2010 Annual School Report
Holroyd High School

NSW Public Schools – Leading the way
Our school at a glance

Holroyd High School is a small, comprehensive, co-educational secondary school, with a focus on successful, high quality learning in a safe, well-disciplined and supportive environment, which enables all students to grow and progress as learners and develop the skills for active citizenship. The school has an Intensive English Centre for newly arrived students of non-English speaking background.

Holroyd High School has developed a flexible, innovative curriculum to meet individual student needs, including academic and vocational education and training pathways. The success of these programs has led to a high rate of enrolment in post-secondary education, particularly university studies. The school has above average attendance and retention rates, and consistently strong value-added results in NAPLAN, School Certificate and Higher School Certificate.

Students

There are two distinct groups of learners in the school: mainstream students in Years 7-12 and new arrivals students in the Intensive English Centre (IEC). IEC students study English through various learning areas for up to a year before entering mainstream schooling or TAFE. In Years 7-12 in 2010, 87% of students were of language backgrounds other than English, 37% had been in Australia less than three years, and approximately 50% were young refugees.

Staff

All teaching staff meet the professional requirements for teaching in NSW public schools. Teachers at Holroyd High School are highly qualified: one in five teachers has a post-graduate degree.

Significant programs and initiatives

Australian Business Community Network (ABCN)
The Australian Business Community Network provides opportunities for schools through mentoring, partnering and support programs. In 2010, Holroyd High School took part in ABCN’s Growing Opportunities and Learning Skills (GOALS), InterAct Arts Experience, and Career Choice Day programs.

Digital Education Revolution – Laptops for Learning

Year 9 students received personal laptop computers through the Federal Government’s Digital Education Revolution program.

Priority Schools Program (PSP)
The Priority Schools Program provides additional funding and staffing, and consultancy support to PSP schools. In 2010, the school applied PSP resources to literacy and numeracy improvement, improved attendance and engagement, and community participation in the life of the school.

Student Leadership and Participation

Students are encouraged to develop their leadership capacity, both at school and in the wider community. Students have an active role in school decision making, with representation on the school’s curriculum, finance, PSP and self-evaluation committees.

Student Welfare

Holroyd High School has a comprehensive welfare program that integrates the school’s core values of respect and responsibility into all its welfare strategies to support students in their learning.

Support for Refugee Students

Refugee students in the school are supported through a variety of programs, including the Department of Education’s Refugee Transition Program and Vulnerable Students Program; after school tutoring; the student and refugee assistance schemes; and the school’s donor trust fund, Friends of Zainab and the National Foundation for Australian Women’s Holroyd High School Refugee Girls’ Trust.
University Links
Holroyd High School has strong links with major metropolitan universities, and takes part in the University of NSW Aspire and student leadership programs, the University of Western Sydney Fast Forward program, and the University of Sydney’s Faculty of Engineering gifted and talented outreach program. The school is an Associate School of the University of Sydney, and is a member school of Macquarie University’s Master Teacher program. The school hosts student teachers from all the metropolitan universities, and the University of Michigan, USA.

Vocational Education and Training
Holroyd High School has a strong vocational education and training program. In 2010, the school offered six of the eight HSC VET framework courses, and provided an alternative vocational HSC pathway through the Work Ready HSC.

Student achievement in 2010

Literacy & Numeracy – NAPLAN Years 7 and 9

The National Assessment Program for Literacy and Numeracy (NAPLAN) was implemented in all Australian schools in 2008 in Years 3, 5, 7 and 9. Year 7 NAPLAN usually reflects growth from Year 5 to Year 7, and Year 9 NAPLAN from Year 7 to 9; however, this pattern of growth from one measuring point to the next does not apply neatly to students’ results at Holroyd High School. In 2010, 24 of the 71 students (33.8%) who sat the NAPLAN tests at Holroyd High had been in Australia less than two years when they undertook the tests. In 2010, there was an improvement by 19 scale scores from the 2009 data in the test aspect of extended response tasks, 5 scale scores above the state average.

School Certificate

All students in Year 10 in NSW schools sit the School Certificate tests in English-literacy, mathematics, science, Australian history and geography, civics and citizenship, and computing skills. All other subjects are school-assessed.

Higher School Certificate

Fifty-five students completed the Higher School Certificate in 2010. Best results were achieved in ESL English, mathematics extension 1, physics, chemistry, senior science, information processes and technology, food technology, community and family studies, drama, personal development health and physical education, and in the VET courses: construction, information technology and business services. Students undertaking languages other than English (LOTE) achieved excellent results, especially in Modern Greek and Turkish.

Messages

Principal’s message
Holroyd High School is a remarkably successful school, both in terms of its educational outcomes, and in the way it builds civic participation and responsibility in its students and engagement with the Australian community. It is a positive, cheerful and harmonious school, which values and celebrates the cultural and linguistic diversity of its students, and their achievements.

Fundamental to the positive ethos of the school are the values of respect and responsibility, which have enabled the school to build a culture of openness, trust, collaboration and participation. The school has a long-standing commitment to the principles of restorative justice.

The school offers a broad, innovative curriculum, and provides students with a range of mentoring and enrichment activities to extend and deepen
their school experience. This has resulted in outstanding value-added results, particularly between School Certificate and the Higher School Certificate, which have in turn led to a high uptake of post-secondary study, particularly at university. The school currently averages forty-five percent university enrolment.

The majority of students are of language backgrounds other than English, many only recently arrived in Australia and many from challenging personal experiences and interrupted education. The school works strategically and successfully to overcome the educational disadvantage of these students, and to enhance the learning outcomes of all its students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Dorothy Hoddinott AO Principal

P & C message

Holroyd High School’s Parents and Citizens’ Association is a small active parent group providing parents with direct opportunities to participate in the overall direction of the school through an open-invitation forum for all to access the school’s executive staff.

Our small membership base ensures those parents who get involved have the maximum potential to contribute their thoughts, and to participate in school management committees.

We extend our welcome to all parents wishing to participate, regardless of their language background. The school makes interpreters available to parents who contact the school to indicate their wish to attend a P&C meeting.

Holroyd High School continues to have high rates of university admissions, solid improvements to student performance in language and literacy, and wide-ranging extra-curricular programs. It provides the complete package for any family seeking to enrol into our school community.

Ross Grove P&C President

Student representatives’ message

Holroyd High School is a proudly multicultural school. We are diverse in culture and united in learning. We celebrate the diversity of our school but at the same time commit ourselves to our education.

Our school delivers strong academic, sporting and social activities. Last year over forty percent of our Year 12 students went on to tertiary education at university.

Our school has many leadership programs for the students to get involved in, such as peer mediation, peer support and the Student Representative Council. The SRC allows student voices to be heard, and organises fundraising for charitable organisations, as well as for the school.

Teachers and students work together in a relationship of mutual respect, helping students develop the skills and confidence for life.

As well, Holroyd High School has a large variety of facilities to offer students. We have a new gymnasium, playing fields, a brand new commercial kitchen and musical instruments for students to learn with and enjoy.

Jessica Grove and Nader Tabbaa School Captains 2011

School context

Student information

Student enrolment profile

Holroyd High School has an atypical and fluctuating pattern of enrolment, with four major enrolment periods each year, reflecting enrolments and exits into and out of the IEC, and enrolments into the high school from the IEC each term.

In 2010, there was a net increase in enrolments during the year. At the census date early in Term 1, there were 340 students (177 boys and 163 girls) in Years 7-12, and 182 students (97 boys and 85 girls) in the IEC. By the end of 2010, there were 354 students enrolled in Years 7-12, and 196 students in the IEC.

