Holroyd High School
Annual School Report
201
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 while developing the skills necessary 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 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 the key learning areas for up to a year before entering mainstream schooling or TAFE. In Years 7-12 in 2011, 88% of students were of language backgrounds other than English, 28% 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 2011, Holroyd High School took part in ABCN’s Aspirations program for Year 11 students, the InterAct Arts Experience, Career Choice Day and the Partners in Learning Program.

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

National Partnership Programs
HHS is aligned to the National Partnerships on Low SES School Communities (2). Our two reform initiatives are:

Reform 1: Incentives to attract high-performing teachers and principals
Reform 2: Providing innovative and tailored learning opportunities

Priority Schools Program (PSP)
The Priority Schools Program provides additional funding and staffing, and consultancy support to PSP schools. In 2011, the school applied PSP resources to literacy and numeracy improvement, improved attendance and engagement, and community participation.

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 the 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 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 of the metropolitan universities, and the University of Michigan in the USA.

Vocational Education and Training
Holroyd High School has a strong vocational education and training program. In 2011, the school offered six of the eight HSC VET framework courses, and provided an alternative vocational HSC pathway for students through its Work Ready HSC pathway.

Student achievement in 2011
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 always neatly apply to students’ results at Holroyd High School. In 2011, 27 of the 88 students (31%) who sat the NAPLAN tests at Holroyd High had been in Australia less than three years when they undertook the tests. The NAPLAN tests are a starting point for those students, rather than a measure of growth. For the students for whom comparison could be made, growth in literacy and numeracy was higher than growth for the state and for government schools in general.

ESSA
Students in Year 8 sat the Essential Secondary Science Assessment (ESSA) test in November. Forty percent of the students who sat the ESSA test at Holroyd High in 2011 had been in Australia less than two years when they undertook the tests. In 2011, 3% of the students achieved at level 6 in working scientifically compared to 2 % in similar schools. A greater number of students achieved at levels 5-6 in extended response tasks and knowledge and understanding questions. Overall, boys performed better than girls.

School Certificate
All students in Year 10 in NSW schools in 2011 sat the School Certificate tests in English-literacy, mathematics, science, Australian history and geography, civics and citizenship, and computing skills. All other subjects were school- assessed.

Higher School Certificate
Sixty students completed the Higher School Certificate in 2011. Three students followed a Pathways Higher School Certificate.

Best results were achieved in business studies, community and family studies, design and
technology, drama, ESL English, physics, chemistry, information processes and technology, legal studies, general mathematics, modern history, music, personal development health and physical education, physics, and in the VET framework course, information technology. Students undertaking languages other than English (LOTE) achieved excellent results, especially in Turkish and in Persian, with Shadi Kord Abadi placed first in the state and Qulsam Bayani also achieving merit list placement.

Messages

Principal’s message

Holroyd High School is a remarkably successful school, in terms of educational outcomes and in the ways the school experience develops civic participation, responsibility, and a sense of engagement with the Australian community in its students, many of whom are only recently arrived in Australia.

It is a positive, cheerful and harmonious school, which values and celebrates the cultural and linguistic diversity of all of its students, and acknowledges their achievements.

Fundamental to the positive ethos of the school are the core 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 restorative justice principles.

Holroyd High School offers a broad, innovative curriculum, and ensures every student has access to a range of mentoring and enrichment activities to extend and deepen their school experience, and equip them for their future lives. This has translated into outstanding value-added results, particularly between School Certificate and the Higher School Certificate, which in turn has led to a high uptake of post-secondary study. The school has averaged over forty percent university entry over the last three years.

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 FACE

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 allows all parents who do get involved the opportunity to contribute their ideas and opinions and to participate in school management committees. We extend a warm welcome to all parents who wish to participate, regardless of their language background. Interpreters can be made available for parents who wish to attend a P&C meeting and lack confidence in their English skills.

Holroyd High School continues to have high rates of university admissions, sound 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 representative’s 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.

The SRC allows student voices to be heard, and it organises fundraising for charitable organisations, as well as for the school. So far this year the SRC have experienced great success with The World’s Greatest Shave where the school community raised over $1000 which will be donated to the Leukaemia Foundation.

Each SRC representative has the opportunity to put together two initiatives for the year ahead and in 2011 our fantastic suggestions included a successful touch football and basketball competition, a Holroyd Soccer World Cup along with participating in fundraising events such as Daffodil Day and Bandana Day which raised $216 for children suffering with cancer.

One of our main aims is planning and committing ourselves to making the school a more enjoyable place to learn and increase student engagement. The SRC would like to thank and acknowledge the hard work of the SRC coordinators Miss Tohmeh and Mr Fields for their effort in helping organise all SRC activities.

Rana Tabbaa and Azad Jamshidi
2012 School Captains

School context

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 2011, there was a net increase in enrolments during the year. At the census date early in Term 1, there were 327 students (173 boys and 154 girls) in Years 7-12, and 141 students (81 boys and 60 girls) in the IEC. By the end of 2011, there were 350 students enrolled in Years 7-12, and 162 students in the IEC.

The IEC enrolled 209 new students and exited 212 students throughout the year, including 54 to Holroyd High School. The average monthly enrolment in the IEC was 169, peaking at 202 in September. There were 16 international students enrolled in the IEC in 2011 and one 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 2011, the attendance rate was 91.3% compared with 90.1% for the region and 89.2% 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. Review of available daily attendance data indicates an average attendance rate of 95.8% for the IEC in 2011.
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 regular 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. This allows teachers to provide more challenging work and more focused 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 2011, students were given a choice of 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 2011, there were, on average, five regular classes and ten special needs classes in the IEC.

Retention to Year 12

The retention rate for the 2011 HSC cohort was below both school education group and state averages, with 60.7% of students completing their HSC at the school, compared to 70.6% for the other schools in the Granville school education group, and 64.4% for the state.

The school’s official retention rate is not, however, an accurate reflection of the school’s retention to HSC completion, but reflects instead the fluid nature of enrolment in the school, and
the higher than usual proportion of former IEC students in the 2011 HSC cohort

These students undertook the school’s bridging course in Semester 2 in Year 10 in 2009, but did not sit for the School Certificate examinations. They do not, therefore, appear on the retention data. The bridging course assists recently arrived students in their transition into senior studies; 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 2011.

Post-school destinations

The school was able to contact 51 of the 61 students who sat the HSC in 2011: 26% achieved a university place in 2012, compared to the overall national average of 30% and 15% for students from low socio-economic backgrounds; 41% are studying in TAFE and private colleges; and 3% are in full-time employment. 67% of the 2011 cohort are in full-time post-secondary education in 2012. The remainder are either in full or part-time work, actively seeking employment, or overseas.

Of the 2011 Year 10 cohort, including the bridging students, 89% have returned to school to study for their Preliminary HSC in 2012. Five percent have enrolled in other schools, and the remaining six percent are undertaking further study in TAFE.

