and 'Safety at School'.

Staff

At Holroyd High School there has been a strong focus on the allocation of funding and resources to improve the access to technology and the staffing and infrastructure required to support these new technologies. In the 2020 Tell Them From Me Survey there were a number of domains where staff responses indicated uplift and trends beyond the NSW Government Norm with the most significant results centered around technology access, management, support and use. Staff were able to indicate how this increase in technology had impacted on their teaching practice with an overall score of 8.2 in questions relating to the use of technology by students undertaking research and a score of 8.1 in questions relating to students using technology to describe relationships among ideas or concepts.

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.