The IEC enrolled 208 new students and exited 254 students throughout the year, including 38 to Holroyd High School. The average monthly
enrolment in the IEC was 187, peaking at 200 in March. There were 11 international students enrolled in the IEC in 2010 and three in the high school.

**Student attendance profile**

There has been substantial improvement in overall attendance rates since 2005, when the school introduced its SMS attendance messaging system. In 2010, the attendance rate was 91.2%, compared with 90.7% for the region and 89.9% for the state.

The Department of Education does not provide attendance data for the IEC. Changes to school administration programs do not allow the IEC to calculate its own attendance rates; however, the average attendance rate for the three years 2006-2008 was 97.4%, significantly higher than regional and state averages. Review of daily attendance records indicates continued high attendance in the IEC in 2010.

**Management of non-attendance**

Student attendance includes the use of an SMS messaging system to parents, for absence, lateness, early leavers and truancy. Attendance and lateness are monitored closely, with detentions issued for chronic lateness and truancy, and warning letters sent home in relation to unexplained absences. Referrals are made to the home school liaison officer concerning individual student attendance patterns.

The school’s SMS messaging system is not used in the IEC, but there are regular attendance checks, and where there are concerns, parents and the home school liaison officer are contacted.

**Structure of classes**

Students in Years 7-12 follow the courses of instruction set by the Board of Studies (BOS) for the School and Higher School Certificates. Students in the IEC follow learning programs developed from the IEC Curriculum Frameworks and BOS syllabuses. Students in the high school and the IEC are taught separately.

Classes in Years 7-10 are small, averaging fifteen students, and are graded, allowing teachers both to provide more challenging work and to focus support for students who require assistance with their learning.

Classes in Year 7 are formed after testing to determine students’ levels of performance. Progress is reviewed at the end of each term and adjustments made to meet the needs and abilities of the students. Students in Years 7 and 8 are generally in the same class for English, science, history, geography, languages, music and personal development, health and physical education (PDHPE), but may be with different groups of students in mathematics, technology (mandatory) and visual arts.

Students in Years 9-10 follow a similar pattern of subjects to students in Years 7-8; however, languages, music, technology (mandatory) and visual arts are no longer compulsory. In 2010, students were given a choice of three electives to study in place of these subjects.

Apart from English, which every student must study throughout high school, students in Years 11-12 choose from a range of subjects for the Higher School Certificate, including academic, vocational and creative and performing arts pathways.

Students from the IEC who join mainstream classes late in Year 10, and who wish to continue to HSC study, may be placed in a bridging course in Semester 2 prior to commencing Year 11 and
the Preliminary HSC the following year. The bridging course prepares students for senior school study.

English proficiency levels, referenced to the Curriculum Framework for IECs, structure IEC classes divided into stage 4 and stage 5, according to age. In the second term of each year, a number of Year 6 new arrivals students enrol in the IEC to prepare for high school.

Students’ background and educational levels determine the number and type of IEC classes. In 2010, there were, on average, seven regular classes and nine special needs classes.

Retention to Year 12

The retention rate for the 2010 HSC cohort was below both school education group and state averages, with 62.5% of students completing their HSC, compared to 69.1% for the other schools in the Granville school education group, and 62.7% for the state. This is due mainly to the number of former IEC students undertaking the school’s bridging course in Semester 2 in Year 10. These students do not sit for the School Certificate examinations and do not, therefore, appear on the retention data. The bridging course assists students in their transition into senior studies, but a proportion of the bridging students choose to enrol in TAFE or seek work, rather than continue into Year 11. Twenty-four students completed the Bridging Course in 2010.

Post-school destinations

The school was able to contact 49 of the 55 students who sat the HSC in 2010. Forty-one percent of the school’s 2010 HSC cohort achieved university entrance in 2011, compared to the national average of about 30% for all students and 15% for students from low socio-economic backgrounds; 35% are studying in TAFE and private colleges; and two percent are in full-time employment. The other students are either in full or part-time work, actively seeking employment, or overseas.

Of the 2010 Year 10 cohort, including the bridging students, 96% returned to school to study for their Preliminary HSC in 2011. Two percent enrolled in other schools, while the remaining two percent left to complete further study in TAFE.

In 2010, 213 IEC students exited to high schools, eleven enrolled in TAFE, eight moved interstate, eight returned overseas, eight transferred to other IECs and six left without notifying the school.

Year 12 students undertaking vocational or trade training

Nineteen percent of the school’s 2010 HSC cohort has enrolled in TAFE and private colleges in 2011 and two percent gained traineeships. Only two percent have continued vocational pathways started in their HSC courses, using credit transfers from the qualifications obtained at school. The majority of students are engaged in full-time study in 2011, with 41% enrolled in university studies, including vocational studies, such as engineering.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2010, 35% of all senior students undertook a VET course at school (22% of Year 12 and 49% of Year 11), and four percent studied a TVET course at TAFE. Twenty-seven percent of the 2010 HSC cohort achieved Certificate II. All other VET students achieved a Statement of Attainment in their VET courses.

Staff information

Staff establishment

Staff numbers fluctuated during the course of the year, reflecting the school’s irregular pattern of enrolments.
The National Education Agreement requires schools to report on the Indigenous composition of their workforce. In 2010, there were no indigenous members of staff at Holroyd High School.

Staff retention
Holroyd High School has a relatively stable staff. In 2010, one teacher retired, one teacher transferred and a new counselor was appointed.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

Holroyd High School has a highly qualified and experienced teaching staff. Twenty percent of teachers have post-graduate degrees, in addition to their teaching qualifications. Three teachers are currently undertaking study for higher degrees.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The summary combines high school and IEC income and expenditure, and includes Priority Schools Program, New Arrivals Program and Refugee Transition funds; tied funds, such as integration support and funding for the after school homework program for refugee students; and trust funds, such as Friends of Zainab, which supports refugee students in their education.

Funds for the professional learning of teachers are also included in tied funds.

Tied and trust funds may only be used for specific purposes, and expenditure may carry over from one year to another. All funds carried forward at the end of 2010 are fully committed in 2011.

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The school has few additional sources of income, apart from the canteen lease, voluntary school and subject contributions and a small amount from community use. The school is not able to generate income from community use of the gymnasium, as the conditions of use imposed by Holroyd City Council prevent its hire.

Voluntary school contributions have been capped for some years, and range from $45 in Years 7-8 to $70 in Years 11-12. Voluntary school contributions are used to buy books and materials for the school library, photocopying, ambulance insurance for all the students, and awards and prizes. In 2010, there was a further
decline in collection of voluntary school contributions.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the school’s Parents and Citizens’ Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

The IEC had double representation in the 2011 DET Calendar for Cultural Diversity, with Aboriginal-style artwork by Mustafa Abbas, Israa Ali Hassan, Yiting Lin, Mithuna Murukayan, Saharshkumar Patel and Hoda Mayahi chosen for the month of August, and artwork by Jiansen Xu for November.

Abulfazal Efthakari received the 2010 Holroyd City Council Young Ambassador Award for Visual Arts on Australia Day 2011. His self-portrait was exhibited in the National Portrait Gallery, Canberra, in the HEAD SPACE 10 Self/Reflections exhibition in September. Abulfazal and Hosnia Bakshi’s HSC artworks were chosen for display by Holroyd City Council in 2011.

Years 10, 11 and 12 drama students took part in a program with the Riverside Theatres, Curious Works and STARTTS in Term 2, devising a play, Detention, performed at the Riverside Theatres, Parramatta in July. Fifteen Year 8 students produced a short film on drug education through the SmartArtz program.