In 2011, 175 IEC students exited to high schools, six enrolled in TAFE, twelve moved interstate, nine returned overseas, two transferred to other IECs, two left to work and six left without notifying the school.

Year 12 students undertaking vocational or trade training

41% of the school’s 2011 HSC cohort have enrolled in TAFE and private colleges in 2012, with 3% successful in gaining traineeships; 2% have continued the vocational pathways started in their HSC courses by using credit transfers to TAFE from the qualifications obtained at school. The majority of students are engaged in full-time study in 2011, with 26% enrolled in university studies, including vocational studies, such as medical science.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011, 47% of all senior students undertook a VET course at school (45% of Year 12 and 49% of Year 11), and 4% studied a TVET course at TAFE. 33% of the 2011 HSC cohort achieved Certificate II. All other VET students achieved a Statement of Attainment in their VET courses.

Staff information

Staff numbers fluctuated during the course of the year, reflecting the school’s atypical pattern of enrolments.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>52.3</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2.8</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>16.9</td>
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<tr>
<td>Total</td>
<td>87.6</td>
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</tbody>
</table>
In 2011, there were no indigenous members of staff at Holroyd High School.

**Staff retention**

Holroyd High School has a relatively stable staff. In 2011, 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 per cent of teachers have post-graduate degrees, in addition to their teaching qualifications. Three teachers are currently undertaking study for higher degrees.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>20%</td>
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**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; other tied funds, such as integration support, the after-school homework program for refugee students, and funds for the professional learning of teachers. Trust funds are moneys held in trust, such as scholarships, Year 12 formal payments, and Friends of Zainab, which supports refugee students in their education.

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 2011 are fully committed in 2012.

Date of financial summary: 30/11/2011

**Income**

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<th>Source</th>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
<td>305,606.80</td>
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<td>School &amp; community sources</td>
<td>144,848.23</td>
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<tr>
<td>Interest</td>
<td>11,755.33</td>
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<tr>
<td>Trust receipts</td>
<td>59,707.05</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1,075,009.72</td>
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</table>

**Expenditure**

<table>
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<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>75,593.32</td>
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<tr>
<td>Excursions</td>
<td>22,367.97</td>
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<td>Extracurricular dissections</td>
<td>37,990.56</td>
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<td>Library</td>
<td>9,922.66</td>
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<td>Training &amp; development</td>
<td>2,653.49</td>
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<td>Tied funds</td>
<td>296,621.93</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
<td>143,189.68</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
<td>99,553.98</td>
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<td>Maintenance</td>
<td>27,984.67</td>
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<td>Trust accounts</td>
<td>53,847.65</td>
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<tr>
<td>Capital programs</td>
<td>21,096.12</td>
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<tr>
<td>Total expenditure</td>
<td>876,130.15</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>198,879.57</td>
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</table>

The school is dependent on government funding and has few additional sources of income, apart from the canteen lease, voluntary school and subject contributions and a very small amount from community use. The school is not able to generate any 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 $50 in Years 7-8 to $80 in year 11-12. Voluntary school...
contributions are used to buy books and materials for the school library, provide photocopying facilities and purchase ambulance insurance for all the students.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Arts

2011 was a very successful year for the creative and performing arts at Holroyd High School. In term 1, students from Years 9-11 and the IEC took part in Opera Australia’s Wot Opera program, culminating in a performance at Parramatta Riverside Theatre.

The school continued its involvement in the SmartArutz program, a creative arts program that fosters the talents of young writers, performers and artists. In Term 3, the program aligned with the NRL ambassador program and culminated in a workshop conducted by former South Sydney Rabbitoh, Mario Fenech.

The annual HSC Drama performance and the Music Night were both held in Term 3. Music Night was one of the most well attended in recent years and comprised a selection of HSC performance pieces, stage 5 elective pieces and other interested performers. Music and Drama nights provide HSC students with the opportunity to perform before a live audience.

During term 2, Azad Jamshidi participated in the Multicultural Writers Program and wrote a one act play that was performed at Campbelltown Performing Arts Centre at the end of September 2011.

Abulfazal Efthakari and Hosnia Bakshi’s HSC artworks were chosen for display by Holroyd City Council for their HSC Major Work Exhibition.

Shadi Kord Abadi, Mayada Allouche, Iesha Cole Harsh Bhagat and Elaf Khaleel had their photographs and texts selected for display for Holroyd City Council’s Harmony Day Foyer Exhibition in March.

Shadi Kord Abadi received the Visual Arts Young Ambassador Award which was presented to her at the Holroyd Australya Day awards for 2012.

Sport

Nasrullah Shejahi, Year 12, was awarded the Australian Olympic Committee’s Pierre de Coubertin Award. Nasrullah represented the school at zone and regional levels in volleyball and in grade and knockout volleyball competitions. This is the school’s 13th Pierre de Coubertin Award since 1997.

Holroyd High School had three Prospect Zone age champions in cross country: Yousif Mashallah, 1st place 13 years, Mohammad Ali Rahimi 1st place 14 years, and Sara Obeid 1st place 18 years.

Mohammad Ali Rahimi enjoyed further success, winning silver as a member of the NSW Combined High Schools Sport Association’s winning regional cross country team. Mohammad Ali was also selected as the recipient of a sporting scholarship sponsored by Solaris Paper.

Prospect Age Champions in athletics were Dominic Scopelliti, 3rd place 15 years, and Fantasia Kaba, 2nd place 17 years. Dominic and Fantasia were HHS Sportsman and Sportswoman of the Year in 2011.

The school entered three teams in the NSW knockout competition in 2011, with both boys’ and girls’ volleyball teams qualifying for the 3rd round. The school’s sports team of the year was
the boys’ volleyball team: Atequallah Afzali, Mohammad Yasin Afzali, Mohammad Ali Ahmadi, Abbas Jan Ali Jan, Nasrullah Shejahi (captain), Mustafi Rizaire and Mohammad Ziai.

Two members of the boys’ volleyball team, Mohammad Ali Ahmadi and Mohammad Yasin Afzali, were selected for the State Regional Volleyball team competition in Tamworth.

All Year 8 and 9 students participated in and successfully completed the NSW Premier’s Sporting Challenge in 2011. All Year 7 students took part in a swimming program, sponsored by Wentworthville Leagues Club.

**Chess**

Chess was again a strong feature of school life in 2011. Over 150 students played chess at the school. The school entered two teams of five players in the NSW Junior Chess League Secondary Schools’ Competition in Term 2. In Term 4, the school held its own very successful invitational chess competition. In 2011, the competition included 25 students from Holroyd, up from 17 in 2010. The total number of players at this competition in 2011 was 87, a significant increase from 72 in 2010 and 48 in 2009.

Michael Reyes, the captain of the Chess Junior A Team, received the school’s most outstanding chess player of the year award.

**Other**

Nirukshan Shanmugam was awarded a science and mathematics *Light and Matter* scholarship by the University of Sydney. Nirukshan was also selected to attend the 2011 International Science School.

