

2021 Annual Report

Holroyd High School



8424

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Holroyd High School we are committed to preparing our young people to thrive in a time of rapid social and technological change, and complex environmental, social and economic challenges so they become active and informed members of the community. Holroyd High School plays a vital role in promoting the cognitive, emotional, social, physical, moral and spiritual development and wellbeing of our students. They need flexibility, resilience, creativity and the ability and drive to keep on learning throughout their lives.

As part of a thriving learning community, staff and students at Holroyd High School see themselves as effective learners who make at least one years growth each year. They understand what they are learning, where they are at and know their next steps to make continual progress. They use data and feedback about their learning to inform their next steps. Learning is a partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life.

School context

Holroyd High School is a small, successful comprehensive high school with a current enrolment of 476 students 7-12, including 86% non-English speaking backgrounds.

The school has a strong focus on Visible Learning and high expectations in a safe, inclusive and supportive environment which enables all students to grow and progress as learners. The school has an Intensive English Centre for newly arrived students of non-English speaking background and a support unit for students with an intellectual disability and/or autism. The school receives equity funding to support students from low socio-economic backgrounds.

To inform this Strategic Improvement Plan, authentic community consultation with students, staff and parents has occurred. The school has completed a situational analysis that has identified three areas of focus.

The high level areas for improvement are:

1. 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.

2. 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.

3. 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.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading, writing and numeracy and to build strong foundations for success, we develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

The school uses systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

To achieve excellence, every student must develop strong literacy and numeracy skills and go on to develop broad and deep knowledge across a range curriculum areas.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data informed practices
- Personalised Learning (Feedback & Assessment)

Resources allocated to this strategic direction

Socio-economic background: \$45,674.83

Professional learning: \$6,940.57

Aboriginal background: \$7,501.47

After School Program for Refugee Students: \$8,123.50

VET: \$1,750.00

Summary of progress

What have we done?

In 2021 the school identifies growth targets for individual students in stages 4 and 5 using internal progress and achievement data. This data was used to form extension classes and identify both HPGE students and students requiring targeted intervention support. Covid ILSP teachers were used to providing intensive small group tuition for identified students who were below stage level for reading and for students who were identified as near the top two bands for numeracy. The executive team conducted a thorough item analysis of previous NAPLAN results to identify targeted skills for improvement as compared to state results. The skills were embedded into KLA programming and learning such as 'do now' activities to support a consistent approach to raising literacy and numeracy outcomes for students in stage 4.

The executive team participated in HSC RAP analysis professional learning and the senior executive developed a school wide consistent approach to analysing HSC data and adapting teacher programs and practice to support greater achievement in identified HSC areas of growth.

What was the impact?

RAP analysis led to changed teacher practice and the adoption of a consistent learning structure for senior classes that focused on building academic writing performance in HSC exams. A number of faculties reviewed and altered HSC topics, using the RAP data to evaluate if they were meeting students needs and helping boost performance.

Where to next? In 2022

All staff members will participate in RAP analysis professional training as part of the school's '369' professional learning model which will be delivered by an Instructional Leader employed to support and improve teacher capacity.