The Year 11 rock group and eight dance performed Waiting on the World to Change by John Mayer at the Sydney Opera House for the Granville Schools’ Spectacular in August. Year 12 music student, Elena Felise, was chosen for the South Western Sydney Region Talent Identification Program.

Students from Years 9 – 11 participated in Opera Australia’s Opera Education program in 2010, with OperaEd workshops in February culminating in a visit to the Sydney Opera House to watch a performance of Verdi’s La Traviata.

Sport

Lachlan Peatman, Year 11, was awarded the Australian Olympic Committee’s Pierre de Coubertin Award. Lachlan has represented the school at zone and regional levels in swimming and athletics, and in grade and knockout touch football and rugby league.

Matu Dawo and Chinemere (Innocent) Okereafor were Prospect Zone age champions in cross-country. Matu and Chinemere were also members of the NSW Combined High Schools Sports Association’s winning regional cross-country teams. Matu and Chinemere were Sportswoman and Sportman of the Year in 2010.

Prospect Zone Athletics Age Champions were: Freekie Dawo 3rd place 12 years girls; Sata Dawo 2nd place 13 years girls; Fantasia Kaba 2nd place 16 years girls; Fiona Salma 2nd place 17 years girls; Matu Dawo 3rd place 17 years girls, and Ben Dawo 3rd place 16 years boys.

The school entered three knockout teams in the NSW knockout competition in 2010. The Open Girls’ volleyball team lost in the first round of the competition, and the Open Boys’ soccer team was defeated in the second round. The Open Boys’ volleyball team qualified for the state finals, where they finished 5th in the state.

All Year 8 and 9 students participated in and successfully completed the NSW Premier’s Sporting Challenge. Forty-five IEC students took part in the Multicultural AFL Skills program in Term 2.

Chess was a strong feature of the school’s life in 2010. More than 200 students played chess at school, an increase of approximately 50 from 2009. The school entered two teams of five players in the NSW Junior Chess League Secondary Schools’ Competition in Term 2, and 21 players from Holroyd took part in two whole-day invitational chess competitions at Cabramatta High School. Six students also played against Australian Grand Chess Master, Ian Rogers, in a simultaneous tournament. In Term 4, the school held its own invitational chess competition. The total number of players at this competition in 2010 was 72, up from 48 in 2009. Gursimran Cheema, the captain of the Junior
Chess Team, was awarded most outstanding chess player of the year.

Other

One hundred and nineteen students from the high school and 33 students from the IEC participated in the 2010 ICAS Science competition, with Alex Luong, Mohammad Sharifi, Yeong Ng, Allen Yang, John He and Christie Yu receiving credits. Nineteen students from Years 7-12 took part in the Rio Tinto Science Competition. Chien Yee Ng, Ryan Pinto and Nirukshan Shanmugam were awarded credits.

Year 10 students, Oula Derbas, Andy Luong, Nirukshan Shanmugam and Mohammad Sharifi, were among a small group of gifted and talented science students selected to take part in the joint Department of Education and Merck Sharpe & Doehme Discover Science program at the University of Western Sydney Hawkesbury campus. Year 11 student, Yeong Ng, was awarded the 2010 Victor Chang Cardiac Research Institute Science Award for the highest achieving student in Year 11.

Nirukshan Shanmugam was the only student from schools in the Holroyd area to qualify for the second round of the Australian Neuroscience Brain Bee competition (run by the University of Western Sydney Schools Engagement Program) in March.

Sixteen students participated in the Australian Mathematics competition. Alex Luong, Andy Luong, Terrence Tao, Nirukshan Shanmugam and Yuchen Yu received credits. Andy Luong and Alex Luong achieved marks in the 73rd and 61st percentile respectively.

All Year 10 students participated in the NSW Junior Geography Skills competition. Nirukshan Shanmugam was awarded a distinction, and Aaron Narayan, Andy Luong, Nusrullah Shejahi, Mohammad Sharifi and Nazia Nasrullah were awarded credits.

Throughout the year a number of students participated in leadership programs: Lachlan Peatman and Nader Tabbaa attended the NSW Community Relations Commission’s multicultural workshop in September. Cate Docwra and Jessica Grove attended the University of Sydney Women’s College annual girls’ leadership seminar.

Year 10 student, Aaron Narayan, was the 2010 Public Education Ambassador for Holroyd High School, and was chosen as one of six South Western Sydney Region Public Education Ambassadors for Education Week 2010. He was one of the two MCs at the South Western Sydney Region’s 2010 Refugee Week conference.

School captains, Stacey Gavrilis and Saeid Ghalikar attended the School Captains’ Leadership Day at parliament House in March. Stacey, Saeid, Rayan Tabbaa and Farid Ahmadi, and Brandon Turner represented the school at the Merrylands RSL Dawn Service on Anzac Day. Rayan Tabbaa and Brandon Turner provided the Anzac reflection on behalf of school students in the Holroyd area, and Mrs. Hoddinott delivered the Anzac oration.

Year 11 student, Robert Khouri was one of 1,500 students across Australia awarded an Australian Defence Forces Defence Technical Scholarship in 2010; Fiona Salma, Rabea Hashemi and Hosnia Bakhshi were awarded Department of Housing Scholarships; Nirukshan Shanmugam was NSW State winner of the ABCN’s Doug Jukes Memorial Scholarship.

Carlos Hood represented the school at the NSW Schools’ Constitutional Convention in 2010, and was chosen to represent NSW at the Australian Schools’ Constitutional Convention in Canberra in 2011. Carlos also won a scholarship to participate in the UBS Finance Academy at Macquarie University in July.

Thirteen students from Years 7-9 participated in the 2010 Premier’s Reading Challenge. Two students, Maheen Bhutta and Feriba Masoomi, received gold certificates from the Department of Education for their participation.

Senior IEC teacher, Mr. Peter McBurney, was awarded an Australian College of Educators’ World Teachers’ Day Recognition Award in October.

Academic

Performance tables for 2010 Years 7 and 9 NAPLAN, School Certificate and Higher School Certificate results compare the school’s performance with a similar schools group (SSG).
Similar school group values have been calculated using the Index of Community Socio-Educational Advantage (ICSEA) rankings used by ACARA. The school’s ICSEA rating was revised in 2010 to reflect the nature of the school population.

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

**Literacy – NAPLAN Year 7**

The Year 7 NAPLAN tests reflect growth from Year 5 to Year 7, and the results provide the school with a base line starting point on which to report student progress in secondary school. Although 40 Holroyd students were eligible for the Year 7 NAPLAN tests, nine IEC students were exempted as they had been in Australia less than twelve months.

Comparative data for NAPLAN in Year 7 is available only for 21 or 67.7% of the 31 Year 7 students who sat the NAPLAN tests in 2010 at Holroyd High School. There is no comparative data for 32.3% of the students, which means they had been enrolled in NSW public schools less than two years and/or did not sit NAPLAN in Year five. The majority of the students for whom there is no comparative data are recent arrivals in Australia and did not speak English before enrolment in a NSW public school.

For those students for whom comparative data is available, the greatest growth was achieved in spelling, where 66.7% of students achieved above the expected growth rate. The average scaled score growth for boys, was 94.1% and 54% for girls. Over 57 percent of Year 7 students met the minimum expected standard in spelling. Reading was the strongest of the literacy strands, and grammar and punctuation the weakest, with only 47% above the national minimum standard.

