School context
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 and in 2013, established two support classes.

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 and Higher School Certificate.

Principal’s message
Holroyd High School is a highly successful school, in terms both of educational outcomes, and in the ways the school builds a sense of engagement and civic participation among its students, many of whom have only recently arrived in Australia and many of whom are young refugees. The majority of students are of language backgrounds other than English.

Holroyd High School is a positive, cheerful and harmonious school, where the cultural and linguistic diversity of its students is valued and celebrated.

Fundamental to the positive and peaceful ethos of the school are the core values of respect and responsibility, which have enabled the school to build a culture of openness, inclusiveness, trust, collaboration and participation.

Holroyd High School offers students a broad, innovative curriculum within a climate of high expectations and students taking responsibility for their own learning. All our students participate in a range of mentoring and enrichment activities to extend and deepen their learning experience and equip them for their future lives. Student leadership is fostered and developed, with students taking an active part in the governance of the school.

The culture of high expectations and a commitment to learning has translated into outstanding value-added results between the NAPLAN tests and the Higher School Certificate, and a high uptake of post-secondary study, particularly at a tertiary level. The proportion of students gaining university entry is significantly higher than the national average for all Australian students.

The school operates strategically to overcome the social and educational disadvantage of many of its students and to enhance their learning outcomes. To this end, there is a strong emphasis on teacher quality, and the continual improvement of teaching practice.

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 parents to access the school’s executive staff.

Through the P&C association, all parents have the opportunity to contribute their ideas and opinions in various areas of the school community, as well as participating in school management committees, such as the finance self-evaluation and curriculum 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.

Wentworthville Leagues Club and Holroyd High School firmly believe that every child in Australia must know how to swim. Therefore, in partnership, every Year 7 and 8 student of Holroyd High School attends the learn-to-swim program sponsored by Wentworthville Leagues Club.
In 2012, the P&C applied for and was successful in gaining a student welfare officer through the Federal Government’s National Chaplaincy and Student Welfare program. This provides funding for a student welfare officer from 2012 -2014.

In August 2013, Holroyd High School, in conjunction with South West Connect, hosted a parent engagement forum. This forum aimed to inform parents and carers about external agencies involved in legal, health, social and employment services. It was such a successful day, with many cultures coming together as a community. Another forum is proposed for term 1, 2014.

Each year at the annual Presentation Day, the P&C bestows the John Littler Encouragement award for a student entering Year 11 for consistent effort. The 2013 recipient was Mithuna Murukayan.

Holroyd High School continues to have high rates of university admissions and sound improvements to student performance in language and literacy. There is also a wide-range of extra-curricular programs that provide students the opportunity to enhance their learning.

Kerryn Aiello
P&C Vice President

Student representatives’ message
Holroyd High School is an institution that has education and multiculturalism rooted in its core values. The school also provides a safe environment for the educational and mental nourishment of its students, who come from a broad range of backgrounds. We celebrate the diversity of our school, yet also commit ourselves to education.

The SRC allows for the students’ voices to be heard, and organises various fundraisers for charitable events and for the school, as well. In 2013, the SRC worked hard and with the co-ordination of staff, organized many fundraisers to help raise money and spread awareness about various causes, including: The World’s Greatest Shave for the Leukemia Foundation, Bandana Day, and Daffodil Day for children suffering cancer. The SRC also fundraised for victims of the typhoon Haiyan in the Philippines and organized a full-day event to fundraise for the Salvation Army’s Blue Mountains’ bush fire appeal.

All members of the SRC showed high participation and dedication in those activities. The SRC also showed initiative in making suggestions for what we should do in the upcoming year, including organizing car-washes to help boost fund raising for charitable events and fundraising to shade the quadrangle and the bus stop.

Three of the SRC’s main aims are to:

1) Maintain the no-bullying atmosphere of our school and locate and tackle bullying in any form or context in our school, thus maintaining the safe and harmonious community that we belong to.
2) Commitment to student engagement which results in the development of leadership skills and the maintenance of a learning atmosphere in school.
3) Peer-to-peer mentoring and advice which helps students, especially SRC members, to achieve greater efficiency in organizing events, which in turn, helps younger leaders to develop communication and management skills and increases confidence.

The SRC would like to thank and acknowledge the hard work and commitment that our SRC coordinators Ms Tohmeh, Ms Ly and Ms Joseph put into the organization of various activities and in mentoring and overlooking the SRC during these activities.

Ali Gulzari and Winta Isaak
2014 School Captains

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
Student enrolment profile

Holroyd High School has an atypical 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. The school has a small enrolment into Year 7 each year and grows from that point.

In 2013, there was a small net increase in enrolments over the year. At the census date early in Term 1, there were 313 students (154 boys and 159 girls) in Years 7-12, and 152 students (97 boys and 55 girls) in the IEC. By the end of 2013, there were 349 students enrolled in Years 7-12 and 240 students in the IEC. There were nine students enrolled in the support classes in 2013. The table below reflects census date information, not the increase in enrolment throughout the year.