The school will continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Check-in data will be used to form targeted numeracy intervention classes to ensure tailored support for students at their point of need.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 NAPLAN bands for Years 7 & 9 to be 3% above the baseline	<ul style="list-style-type: none"> • 12% of students are now in the top two skill bands (NAPLAN) for reading and 9% for numeracy, indicating achievement of lower band target and progress toward the upper bound target
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 3% for Years 7 & 9 to above the baseline	<ul style="list-style-type: none"> • Data indicates that 9% of students in top 2 bands numeracy showing significant growth from baseline data
Increase percentage of HSC Course results in top three bands to be at the system-negotiated baseline. This an increase of 6.04% from 2020.	<ul style="list-style-type: none"> • 4.22% of students attained results in the top two bands demonstrating progress towards the lower bound target.
Increase the percentage of Aboriginal and Torres Strait Islander students successfully meeting RoSA requirements and transitioning to Year 10 whilst maintaining their cultural identity.	<ul style="list-style-type: none"> • 100% of Aboriginal and Torres Strait Island successfully met RoSA requirements and transitioned to Year 10
Identified growth is demonstrated through school based assessment processes leading to Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy whilst maintaining cultural identity.	<ul style="list-style-type: none"> • 0% of students in Years 7 and 9 in 2021 identified as Aboriginal
Improvement in the percentage of students attaining expected growth in NAPLAN for reading in Years 7 & 9 to be 2% above the baseline	<ul style="list-style-type: none"> • 58% of Year 9 students achieved at or expected growth in reading. 46% of Year 7 students achieved at or expected growth in reading. The overall expected growth is measured as 'excelling'
Improvement in the percentage of students attaining expected growth in NAPLAN for numeracy in Years 7 & 9 to be 2% above the baseline	<ul style="list-style-type: none"> • 69% of Year 9 students achieved at or expected growth in numeracy. 56% of Year 7 students achieved at or expected growth in numeracy. The overall expected growth is measured as 'excelling'.

Strategic Direction 2: High Expectations

Purpose

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Leaders and teachers demonstrate personal and shared responsibility for improving teaching practice in order to improve student learning. Individually and collaboratively teachers evaluate the effectiveness of their teaching practices to foster a school-wide culture of high expectations.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Leadership & Collaboration

Resources allocated to this strategic direction

EALD Initiative: \$5,000.00

English language proficiency: \$700,000.00

Socio-economic background: \$332,155.34

Professional learning: \$53,902.04

Beginning teacher support: \$29,094.22

Summary of progress

What we did?

In 2021, the school continued to embed the Visible Learning pedagogy across all stages in the high school, support unit and IEC. The focus for 2021 was to activate students to be leaders of their learning. Although the movement to learning from home for an extended period presented us with some challenges, we used it as an opportunity for teachers to adopt a consistent learning structure by utilising learning intentions and success criteria in an online learning environment. This learning structure that was created during this time, has become the adopted learning structure at Holroyd and continues to support the consistency in delivery of learning and moving students through surface, deep and transfer learning.

The EAL/D support strategy continued to be embedded across the school. 'Check-point' testing was embedding into school process, and specialist EAL/D teachers analysed this data and used it to track student across the EAL/D progressions. Staff undertook professional learning in enhancing assessment notifications for EAL/D learners, and using the EA/L learning progressions.

What was the impact?

Student 'check-point' data revealed a growth in student comprehension abilities and language acquisition. EAL/D reporting was implemented for stage 4 students and using the EAL/D learning progressions.

In 2021, 100% of teaching and non-teaching staff continued to be involved in high impact professional learning cycles through the Holroyd High School '369' iterative learning model. Working from home presented challenges in teachers completing planned professional learning such as 'Adaptive Leadership'. During this time, the school pivoted to online PL learning modules facilitated by the Corwin Institute to continue embedding the Visible Learning pedagogy. Teacher focus groups revealed a significant increase in the use formative assessment strategies, and LISC to let students know where they are in their learning, what are the next steps and how do they get there.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teachers display, and ask, and students can answer the four questions: what are you learning? where are you at? where do you need to be? how do you get there?	<ul style="list-style-type: none"> • 100% of learning spaces in the school have the Visible Learning Questions displayed and used during learning. 56% of students were able to articulate what they were learning, referencing the Visible Learning questions.
100% of Stage 4 and 5 EAL/D students are mapped and tracked against EAL/D learning progressions and staff are upskilled in the use of EAL/D evidenced based practices to improve learning outcomes.	<ul style="list-style-type: none"> • 100% of stage 4 and stage 5 students are mapped and tracked against the EAL/D learning progression and all staff have participated in how to use toolkit of EAL/D leaning strategies in the classroom.
100% of staff set goals and collect evidence that is derived from the active participation in quality school-based PL underpinned by the APSFT and strategically aligned to School Improvement Plan targets as part of the Performance and Development Framework and Accreditation.	<ul style="list-style-type: none"> • 100% of staff set goals aligned to the APSFT and collect evidence and seen through the schools integrated PDP process and actively participate in targeted professional learning through the '369' PL program
Demonstrate an uplift of 2% in the Tell Them From Me Survey in relation to collaboration for teachers.	<ul style="list-style-type: none"> • Annual progress measure: demonstrate on slight increase of 0.3% in the Tell Them From Me Survey in relation to collaboration for teachers