**Numeracy – NAPLAN Year 7**

Thirty-one students sat for NAPLAN in 2010, with three percent of the students achieving band 8. Forty-one percent of the girls and fifty percent of the boys were in band 6 and above. There was a difference of 27.6 marks in the school’s average mark from 2009 to 2010, reflecting the recent arrival in Australia of many of the students and differences in general ability levels between the two groups of students. On average, students at Holroyd High School recorded an improvement from their Year 5 NAPLAN results of 71.5, compared to the state average of 61.94 and the DET average of 60.

Year 7 students experienced greatest difficulty in NAPLAN in geometry and with problems expressed in words, a reflection of the language challenges in tests and examinations for LBOTE students. Counting On lessons have improved students’ mental computation skills, and the focus on numeracy and literacy in the classroom across all key learning areas has resulted in general improvement in numeracy skills.
Although 59 students were eligible to sit the NAPLAN tests, 21 IEC students were exempted, as they had been in Australia less than twelve months. Comparison with the Year 7 NAPLAN tests is possible for only 13 or 34% of the 38 Year 9 students who sat NAPLAN at Holroyd High School in 2010. There is no comparative data for 66% of the students, which means that they had been enrolled in NSW schools less than two years at the time of the tests and/or did not do the NAPLAN tests in Year 7.

Literacy – NAPLAN Year 9

In 2010, the average scaled growth for Year 9 students was higher than for all students in the state in reading, writing, and spelling. The greatest difference was in reading, where Holroyd students scored 9.94 points above state growth. Boys achieved an average growth of 35, and girls 53.7, compared with state growth overall of 35.06 and 33.3 for DET students.
In 2010, 58% of Year 9 students achieved in bands 5 and 6 in numeracy, 40% achieved in bands 7 and 8, and 3% in bands 9 and 10. For the 31.5% of students for whom comparison was possible, there was an average 37 point improvement from their Year 7 numeracy assessment in 2008.

**Progress in literacy**

For both Years 7 and 9, progress in literacy, as measured by the growth data from NAPLAN, is very encouraging and positive. School growth is generally higher than state growth. For Year 7, this is 61.55 compared to 45.42 for the state and 44.38 for DET schools. For Year 9, this is 42.88 compared to 36.73 for the state and 34.73 for DET schools.

**Progress in numeracy**

For both Years 7 and 9, progress in numeracy, as measured by the growth data from NAPLAN, is very encouraging and positive. School growth is significantly higher than state growth. For Year 7 this is 71.5 compared to 61.94 for the state and 60 for DET schools. For Year 9 this is 38.6 compared to 39.12 for the state and 37.2 for DET schools.

**School Certificate**

In the School Certificate, the performance of students is reported in performance bands ranging from band 1 (lowest) to band 6 (highest).

In 2010, fifty-eight Year 10 students sat for the School Certificate English-literacy, mathematics, science, Australian history and geography, civics and citizenship, and computing skills assessment tests; however, comparative NAPLAN data is available for only eighteen students, or 31% of the group.

Twenty four students sat for the 2010 School Certificate tests less than three years after their arrival in Australia. This represents 41% of the total candidature in 2010, compared to 34% in 2009. The high proportion of recently arrived students has an impact on the validity of comparisons with LSG and state averages.

Students achieved their best results in science, Australian history, computing skills and Australian geography.

**School Certificate relative performance comparison to Year 5 (value-adding)**

For the 18 students (31%) who sat both the Year 5 Basic Skills Test in 2005 and the School Certificate in 2010, there was positive growth above the state average in all subjects tested: English (1.4), mathematics (1.8), science (4.8), Australian history, civics and citizenship (4.2), Australian geography, civics and citizenship (2.5), and computer skills (3.2).

**English**

Fifty-eight students completed School Certificate requirements in English. Thirty-nine percent of students achieved band 4 or higher, an increase from 22% in 2009, and 83% of students achieved band 3 or higher, compared to 80% in 2009. No student achieved band 1, compared to 0.21% of the state.

**Mathematics**

Mathematics results showed a positive trend in 2010, with a 3.4% increase in the school average
mark compared to a 1.2% increase in the state average from 2009. Two students achieved band 6, and 27.7% of students achieved band 4 and above, compared to 22% in 2009.

Science

Two students achieved band 6, and five students achieved band 5 in 2010. There has been an increase from 3% in 2008 to 12% in 2010 of students achieving band 5. Seventy-nine percent of students achieved band 3 and above in 2010, compared to 62% in 2009. No student achieved band 1, compared to 0.22% of the state, and 10.71 percent of the school’s candidature in 2009. A much greater percentage of students achieved in the higher bands in 2010, indicating the successful movement of students out of the lower bands.

Australian geography, civics and citizenship

There has been continued improvement in students’ performance in Australian geography, civics and citizenship in 2010. The school has had success in moving students into the higher bands, and a reduction number of students in band 1. The results in the lower bands indicate a lack of familiarity with Australian culture and geography, as the majority of students in Year 10 have entered the Australian school system after Year 5.

The school has continued to move closer to the state average in geography. In 2010, students were only 4.2 marks below the state average, an improvement of 3.7 from 2009.

Australian history, civics and citizenship

There was improvement in student performance in Australian history, civics and citizenship in 2010, with the average mark difference from the similar school group being only 1.4. The school has had success in moving student results into the higher bands, with a decrease in the number of students in bands 2 and 3. When compared to 2006-2010, there was an improvement of 3.7% in band 4 results, while in band 5 there was an improvement of 0.6%. Band 5 results were 0.4% above the average result for the like school group.

Computer skills

All Year 10 students achieved in the highly competent and competent bands, except for one student, who was ill during the examination. There were no other students in the lower band. Seventy-eight percent of the students achieved in the competent band, which compares favourably with 42% for the state.

Summary

School Certificate results overall indicate that although many of the students in Year 10 at Holroyd High School had had little time in mainstream schooling before they sat the School Certificate tests, they were actively engaged and were able to develop the skills and knowledge required to demonstrate sound achievement in the School Certificate.

Higher School Certificate

Sixty-seven Holroyd High School students completed the Higher School Certificate in 2010, of whom forty sat the School Certificate in 2008. There were five pathways students. Twenty-nine percent of candidates sat the HSC less than three years after arrival in Australia. The comparative data refers only to those Year 12 students who sat the School Certificate in 2008.

Students followed 27 courses of study at school, including six VET framework courses. Twenty-eight percent of all HSC students at Holroyd High School in 2010 studied a VET course. Two VET courses were studied at TAFE, and thirteen students studied eight languages at the Saturday School of Community Languages.

Students achieved their best results in ESL languages other than English (LOTE) achieved excellent results.

Six students achieved band 6 in seven subjects, and three students were placed in the top ten in the state in their subjects: Eleftheria Kambouraki was first in the state in Modern Greek, Merve Haliloglu was third in the state in Turkish, and
Chien Yi Ng was ninth in the state in ESL English, and was also placed on the merit list in biology and mathematics extension 2. Chien Yi was 2010 Dux, with all her results in bands 5 and 6. She achieved an ATAR of 97.8. Eleftheria was also placed on the state merit list overall. Elena Felise achieved band 6 in music, Ali Reza Norouzi achieved band 6 in information processes and technology, and Omar Assoum achieved band 6 in mathematics extension 2.

**English**

**English Standard**

Sixteen students undertook the 2 unit English standard course: 37% achieved band three, which is 0.62% above state average; 69% achieved band 2 or higher.

**English advanced**

Five students undertook the 2 unit advanced English course: 40% achieved band 4, 5.28% above state average, while 80% achieved band 3 or higher.

**English as a Second Language**

Thirty-four students undertook this course, with 20% achieving band 5 or higher; 56% achieved band 4 or higher, an increase from 32% the previous year; 82% achieved band 3 or higher, an increase from 73% in 2009.