Anh Tai Luong was awarded the 2011 Victor Chang Cardiac Research Institute Science Award for the highest achieving student in science in Year 11.

The 2011 Year 12 Chemistry class won the Atomic Absorption Spectrometry Challenge organised by Lachlan Macquarie College and held at the University of Western Sydney Parramatta Campus in June.

Michael Reyes, Karnpariya Suwanrit, Sami Mohieldin and Mithuna Murukayan attended a gifted and talented science and mathematics workshop at the University of Western Sydney Parramatta campus in December.

Eighteen Year 10 and 11 science students were invited to the National Measurement Institute to complete enrichment programs for the International Year of Chemistry.

Forty-five Years 9 and 10 students attended the University of Western Sydney mathematics and science expo.

Thirteen Year 10 students attempted the Australian Neuroscience Brain Bee competition (run by the University of Western Sydney Schools Engagement Program) in March and received participation certificates.

In 2011, 53 students from 7-12 competed in the Australian Mathematics Competition compared to just 16 in 2010. While many of these additional students achieved Participation scores, the number of students achieving Proficiency and Credit results doubled. Chadil Wongtienlai (year 7) and Andy Luong (year 11) achieved Distinctions. Chadil ranked in the 88th percentile of students and was also selected for a Prudence Award for the highest number of consecutive correct answers in our school. Alex Luong (year 9) ranked in the 82nd percentile and Andy Luong in the 77th percentile.

Maheen Bhutta and Mimi Ly (Year 9) along with Chadil Wongtienlai and Murtaza Eftakhari (Year 7.) were selected to attend BookFeast, an annual literary luncheon organised for South Western Sydney students who have successfully completed the Premier’s Reading Challenge. Jennifer McCartney deserves a special mention for completing the challenge four times – twice at Bellambi Primary School and twice at Holroyd.
High School. She will be receiving a gold certificate from the Department of Education.

Leadership

Ms. Niru Kumar, Head Teacher Science, was awarded an Australian College of Educators’ World Teachers’ Day Recognition Award in October for being an outstanding executive teacher who has revitalized and transformed the teaching of science at Holroyd High School.

Oula Dirbas, Year 11, was the 2011 Public Education Ambassador for Holroyd High School.

School captains, Jessica Grove and Nader Tabbaa, attended the School Captains’ Leadership Day at Parliament House in April; Jessica, Nader and vice-captains, Carlos Hood and Cate Docwra addressed the Australian Curriculum Convention in September, on the question of what students want from education.

In April, Carlos Hood represented the school and NSW at the Australian Schools’ Constitutional Convention in Canberra.

In January Carlos sailed on the Young Endeavour from Launceston to Geelong. This experience was sponsored by Mr and Mrs Spring, as a gift to the school.

Jennifer McCartney and Michael Reyes, Year 9, attended the Priority Schools Program Equity Forum.

Aaron Narayan was selected as Director General for a Day, shadowing the Deputy Director of Education in August. He presented a workshop at the South Western Sydney Public Education Ambassador 2011 training day. Aaron was also selected as President for the Student Representative Council executive team in the Strathfield Granville Schools Education group.

In June, Holroyd High School held a girls’ and women’s human rights forum, targeting Year 10 and 11 students from Holroyd High, Abbotsleigh and Mary Mackillop College. Social commentator, Eva Cox AO, and former Holroyd High School student Najeeba Wazefadost, were speakers. The students wrote to the Hon. Kate Ellis, Minister for Women, and the Hon. Tanya Plibersek, Minister for Social Inclusion, outlining their concerns for young women in Australia.

In November, twelve Year 10 students: Domenic Scopelliti, Feriba Masoomi, Kerrie Ly, Marzieh Hashemi, Mark Monneron, Teri-Ann Agius, Abdul Sharifi, Wail Ai, Yahanka Pererara, Latifa Ali, John Makuer and Mohammed Alabadi attended Moriah College, Bondi for two days to take part in Australian Business Week.

Year 11 student leaders attended the Halogen Foundation’s National Young Leaders Day on Friday 18 November.

The Year 10 Work Education class collaborated with Youth Workers from Holroyd Council to write and create a video on the dangers of Asbestos. The video was premiered by Holroyd City Council and will be used by the Council in 2012 as an educational tool in schools within the council area.

All Year 8 students successfully completed 2 full days of the High Resolves program. The program included a focus on global citizenship, social justice and encouraged students to begin developing community projects. Twelve Year 11 students were successfully trained as High Resolves group leaders.

Debating

In 2011, the Stage 4 Holroyd High School debating team: Murtaza Eftakhari and Ash Halcomb, Year 7, Helalah Jamshidi and Michael Reyes of Year 8 and Stage 5 team comprised Lauren Fraser, Maheen Bhutta, Muqdad Al Ghalebi, Mimi Ly and Jennifer McCartney
competed in the NSW Premier’s Debating Challenge.
Holroyd High School competed in the Premier’s debating challenge where our students debated in three rounds at zone level. Stage 4 students competed against Greystanes High School, Chifley College and Mitchell High School.

Stage 5 debating team successfully defeated Blaxland High School twice and was unsuccessful against Greystanes High School. In Term Three, our students participated in the Macquarie University Debating Cup - junior division and attended two in-depth debating workshops.

Over the past two years increasing numbers of students have tried out for positions in the debating teams which demonstrate that debating is recognised as an important and valuable activity for students to undertake.

**Academic**

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)

and/or

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

**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 38 Holroyd students were eligible for the 2011 Year 7 NAPLAN tests, ten 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 75%) of the 28 Year 7 students who sat the NAPLAN tests in 2011 at Holroyd High School. There is no comparative data for 25% 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.

**Literacy –NAPLAN Year 7**

Twenty eight students sat for NAPLAN in 2011. In reading 4% of the students achieved a band 9, 11% were in band 7 and 25% in band 6. Results in writing and spelling were strong with 65% of students achieving band 6 and above.

Year 7 students experienced the greatest difficulty in grammar and punctuation.
Numeracy – NAPLAN Year 7

Twenty eight students sat for NAPLAN in 2011, with 4% of the students achieving band 9. 22% achieved band 7 and above with the school’s average mark improving by 18 marks from 2010 to 2011.

Year 7 students experienced greatest difficulty in the areas of data, measurement, space and geometry and with problems expressed in words; a reflection of the language challenges in tests and examinations for LBOTE students. Counting On lessons, mathematics tutorials and a consistent homework policy have all 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. 58% of students met or exceeded the national minimum expected standard in numeracy.

Numeracy – NAPLAN Year 9

In 2011, 28% of Year 9 students achieved in bands 8, 9 and 10 for numeracy which was an 18% improvement on results from 2010. There

Literacy -NAPLAN Year 9

Although 80 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 39 students, 68% of the 59 Year 9 students who sat NAPLAN at Holroyd High School in 2010. There is no comparative data for 32% 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.