Strategic Direction 3: Wellbeing & Engagement

Purpose

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

The school collects, analyses and uses data to monitor and refine whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Transitions & continuity of learning
- Attendance & Participation
- Social Emotional Learning

Resources allocated to this strategic direction

Socio-economic background: \$441,405.25

Together for Humanity Grant: \$4,000.00

Integration funding support: \$272,404.00

Flexible Funding for Wellbeing Services: \$14,829.00

Low level adjustment for disability: \$224,236.00

After School Program for Refugee Students: \$8,123.50

Beginning teacher support: \$1,565.78

Summary of progress

What have we done?

The school had a significant well-being focus in 2021 with dedicated Check-in lessons, Well-being classes, a dedicated Well-being Hub, part-time School Chaplain and an ongoing partnership with Creating Chances. NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) also provided specialised clinical support to students and training for staff in trauma informed practices. This multi-layered approach to well-being worked to ensure that all students strengthened their resilience, confidence, mindfulness, social and emotional intelligence and the development of a growth mindset.

In response to learning from home we had to pivot our approach and shift our focus to best support the well-being of our students. The school day was re-structured to reduce screen time for learners and students were supported to maintain positive well-being and social connections. All well-being programs and partnerships continued in the online space.

What was the impact?

In the 2021 Tell Them From Me survey, 75% Holroyd students reported an increased sense of belonging which was 10% above the government norm. The partnership between Holroyd High School and Creating Chances saw a total of 10 different programs delivered across 5 different grades. There were a total of 364 students who participated in Creating Chances programs at Holroyd High School. After completing the Creating Chances online programs, student participants reported statistically significant improvements across four measurements: resilience, hope, self-efficacy and optimism. In partnership with Creating Chances our first School Based Apprenticeship and Traineeship (SBAT) was established in conjunction with VET Sports Coaching being offered as a senior transition pathway.

Where to next?

In 2022 all teaching, support and SASS staff will complete professional learning in the Resilience Doughnut. The Resilience Doughnut will help staff and students to identify and combine their strengths to build resilience. It will enable individuals to take responsibility for their own well-being and build competence to face adversity and deal with times of rapid change. With its focus on strengths and encouragement to do more of "what's working", The Resilience Doughnut will promote a process of developmental change throughout an organisation, within individuals, their families and communities.

Acceptance into the Educational Pathways Program will create engaging learning opportunities and pathways for

students. Tailored support and mentoring from SBAT officers will assist in increasing the uptake of School Based Apprenticeships and Traineeships. To increase engagement and continuity of learning, a new partnership with Ardoch will build aspirations and enhance learning outcomes for students in the areas of STEM, Hospitality, Business and Careers. The programs offered will support students in developing skills in literacy and numeracy, providing positive adult role models and developing social skills for our students in need of additional support.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase by 2% from baseline of Non - ATAR senior students engaging in vocational or trade training (VET and SBATs), attaining qualifications and transitioning in to TAFE and/or employment.	<ul style="list-style-type: none"> • There has been a substantial increase in students undertaking SBATs in years 10, 11 and 12 to support their transition from school into TAFE or workplace opportunities
Increase percentage of students attending school more than 90% of the time by 1% to achieve the lower bound system-negotiated target	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 4.4%
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at the lower bound system-negotiated target with an increase of 2% from the baseline.	<ul style="list-style-type: none"> • The TTFM wellbeing data for (advocacy at school, expectations and sense of belonging) has remained consistent from 2020, however, remains above the positive average for SSSG.