**Mathematics**

In extension 1 mathematics, the school’s average mark increased by 24.7, whereas the state average mark fell by 0.4. Seventy-five percent of students achieved band E3 and twenty-five percent of students achieved band E2 results.

Students also achieved very well in extension 2 mathematics in 2010: the school average mark increased by 45.7, whereas the state average mark fell by 2.0 in comparison to 2009. All extension 2 students achieved band E3 results.

Twelve students studied 2 unit mathematics. Six students, or 50% of the candidature, achieved band 4 or higher; 8% were in band 5, compared to 14% in 2009; and 44% achieved band 3 and above, compared with 45% in 2009 and 23% in 2008.

**Science**

The sciences studied in 2009 were biology, chemistry, physics, and senior science. Eight percent of the students achieved band 6, compared to zero in 2010. In physics, 100% of students achieved band 3 or higher, with 33% of the students receiving band 5 compared to 31% in the state. In chemistry, 50% achieved band 5. Seventy percent of the students achieved bands 3 and 4 in senior science, compared to 53% in the state. In biology, 8% of students achieved band 6, compared to 7% in the state.

Overall, there was a significant increase in the number of students achieving in the higher bands in science courses in 2010.

**Human Society and its Environment (HSIE)**

Students studied four courses in this key learning area: ancient history, business studies, economics and legal studies.

Seven students studied ancient history, with 43% achieving bands 3 and 4, 3% below the state average. No student achieved in bands 5 or 6.

Nine students studied business studies, with 78% of students achieving band 3 or higher. The number of students achieving band 4 was 3% above the state average.

Six students studied economics with all students achieving in bands 2 and 3.

Nine students studied legal studies in 2010, with 66.5% of students achieving in bands 3 and 4, compared to 45% for the state, an improvement of 29% from 2009.

**Vocational Education and Training (VET)**

The HSC VET industry curriculum frameworks, give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF). Twenty seven percent of students who studied a VET subject in 2009 achieved Certificate II. All other students obtained a statement of attainment.
There is an optional HSC examination for VET courses. All students elected to complete this optional HSC examination in 2010.

In business services there was a dramatic improvement in examination results. In 2010, results were 3.92 below the state average, compared to 18.75 below the state average in 2009. Seventy five percent of students obtained Certificate II in business services, that is, they achieved all relevant competencies and course outcomes.

There continued to be an improvement in the construction (VET) examination average. Sixty percent of students achieved band 4, compared to 39% for the state. All construction students successfully completed the Work Cover-approved construction site safety course, enabling them to commence work immediately in the building industry, and all students obtained a statement of attainment towards Certificate II.

Information technology continued to improve in 2010. All students achieved a statement of attainment towards Certificate III information technology (applications).

Technology and Applied Studies

In food technology, 11% of the students achieved band 5, compared with 22% state-wide, and 11% achieved band 4, compared with 27% state-wide.

In engineering studies, students achieved four band 4 and five band 3 results. The class mean was slightly below the state mean for this course. Fifty percent of students of the students in this subject in 2010 are studying engineering and technology courses at university in 2011.

In information processes and technology, students achieved one band 6, two band 5 and two band 4 results. The class mean was slightly below the state mean for this course.

Personal Development, Health and Physical Education (PD/H/PE)

In community and family studies, students achieved two band 5 and six band 4 results. Fifty-nine percent of students achieved bands 3 and 4, compared with 60% state-wide.

In PDHPE, 57% of students achieved band 4 compared with 32% state-wide. Twenty-eight percent of students achieved band 3, compared to 22% state-wide.

A group of students completed the exploring early childhood course, run as a 2 unit course over two years.

Creative and Performing Arts

Six students studied 2 unit drama, with 83% achieving band 4, 25% above the state average.

All students achieved band 3 or higher. One student studied music and achieved band 6.

Eighty percent of visual arts students achieved bands 3 and 4 and 20% achieved band 2.

Languages other than English (LOTE)

Students who studied LOTE for the HSC generally demonstrated high achievement in those courses. Thirteen students studied eight languages at the Saturday School of Community Languages. No students studied LOTE in Year 12 at school.

Of the thirteen students who studied LOTE for their HSC, one student studied Arabic beginners, achieving band 5; two students studied Arabic continuers, achieving bands 3 and 5; two students studied Chinese, achieving bands 3 and 5; one student, Eleftheria Kambouraki, studied Modern Greek, achieving band 6. Eleftheria was first in the state in Modern Greek; three students studied Persian, achieving bands 3, 4 and 5; one student studied Spanish and achieved band 5; one student studied Tamil and achieved band 5; and two students studied Turkish, achieving bands 5 and 6. Merve Haliloglu was third in the state in Turkish.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

The school has above-state average value-added results at all levels, but the greatest growth is between School Certificate and Higher School Certificate results, as demonstrated by the following table.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentage of our students achieving at or above these standards is reported below.

The following tables need to be read in conjunction with the graphs on pages 9 and 10, showing student progression rates. Unlike most Australian high schools, Holroyd High School enrols significant numbers of students newly arrived in Australia after Year 7, for whom no comparative data is available. In 2010, 32.3% of students in Year 7 and 66% in Year 9 sat the NAPLAN tests within three years of starting to learn English, which has an impact on the school’s average test scores. For these students, the NAPLAN test scores are a reflection of their knowledge of English after only a relatively short experience of Australian schooling.

The tables on pages 9 and 10 provide information about the progress of students for whom comparative data is available, that is, students who have sat previous tests, which allow the comparison to be made. Their results demonstrate high value-added gains in both literacy and numeracy.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
<td>62.5</td>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
<td>57.5</td>
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<tr>
<td>Punctuation and grammar</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>65.0</td>
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Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
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<th>Percentage of Year 9 students achieving at or above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>39.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>54.2</td>
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<tr>
<td>Punctuation and grammar</td>
<td>44.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>49.2</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The IEC invited a local Aboriginal community member, Bundeluk, to give a presentation of Aboriginal culture, customs and stories to students. Students also learned about changes in policy, such as assimilation and integration, and reconciliation, and about the Aboriginal human rights and reconciliation struggles and the stolen generation.

Multicultural education

Holroyd High School is a multicultural school where the diversity of languages and cultures is valued and celebrated. The school has taken a strong stance on racism and has implemented strategies that have significantly reduced the incidence of racist and anti-social behaviour in general.
The school has a program of integration support for students entering high school from the IEC. In 2010, twenty-four students completed the semester 2 bridging course developed by the school to prepare senior students for Preliminary HSC studies.

Twenty-four students in Year 9 and fifty-nine students in Year 10 studied the school developed Board of Studies (BOs) endorsed course, Australian Cultural Studies.

NESB parents play a proportionally small role in decision-making and school activities, primarily due to family priority of settlement in Australia, lack of fluency in English, and lack of familiarity with the concept of parent participation. In 2010, the school employed two community liaison officers (CLO) through the Priority Schools program to assist in engaging with NESB parents with their children’s education. In 2010, the Afghan parent group continued to meet regularly in Auburn, supported by the Dari-speaking CLO.

Interpreters are provided for interviews, information sessions and parent-teacher evenings, and documents are translated where feasible. The IEC held four parent information days in 2010, and translated school newsletters and other documents into seven languages. The school was again available to provide support to other schools in NSW and interstate in relation to new arrivals, especially for their emerging Afghan and African communities.