The IEC enrolled 272 new students and exited 234 students throughout the year, including 72 to Holroyd High School. The average monthly enrolment in the IEC was 176, peaking at 240 in December. There were 39 international students enrolled in the IEC in 2013 and four in the high school.

Student attendance profile

Although there has been substantial improvement in overall attendance rates since 2005, when the school introduced its SMS attendance messaging system, in 2013 the school’s attendance rate was lower than the previous year, as a consequence of the unresolved, persistent non-attendance of a small number of students under the school leaving age of 17, and students who took unauthorized overseas leave for extended periods.

These students cannot be removed from the school’s records until they turn 17 or enrol in another school.

Neither the school nor the Department of Education was successful in returning these students to school. In 2013, the school’s attendance rate was 88.4% compared with 91% for the region and 89.9% for the state.

The Department of Education does not provide attendance data for the IEC; however, review of available daily attendance data indicates an average attendance rate of 98.6% for the IEC in 2013.

Management of non-attendance

The management of 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.

Post-school destinations

The school was able to contact 40 of the 59 students who sat the HSC in 2013: 37% achieved a university place in 2014, compared to the national average of 30% and 15% for students from low socio-economic backgrounds. Two students have deferred university entry until semester 2 2014. Thirty-one per cent are studying in TAFE and private colleges; and 31% are in full or part-time time employment. Sixty-eight per cent of the 2013 HSC cohort are in full-time post-secondary education in 2014.

Of the 2013 Year 10 cohort, including the bridging students, 91% have returned to school to study
for their Preliminary HSC in 2014. Eight per cent have enrolled in other schools and one student has enrolled in TAFE.

In 2013, 170 IEC students exited to high schools, eight enrolled in TAFE, sixteen moved interstate, eleven returned overseas, five transferred to other IECs, three left to work, one left to have a baby and twenty left without notifying the school.

**Year 12 students undertaking vocational or trade training**

Thirty-one per cent of the school’s 2013 HSC cohort enrolled in TAFE and private colleges in 2014, with 2% successful in gaining apprenticeships and traineeships. The majority of students are engaged in full-time study in 2014, with 37% enrolled in university studies, including vocational studies, such as engineering and medical sciences.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

In 2013, 44% of all senior students undertook a VET course at school (23% of Year 12 and 51% of Year 11), and 3% studied a TVET course at TAFE. 30% of the 2013 HSC VET cohort achieved Certificate II. All other VET students achieved a Statement of Attainment in their VET courses.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>42.8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>2.8</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>18.6</td>
</tr>
<tr>
<td>Total</td>
<td>80.7</td>
</tr>
</tbody>
</table>

The table reflects the staffing entitlement at the beginning of the school year based on the school census. Adjustments are made throughout the year to teacher staffing to reflect the fluctuations in enrolment at the school.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013, there were no indigenous members of staff at Holroyd High School.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>33</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>284609.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>397459.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>569100.08</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>273846.55</td>
</tr>
<tr>
<td>Interest</td>
<td>12448.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>73809.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1611274.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>100320.90</td>
</tr>
<tr>
<td>Excursions</td>
<td>30147.95</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>55073.14</td>
</tr>
<tr>
<td>Library</td>
<td>9096.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1714.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>416185.15</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>96925.86</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>229840.51</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>104429.96</td>
</tr>
<tr>
<td>Maintenance</td>
<td>36686.68</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>65352.53</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1145773.69</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>465500.46</td>
</tr>
</tbody>
</table>

The summary combines high school and IEC income and expenditure, and includes transitional equity funding (formerly priority...
schools program funding); new arrivals program funding; Improving Literacy and Numeracy National Partnerships funding (ILNNP); and other tied funds, such as integration support, after-school homework support for refugee students, and funds for the professional learning of teachers. Trust funds are moneys held in trust, such as scholarships and Year 12 Formal payments.

Tied and trust funds may only be used for specific purposes, and expenditure may carry over from year to year. All funds carried forward at the end of 2013 are fully committed in 2014.

The school is dependent on government funding and has few other 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.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au, enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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.

Comparative data for NAPLAN in Year 7 is available for 22 (78%) of the 28 Year 7 students at Holroyd High School who sat the NAPLAN tests in 2013. There is no comparative data for the other 22% of Year 7 students, as they had been enrolled in Australian public schools less than two years and/or did not sit NAPLAN in Year 5. The majority of the students for whom there is no comparative data is recently arrived in Australia and did not speak English before enrolment.

Although 58 Holroyd High School students were eligible for the 2013 Year 7 NAPLAN tests, eight support class students were exempted from the tests, and 22 IEC students, as they had been in Australia less than twelve months. All students exempted from the tests are deemed to be below the minimum standard.
Of the 28 students who sat the NAPLAN tests in 2013, 32.1% achieved Band 7 or higher in reading and 34.5% achieved a similar result in grammar. Overall, 55% of students scored in bands 7, 8 and 9. On average, 46.6% of students achieved their expected growth in literacy.