Funding sources	Impact achieved this year
<p>Flexible Funding for Wellbeing Services</p> <p>\$14,829.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Holroyd High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance & Participation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted wellbeing program in conjunction with an Creating Chances promoting positive youth development and wellbeing through sport. • Wellbeing hub created for students to access services such as counselling, mentoring and support <p>The allocation of this funding has resulted in: an increase of 30% in social connected-ness, 19% increase in resilience and an 11% increase in students report inggreater levels of hope in an pre and post survey undertaken by Creating Chances. The TTFM survey also revealed a 14% increase in a sense of belonging across the school and an 11% increase of positive school beahviour.</p> <p>After evaluation, the next steps to support our students with this funding will be: employment of an Student Support Officer to support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.</p>
<p>Refugee Student Support</p> <p>\$25,845.20</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • engage with external providers and specialist to provide intensive language support to identified EAL/D students • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in: release time for a dedicated refugee support officer across both the Intensive English Centre and the High School to identify, monitor and support refugee students. The funding has also provided a specialised tutoring service for refugee and refugee like students to further support their learning outcomes. Increase in teacher confidence and capacity in using trauma informed practices within the classroom to best support the learning and wellbeing needs of refugee and refugee like students.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to support refugee students to build on the access to individualised tutoring services through a homework help program. Further steps will to capitalise on existing relationships with external support services such as STARRTS and Treehouse Theatre to further improve the learning outcomes of refugee and refugee like students.</p>

<p>Integration funding support</p> <p>\$272,404.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Holroyd High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance & Participation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. An increased amount of students with disability and high learning needs successfully completing the HSC and transitioning to further study opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand on the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.. This funding will also be used to support LaSTs in building the capacity and confidence of teachers to understand and apply the NESA collaborative planning process tool for students with disabilities.</p>
<p>Aboriginal background</p> <p>\$7,501.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Holroyd High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in: the establishment of a 'Sorry Day' cultural observance assembly to promote understanding in the wider school community and share the steps towards reconciliation with Aboriginal and Torres Strait Islander peoples. The funding has also resulted in the consolidation and successful collaboration with families and students in the development of meaningful personalised learning pathways plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. The funding will also be used to further build on established relationships with community representative and elders from the ATSI community.</p>

<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Holroyd High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • establish a core practice for supporting students learning English as an Additional Language or Dialect • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted an increase in teacher confidence and capacity in using EAL/D teaching, learning and assessment strategies to best support the unique leaning needs of EAL/D students. An increase in the percentage of teachers using the EAL/D learning progressions as evidenced through the integration of reporting practices across the school for stage 4 learners. Student 'check-point' data reveal a growth in student comprehension abilities and language acquisition.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be to increase teacher capacity to enhance assessment practices through high impact professional learning delivered by EAL/D education officer and specialist teachers.</p>
<p>Low level adjustment for disability</p> <p>\$224,236.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Holroyd High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance & Participation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in:</p> <p>an increase in learning support referrals due to a consistent whole school approach LS processes across the school resulting increased capacity of classroom teachers to cater for students with disabilities and deliver personalised learning. This has led to an increase of students achieving at or above expected growth in NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$224,236.00</p>	<p>funding will be: expanding the learning and support team through the employment of an additional learning support teacher and provide additional support for identified students through further specialised professional learning of SLSOs.</p>
<p>COVID ILSP</p> <p>\$325,142.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in reading and numeracy • providing intensive small group tuition for identified students who were below stage level for reading and for students who were identified as near the top two bands for numeracy • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals . 100% in the numeracy intervention program showed growth in internal testing. 84% of students demonstrated growth in their reading age in the STAR reading test.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Check-in data will be used to form targeted numeracy intervention classes to ensure tailored support for students at their point of need.</p>
<p>Socio-economic background</p> <p>\$819,235.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Holroyd High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transitions & continuity of learning • Attendance & Participation • Personalised Learning (Feedback & Assessment) • Leadership & Collaboration • Data informed practices • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the Corwin Institute to support student learning through the integration of Visible Learning pedagogy • employment of addiotnal • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs • resourcing to increase equitability of resources and services • 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