Multicultural Day was held in August; with the theme of Together we are stronger. Flags from 37 nations were represented in the parade of nations, followed by student performances from the range of cultural backgrounds in the school community. The Minister for Education and Training, the Hon. Verity Firth MP, was guest of honour at the formal assembly, and the South Western Sydney Regional Director, Mr Tom Urry attended the performances. There was an open air multicultural food market at lunchtime, followed by a whole-school drumming workshop in the afternoon, with over 300 drums.

Respect and responsibility
The school actively promotes an open and tolerant learning environment and the development of a sense of social responsibility and citizenship among the students. Equity and social justice principles underpin the school’s student welfare policy and code of behaviour, and restorative justice principles inform the discipline process.

Respect and responsibility have been the school’s core values since 1997. The school models respect and responsibility through the practice of procedural fairness, and through the involvement of staff, students and parents in the life and governance of the school.

Other programs
Priority Schools Program

In 2010, the school continued its support for the priority areas of numeracy and literacy, participation and community communication and school administration.

PSP funds were used to employ a teacher to provide additional literacy and numeracy support to students through individual or small group time, and teachers through the development of resources, and researching effective strategies for in-class support. Funds were also used to employ two community liaison officers to support Arabic and Farsi/Dari speaking parents in interviews and through written communication. Administration support was provided for the SMS messaging system, alerting parents to student absences and special school events.

Outcomes of these strategies include the continued success of Afghan and Persian parent participation in the parent meetings held every term in Auburn, at which members of the school executive presented workshops to help parents assist their children at home with their studies. Early notification of student absences through the SMS system has greatly contributed to the increase in student attendance, well above regional and state averages.

The PSP support teacher targeted students who performed in the lower bands of Year 7 NAPLAN in 2009, as well as others identified as needing additional support. Pre and post testing of these students indicate improvements in general literacy and numeracy levels, and anecdotal information from teachers suggests increased engagement with their schoolwork.
Student Welfare

The school has a comprehensive welfare program to support students in their learning. Students are actively encouraged to take responsibility for their own behaviour and learning, and to develop a sense of civic and social responsibility.

The school’s welfare team met weekly to discuss welfare issues and develop strategies to assist students. The welfare team also participated in a planning conference to support a whole-school approach to student welfare.

The school’s 2010 welfare plan focused on restorative justice and positive behaviour intervention support programs, workshops for Years 7-10 on anti-bullying and teasing, conflict resolution, inter-personal relationships, and study skills.

Year 11 and 12 students completed legal seminars presented jointly by Macquarie Legal Centre and NSW Police. As part of the Crossroads program, Year 11 students attended the Rotary Young Driver Awareness program.

Year 11 students conducted peer support early in Term 1, to assist Year 7 students settle into high school life.

Peer mediation has continued to strengthen the welfare program at Holroyd High School.

Students with special needs were catered for through the literacy and learning program, integration support, work transition, Life Skills SC and HSC, and HSC Pathways, including the school’s Work Ready HSC.

Eight students received Gold Awards as part of the school’s merit scheme in 2010, and nineteen students received Principal’s Awards for commitment to the school community.

Two hundred and thirty-four students were supported directly by the student and refugee assistance schemes, which provide needy students with the basic needs for their schooling. Refugee students received additional support through the school’s refugee trust fund, Friends of Zainab, and a National Foundation of Australian Women donor trust for refugee girls. Eight former refugee students received support in their university studies.

Three senior students: Rabea Hashemi, Hosnia Bakhshi and Fiona Salma, received Department of Housing Scholarships in 2010.

IEC students attended experiential excursions in Sydney and Canberra to introduce them to life in their new country. Senior students also attended an overnight camp at Camp Morton National Park in June where students developed their awareness of sharing, co-operative living and social skills. IEC counsellors continued support programs, such as Settling In and Social Skills.

The school’s immunisation program also continued throughout 2009, with immunisation for Hepatitis B, Varicella, Measles, Mumps, Rubella (MMR), Meningococcal, Diphtheria and HPV.

Student Leadership and Participation

The school encourages and fosters students in developing leadership capacity, both at school and in the wider community. Students are provided with opportunities to engage in “big picture” issues, and have the full support of the school in their endeavours. Student leadership and participation in school decision-making are fostered through the Student Representative Council (SRC). In 2010, students were represented on the school’s curriculum, finance, PSP, self-evaluation and uniform committees, and took part in the development of the school’s management plan.

Throughout the SRC students from various years attended numerous regional and State SRC meetings to discuss leadership opportunities and progress of the schools SRC.

SRC fundraising in 2010 included the Jeans for Genes, Pink Ribbon Day, and Shave for Leukaemia. Year 11 SRC students sold Legacy Day badges in the Merrylands central business district.

University Links

Holroyd High school was one of nine schools chosen to take part in the University of NSW’s ASPIRE program. All students in Years 8 – 12 participated in seminars with students from UNSW, covering educational pathways, courses
and careers, learning styles and time management skills.

Targeted students in Years 9 and 10 visited the UNSW campus for Uni for a Day. Saeid Ghalikar, Farid Ahmadi, Zahra Taher and Noora Tabbaa attended the UNSW student leadership program in January 2010 and undertook an action research project during Term 1. Targetted students from Years 11 & 12 were involved in shadowing a university student in March 2010. Nader Tabbaa, Carlos Hood and Shadi Kord Abadi completed the “Step Up” program in June 2010. As part of ASPIRE, Year 11 business studies and economics students visited Citibank to explore career choices within the business community.

Fifteen Year 9 students took part in the University of Western Sydney’s Fast Forward program attending an awards ceremony and a skills day at the University of Western Sydney, Parramatta Campus. Fifteen year 10 students extended their knowledge of university life with a second skills day and mentoring by UWS students at school.

The school is an Associate School of the University of Sydney, and participates in Macquarie University’s Master Teacher program. The school hosts student teachers from all the metropolitan universities and in 2010, hosted a student teacher from the University of Michigan, USA.

**Australian Business Community Network**

Holroyd High School joined the Australian Business Community Network (ABCN) in 2007. The ABCN links business with education to improve opportunities and raise expectations for less advantaged students through mentoring, partnership and support programs.

Twenty Year 9 students participated in the GOALS (Growing Opportunities and Learning Skills) mentoring program, with mentors from Investec, Ernst and Young, Minter Allison and JP Morgan. Twenty students from Year 11 took part in the career choice day, visiting Investec and JP Morgan.

Nirukshan Shamugan of Year 10 was NSW state finalist in the ABCN Doug Jukes Memorial Scholarship.

**Refugee Transition Program**

The Refugee Transition Program was implemented as a pilot program in 2008 and has proved to be a highly successful support program since its inception. Students in Years 9 and 10 had the opportunity to be a part of the Camden High Cultural Exchange, and the exchange program with Abbotsleigh Girls. Excursions were organised for students in Years 9-12 to help them with decisions regarding appropriate educational and vocational pathways. Places visited included Sydney Careers and Employment Expo and Sydney University. JobQuest also delivered the RAW program (Ready Arrive Work) to students in Years 9 and 10 with much success.

The success of the Refugee Transition program can be measured by an increase in student attendance; an increase in completed class work and assessments; a decrease in RISC (discipline referrals); and greater student engagement. Teachers have reported that student confidence increased, and greater cohesiveness amongst the groups.

**Vocational Education and Training**

Holroyd High School offered a range of vocational education and training (VET) courses. Year 12 students completed courses in business services, construction and information technology. Year 11 students completed courses in business services, information technology and construction, retail services and hospitality. Thirty five percent of senior students studied a VET course in 2010, forty nine percent of students for their preliminary HSC and twenty two percent for the HSC. In addition to the school-delivered VET framework courses, Year 11 and 12 students also undertook non-framework TAFE (TVET) courses.