**NAPLAN Year 7 - Numeracy**

Twenty-eight students sat the NAPLAN numeracy tests in 2013, with 29.6% of the students achieving band 7 and above. The school's average mark increased from 2012 to 2013, with 52.4% of students overall achieving at or above the national minimum expected standard in numeracy, and 95% of matched students improving their performance in numeracy from Years 5 to 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 remains a focus for improving numeracy skills.

The introduction of a numeracy team using funding provided through the Improving Literacy and Numeracy National Partnership is also targeted towards building the numeracy skills of all students.

**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

There were 66 students eligible for the Year 9 NAPLAN tests, but one support class student and 19 students in the IEC were exempted, as they had been in Australia less than twelve months. These students are recorded as below the minimum standard, even though they do not sit the tests.

Two students achieved band 10 in spelling, and two students achieved band 9 in each of grammar and punctuation. On average, 54% of students achieved greater than or equal to their expected growth.

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Comparison with Year 7 tests is possible only for 29 students of the 46 students who sat the Year 9 NAPLAN tests. There is no comparative data for 37% of the students, which means that they had been enrolled in NSW schools less than two years at the time of the Year 7 tests or did not sit the tests. The high proportion of recently arrived students in Year 9 has an effect both on the percentage of students achieving at or above the expected national minimum standard in the tests and on the percentage of students achieving in the higher band levels.

Students in Year 9 achieved at a higher level overall in numeracy than in literacy, a reflection of the language demands and the cultural understandings implicit in the tests. Recently arrived students have not had sufficient time in Australian society or in the Australian school system to be able to develop the same level of cultural understanding as other students.

The Year 9 results do not reflect a decline in achievement from Year 7 to Year 9, but the reality that almost forty per cent of all students in Year 9 in 2013 at Holroyd High School sat the NAPLAN tests within two years of their arrival in Australia.

**NAPLAN Year 9 - Numeracy**

In 2013, 13% of Year 9 students achieved in bands 8 or above for numeracy, a 3% increase on 2012 results. This was largely due to a decrease in students in bands 6 and 7, although the number of students scoring band 5 results did increase. Students scored considerably better in number patterns and algebra than in data, measurement,
space and geometry, where the literacy requirements are more extensive.

**Higher School Certificate (HSC)**

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

Fifty-nine Holroyd High School students completed the Higher School Certificate in 2013, of whom 26 sat the School Certificate in 2011. There was one pathways student and one life skills student. Fifty per cent 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 2011.

Students followed 25 courses of study at school, including three VET framework courses. 43 per cent of all HSC students at Holroyd High School in 2013 studied a VET course. Two students completed a VET course at TAFE; and seven students studied four languages at the Saturday School of Community Languages.

**English**

In 2013, 59 students studied English for the HSC: sixteen students studied Standard English, and 43 students studied English as a Second Language. Of the sixteen students who studied Standard English, six students or 38% achieved band 3, compared to 45% of the state in 2013. No-one achieved in the higher bands.

Forty-three students completed ESL English, with 14% achieving band 5. Seventy-four per cent of students in ESL achieved band 3 or higher compared to 83% of the state. Students undertaking ESL English at Holroyd High School have consistently achieved close to the state average.

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**Mathematics**

Twenty-nine students studied general mathematics in 2013. While the state average mark for this course decreased from 2012-2013, the school average fell to 44.4%. One student achieved a band 3 result. None of the general mathematics students elected to study the applied mathematics course, an indication of students preferring to remain eligible for an ATAR.

Twenty-one students completed the mathematics (advanced) course, with two students achieving band 5 and two students achieving band 6. The average mark was 64%, an increase of almost 10% when compared to 2011.

Six students studied extension 1 mathematics, with an average mark of 76.5% compared to the state average of 80.4%. This is an improvement of 18 marks compared to 2011. Zhuang Xu achieved
an outstanding E4 result of 97, and 67% of students achieved band E3 or higher.

One student, Zhuang Xu, studied extension 2 mathematics in 2013, achieving a mark of 98% and a band E4. This compared favourably to both the school’s course average of 83.5% in 2012, and the 2013 state average of 83.1%. State averages have remained consistent at 83% for the past four years.

Science

In 2013 fifty-one students studied the science courses: chemistry, physics, biology and senior science. Zhuang Xu achieved band 6 in chemistry. Ten students achieved band 5 in science.

In biology, 80% of the students achieved band 3 or above. Achievement in band 5 increased by 8.5% from the 2012 data. In 2013, the school average was 68% compared to 65.4% in the period 2009-2013. The similar school group average was 67.8% in 2013.