<p>Socio-economic background</p> <p>\$819,235.42</p>	<p>School, Intensive English Centre and support unit.</p> <p>The allocation of this funding has resulted in: an increase of 16.4 % students in year 7, and 8.5% of students in year 9 achieved in the top 2 bands for reading in NAPLAN compared to the SSSG. Students in year 9 demonstrated higher at or expected growth in reading, grammar & punctuation, spelling and numeracy when compared to the SSSG and state average. This has also resulted in an of 4.22% increase in students performing in the top 2 bands of the HSC.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage additional staff to support our trajectory towards achieving system negotiated targets around NAPLAN and HSC. The school will build upon existing relationships with external providers and DoE support to deliver programs targeted at student engagement and participation to improve attendance. All staff will continue to participating in the Corwin Institute's Visible Learning plus school change model to support the belief that leaders, teachers and student should achieve at least one years growth over the course of one school year.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	340	327	319	248
Girls	262	242	240	180

Student attendance profile

School				
Year	2018	2019	2020	2021
6	98.3	97.2	93.6	96.8
7	93	91.4	92.6	88.8
8	89.5	89.7	91.4	90.3
9	89.7	86	90.7	88.4
10	88.7	87	89	87.6
11	87.1	87.2	87.6	81.2
12	87.3	83.9	90.5	80.4
All Years	89.1	87.7	90.1	86.4
State DoE				
Year	2018	2019	2020	2021
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	89.2	88.8	90	86.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	2
Employment	0	3	31
TAFE entry	0	8	9
University Entry	0	0	33
Other	0	3	8
Unknown	0	0	17

Year 12 students undertaking vocational or trade training

39.39% of Year 12 students at Holroyd High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.3% of all Year 12 students at Holroyd High School expected to complete Year 12 in 2021 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)	27.5
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	6
School Counsellor	2.8
School Administration and Support Staff	20.28
Other Positions	22

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	160,941
Revenue	13,227,822
Appropriation	12,810,319
Sale of Goods and Services	27,190
Grants and contributions	37,291
Investment income	289
Other revenue	352,733
Expenses	-12,237,465
Employee related	-10,121,257
Operating expenses	-2,116,208
Surplus / deficit for the year	990,357
Closing Balance	1,151,298

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.

	2021 SBAR Adjustments (\$)
Targeted Total	249,855
Equity Total	2,257,437
Equity - Aboriginal	7,501
Equity - Socio-economic	1,229,367
Equity - Language	700,000
Equity - Disability	320,568
Base Total	6,161,423
Base - Per Capita	168,844
Base - Location	0
Base - Other	5,992,579
Other Total	3,198,008
Grand Total	11,866,723