No students received a band 10 in any of the strands. Solid improvements were demonstrated in spelling with the percentage in band 9 increasing by 6.8% and in grammar and punctuation by 1.4%. The results in reading were consistent with the last three years. 9% of students achieved band 9 in writing.
was also a significant 8% reduction in students achieving a band 5. Of the 39 students for whom comparison was possible only two did not demonstrate any growth with the cohort achieving an average growth of 50 points compared to the state growth of 38.

**Progress in literacy**

For those year 7 students for whom comparative data is available, the greatest growth was achieved in reading, where average school growth exceeded State growth by 23 points. Growth exceeded the state average in spelling (10 points) Grammar (18 points).

Progress in literacy

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In 2011, the average scaled growth for Year 9 students significantly exceeded that of the state in spelling (18.4), grammar and punctuation (25.01). The weakest result was in reading, with girls exceeding the state result (3.6) and boys significantly below. In 2011 expositions replaced narrative writing for years 7 and 9 so no comparisons can be made with prior years.

**Progress in numeracy**

For both Years 7 and 9, progress in numeracy, as measured by the growth data from NAPLAN, is very positive. On average, the growth of yr 7 students at Holroyd High School was consistent with the State and 6.8 growth points above our local schools group. For Year 9 growth was 49.6 compared to 39.6 for the state and 37.7 for DET schools.

**School Certificate**

**English**

Forty students completed the School Certificate requirements in English. More than half of the students achieved band 4 that is 52.50% to be exact. This is an increase of 13.5 % from 39% in 2010. Likewise, this result is 7.18% higher than the 45.32% of the state in 2010. 87.5% of students achieved band 3 and higher, compared to 83% of students in 2010. No student achieved band 1. A positive trend towards successful movement of students out of the lower bands has been maintained this year.

**Maths**

Mathematics results declined in 2011, with a 4.5% decrease in the school average mark,
compared to steady increases over the previous two years. This change correlates with results across the state, which also saw a decrease of 3.1%. Whereas the state has seen a decrease of 1.7% over 3 years, Holroyd High School has increased 0.2% in that time.

Two students, Dominic Scopelliti and Abdul Rahman Sharifi, achieved band 5, and 17.5% of students achieved band 4 and above, compared to 29.6% in 2010.

Science
80% of students received a band 3 or higher of which 10% of the students achieved a band 5 or 6. No student received a band 1 compared to 0.5% in the state, showing that science teachers are working hard to push students into higher bands.

Australian history, civics and citizenship
There was improvement in student performance in Australian history, civics and citizenship in 2011, with the number of students achieving a band 4 being 6% above the similar school group. The number of students achieving a band 1 was 0.4% below the region and 3.2% below our school education group. When compared to the five year average for 2007-2011, there was an improvement of 7.6% in band 4 results, while in band 5 there was an improvement of 2.5%.

It is clear that HSIE teachers are successfully moving students out of the lower bands and into the middle and upper bands. This is an indication of the explicit teaching, programming and planning that is a feature of the HSIE faculty.

Australian geography, civics and citizenship
There has been continued improvement in students’ performance in Australian geography, civics and citizenship in 2011. The school has had success in moving students out of lower bands and into middle and upper bands, with a 3.8% reduction in band 1 results, a 3.1% reduction in band 2 results, and 1.3% growth in band 4 results when compared to the five year average from 2007-2011. The school has maintained a higher average result against the similar schools group, with a difference of 1.3 marks.

Computer skills
All Year 10 students achieved in the highly competent and competent bands. Only one student was represented in the lower band and this was due to an extended absence overseas. Twelve percent achieved in the highly competent band, which compares unfavourably with 52% for the state. 85% of the students achieved in the competent band, which compares positively with 43% for the state.

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

For the students who sat both the Year 5 Basic Skills Test in 2006 and the School Certificate in 2011 there was positive growth above the state average in all: English (0.7), mathematics (1.8), science (0.1), Australian history, civics and citizenship (3.3), Australian geography, civics and citizenship (2.0). Computer skills (-3.0) and mathematics (-1.9) scored negative growth.
Higher School Certificate

Sixty Holroyd High School students completed the Higher School Certificate in 2011 of whom thirty-eight sat the School Certificate in 2009. There were three pathways students. 37% 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 2009.

Students followed 27 courses of study at school, including 5 five VET framework courses. Forty-five percent of all HSC students at Holroyd High School in 2011 studied a VET course. Two VET courses were studied at TAFE; thirteen students studied eight languages at the Saturday School of Community Languages.

English

In 2011, a total of 62 students studied 2 unit English courses, namely: Advanced, Standard and ESL English. One student did not obtain a mark in English.

Fifteen students undertook the 2 unit English Standard course: 20% achieved band 4, which is an improvement from 2010 result, while 59.99% of the students achieved band 2 or higher. Overall, the students achieved an average of 52.6%.

Of the 3 students who undertook Advanced English course, 67% achieved band 4, an increase of 27% in 2010. All students achieved band 3 or higher, an increase of 20% from 80% in 2010.

Of the 43 ESL students who completed HSC ESL English external assessment, 1 student achieved band 6, while 5 students achieved band 5. ESL English performed strongly with 86% achieving band 3 or higher, an increase of 4% from 2010. More than 50% of students achieved band 3. No student achieved band 1. Overall, the students achieved an average of 69.4%, which is higher than the 68.4% school’s average in the last five years (2007-2011).

Drama

Four students studied Drama in 2010. 50% of the students achieved band 5 and the remaining 50% achieved band 4. This is an impressive result.

Mathematics

While the state average of 76.3% showed just a 0.3% decrease in 2011, school results decreased by 7%, continuing a drop of 16.8% since 2008. To improve upon this trend, students have been educated and encouraged to select an appropriate Mathematics HSC course. The aim of this process is to reduce the disruption to both the individual student and the class of students changing courses during their preliminary year.

Twenty-one students studied General Mathematics in 2011, achieving an average of 62.44%, an increase of 3.5% from 2010 compared to the state average decrease of 5.2%. This pleasing result included 62% of students achieving band 3 and above.

Four students studied Extension 1 Mathematics in 2011, with an average of 58.5% comparing to a state average of 81.4%. Yeong Kang Ng achieved an E3 result and 75% of students achieved E2 and above.

In Extension 2 Mathematics, state averages have remained consistent at 84% for the past four years. Two students completed this course at Holroyd High School in 2011, both achieving high E2 results, averaging 62.2%.

Science

The sciences studied at Holroyd High School are physics, chemistry, biology and senior science.

In biology, 70% of the students received band 3 or higher in 2011. Only one student received a
band 1, showing that there was a shift towards an increased number of students receiving higher bands.

In physics, 83% achieved at band 3 or above. 17% of the students achieved a band 5 compared to 7% in a similar school. No student received a band 1, showing again that students were being pushed to achieve higher bands.