A number of students with disabilities also studied VET courses in Years 11 and 12. These students were supported in the classroom to enable them to access course content, and in their work placements to ensure their success in a work environment.

The Work Ready Day provided an opportunity to engage with the community, a number of employers gave up their time on those days to
speak to students about working life in their industry and expectations of employers, allowing them to develop employment related skills.

All students who complete a VET course must undertake 35 hours of work placement in each year of study. This gives them a valuable insight into the industry and practical experience in their VET courses. Work placements are provided by an external body. In 2010, our work placement provider changed to South West Connect, who gave invaluable assistance at the Work Ready Day.

The position of VET transition advisor continued in 2010, targeting students at risk of disengaging with school or leaving school altogether. Students undertook a number of programs, including: Links to Learning, small group withdrawal, work place visits and workshops.

The School to Work program continued in 2010; Year 9 students who did not participate in the GOALS program undertook workshops related to careers and employability skills. The careers advisor delivered a careers lesson to Year 10 each week. In Term 4, after the School Certificate examinations, students took part in workshops to help prepare for work experience and participated in a mock interview with a teacher. On this day they were dressed ready for work experience.

Primary School Links

In 2010, Holroyd High School maintained close links with all the neighbouring primary schools in the Holroyd area through the Young Achievers’ Award Ceremony and enrichment mathematics and science programs were delivered to year 5/6 students of Widemere Public School.

Approximately 300 students, teachers and parents attended the Year 6 Open Day on 9 March 2010. The event was a huge success, with students involved in activities such as using the interactive white board, experimenting in science, drama, cooking cupcakes, undertaking mathematical investigations, and painting in art.

Progress on 2010 targets

Target 1

Improvements to students’ literacy results in NAPLAN, School Certificate and Higher School Certificate

Our achievements include:

- 85% of Year 7 students for whom comparative data is available achieved at or above NAPLAN minimum standard.
- 65% of Year 9 students for whom comparative data is available achieved at or above NAPLAN minimum standard.
- 98% of Year 10 students achieved at or above Band 2 in School Certificate.
- 44% overall improvement in IEC curriculum framework progression.

Target 2

Improvements to students’ numeracy results in NAPLAN, School Certificate and Higher School Certificate

Our achievements include:

- 88% of Year 7 students for whom comparative data is available achieved at or above NAPLAN minimum standard.
- 87% of Year 9 students for whom comparative data is available achieved at or above NAPLAN minimum standard.
- 98% of Year 10 students achieved at or above Band 2 in School Certificate.

Target 3

Student engagement, participation and leadership

Our achievements include:

- Attendance in Years 11 and 12 was above regional and state attendance levels.
- 90% of all students in Years 8–12 were involved in mentoring and leadership programs.
- 75% of all students were involved in extra-curricular activities.
• 85% of Year 12 students satisfactorily completed the Higher School Certificate, with 65% of Year 12 students achieving at or above band 3.

• There was increased retention of transition program students to successful completion of their Higher School Certificate.

• There was a decrease in serious disciplinary interventions as shown by a decrease in both short and long suspensions.

• There was an increase in teacher participation in DER professional development and use of technologies within the classroom.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of:

Educational and management practice - Student Engagement

Background

At the end of 2010, the school was invited to join the National Partnerships on Low SES School Communities, to commence in 2011. The situational analysis for the national partnerships raised concerns relating to:

• Attendance, centred upon a minority of students, usually in Years 10, 11 and 12, who are often late to school and who have an unacceptable rate of fractional truancy.

• Years 10 and 11 are the two years with the greatest number of referrals for lateness, fractional truancy and whole day unexplained absences.

• There is evidence from the data that students are underachieving at all stages of learning. There is a need to increase the level of student engagement to maximise learning outcomes.

Efforts have been made to try to increase student engagement, especially in Year 10, by accessing both internal and external support programs, and providing flexible pathways for learning.

Findings and conclusions

Given the background and mixed educational experiences of the students at Holroyd High School, the school moved to a more flexible senior curriculum several years ago to support the needs of students more effectively. A vocational education and training HSC pathway, the school’s Work Ready HSC, was built into the subject selection lines to ensure the needs of non-academic students were met more appropriately. This pathway was designed specifically to cater for the needs of low literacy, older refugee and immigrant students, but has attracted other at-risk students, as well. The school has developed a strong VET program, attracting a small number of students from other schools and from the Adult Migrant English Program.

Future directions

• Employment of a Head Teacher Student Engagement – Quality Teaching under the National Partnerships funding for 2011 and 2012.

• Tightening of attendance monitoring procedures, especially in relation to Years 10, 11 and 12.

• Accurate monitoring and recording of attendance by classroom teachers and improved communication between the school and home.

• Expansion of curriculum options, such as the English for Life course.

• School based apprenticeships and traineeships.
Curriculum - Science

Background

Students in Years 7-11, parents and science teachers completed a survey to identify issues in science at Holroyd High School. The survey included written responses, which provided the respondents opportunity to express their views. All responses were anonymous.

Findings and conclusions

The survey indicated the following about science at Holroyd High School:

Teaching and learning practices:

- Teachers have high expectations and are explicit with their instructions in order for students to achieve the best possible outcomes;
- Teachers make lessons interesting by linking content to syllabus outcomes and real life experiences;
- Teachers create a supportive learning environment in both theory and practical lessons;
- Students find theory lessons interesting when they are interactive;
- A variety of lessons/activities is used to engage students and improve performance;
- Students are encouraged to take part in International and state competitions and external educational enrichment programs;
- An after-school tutoring system has been set up by science teachers to help students acquire the required skills and knowledge for HSC examinations.

Effectiveness of programs and assessment strategies:

- Programs include relevant elements of the syllabus and incorporate DET policies;
- Students are aware of when and how assessment tasks will take place. Adequate notice is given to students and feedback provided;
- Assessment procedures are in line with school, DET and BOS requirements;
- Teachers are currently evaluating programs to include a wider range of resources and activities to allow students to be challenged and extended in the classroom.

The effectiveness of classroom management strategies:

- Teachers and students understand the school’s discipline code and the parameters for expected behaviour in the classroom. Teachers use a variety of management strategies to ensure that all students are provided with a positive learning environment;
- Teacher/student relationships are strong. Teachers show they care about their students and allow them to express their points of view;
- Students feel they are provided with a secure learning environment.

Future directions

- Teachers are extremely keen to continue to source professional learning opportunities in order to improve their practice further, and enhance technology skills in line with the whole school management plan to improve learning outcomes;
- Teachers will continue to use the content of existing programs, but enhance them to include a wider range of resources and activities that allow students to be challenged and extended in the classroom.

Parent, student, and teacher satisfaction

In 2010, as part of the situational analysis for the National Partnerships for Low SES schools, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Perceptions based on parents’ results from the School Map survey:

- 75% of the parent respondents are happy with the school’s expectation of the students’ achievement;
• Parents stated that students at the school demonstrate pride in their learning;
• Parents perceive that teachers provide a balance of independent and group activities;
• A significant number of Chinese parents wanted someone with a Chinese background to liaise with students and families;
• A number of parents expressed a need to address student behaviour in class;
• Parents stated that they would like to be better informed about what their children are learning;
• Parents stated that they would like to be better informed about how their children were assessed;
• Parents perceived that there was a need to provide more resources for learning;
• Parents stated that with increased expectations for students, higher levels of performance could be achieved.

Perceptions based on student results from the School Map survey:
1. **Teaching** - the majority of students understood the relevance of what they are learning, and felt that teachers explained the significance to students of what they are learning and why. Students felt that good records were kept on their progress, and reporting to parents through reports and parent interviews provided relevant information on their learning.