All students achieved band 3 or above in chemistry in 2013. The school average mark of 73.4% showed a 3% improvement on the 70.1% average 2009-2013. Twenty percent of students achieved a band 5 in 2013, compared to 12.5% in 2012.

In physics, 82.3% of the students achieved band 3 or higher. No student achieved bands 1 and 2 when compared to 50% in 2012. More students are achieving in the higher bands in physics than in previous years.

In 2013, the school’s mean score in senior science was 61.1% compared to 65% in the similar school group. There was a 3.9% decline in the average mark 2009-2013. Most of the students in senior science had literacy difficulties and lacked a strong science background in pre-senior years. A high proportion of the students in this course had spent less than four years in the Australian school system by the time they completed their HSC.

Human Society and its Environment (HSIE)

In 2013, 30 students studied three courses in the HSIE key learning area: modern history, business studies and legal studies. Nine students studied modern history, with no student achieving above band 3; twelve students studied business studies, with 75% achieving band 3 or higher. The number of students achieving band 4 was 33%, above the state average of 31%. Nine students studied legal studies in 2013, with 66% of students achieving a band 3 or 4, compared to the state average of 46%.

Technological and Applied Studies

Twelve students studied engineering studies in 2013, with 50% achieving band 3 and above. One student achieved band 5 and four students achieved band 4. Seven students studied food technology, with two achieving band 3 or above. Five students studied information process and technology (IPT), with three achieving band 3 and above. One student failed to attend the HSC examination in this subject. These results are significantly below the state average for these courses.

Personal Development, Health and Physical Education (PDHPE)

Eighteen students sat the HSC examination in community and family studies, with one student achieving band 5 and four students achieving band 4. No student achieved band 1, an indicator of an upward trend in this course. PDHPE was one of the most popular electives in 2013 at Holroyd High School, with 19 students completing the course. Two students achieved band 4. Overall performance was below the state average.

Creative and Performing Arts

Eleven students studied visual arts in 2013, with all students achieving band 3 and above, comparable to the state: seven students achieved band 4 and one student achieved band 5 and inclusion of his major work in Art Express. Two students completed the music 1 course, both achieving band 3. There were no HSC drama students in 2013.

Languages other than English (LOTE)

Students who studied LOTE for the HSC generally demonstrated higher than average achievement in their courses. Seven students studied Arabic – continuers at school and seven students studied four languages at the Saturday School of
Community Languages: Indonesian, Persian
Background Speakers, Tamil and Turkish, with
one student achieving band 3, six students
achieving band 4, and seven students achieving
band 5.

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). The majority of students who
studied a VET subject in 2013 achieved Certificate
II. The remaining students received a statement
of attainment.

In 2013, the VET subjects studied were
construction, information technology and sports
caching. One student completed the business
services course at TAFE in 2013.

Examination at HSC is optional for VET courses,
but all students in construction and information
technology elected to complete the examinations
in 2013. There was no optional HSC examination
in sports coaching.

All construction students completed the Work
Cover-approved construction site safety course,
-enabling them to commence work immediately in
the building industry, and all obtained Certificate
II in construction pathways.

Sixteen students studied information technology
in 2013, with all students undertaking the
optional examination. Two students achieved
band 4. All students achieved a statement of
attainment towards Certificate III information
technology (applications).

Record of School Achievement (RoSA)
The School Certificate was abolished in 2011 and
was replaced with the Record of School
Achievement. All Year 10 students were graded
by internal school assessment in 2013. There
were no formal external examinations. No
student received a RoSA at the end of Year 10, as
no-one left school.

Other school based assessments
Essential Secondary Science Assessment
Students in Year 8 sat the Essential Secondary
Science Assessment (ESSA) test in November.
Sixteen per cent of the students who sat the ESSA
test at Holroyd High in 2013 had been in Australia
less than two years when they undertook the
tests. In 2012, three per cent of the students
achieved at level 6, compared to none in 2012. A
greater number of students achieved at levels 3
and 4 in extended response tasks and knowledge
and understanding questions. Boys improved by
seven scale scores from the 2013 data in the test
aspect of communicating scientifically.

Other achievements
Creative and Performing Arts
2013 was a successful year for the creative and
performing arts at Holroyd High School. Through
the school’s partnership with the Australian
Business Community Network, a group of Years
10 and 11 students took part in the Parramatta
Arts Access program, working with theatre
professionals to create a piece of original theatre,
performed at the Riverside Theatres in August.

Twenty students took part in Opera Australia’s
Wot Opera program in Term 1, culminating in a
public performance at the Seymour Centre in
April. Year 7 student, Alizeh Jamal, won the
Holroyd Youth Services’ Crew Y Factor talent
quest for singing in March. Years 9 and 11
elective music classes performed at the Granville
Boys’ High School PBIS day in August, and Year 9
student, Taylah Howell performed with the
indigenous dance ensemble at Merrylands High
School and took part in the Granville Schools’ Our
Spectacular at the Opera House in September.