Sixty-nine percent of the students received a band 3 or higher in Chemistry. None of the students received a band 1 compared to 18% in a similar school. A high percentage of these students had spent less than 4 years in the Australian schooling system.

In senior science, 75% of the students achieved a band 3 or higher compared to 57% at a school in the same region. Most of these students had literacy difficulties and lacked a strong science background in pre-senior years.

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

Twenty eight students studied four courses in this key learning area: ancient history, modern history, business studies and legal studies.

Ten students studied ancient history, with one student achieving a band 5.

Five students studied modern history, with 40% achieving a band 3. Sixty per cent of students achieved a band 4, compared with the state average of 29%.

Seven students studied business studies, with 57% of students achieving a band 3 or higher. The number of students achieving a band 4 was 9% above the state average.

Six students studied legal studies in 2011, with 50% of students achieving in bands 4 and 5. The number of students achieving a band 4 was 4% above the state average.

**Technological and Applied Studies 2011**

Nine students completed Design and Technology for the HSC with two students achieving a band 5 and one student achieving a Band 4. 36% of the students achieved a band 3 compared with 17% state-wide.

**Personal Development, Health and Physical Education (PDHPE)**

Ten students sat for the HSC examination in Community and Family Studies. Individual results were outstanding with students achieving one Band 6, one Band 5 and one Band 4 result.

PDHPE continued to be one of the most popular electives with 15 students completing the course. Results included one Band 5, and three Band 4’s. 20% of students achieved Band 4 compared with 33% state-wide.

Nine students completed the Sport, Lifestyle and Recreation course that was provided as a 2 unit course over two years. This is a non-ATAR course.

**Creative and Performing Arts**

80% of visual arts students achieved bands 3 and 4 and 20% achieved band 2. In visual arts, two students achieved band 5, one achieved band 4 and 4 achieved band 3.

Four students studied Music, achieving an average mark of 77.45%, with all students achieving band 4 results and above.

**Technology and Applied Studies**

In engineering studies, students achieved one band 5, one band 4 and four band 3 results. The class mean was below the state mean for this course. Forty percent of students in this subject in 2011 are studying engineering and technology courses at tertiary level in 2012.

In information processes and technology, students achieved three band 4 and 3 band 3 results. The class mean was below the state mean for this course.
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). Thirty three percent of students who studied a VET subject in 2011 achieved Certificate II. All other students obtained a statement of attainment.

There is an optional HSC examination for VET courses. 83% of students elected to complete this optional HSC examination in 2011.

In business services results have remained consistent over the last few years. In 2011, results were 5.8 below the state average though consistent with local school groups.

There continued to be an improvement in the trend data for the construction (VET) examination with the school’s results exceeding the local school group average. Construction students completed the Work Cover-approved construction site safety course, enabling them to commence work immediately in the building industry, and all students obtained Certificate II in Construction Pathways.

Information technology continued to improve in 2011. All students achieved a statement of attainment towards Certificate III information technology (applications).

Ten percent of the Retail Services class were able to obtain a Certificate II in Retail. Eight students sat for the HSC examination in Retail Services with 25% achieving a Band 4.

No Hospitality students chose to sit the HSC examination in this course. 100% of students successfully completed their work placements and several students gained employment as a result of their work placement.

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 usually found between School Certificate and Higher School Certificate results. The following table demonstrates a very strong improvement for the low and middle performing students though in 2011 the higher level students did not improve to anticipated levels.

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 13 and 14, showing student progression rates. Unlike most Australian high schools, Holroyd High School enrolls significant numbers of students newly
arrived in Australia after Year 7, for whom no comparative data is available. In 2011, 25% of students in Year 7 and 32% 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 a relatively short experience of Australian schooling.

The tables on pages 13 and 14 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 2011**

| **Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)** |
|---|---|
| Reading | 85.7 |
| Writing | 92.9 |
| Spelling | 75.0 |
| Grammar & Punctuation | 82.1 |
| Numeracy | 78.6 |

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

| **Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)** |
|---|---|
| Reading | 73.7 |
| Writing | 66.1 |
| Spelling | 84.7 |
| Grammar & Punctuation | 69.5 |
| Numeracy | 84.2 |

**Significant programs and initiatives**

**Aboriginal education**

Students learned about changes in policy, such as assimilation, integration, and reconciliation, and about the Aboriginal human rights and reconciliation struggles and the stolen generation. In English students explored indigenous poetry and stories of the dreaming. Visual Arts explored indigenous themes in art and representation.

**Learning Support Team**

The Learning Support Team (LST) is responsible for the provision of support for students with from Years 7-12. The team is comprised of the Deputy Principal, counsellor, STLA, careers adviser, Highly Accomplished Teacher (HAT), transition adviser, welfare coordinator, VET coordinator, Head Teacher Student Engagement and the refugee transition adviser.

A range of initiatives were implemented in 2011 including:

- the development of stage 4 and 5 reading groups which allowed students to receive extra support in reading for meaning and understanding.
- Referred students were assessed and subsequently provided with any support with class work and assessment.
- Individual Learning Plans were developed for students who required more focussed support in the learning environment
- Fortnightly LST meetings to discuss referrals, assess levels of support, develop programs and to implement systems and policies.
- Regular liaison with external agencies such as Fairfield Youth Connections, Commonwealth Rehabilitation Services
- Provision of information to staff to assist them in their development of teaching and learning resources and their development of quality learning environments
Multicultural education

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 2011, and translated school newsletters and other documents into five languages. The school was again available to provide support to other schools in NSW and interstate in relation to new arrivals.

The school is viewed as an exemplar of ESL teaching and was once again involved in extensive research conducted by a team led by Dr Jennifer Hammond, Associate Professor, Faculty of Education, University of Technology, Sydney. Dr Hammond and her team observed and interviewed a selection of refugee students and lessons within the IEC. They then tracked those students through lessons in the high school. Students, teachers and school leaders were extensively interviewed in order to build an understanding of what successful transitioning for refugee students might look like and to support other schools in their teaching and learning of students from a refugee background.

IEC students attended experiential excursions in Sydney and the Blue Mountains to introduce them to life in their new country. Senior students also attended an overnight camp at the end of June to Wooglemai Environmental Education Centre near Oakdale, southwest of Sydney. Students were able to experience the natural environment of Australia and learn more about geography. They also participated in archery, team building games and a ropes course. These activities developed their personal confidence and ability to work in group situations. The experience of assisting with meal preparation and interacting in group situations were also new life skill development opportunities for many students. IEC counsellors continued support programs, such as Settling In and Social Skills.

Priority Schools Program (PSP)

In 2011, PSP funding supported additional staffing to assist with the implementation of the school targets in relation to literacy and numeracy improvement, improved attendance and engagement and community participation in the life of the school.