2. **Learning** - students believe that the school has high expectations of students, and this gives students pride and the desire to achieve well. Students felt that there could be greater communication between the school and their families in relation to their learning.

3. **Planning** - students agree that the main purpose of school targets is to improve student learning outcomes, and that the school plans well for their learning.

4. **Management** - students strongly believe that the school cares about its students; the school is well organised and the discipline is fair. Students believe that the staff at the school are valued and supported and that the school is continually looking at ways to improve its performance.

5. **Leadership** - students believe that everyone at the school is treated fairly and that the school is constantly looking at ways to improve what it does. Students believe that the school leaders understand the school and get the best from staff and students.

6. **Culture** - students strongly believe that new students are made welcome and that all students are encouraged to learn and achieve their best.

Perceptions based on staff results from the School Map survey:
1. **School Culture** - staff believe that meeting students’ needs is the school’s number one priority and that the school encourages students to achieve their best. Staff believe that the school recognizes and celebrates achievement and has developed a culture of learning.

2. **School Leadership** - staff felt that the school leaders had a good understanding of the school’s strengths and weaknesses, and that school leaders have been successful in building relationships based on trust, collegiality and respect. Staff felt, however, that there was a need to involve parents more in school decision-making processes.

3. **Management** - staff strongly believed that student welfare needs are reflected in the school’s policies, processes and practices. Curriculum is flexible and meets students’ needs, interests and abilities. The school has a process of
continuous monitoring and evaluation to investigate ways to improve its performance. The school employs a range of strategies to improve communication.

4. **School Planning** - staff strongly believe that the main purpose of the school targets is to improve student learning outcomes. Staff perceived the school as being responsive to changing and emerging needs of the school community. Some staff would like greater parental and staff consultation in school decision-making.

5. **Teaching** - staff strongly believe that the students are delivered a relevant curriculum that responds to students’ needs, interests and abilities; and that records of student progress are well maintained, highlighting students’ strengths and areas for further improvement.

6. **Learning** - staff strongly believe that students’ learning opportunities are within a stimulating and secure environment, and that a variety of appropriate teaching and learning strategies are utilised. There is strong collegiality between teachers to share ideas and experiences to improve teaching practice. Staff felt, however, that students needed to take greater responsibility for their learning, and that they need to reflect more on their learning and engage in self-assessment.

**Professional learning**

The focus of professional learning in 2010 was to support areas targeted in the school’s management plan 2009-2011: quality teaching and learning, skills for the digital education revolution, and literacy and numeracy.

Staff attended a variety of conferences and workshops, with funds spent in the following areas: 16% for welfare and equity programs; 18% for curriculum; 16% for leadership and educational management; 17% for incorporating ICT into teaching and learning; 5% on improving literacy and numeracy; 11% for quality teaching; and 17% for early career teachers. The average per capita expenditure for teaching staff on professional learning was $894.00

Additional funding for teacher professional learning came from DER professional funding.

Administrative and support staff engaged in a number of professional development activities, including conferences, network meetings, seminars and workshops. The average per capita expenditure for administrative and support staff was $405.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

**Improvements to students’ literacy results in NAPLAN, School Certificate and Higher School Certificate**

Strategies to achieve this target include:

- Teachers use quality teaching practices to improve student literacy and learning outcomes.
- Enhanced use of technology in the classroom to improve learning outcomes.
- Analysis of individual students’ needs to inform provision of appropriate literacy support through specific programs.
- Introduction of a peer reading program for junior students to improve literacy.

Our success will be measured by:

- An overall increase in the number of students in Years 7 and 9 achieving at or above the minimum standard in NAPLAN Literacy, and an improvement for students for whom comparison is available from 89% at or above minimum standard in 2010 to 90% in 2011.
- An increase in the number of students in Year 10 achieving at or above Band 2, from 96% in 2010 to 98% in 2011 in the School Certificate.
A 5% decrease in the proportion of students achieving at or below band 2, and an increase of 5% in the proportion of students achieving in the upper bands in the 2011 Higher School Certificate.

An improvement overall in IEC Curriculum Framework progression from an average of 44% in 2010 to 46% in 2011.

Target 2

**Improvements to students’ numeracy results in NAPLAN, School Certificate and Higher School Certificate**

**Strategies to achieve this target include:**

- Teachers use quality teaching practices to improve student numeracy and learning outcomes.
- Enhanced use of technology in the classroom to improve learning outcomes.
- Analysis of individual students’ needs to inform provision of appropriate numeracy support through specific programs.
- Implementation of a peer mathematics tutoring program for students in Years 7 - 10, assisted by senior extension mathematics students.
- Monthly whole school cross KLA numeracy focused strategies.

**Our success will be measured by:**

- An increase in the number of students in Years 7 and 9 achieving at or above the minimum standard, from 80% in 2010 to 82% in 2011 in NAPLAN Numeracy.
- An increase in the number of students in Year 10 achieving at or above band 2 from 96% in 2010 to 98% in 2011 in the School Certificate.
- A decrease of 5% in the proportion of students achieving at or below band 2, and an increase of 5% in the proportion of students achieving in the upper bands in the 2011 Higher School Certificate.
- An overall improvement of IEC Curriculum Framework progression in numeracy for IEC students from an average of 44% in 2010 to 46% in 2011.

Target 3

**Student engagement, participation and leadership**

Strategies to achieve this target include

- Participation of selected Year 11 students in ABCN ASPIRATIONS mentoring program with Investec.
- Participation of all students in Years 8-12 in University of NSW Aspire program; Years 9, 10 and 11 students in the University of Western Sydney’s Fast Forward program; and stage 6 students in the University of Sydney’s Faculty of Engineering outreach program.
- Participation of all Year 8 students in the High Resolves program.
- Close monitoring and follow-up of student attendance via the SMS messaging system, especially senior students.
- Teaching and learning programs to incorporate the quality teaching framework to utilise teaching and learning strategies that best meet individual students’ learning styles.
- Flexible curriculum delivery and effective subject counselling to tailor subject choice to students’ needs, interests and abilities.
- Professional development of teaching staff to engage in the digital education revolution and the Laptops for Learning program.
- Transition programs to support student engagement and explore pathways and future directions through Links to Learning, Gateways and school exchanges with Camden High School, Abbotsleigh School for Girls and the Shore School.
• Access for all students to study support through the HSC tutorial program and the after school homework centre.

Our success will be measured by:

• Attendance in Years 11 and 12 to continue above regional and State attendance levels.

• Ninety percent of all students in Years 8–12 involved in mentoring and leadership programs.

• Seventy-five percent of all students involved in extra-curricular activities.

• All Year 12 students to satisfactorily complete the Higher School Certificate, as demonstrated by 65% of Year 12 students achieving at or above band 3.

• Increased retention of transition program students to completion of Year 12.

• Decrease in serious disciplinary interventions as shown by a decrease in suspensions.

• Increase in teacher participation in DER professional development and use of technologies within the classroom.

• Student survey to measure the impact and engagement with the Laptops for Learning program.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Dorothy Hoddinott AO Principal
Denise Carrick Deputy Principal HS
Javier Sampedro Deputy Principal IEC
Ross Grove P&C President

Jessica Grove School Captain
Nader Tabbaa School Captain

School contact information

Holroyd High School
7 Cumberland Road, Greystanes 2145
Ph: (02) 9631 9410
Fax: (02) 9896 3074
Email: Holroyd-h.school@det.nsw.edu.au
Web: www.holroydhs.nsw.edu.au

School Code: 8424

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: