

2022 Annual Report

Holroyd High School



8424

Introduction

The Annual Report for 2022 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 510 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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

English language proficiency: \$505,764.00

Low level adjustment for disability: \$229,842.00

Socio-economic background: \$228,618.95

Summary of progress

What have we done?

Our school continued to fund an above establishment Head Teacher Learning Support in 2022. This support played a crucial role in coordinating and supporting executive staff to identify growth targets for individual students in stages 4 and 5. The data collected was then utilized to develop extension classes in stage 5 and identify students who required intervention support.

We continued to deploy COVID ILSP teachers to provide intensive small group tuition for identified students who were below stage level for reading and for students identified as near the top two bands in NAPLAN. This support was delivered through our school's stage 4 dedicated literacy 'Step-Up' program, where students received intensive tuition to support them and extend their reading and comprehension skills.

All teachers in the mainstream, support unit and Intensive English Centre participated in professional learning delivered by literacy specialists during term 4 school development day. The Literacy Lead Specialists presented school data and in workshops, developed teacher capacity to embed literacy improvement strategies across the High School and Intensive English Centre in stage 4.

What was the impact?

As a result of the HSC RAP analysis, teacher practice was modified and a uniform learning framework was implemented for senior classes that prioritised the enhancement of academic writing proficiency in HSC exams. Several faculties evaluated and adjusted their HSC topics based on the RAP data to determine their efficacy in addressing student needs and enhancing performance.

There has been an improvement in the average scores across all domains in NAPLAN in years 7 and 9. The average score for year 9 reading was the highest score in the last 10 years and was above the SSSG average score (improved by 12.8% since 2012). The average score for year 9 writing was the highest in 7 years demonstrating a growth of 17% since 2015 and above SSSG. In summary, Year 9 results at HHS in all areas of the NAPLAN testing are above the SSSG average and have shown a significant improvement over the last 10 years.

Where to next?

The school will maintain its literacy and numeracy small group tuition program, utilizing data sources to identify the specific needs of students. Check-in data will be utilized to establish targeted numeracy intervention classes, which will provide tailored support to students at their individual points of need.

The NAPLAN results, which are typically released in the latter part of the academic year, will now be available earlier. This will allow educators to analyze the results and develop targeted literacy and numeracy strategies at an earlier stage, as well as identify students who may need additional support. The early availability of NAPLAN results will also provide an opportunity for educators to identify trends in their students' learning and make necessary adjustments to their teaching strategies. It will help educators to gain a deeper understanding of their students' strengths and weaknesses, and develop more effective and personalized teaching methods that will cater to the unique learning needs of each student.

The school will explore opportunities for students to engage in targeted HSC preparation programs, such as exam technique workshops or subject-specific revision sessions. Teachers will continue to participate in subject-specific training and workshops, as well as collaborative planning sessions to support the development of effective teaching and assessment practices. The school will continue to use RAP data analysis to target particular areas of focus, such as extended responses. By analyzing student performance data and identifying areas of strength and weakness, teachers will employ targeted strategies to improve student outcomes in these areas.

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 in the percentage of students achieving in the top two NAPLAN bands for reading in Years 7 & 9 to be at the school's lower bound system-negotiated target	6% of students in year 7 and 9 achieved in the top two bands for reading in NAPLAN 2.8% below the systems negotiated target. In 2022, the average score for year 9 reading was the highest score in the last 10 years, when compared to the SSSG, representing a growth of 12.8% since 2012.
Increase in the percentage of students achieving in the top two NAPLAN numeracy bands for Years 7 & 9 to be at the school's lower bound system-negotiated target	6% of students in years 7 and 9 achieved in the top two bands, 5.9% below the systems negotiated lower bound target. In 2022, the average Numeracy score was the highest for 9 years, representing a growth of 9.6% since 2013. Holroyd High School results continue to be higher than the SSSG average.
Increase percentage of HSC Course results in top three bands to be at the lower bound system-negotiated target	29.77% of students in years 12 achieved in the top 3 bands 11.3% lower than the lower bound system negotiated target.
Increase the percentage of Aboriginal and Torres Strait Islander students successfully meeting RoSA requirements and transitioning to Year 11 whilst maintaining their cultural identity.	There were no ATSI students in year 10 in 2022.
Increased percentage of Aboriginal and Torres Strait Islander students achieving top 3 NAPLAN bands in reading whilst retaining their cultural identity.	50% of Aboriginal student in year 9 who achieved in the middle bands for reading, not meeting system negotiated lower band targets.
Increased percentage of Aboriginal and Torres Strait Islander students achieving top 3 NAPLAN bands in numeracy whilst retaining their cultural identity.	50% of Aboriginal students in Year 9 achieved in the top 2 bands for numeracy.
Improvement in the percentage of students attaining expected growth in NAPLAN for reading in Years 7 & 9 to be 4% above the baseline	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, internal data (Step-Up) data indicates strong growth in reading for students in stage 4.
Improvement in the percentage of students attaining expected growth in NAPLAN for numeracy to be 2.5% above the baseline	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN

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
- Learning & Development
- Inclusive Education for Students

Resources allocated to this strategic direction

Professional learning: \$62,342.73

Socio-economic background: \$248,678.00

Integration funding support: \$119,956.00

Summary of progress

Throughout 2022, Holroyd High School has continued to prioritize Visible Learning as a school wide pedagogical approach to improve student learning outcomes. One key strategy that has been maintained and further refined is the embedding of learning intentions and success criteria into all stage 4 and 5 programs. This has been a successful strategy in ensuring that students have a clear understanding of the expected learning outcomes and how they will be assessed, with learning intentions being clear and concise and success criteria explicit and measurable.

Professional development opportunities have also been provided for teachers to support the development and refinement of their visible learning practices. The 'How Students Learn' program during term 3 has continued to provide teachers with a deep understanding of student learning and how to provide effective feedback to improve outcomes. In addition, the 369 professional learning on feedback has been revisited to ensure that teachers continue to have the necessary skills and knowledge to implement visible learning strategies effectively.

The school recognized the importance of analyzing HSC data to identify trends and patterns and use this information to improve teaching and learning outcomes for all students, including EAL/D students. To achieve this, all staff participated in RAP analysis training to develop their capacity to analyze HSC data. During the RAP analysis training, the staff learned how to use different data sources to analyze HSC performance, including ATAR profiles, subject rankings, and achievement rates. The training aimed to build teacher capacity to analyze HSC data, which would enable them to identify areas of improvement and adjust their teaching practice to improve student performance.

What was the impact?

This has resulted in teachers being better equipped to understand and address the learning needs of their students. Overall, the implementation of these visible learning strategies at Holroyd High School has resulted in positive outcomes for students. The continued emphasis on visible learning has helped to ensure that students are actively engaged in their learning, understand their learning goals and success criteria, and receive timely and effective feedback to improve their learning outcomes. The annual school capability report from Corwin revealed significant growth in a number of areas including the Visible Learner, Know they Impact and Visible Teaching and Leading.

What are the next steps?

The school will embed EAL/D assessment notifications across all KLAs at HHS. This will ensure that all students who require additional support in English language learning are identified and provided with the necessary resources and support. EAL/D specialists will provide further professional learning to teachers, building their capacity to support EAL/D students in the classroom.

To further embed Visible Learning dispositions across the school through professional learning, the next steps and future directions involve providing ongoing professional development to teachers. This will equip them with the knowledge and skills to foster a growth mindset, self-efficacy, and other key learning dispositions in their students. By focusing on the development of these dispositions, the school aims to create a more engaged and motivated learning community that is better equipped to achieve greater success.

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% teachers and students are engaging with the use of learning intentions aligned to subject curriculum, and leveled success criteria that reflects SOLO taxonomy (surface, deep and transfer) to direct learning, set high expectations and monitor learning progress.	100% of Stage 4 and 5 learning programs at HHS now contain learning intentions and success criteria.
100% of teaching and learning programs across KLAS explicitly include EAL/D strategies and embed differentiated teaching strategies to reflect effective EAL/D pedagogy and classroom practice.	In 2022, 100% of stage 4 and stage 5 students were mapped and tracked against the EAL/D learning progression. This enabled teachers to better understand the students' learning needs and tailor their teaching accordingly.
100% staff provide authentic examples of 'Evidence of Impact' that meets a range of descriptors from the APSFT in relation to teacher knowledge, practice and/or engagement including examples of existing practice, student work samples and data.	All staff at Holroyd, collected evidence to support their annual review PDP discussions and plan their PDP goals for 2023.
Demonstrate an uplift of 5% in the Tell Them From Me Survey in relation to collaboration for teachers.	Teachers reporting collaborative practices in the TTFM survey remained consistent.

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.

- Attendance & Participation
- Transitions & continuity of learning
- Social & emotional learning

Resources allocated to this strategic direction

Aboriginal background: \$6,723.55

Student support officer (SSO): \$96,058.00

Socio-economic background: \$302,051.45

Refugee Student Support: \$16,956.83

Low level adjustment for disability: \$311,276.00

Summary of progress

Holroyd High School in 2022 demonstrated a continued and expanded commitment to supporting wellbeing and engagement. Our programs placed a strong emphasis on building students' life skills, including resilience, social and emotional intelligence, pro-social behavior, and coping strategies.

All Holroyd staff received training in the Resilience Doughnut program, enabling them to assist students in identifying and combining their strengths to build resilience. This program enhanced teachers' ability to support students in taking responsibility for their well-being and developing the skills to navigate adversity and promote resilience.

We continued the Creating Chances external program across all year levels to further support student growth and development. Our school also offered Wellbeing classes, providing a supportive environment for students to address their individual well-being needs. In Check-In classes, students met with their teacher every morning to support their well-being and social-emotional learning.

To enhance our support for students, we continued to employ a Student Support Officer (SSO) and School Chaplin to work in collaboration with our staff to enhance student well-being and academic outcomes.

Impact

These initiatives have resulted in notable improvements in various aspects of student well-being and engagement. The annual report from Creating Chances indicated a positive impact, with a 10% increase in optimism, a 19% increase in resilience, and a 17% increase in self-efficacy among our students.

Additionally, the results from the Tell Them From Me survey showed that 91% of our students reported positive behavior at school, which is 5% higher than the government norm. This demonstrates the effectiveness of our focus on promoting pro-social behavior among our students.

Furthermore, the Creating Chances program has contributed significantly to enhancing student engagement, with a 50% increase in School-Based Apprenticeships and Traineeships (SBATs) in 2022. This highlights the success of our initiatives aimed at developing students' vocational skills and providing opportunities for practical learning.

Where to next

As part of our ongoing efforts to create a supportive and inclusive learning environment, all staff at Holroyd will be trained in Choice theory. This training will equip our staff with the necessary skills and knowledge to help our students grow and develop. By implementing Choice theory principles, we aim to empower our students to take responsibility for their own

learning and to make positive choices that lead to success.

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 5% 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">• We exceeded the target of 5%. There has been substantial increase with 14 students successfully undertaking undertaking SBAT in years 10, 11 and 12.
Increase percentage of students attending school more than 90% of the time by 2% to achieve the lower bound system-negotiated target	<ul style="list-style-type: none">• The number of students attending more than 90% has decreased to 59.37%
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at the lower bound system-negotiated target with an increase of 2.7% from the baseline.	<ul style="list-style-type: none">• The TTFM wellbeing data (advocacy at school, expectations and sense of belonging) has increased from 2021 and is now above the NSW government mean.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$16,956.83</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"> • Social & emotional learning <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 • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in the following impact: Increased student confidence and successful integration of refugee students into external programs such as Treehouse Theatre. A tutoring service has continued to cater specifically to the learning needs of refugee and refugee-like students, which has helped to further support their educational outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue supporting refugee students by building upon the current access to individualized tutoring services, which will include homework help. Capitalize on the existing relationships with external agencies to provide further assistance to refugee students. These efforts will be aimed at helping refugee student integrate successfully and further support their educational outcomes.</p>
<p>Integration funding support</p> <p>\$119,956.00</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"> • Learning & Development <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 including SLSO. • 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 <p>The allocation of this funding has resulted in the following impact: A consistent approach to student learning support and interventions was continued throughout the school. The increase number of early intervention and subsequent collaborative learning support activities, resulted in more students with disabilities and high learning needs successfully completing the HSC and transitioned to further study and employment opportunities, including disability support agencies.</p> <p>After evaluation, the next steps to support our students will be: Teachers engaging professional learning with NESA in life skills curriculum and adjustments for students in stage 6. New LaST induction will engage in specific training including the LaST training. SLSO will attend training in reading interventions to support specific students with integration funding</p>

Integration funding support \$119,956.00	such as multilit.
Socio-economic background \$779,348.40	<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"> • Data informed practices • Learning & Development • Social & emotional learning <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 [program] to support student learning • employment of additional staff to support staff in instructional capacity • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: There has been some improvement across a number of domains in NAPLAN. In 2022, the average score for year 9 reading was the highest score in the last 10 years and was above the SSSG average score. The average score has improved by 12.8% since 2012. In summary, Year 9 results at HHS in all areas of the NAPLAN testing are above the SSSG average and have shown a significant improvement over the last 10 years.</p> <p>After evaluation, the next steps to support our students will be: The school aims to further its progress in meeting the system negotiated targets for NAPLAN and HSC by employing additional staff to build teacher capacity and improve student outcomes. We will leverage our established connections with external providers and DOE support to offer programs that will enhance student engagement and increase participation. The school will continue into the 4th year of the Visible Learning Plus school change model.</p>
Aboriginal background \$6,723.55	<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"> • Social & emotional learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • Student assistance to support participation in curriculum <p>The allocation of this funding has resulted in the following impact: Student participation in excursions. Increased awareness of ATSI culture.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the small number of ATSI students in the school.</p>
English language proficiency \$505,764.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Holroyd High School.

<p>English language proficiency</p> <p>\$505,764.00</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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • 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 • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: The allocation of funds has resulted in a consolidation of teacher proficiency in using EAL/D teaching, learning, and assessment strategies. Student progress in check-point data shows continued high growth on the EAL/D learning progressions across all four modes of reading, writing, speaking and listening.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps will be to expand EAL/D reporting to include all students in stage 4 and 5. Teachers will continue to engage with high impact professional learning delivered by the EAL/D education officer to best support individual learning needs.</p>
<p>Low level adjustment for disability</p> <p>\$541,118.00</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"> • Data informed practices • Social & emotional learning <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 the following impact: The school has focused on providing comprehensive learning support processes to all students in the classroom and delivering specialised tuition programs for nominated students. The school has been successful in building a cohesive and consistent approach to cater for the diverse learning needs of its students, including those with disabilities. Teachers have been trained to implement personalised learning strategies, to creating a supportive and inclusive classroom environment</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$62,342.73</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • Learning & Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engagement of external providers through the Corwin Institute to run dedicated professional learning for all staff on Visible Learning • Professional Learning sessions with Corwin Institute for Impact Coaches and executive staff • Release time for Impact Coaches • Engagement of Corwin Institute to run evaluation surveys to assess Visible Learning progression <p>The allocation of this funding has resulted in the following impact: The continued emphasis on visible learning has helped to ensure that students are actively engaged in their learning, understand their learning goals and success criteria, and receive timely and effective feedback to improve their learning outcomes. The annual school capability report from Corwin revealed significant growth in a number of areas including the Visible Learner, Know Thy Impact and Visible Teaching and Leading.</p> <p>After evaluation, the next steps to support our students will be: All staff will continue into the 4th year program with Corwin Institute. Professional learning will focus on learning dispositions and mindframes of leaders.</p>
<p>COVID ILSP</p> <p>\$482,619.00</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 2022.</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 literacy and numeracy • releasing staff to analyse school and student data to identify students who were below stage level in reading • providing intensive small group tuition for identified students who were below age appropriate level. • development of resources and planning of small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals. In 2022 students in Stage 4, engaged in the reading intervention program 'Step-Up' funded through COVID ILSP. 100% of these students increased their reading age between 1-3 years.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their</p>

<p>COVID ILSP</p> <p>\$482,619.00</p>	<p>personal learning goals will also be a priority.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Social & emotional learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • SSO works one on one with targeted students in withdrawal sessions • Runs mediation sessions with nominated students • Delivers wellbeing programs across stage 4 and 5 <p>The allocation of this funding has resulted in the following impact: Increase in student self referrals to engage with SSO for support and assistance. Expansion of wellbeing programs delivered to students. Decrease in negative behaviours of students involved in the mediation sessions.</p> <p>After evaluation, the next steps to support our students will be: Evolution of SSO role to implement targeted proactive social ad emotional learning programs across the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	327	319	248	279
Girls	242	240	180	230

Student attendance profile

School				
Year	2019	2020	2021	2022
6	97.2	93.6	96.8	93.6
7	91.4	92.6	88.8	89.0
8	89.7	91.4	90.3	88.1
9	86.0	90.7	88.4	87.4
10	87.0	89.0	87.6	84.5
11	87.2	87.6	81.2	85.9
12	83.9	90.5	80.4	85.0
All Years	87.7	90.1	86.4	86.7
State DoE				
Year	2019	2020	2021	2022
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.8	90.0	86.9	82.5

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	4
Employment	0	11	8
TAFE entry	2	4	14
University Entry	0	0	48
Other	0	0	8
Unknown	0	0	18

Year 12 students undertaking vocational or trade training

18.87% of Year 12 students at Holroyd High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Holroyd High School expected to complete Year 12 in 2022 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)	24.1
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	6
School Counsellor	2.8
School Administration and Support Staff	18.88
Other Positions	17.8

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	221,928
Revenue	13,512,110
Appropriation	13,386,303
Sale of Goods and Services	29,340
Grants and contributions	62,437
Investment income	2,887
Other revenue	31,143
Expenses	-12,781,593
Employee related	-10,330,304
Operating expenses	-2,451,289
Surplus / deficit for the year	730,517
Closing Balance	952,445

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.

	2022 SBAR Adjustments (\$)
Targeted Total	124,479
Equity Total	1,913,616
Equity - Aboriginal	5,626
Equity - Socio-economic	893,389
Equity - Language	700,000
Equity - Disability	314,601
Base Total	5,820,165
Base - Per Capita	121,160
Base - Location	0
Base - Other	5,699,005
Other Total	3,552,832
Grand Total	11,411,091

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

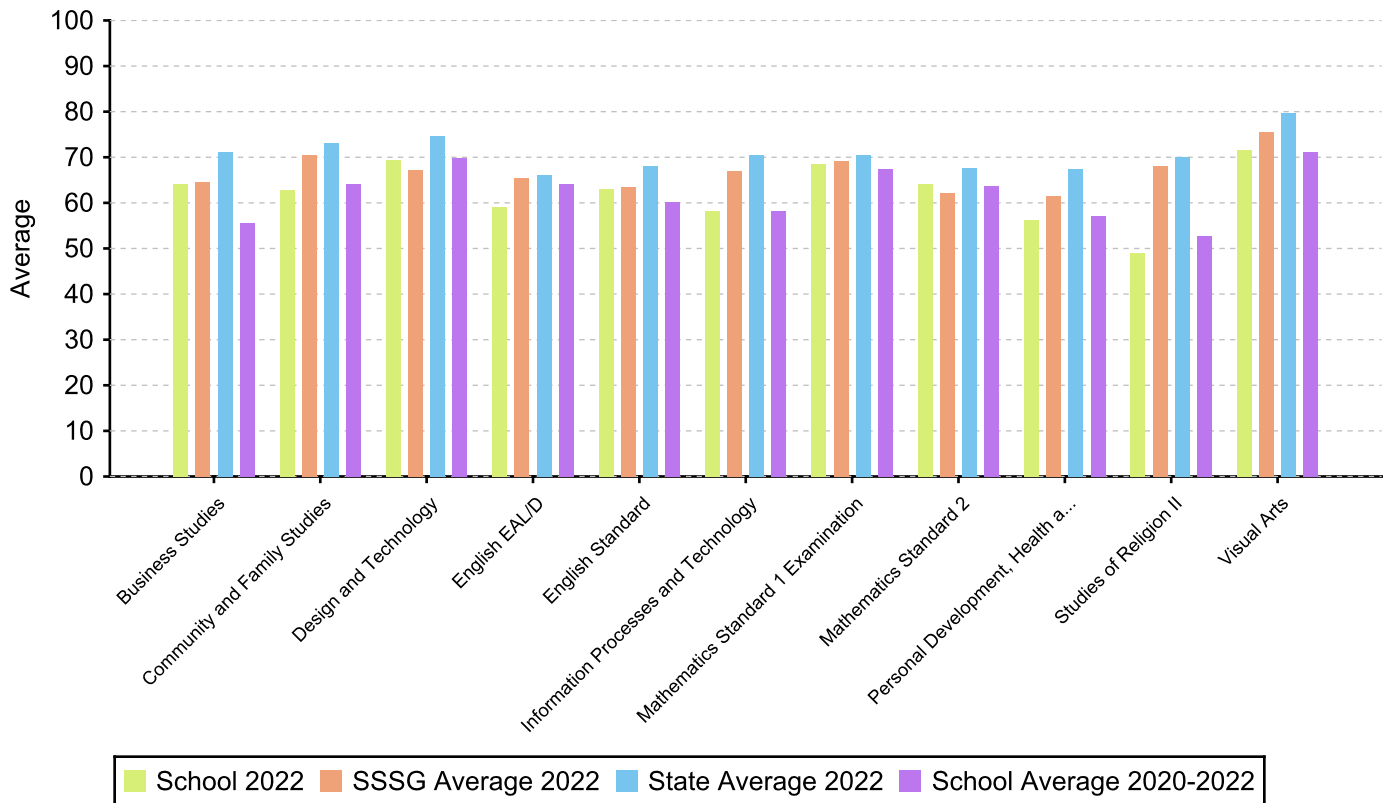
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Business Studies	64.1	64.6	71.2	55.5
Community and Family Studies	62.9	70.6	73.2	64.2
Design and Technology	69.4	67.1	74.6	69.9
English EAL/D	59.1	65.4	66.1	64.1
English Standard	63.0	63.6	68.1	60.3
Information Processes and Technology	58.3	67.0	70.5	58.3
Mathematics Standard 1 Examination	68.6	69.2	70.5	67.4
Mathematics Standard 2	64.2	62.2	67.6	63.8
Personal Development, Health and Physical Education	56.3	61.5	67.5	57.1
Studies of Religion II	49.0	68.1	70.1	52.8
Visual Arts	71.5	75.5	79.8	71.2

Parent/caregiver, student, teacher satisfaction

Students

In May 2022, 238 students completed the Tell Them From Me snapshot 1 survey, while 166 students completed the snapshot 2 survey in October.

During this time, there was a slight increase in the number of social-emotional outcomes, including Sense of Belonging and Positive Behavior at School. Additionally, there was a slight increase in academic outcomes for English and Maths, as well as aspirations rates for students wishing to attend university after graduating from Holroyd High School.

Overall, the students reported a positive growth orientation in setting challenging goals for themselves in their schoolwork, which was 5% above the NSW government norm. Furthermore, the students reported a higher than average sense of advocacy at the school. Around 83% of the students were able to articulate that they know where to seek help and support when required.

These results indicate that the school is providing a supportive and nurturing environment, which encourages students to set and achieve challenging goals. The school should continue to build on these positive results and strive to maintain a high level of engagement and support for its students.

Parents

The Tell Them From Me Survey saw the participation of 18 parents, which remained consistent from the previous year.

The results of the survey showed that parents reported higher than the NSW government secondary norm in several areas, including feeling welcome in the school, supporting learning at home, school support for learning, and school support for positive behavior. These levels were consistent across both Years 7-10 and Years 11-12.

However, the school recognizes the importance of increasing parent participation in future surveys. Therefore, the focus for the 2023 Tell Them From Me Survey for parents would be to increase the number of parent participants to get a larger pool of responses and a more accurate indication of the parents' views.

In conclusion, the 2022 Tell Them From Me Survey provided positive feedback from the parents, indicating that they feel welcomed and supported by the school in their child's learning journey. The school will continue to work towards increasing parent participation to gain a better understanding of the parents' perceptions and enhance the quality of the school's services.

Staff

A total of 28 teachers responded to the Tell Them From Me Survey. The results showed that teachers reported using technology as one of the eight drivers of student learning, which is significantly higher than the state average. This indicates that the school is effectively incorporating technology into the classroom to enhance student learning.

In addition, the survey also revealed that there were several areas where the school remained consistent in their performance. These included teacher collaboration, inclusive school practices, leadership, and parent involvement. These areas have been identified as important drivers of student success, and it is positive to see that the school is maintaining standards in these areas.

The survey data also indicated that there were consistent trends in the classroom context that support student learning. These include a positive learning culture, the use of data to inform teaching practices, the presence of challenging and visible goals, and the provision of quality feedback to students. In terms of teaching strategies and the use of technology, the school's performance was above NSW Government norms.

Our goal for 2023 is to increase teacher participation rates in the survey to gain a more comprehensive understanding of our school's performance.

Apart from the Tell Them From Me Survey, the school also used the Pivot Professional Teacher Cycle Report to evaluate and inform its teaching practices. The report was conducted three times a year, and teachers selected two of their classes to survey. In November 2022, a total of 32 teachers gathered 757 responses.

The data from the Pivot report showed that students responded the highest in three areas: knowing how they were supposed to behave in class, perceiving their teacher as knowledgeable about the topics in the class, and feeling respected by their teacher for who they are. These results indicate that the school is creating a positive and supportive learning environment for its students.

Overall, the survey data and Pivot report results demonstrate the school's commitment to maintaining high standards in teaching and learning. The positive responses from students regarding their learning experiences are a testament to the hard work and dedication of the school's teachers and staff.

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.