An additional 0.2 EFT administration support was allowed for management of the school’s SMS parent information system, which provides daily information to parents regarding their children’s attendance; the employment of 0.8 EFT Community Liaison Officer time assisted communication with Arabic and Dari/Farsi speaking parents through regular parent meetings in Auburn and at school, on site interpreters for parent interviews and the quick translation of school notices. PSP funds also allowed some students to participate in extra-curricular activities where student assistance and other DET funds were insufficient to meet student demands.

The employment of 0.2 EFT teacher’s aide provided additional literacy and numeracy support for targeted students on an individual or small group basis and provided additional assistance to teachers for the development of appropriate teaching strategies and resources.

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 welfare team meet every three weeks to discuss welfare issues and develop strategies to assist students. The welfare team also attend an annual planning conference that supports the development and maintenance of a whole-school approach to student welfare.
The school’s 2011 welfare plan continued to focus 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.

Two senior students, Komba and Kai-Sam Madua, were each presented with a Department of Housing Scholarship in 2011. Triple MMM radio personality Mark Geyer presented the boys with a new printer to assist them with their studies after he read about them in the local newspaper.

As part of the school’s merit scheme, three students received Gold Awards, 21 received Silver Awards and 53 received Bronze Awards.

**Student Leadership and Participation**

Leadership is also actively promoted as a whole school value. The school encourages and fosters students in developing their 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 2011, 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 year 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 2011 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.

Azad Jamshidi, 2012 boys school captain, was selected as the school’s Club Red Youth Ambassador. This initiative aimed at encouraging staff and students to regularly donate blood and actively compete for the Vampire Shield. As part of his role Azad spoke on assembly, designed advertisements, wrote for Spotlights and the website, liaised with the blood bank and worked with executive staff on planning future strategies. Throughout 2011, over 60 staff and students donated blood.

**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. All interventions are underpinned by these values and students are encouraged to evaluate their behaviour using respect and responsibility as their terms of reference.
The Refugee Transition Program

The Refugee Transition Program (implemented 2008) continues to be a highly successful support program for refugee students with limited or no schooling prior to their arrival in Australia. In 2011, students in Years 9 and 10 had the opportunity to participate in the exchange program with Abbotsleigh Girls. Different excursions were also organised for students in Years 9-12 to help them with decisions regarding appropriate educational and vocational pathways. Places visited included Careers Expos and field trips around Sydney. Auburn Diversity Services along with STARTTS also delivered the Drumbeat program to students in Years 9 with much success. In addition a highly successful Refugee Transition Program Olympics Gala Day was held at Holroyd High School on Friday 25 November 2011. Over 70 students from a number of schools joined with our refugee students and participated in an action packed day.

In 2011 a new program was also introduced to support all new students starting in the high school. The Welcome Program meets once a week over one term with a designated teacher to facilitate the transition of students and support them with any questions and concerns they may have. An excursion at the end of the year to Luna Park capped off a successful start to this new initiative.

Overall the RTP and Welcome Program have been very successful with staff reporting an increase in student attendance; an increase in completed class work and assessments; a decrease in RISC (discipline referrals); and greater student engagement. Other teachers reported that student confidence increased, and more cohesiveness amongst the groups.

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. Targetted students from Years 11 & 12 were involved in shadowing a university student in March 2011. Zahraa Akl-Khalidy, Israa El-Abed, Neal Fraser and Azad Jamshidi, completed the “Step Up” program in June 2011. 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. Year 11 Fast Forward students completed their third day on UWS Campus and examined possible future career paths. All Fast Forward students in years 9 – 11 took part in mentoring sessions at school with their university mentors.

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 2011, hosted a student teacher from the University of Michigan, USA.

National partnership programs

HHS is aligned to the National Partnerships on Low SES School Communities (2). Our two reform initiatives are:

Reform 1: Incentives to attract high-performing teachers and principals

Reform 2: Providing innovative and tailored learning opportunities
Reform 1: Incentives to attract high-performing teachers and principals
A Highly Accomplished Teacher (HAT) began at the start of the 2011 school year. A HT Student Engagement for the high school and the IEC were also employed. Focus areas included developing and strengthening teacher quality through a strong focus on research-based pedagogy, the implementation of Learning Intentions and the development of quality learning environments. The TARS process was revisited and reinvigorated through the development of a whole school TARS policy.

The quality of examinations and examination supervision was also evaluated and subsequently strengthened through the development of a clear policy and the provision of targeted professional development through modeling best practice.

All staff were inserviced and supported in their development of an individual professional learning plan.

A guide to outcome based reporting was produced and used to strengthen report writing. In class professional learning was also provided through model lesson delivery across KLA’s.

Executive staff received professional learning in the development of faculty plans and faculty targets. They were encouraged to critically reflect on their leading performance in relation to the Five Circles of Leadership. Executive staff explored more cohesive systems of behavioural management. New and relieving HT’s were actively mentored in their roles.

Regular Early Career Teacher meetings and sessions focused on school and individually identified needs such as Choice Theory and the Five Positions of Control, writing a CV, accidental counseling, lesson planning and daily concerns such as roll marking the roll and planning excursions.

Reform 2: Providing innovative and tailored learning opportunities
100% of high school staff received professional development in accessing and analysing student data for more effective teaching and learning. Data gathered on high school entry level literacy and numeracy performance was collated, analysed and made available to all staff.

School and faculty plans were analysed and explored in executive and faculty meetings to support teachers in their creation of learning goals for their classes.

Transition plans for students entering high school from primary and the IEC were developed and implemented. Post-school plans that lead to successful movement into further learning and employment were also initiated.

Years 7-10 focussed on reading their reports and using the feedback to create achievable learning goals.

Other programs

Primary links
Year 6 Open Day was held at Holroyd High School on Wednesday, 9th of March 2011. Three hundred year 6 students, teachers and parents were in attendance. Visiting parents and students were engaged in a variety of fun activities in science, food technology, maths, drama, information technology and physical education. The male school leaders, Nader Tabbaa and Carlos Hood, together with Jennifer McCartney, Mark Monneron, Mary Saliba and Michael Reyes, spoke on the roles and responsibilities of the Student Representative Council and the “highlights of Year 7”.

Holroyd High school maintains close ties with Widemere Public School, our neighbouring school. In 2011, Mrs Amy Birungi, helped Widemere students improve their numeracy skills by delivering maths lessons to year 5/6 students.
Environment Education
A number of initiatives have been implemented to develop a sustainable environmental education plan for the school in alignment with Environmental Education Policy for Schools document. Initiatives included stage 4 (Year 7) Geography Greening Program, students learning about biodiversity and developing a vegetable garden and forest walk. Participation in National Tree Day; planting trees and developing a forest walk. Formation of a Youth Environment Group that is networked with the regional Youth Environment Network to investigate and initiate school based student leadership in environmental sustainability.

Energy strategies to improve the management of energy within the school and reduce energy use included participation of Year 8 Geography students in the Climate Clever Energy Program (CCES) auditing the schools energy usage, implementing proposals and accessing funding to run practical workshops in energy education. A solar powered electricity grid was implemented.

The development of strategies that improved school waste management and the implementation of the 3 R’s—reduce, reuse and recycle. Initiatives included a partnership with Holroyd City Council to run a waste audit with Year 9 Geography students. Holroyd City Council provided funding and assistance in the development of a sustainable environment management plan, the provision of recycle bins and a follow-up waste audit in 2012. A worm farm was established to manage bio-waste from the kitchen and canteen and to recycle the transformed bio-waste back into the school gardens as fertilizer.

Strategies to improve water management within the school included installation of a rain water tank, satellite monitoring of water usage and the installation of taps that turn off automatically.

Business and government partnerships were established with Ox Engineering, Greenstate Tree Services, Villawood Bunnings Hardware, Holroyd City Council, Parramatta Corrective Services Office and the formation of a school based Youth Environment Group networked with Regional Youth Environment Network and the Wooglemai Environmental Education Centre.

Selected year 11 and 12 Biology students attended the Forum, “The Future is Ours” at Abbotsleigh Centre for Environmental Education. Students were challenged to express their views on climate change and discussed ways to solve problems that needed urgent solutions.

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, hospitality, retail services and information technology. Year 11 students completed courses in business services, information technology and construction, metals and engineering, retail services and hospitality. Forty seven percent of senior students studied a VET course in 2011, forty nine percent of students for their preliminary HSC and forty five percent for the HSC. There were also twelve percent of students studying two frameworks at school and four percent studied three VET
frameworks at school. In addition to the school-delivered VET framework courses, Year 11 and 12 students also undertook framework and 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 for VET students to prepare for work placement and engage with the community, with South West Connect our work place provider presenting workshop and community members acting as interviewers. 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.

The position of VET transition advisor continued in 2011, targeting students at risk of disengaging with school or leaving school altogether. Students undertook a number of programs, including: mentoring from Ontrack Employment, small group withdrawal, work place visits and workshops.

The School to Work program continued in 2011; the careers advisor delivered a careers lesson to Year 10 once a term. 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. Year 11 and 10 also completed the student pathway survey and were introduced to the logbook online.

Progress on 2011 targets

Target 1

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

Our achievements include:

- Students have demonstrated at least a 2% improvement in NAPLAN examinable areas of reading, writing, grammar, punctuation and spelling.
- 92.9% year 7 students met the national standards in writing and 85.7 in reading.
- 98% of students achieved higher than Band 2’s in the School Certificate.
- The aim of improving overall IEC Curriculum Framework progression from 44% in 2010 to 46% in 2011 was surpassed as the overall progression rate for 2011 was 50.5%.
- 100% of high school teachers were trained in SMART data. All high school teachers developed lessons targeting specific class group areas for development.

Target 2

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

Our achievements include:

- The growth of year 7 students at Holroyd High School was consistent with the State and 6.8 growth points above our local schools group.
- The growth of Year 9 students was 49.6 compared to 39.6 for the state and 37.7 for DET schools.
- SC mathematics results declined in 2011. This change correlated with state results which saw a decrease of 3.1%. Whereas the state has decreased by 1.7% over 3 years, Holroyd High School has increased 0.2% in that time.
- HSC results also indicated a decline. These results are being addressed via maths clinics
and targeted assistance in areas of identified need.

**Target 3**

**Student engagement, participation and leadership.**

Our achievements include:

- Over 80% of students were involved in extra-curricular programs
- Over 90% of students of all students years 7-12 were actively involved in mentoring or leadership programs
- 90% of Year 12 students satisfactorily completed the Higher School Certificate, with 60% of Year 12 students achieving at or above band 3.
- The attendance, behaviour and levels of respect and responsibility demonstrated by over 65% of the high school student population qualified them to attend reward excursions in Term 4.

**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 2011 our school carried out evaluations of the N Award Warning Systems and Procedures and the Mathematics Faculty.

**N Award Warning System and Processes Evaluation**

**Background:** In the recent past N Award Warnings and other letters have been written by hand using the pro forma supplied by the Board of Studies. In recent years there has been a gradual shift towards all letters being generated by the Record of Individual Student Contact (RISC) system. As a consequence there have been concerns about how consistently the N Award Warning system is applied.

In 2011 one focus area for the school was to develop a greater level of cohesion in the warning system with the Head Teacher Student Engagement and Highly Accomplished Teacher (HAT) undertaking to provide staff and student development in the areas of N Award Warning processes, redemption of warnings, tracking warnings and other related concerns.

The aim of this evaluation was to assess the success of these measures and to identify any areas for improvement. The evaluation saw all Stage 6 students, all classroom teachers and all head teachers surveyed. Parents of stage 6 students were also surveyed.

**Terms of reference**

To evaluate:

- The understanding of students, teachers and parents of the N Award Warning System
- The effectiveness of the established processes to support staff and guide students towards improved academic and work expectations.

**Findings and conclusions**

- All year 12 students understood the purpose of ‘N award warnings’ and the majority were able to accurately identify the different behaviours and actions that would incur ‘N Award warnings’. Year 11 results demonstrated high levels of uncertainty over what would lead to a warning.
- All students knew that ‘N Award warnings’ could be redeemed and they were able to describe the redemption process.
- Most students said their parents always discussed any ‘N Award warnings’ with them.
- Students were divided as to whether they were concerned about receiving ‘N Award warnings’ or not with students who had never received a warning citing the highest levels of concern and those who had received one claiming to be less concerned. All did agree that they would attempt to redeem
warnings or they had attempted to redeem warnings.

- Students agreed that the system was regularly explained and that the process was clear.
- Results from head teachers and classroom teachers showed some disagreement over the behaviours and actions that could lead to an ‘N Award Warning’ though all staff agreed that warnings could be redeemed and all understood how this occurred.
- Some staff felt the ‘N Award Warning’ system was unclear and requested further clarification through the development of flowcharts and more visible processes.
- Some staff believed that students did not fully understand the system and they felt that the substance of student appeals against N Awards was evidence of this. Staff and head teachers felt the system was ‘sometimes’ explained to students.
- The majority of staff and head teachers said they discuss all warnings with students and explain how each task might be redeemed. Most contacted parents only ‘sometimes’ with only one always contacting parents.
- All staff /head teachers agree that they track all letters through systems such keeping copies, specific files, diarizing due dates, monitoring via RISC and so on
- Several staff believed that no students end up being ‘N awarded’ and that the students do not take ‘N Award Warnings’ seriously.

Future directions

- Ensure that year 12 students are regularly reminded of the serious nature of warnings and how they operate. Discuss with students what constitutes a serious appeal against an N award/ N determination and what does not.
- Reiterate the concept of diligence and sustained effort and what this looks like in and out of class and reinforce the various actions and behaviours that can lead to an ‘N award warning’.
- More explicit instruction for year 11 who are still unsure about the system and how it works.
- Further refresher courses for interested and/or referred staff members on using RISC for creating and storing N Award Data.
- Work with head teachers to develop a more cohesive system around contacting parents to alert them that their child is endangering their successful completion of a subject.

Maths Faculty Evaluation

Curriculum – Mathematics

Students in Years 7-12, parents and mathematics teachers completed surveys and interviews to identify areas for improvement in mathematics at Holroyd High School. Teachers and student focus groups were given the opportunity to discuss and evaluate specific areas.

Results and Conclusions

The results from the surveys and interviews regarding teaching and learning include:

Strengths

- Most students find the structure of lessons helpful, with focus groups identifying the review of previous work effective and timely
- 70% of students surveyed suggested they usually feel they develop a good understanding of concepts being taught
- Focus groups identified that Mathematics teachers currently use a wide variety of teaching strategies, and enjoy when teachers use games, problem solving and practical activities to develop a deeper understanding of concepts
- 90% of students surveyed and 80% of parents suggested that teachers convey high expectations of students
- 80% of parents feel that what their child is asked to learn in mathematics is always useful with 20% believing that it was sometimes useful
Most students selected a Mathematics course in years 11 and 12 as a prerequisite for a future course.

Areas for improvement
- Junior focus groups identified that the variety of activities provided within classes was good, but could be improved to contain more active and engaging tasks.
- Students desire more specific and controlled feedback, including consistent rewards. Multiple students suggested they would work best with one area of improvement at a time, and all interviewed students stated they want to know how to improve.
- Some students in junior years feel they have to wait too long for teacher assistance within the classroom.
- Students in year 8 encountered difficulties when presented with multiple methods for solving problems.
- Some students in senior focus groups expressed a difficulty in knowing which course to select, and suggested advice from students from previous years would be helpful.

Focus Areas
While allowing participants to express views and opinions about the general teaching and learning of Mathematics at Holroyd High School, questions were specifically designed to investigate the focus areas of the Mathematics faculty in alignment with the school targets for 2012. These areas included the application of technology in Mathematics classes, specifically DER Laptops for Learning and Mathletics, as well as the implementation of the Maths Clinic.

Application of Technology
Findings and Results:
Results from these interviews and surveys included:
Strengths
- All teachers found Mathletics useful, engaging and effective in student learning.
This has aided teachers’ ability to input laptops for learning into classroom activities.
- Students also considered Mathletics useful and engaging.

Areas for Improvement
- Students felt that the use of laptops in a lesson helped maintain their focus and interest, but found it difficult when laptops used irregularly.
- Some student focus groups expressed that laptop lessons were ineffective because of the time taken by teachers organising those who did not bring a laptop.
- Teachers suggested that education and awareness programs for parents in Mathletics would improve the capabilities of students to use this program at home. Parents have expressed the desire to improve their capacity to help their children with work at home.

The Maths Clinic
The Maths Clinic is comprised of lunch and after school tutorials provided by the Maths staff to help students to complete homework, extend themselves and develop their numeracy.

Strengths
- Students within focus groups identified that they attend the extension lessons on Fridays and enjoy the session. They expressed a feeling that they were ‘getting ahead.’
- Teachers suggested that the advanced session on Friday lunchtimes runs smoothly, with an excellent attendance each week.
- Students who attend after school tutorials (HSC) identified the effectiveness of these sessions, appreciating the use of past paper questions outside of class time.

Areas for Improvement
- Teachers identified that the Homework Tutorials at lunchtimes were ineffective, with a very low attendance rate due largely to the timing of the sessions (often targeted students are on the opposite side of the school the period before this session).
• While some students suggested they would be more likely to come to the homework tutorials if their friends also did, most students in focus groups were not fully aware of this service or its details and many suggested alternate times, such as Wednesdays, after school and on multiple lunchtimes.

• Teachers also identified the Numeracy tutorial as poorly timed, with only some weeks having solid attendance.

Future Directions
• As a target for 2012/13, Mathematics teachers will be developing engaging lessons involving a variety of teaching strategies. These lessons will be part of teaching programs for years to come, and discussed at faculty meetings to share ideas and improve existing tasks.

• A large focus of these lessons will be the input of technology, especially DER Laptops.

• A focus within teaching programs for students to investigate and take risks, including the use of Mathletics explanations. The aim here is to provide students with a resource and the skills to use it at home or within the classroom (if waiting for teacher assistance).

• Preparation of extension booklets for each junior grade to allow advanced students to continue their progress when they have finished class activities.

• Develop preparation lessons for year 10 students for term 2 to build an understanding of the year 11/12 Mathematics courses and their content.

• Develop Holroyd High School specific courses within Mathletics to ensure that this tool is used and available for all students.

• Create and advertise methods for parents to learn about the features and uses of mathletics.

• Regularly use laptops for at least part of a lesson. Regular use will allow the development of more effective learning routines.

• Change the homework tutorial maths clinic and Numeracy assistance to accommodate the target year groups ie run year 7 homework help at a lunchtime when year 7 have mathematics before lunch.

Professional learning
The focus of professional learning in 2011 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: 18.6% for welfare and equity programs; 15.2% for curriculum; 13.5% for leadership and educational management; 18.4% for embedding ICT into teaching and learning; 28.1% for quality teaching, including literacy and numeracy; and 6.4% for early career teachers. The average per capita expenditure for teaching staff on professional learning was $786.10. 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 $366.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1

Literacy and Numeracy

Outcome for 2012–2014

Increased levels of literacy and numeracy achievement for every student consistent with national, state and regional directions.

2012 Targets to achieve this outcome include:

- Students’ level of growth will be comparable to the state in literacy and numeracy.
- Within three years of exiting the IEC, students will be performing at or above the national benchmarks in literacy and numeracy.
- 53% overall progression of IEC students to the next IEC curriculum framework level.

Strategies to achieve these targets include:

- 100% high school staff to be trained in data analysis using the classroom teacher toolkit.
- Annual analysis of external data provided by NAPLAN, ESSA, SC through executive and faculty meetings, and staff training to inform teaching and learning programs. Targeted professional learning in the analysis of SMART, SC and HSC.
- Partnering with the IEC in developing a transition program based on the teaching of literacy and numeracy skills.

School priority 2

Student Engagement and Attainment

Outcome for 2012–2014

That school policies and practices identify and respond to the diverse needs and unique characteristics of all students in order to promote academic excellence and support personal wellbeing.

2012 Targets to achieve this outcome include:

- Attendance in all years to be maintained above regional and state averages.
- All students from Years 7-12 are to be involved in mentoring, engagement and /or leadership programs at an appropriate level.
- All Year 12 students to complete HSC satisfactorily, as demonstrated by 72% of Year 12 students achieving at or above Band 3 in the HSC.

Strategies to achieve these targets include:

- Regular review and evaluation of all programs to ensure that individual student’ learning styles are catered for.
- Maintenance of 7-12 leadership programs targeting all high school students.
- A combination of regular senior reviews, monitoring /mentoring of senior students at risk of not successfully completing Year 12/students who are underachieving.

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.

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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:  