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

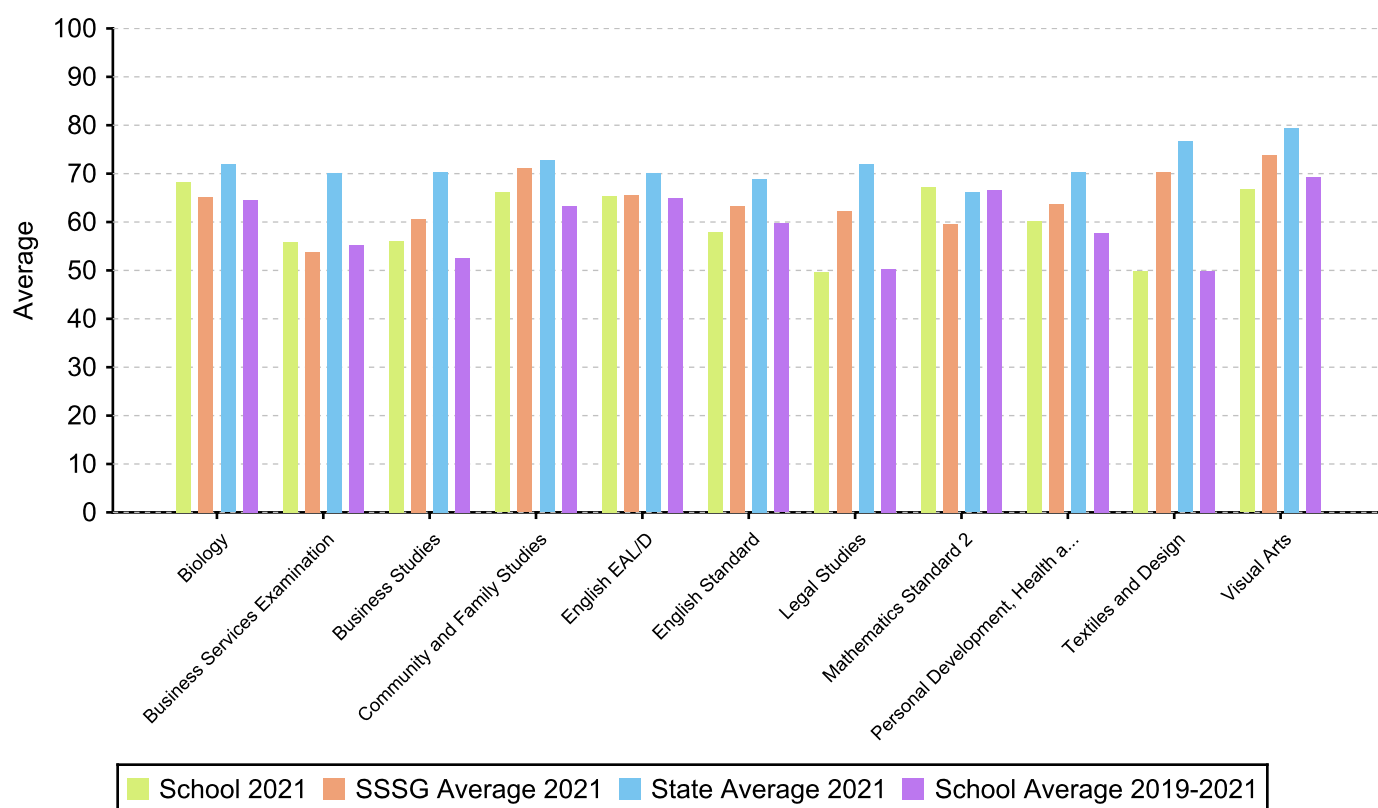
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Biology	68.3	65.1	71.9	64.6
Business Services Examination	55.9	53.8	70.1	55.2
Business Studies	56.1	60.6	70.4	52.6
Community and Family Studies	66.1	71.1	72.7	63.4
English EAL/D	65.3	65.5	70.0	64.9
English Standard	57.9	63.3	68.8	59.7
Legal Studies	49.7	62.2	72.0	50.3
Mathematics Standard 2	67.2	59.7	66.1	66.6
Personal Development, Health and Physical Education	60.2	63.7	70.3	57.8
Textiles and Design	49.8	70.3	76.6	49.8
Visual Arts	66.7	73.9	79.4	69.4

Parent/caregiver, student, teacher satisfaction

Students

In the Tell Them From Me survey, students reported a positive trend in the social-emotional outcomes with a 14% increase in a sense of belonging and 11% increase in positive behaviour at school. It should be noted that the last Tell Them From Me report was taken in October after students had returned to face to face schooling after a substantial time of learning from home. This substantial increase reflects the importance of schools in creating a place where students feel safe, valued and connected.

Parents

In 2021, 23 parents participated in the The Tell Them From Me Survey. While engaging in learning from home and during times of blended learning Holroyd High School placed great importance on ensuring all student had access to quality online learning experiences and technology . As a result of parents and care-givers reported well above state average levels for satisfaction with supporting learning from home. In a Pivot Pulse survey conducted with parents during the extended learning from home period, 81% of parents reported felt their child was supported by the school to learn from home, while 86% of parents supported the restructuring of online learning times so the school could balance student learning and well being needs.

Staff

In the 2021 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. During the extended learning from home period, staff overwhelmingly reported through a Pivot Pulse survey that they felt well prepared to support students during that time (93%), feel supported by their school leadership (75%) and that the learning activities had developed were accessible and supportive of student needs (96%).

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.