Syed Mosawi’s HSC visual arts major work was
selected for display in Art Express in 2014. Forty
students from Years 7-12 and the IEC visited
Sculpture by the Sea in October, sponsored by
the Brennan Foundation, and attended
workshops with practising artists.

Sport
Scott Hong was awarded the Australian Olympic
Committee’s Pierre de Coubertin Award for all-
round sportsmanship. This is the school’s
fifteenth Pierre de Coubertin Award since 1997.

Prospect zone age champions in cross country
were Clara Aiello 3rd place in 13 years girls, Yousif
Mashallah 2nd place 14 years boys and
Mohammad Ali Rahimi 1st place 15 years boys.
Mohammad Ali Rahimi was successful at the regional championships and was selected to represent Sydney West at the NSW state cross country championships as combined high schools state representatives.

Prospect zone age champions in athletics were Clara Aiello 3rd place in 13 years girls, Haider Ali Kamali 2nd place 13 years boys and Scott Hong 2nd place 15 years boys. Haider Ali Kamali represented Sydney West at the state athletics carnival in long jump, high jump, 100 metre, 200 metre and 800 metre races. Haider Ali Kamali and Bianca Jones were Sportsman and Sportswoman of the Year 2013.

Prospect Age champion in swimming was Robert Carter 2nd place 13 years boys.

The school entered five teams in the NSW knockout competition in 2013. Seven members of the boys’ volleyball team: Mohammad Ali Ahmadi, Mohammad Yasin Afzali, Hassan Jafari, Mohammad Nazari, Mansoor Gayumi, Muqdad Al Ghalebi and Nima Afshar represented the Prospect zone at the regional volleyball competition. Mohammad Ali Ahmadi and Mohammad Yasin Afzali were selected for the state volleyball team.

All Years 8, 9 and 10 students participated in and successfully completed the NSW Premier’s Sporting Challenge in 2013, and all Years 7 and 8 students took part in a 10 day swimming program, sponsored by Wentworthville Leagues Club.

Chess was a strong feature of school life again in 2013, with strong participation in the chess club games at lunchtime, interschool competitions and the tutoring of ten students by a chess master. On 28th August, the school held its own invitational chess competition, with 67 players taking part, including 10 students from Holroyd. Jason Nong received the school’s 2013 most outstanding chess player of the year award.

Other

2013 was an outstanding year for achievement in science: Anh Vi Luong was awarded the 2013 Victor Chang Cardiac Research Institute Science Award for the highest achieving student in science in Year 11. Year 12 students, Ateeq Ur Rahman, Eric Xu and Abdul Sharifi contested the NSW Titration Competition, a highly competitive event testing chemical knowledge and high order thinking skills, coming 2nd in NSW out of 389 teams, with Ateeq Ur Rahman achieving a perfect score. Holroyd High achieved 12th place Australia-wide and was one of only seven public schools in the first thirty place winners nationally, and the only priority school.

Thirteen students attempted the ICAS science competition, and thirty-three students attempted the Big Science competition, with Zackary Cox receiving a distinction and Dominic Scopelliti, a credit. Three students attempted the Science Olympiads.

Six Year 10 students attempted the UWS Australian Neuroscience Brain Bee competition in March; six year 12 students attended Science Discovery Day at UTS and Year 12 Physics students visited UWS to gain practical experience in Michelson and Morley X-ray diffraction and superconductors’ experiments. In July, Year 12 students visited UWS to perform experiments on atomic absorption spectrometry and visited the Australian Maritime Museum to learn about shipwrecks and salvages; Year 11 chemistry students went to UWS in November to extend their knowledge of polymers.

In August, fifty students visited the Australian Museum science festival and observed the Big Bang Science show and the Starlab Planetarium; Four Year 11 science and engineering students attempted the UTS engineering challenge; four students attended a gifted and talented science and mathematics workshop at UWS in December; nine students attended the Science and Maths Exposed workshops at UWS; and 27 students received bronze certificates from CSIRO for their open-ended science investigation projects.

In 2013, 53 students from Years 7-12 competed in the Australian Mathematics Competition, with almost 50% of students achieving proficiency level or higher. Zhuang Xu of Year 12 and Yuchen Ou of Year 11 each achieved a distinction in the highly challenging senior division. Year 10 student, Riya George, topped the intermediate division, and the highest scoring junior level student was Lucy Tran in Year 8. Both girls achieved credits. Thirty-seven students from the
high school and twenty students from the IEC participated in the ICAS mathematics competition, with Zhuang Xu and Anh Tai Luong receiving distinctions.

Year 12 student, Elaf Khaleel, and Year 11 student, Maheen Bhutta, were guest speakers at the launch of the Australian Women of the World (WOW) festival at the Sydney Writers’ Festival in May.

Holroyd City Council Australia Day Awards 2013 were dominated by former students: Citizen of the Year was Dr. Jeanie Wood; and Faces of Holroyd awardees were Vahid Ghalikar, Aaron Narayan and Rana Tabbaa, who completed their HSC in 2012. The awards were presented by the Mayor of Holroyd, Councillor Ross Grove, also a Holroyd alumnus.

School Captains, Juma Makuer and Sharen Yuwialis, attended the School Captains’ Leadership Day at Parliament House in April. Bashir Yousufi, Year 11, was the 2013 Public Education Ambassador for Holroyd High School and Michael Reyes, Year 10, was chosen as School Education Director for a Day in July.

Year 11 student, Ali Gulzari, was invited to speak at the 4D national conference, Diversity, Disadvantage, Discrimination and Development, at UWS Parramatta campus in July.

In 2013, the Stage 4 debating team: Laura Halcomb, Murtaza Eftakhari, Ashley Halcomb and Shams Al-Taiff and the Stage 5 team: Helalah Jamshidi, Michael Reyes, Lauren Fraser, Maheen Bhutta and Muqdad Al Ghalebi, competed in the NSW Premier's Debating Challenge. The teams also debated in three rounds of the zone competition.

IEC students continued to develop their public speaking skills through speech competitions held in Terms 1 and 3. The overall winners in Term 3 were Jasmine Rezaie and Mustafa Mohammadi, who went on to represent Holroyd at the inter-IEC competition held at Chester Hill IEC in November.

Holroyd High School is a multicultural school. In 2013, 83.3% of students in Years 7-12 were of language background other than English (LBOTE), and 38% of LBOTE students had been in Australia less than three years at the time of the ESL survey. 209 students were identified as needing ESL support, with 190 students included in the ESL program. There were four ESL teachers at the school.

Head Teacher Science, Mrs Nirupma Kumar, was awarded an Excellence in School and Student Achievement Award by South Western Sydney Region in November, recognition of her outstanding teaching and leadership of the science faculty at Holroyd High School. Head Teacher Industrial Arts, Mr. Andrew Munns, was awarded an Australian College of Educators’ (ACE) World Teachers’ Day Recognition Award in October for his service to Holroyd High School and history and drama teacher, Matthew Fields, received an ACE award for early career teachers for his commitment to drama and sports programs at Holroyd High School. Mathematics teacher, Mrs Amy Birungi, was conferred Doctor of Philosophy in Education from the University of New England in March. Former student, Najeeba Wazefadost, was a finalist for the 2013 NSW Woman of the Year award in March.

Significant programs and initiatives
Aboriginal education
The school implements the Aboriginal Education and Training Policy, the Aboriginal and Torres Strait Islander Education Action Plan 2011-2014 (ATSIEAP) and the Partnership Agreement between the Department of Education and the Aboriginal Education Consultative Group (AECG).

In 2013, 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. In visual arts, students explored indigenous themes in art and representation. The school has embedded Aboriginal perspectives into its daily practice, flying the Aboriginal flag and using the acknowledgement of country on all formal occasions.

There were two Aboriginal students enrolled at Holroyd High School in 2013.

Multicultural education
Holroyd High School is a multicultural school. In 2013, 83.3% of students in Years 7-12 were of language background other than English (LBOTE), and 38% of LBOTE students had been in Australia less than three years at the time of the ESL survey. 209 students were identified as needing ESL support, with 190 students included in the ESL program. There were four ESL teachers at the school.

All the students in the IEC are LBOTE and all have been in Australia less than a year.
The school has a commitment to teaching cultural understandings as part of the successful integration of newly arrived young people into Australian life. Cultural understandings are embedded into the high school and IEC curriculum at all levels, and students provided with a wide range of experiences to broaden their understanding of mainstream culture. The Stage 4 Board of Studies school-developed, content endorsed course, Australian (Cultural) Studies, assists students in developing their understanding of English and of life in Australia.

The school has two anti-racism contact officers (ARCO), one for the IEC and one for the high school.

Interpreters are provided for interviews, information sessions and parent-teacher evenings, and documents translated where feasible. The IEC held four parent information days in 2013, 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.

**Learning Support Team**

The Learning Support Team (LST) is responsible for the provision of support for student learning in Years 7-12. The team is comprised of the Deputy Principal, counsellor, learning and support teachers (LAST), careers adviser, transition adviser, welfare coordinator, student welfare officer, numeracy coordinator, head teacher with responsibility for attendance, and the refugee transition adviser.

A range of initiatives was implemented in 2013, including:

- Continuation of Stages 4 and 5 Rainbow reading program, which allowed students to receive extra support in reading for fluency and comprehension.
- Students referred to the LAST were assessed and subsequently provided with support with class work and assessments.
- Individual learning plans were developed in collaboration with all stakeholders for students who required more individualised support.
- Behaviour plans for individual students with behaviour issues were developed in collaboration with all stakeholders to assist teachers with their management in the classroom.
- Fortnightly LST meetings were held to discuss referrals, assess levels of support, develop programs and implement systems and policies.
- Regular liaison with external agencies such as Fairfield Youth Connections and the Commonwealth Rehabilitation Services.
- Provision of information to staff to assist them in their development of teaching and learning resources.
- Two LST conferences to develop role statements, proformas and future directions for the Every Student, Every School implementation.
- Participation in the 2013 trial of the personalised learning and student support signposting tool.
- Participation in the 2013 pilot program for the Nationally Consistent Collection of Data for school students with a disability.

**Support Classes**

Two support classes, an autism class and a multi categorical class, were established in 2013. Nine students were enrolled in 2013.

The support classes participated in whole school activities and in activities with mainstream students, including peer support, sport and school camp. Two students were integrated successfully into Year 7 mathematics classes.

Five of the support students participated in NAPLAN in 2013. The NAPLAN data helped provide key focus learning areas for 2014, including improving student writing and comprehension skills.

All the support students participated in community access once a week and were exposed to a variety of new learning situations, including travel training on buses and trains, banking, shopping, and reading and interpreting maps and floor plans.
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 meets every two weeks to discuss welfare issues and develop strategies to assist students. The welfare team also holds an annual planning conference to support the development and maintenance of a whole-school approach to student welfare.

The school’s 2013 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.

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

All Year 8 students successfully completed 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.

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

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

IEC students attended experiential excursions in Sydney and the Blue Mountains to introduce them to life in their new country. Forty-three students attended an overnight camp in September at Wooglemai environmental education centre, where students were able to experience the natural environment of Australia, learn more about geography and participate in team building games. These activities developed personal confidence and the ability to work in groups. The experience of assisting with meal preparation and interacting in group situations were also new life skills development opportunities for many students.

IEC counsellors continued support programs, such as settling in and social skills programs, and the school continued its association with the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) to support refugee students.

Five senior students: Abdul Hamid Ahmadi, Mohadesheh Jafari, Kadir Ozauccargil, Abdul Rahman Sharifi, and Andrew Taufa received Department of Housing Scholarships in 2013.

The school’s statistics for immunisation rates were well above state average with many students completing their HPV and other vaccinations.

As part of the school’s merit scheme, thirteen students received Gold Awards throughout the year.

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 2013, students were represented on the school’s curriculum, finance, PSP and self-evaluation...
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 2013 included: The World’s Greatest Shave, supporting the Leukemia Foundation; Pink Ribbon Day; Daffodil Day; and Bandanna Day Jeans for Genes Day; Red Nose Day; and World Vision.

Juma (John) Makuer, 2013 boys’ school captain, was selected as the Australian Red Cross Club Red Youth Ambassador. This initiative is aimed at encouraging staff and students to donate blood regularly and compete for the Vampire Shield.

**Refugee Transition Program**

The Refugee Transition Program (RTP), implemented in 2008, continues to be a highly successful support program for refugee students with limited or no schooling prior to their arrival in Australia.

In 2013, students in Years 9 and 10 had the opportunity to participate in the school’s long-standing exchange program with Abbotsleigh School for Girls. Various excursions were organised for students in Years 9-12 to help them with decisions regarding appropriate educational and vocational pathways, including careers expos and field trips around Sydney. Job Quest delivered the RAW (Ready Arrive Work) program to students in Year 10 to prepare them for work experience and life beyond Year 10.

The **Welcome Program**, introduced in 2011, continued to meet weekly over one term with a designated teacher to facilitate the transition of students and support them with any questions and concerns.

Overall, the RTP and Welcome Program have been very successful, with teachers reporting improvement in student attendance, improvement in completion of class work and assessments, a decrease in RISC (discipline) referrals, and greater student engagement. There has also been growth in student confidence and a sense of cohesiveness when in groups.

**Primary links**

Holroyd High School hosted Year 6 Open Day in March, with 240 students, parents and teachers attending to participate in a variety of activities in drama, technology, mathematics, music, visual arts and science.

Holroyd High School strengthened links with Widemere Public School through a mathematics program for Year 5 students in Term 1.

**University Links**

Holroyd High School was one of nine schools originally selected to take part in the University of NSW’s ASPIRE program. In 2013, all students in Years 8-12 participated in seminars and workshops 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 the Uni for a Day program, and selected students in Years 11 and 12 were involved in shadowing university students in March. Five Year 11 students completed the Step Up program in June. Four of these students completed the u@nsw program which involved attendance at a three day workshop in the October and summer holidays. 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’s Parramatta Campus. Fifteen Year 10 students extended their knowledge of university life with a second skills day and mentoring by UWS students at school, while Year 11 students completed their third day on UWS Campus and examined possible future career paths. Year 12 students attended an HSC conference at Penrith in May. All Fast Forward students in Years 9-11 took part in mentoring sessions at school with their university mentors.

All students from Year 10 participated in the Widening Participation program with Sydney University. The university staff visited the school and presented lectures with the aim of developing a greater knowledge of further...
education. The students involved in the program later attended the University campus for a guided tour and an opportunity to experience learning in the university lecture and tutorial style.

2012 was the first year of the school’s involvement in the University of Sydney’s Compass program. Each of Compass’ activities builds confidence, motivation and an understanding of the value of higher education.

Activities are designed to complement the general capabilities identified in the National Curriculum Framework. Twenty-five students attended the Year 8 Investigating Uni day; thirty students attended the Year 9 science, technology, engineering and mathematics day; and Year 11 and 12 students attended scholarship writing workshops.

Holroyd High 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 metropolitan and some regional universities

Australian Business Community Network (ABCN)

The Australian Business Community Network provides opportunities for schools through mentoring, partnering and support programs. In 2013, Holroyd High School took part in ABCN’s GOALS (Growing Opportunities and Leadership Skills) program for Year 9 students with Fujxerox, Microsoft, Ernst and Young, Minter Ellison and KPMG; the FOCUS leadership program for Year 11 girls with American Express; the Arts Access program for drama students in Years 10 and 11; and the ABCN Career Choice Day.

Beacon Program

Holroyd High School joined the Beacon Program in 2013. The Beacon Foundation is a national non-profit organisation that seeks to inspire and motivate students either to stay at school to increase their educational engagement and attainment, or choose a positive pathway that enables successful transition to employment, further education or training.

Beacon events in 2013 included the Business Breakfast, mock interviews for Year 10 students, the Polish and Uncovered programs with Stocklands Merrylands, Clayton Utz, Staples, SKM Engineering and the Intercontinental Hotel; and speed careering. The year concluded with a Year 10 charter signing.

NAB Schools First Program

The National Australia Bank’s Schools First project is a three way partnership between Holroyd High School, Investec Bank and the Halogen Foundation. The project targets Year 10 students and the aim of the project is to develop team building, effective communication and leadership skills. This was our second year of involvement in this program.

All Year 10 students participated in a one day leadership program in Term 1. Students were then given the opportunity to nominate themselves for a 10 day program. Twenty four students were chosen to work in a group of six students with a community mentor from Investec Bank or the Halogen Society and a teacher mentor. The students were then in charge of developing a program to improve the school community or the wider community. At the end of the program students presented their programs to Year 9 and celebrated their successes.

South West Connect Parent Engagement Forum

The school is involved in a partnership with South West Connect to help increase parental engagement at Holroyd High School. A partnership was brokered with community organisations, culminating in a parent engagement forum in August supported by a number of organisations, including Ability Options, Auburn Youth Centre, Holroyd City Council, TAFE NSW, MTC Australia and STARTTS. The event has started a process of engagement with the school, with a second forum planned for Term 1, 2014.

Transitional Equity Funding

In 2013, the school received transitional equity funding (formerly priority schools program funding. The funding supported additional staffing to assist with the implementation of the school targets in relation to literacy and
numeracy, attendance and engagement, and community participation in the life of the school.

An additional 0.2 EFT administration support was provided for management of the school’s SMS parent information system, which provides daily information to parents regarding their children’s attendance, and notification of school events; the employment of 0.8 EFT community liaison officer time to assist communication with Arabic and Dari/Farsi speaking parents through regular parent contact, on-site interpreters for interviews and the translation of school documents and notices. Transitional equity funds also contributed to the employment of a full-time student transition co-ordinator, and subsidized experiential excursions for IEC students.

**Improving Literacy and Numeracy National Partnership (ILNNP)**

Holroyd High School participated in the Improving Literacy and Numeracy National Partnership (ILNNP). The target group was Stage 4 students in the High School, IEC and Support Unit.

In aiming to improving Stage 4 students’ performance in numeracy, ILNNP funding was used to identify areas where support was needed and where improvement has occurred, through monitoring and analysis of numeracy performance; and to improve the capability and effectiveness of numeracy teaching.

The ILNNP has supported the appointment of a numeracy coordinator at the school, and a numeracy team has been established, comprising representatives from every faculty, the IEC and the support unit. The numeracy coordinator has worked with the numeracy team to develop a work plan for building a whole-school approach to numeracy in 2013-2014.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys of staff, students and parents.
- Analysis of HSC and NAPLAN data
- Diagnostic testing for numeracy program.

**School planning 2012—2014: progress in 2013**

**School priority 1: Literacy and Numeracy**

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

**Our achievements include:**

- Students in Year 7 exceeded expected growth in reading, writing and numeracy, and all students improved performance in spelling from Year 5 to Year 7. Ninety-five percent of Year 7 students improved their performance in numeracy from Year 5 to Year 7.
- Students in Year 9 exceeded expected growth in reading, punctuation and grammar from Year 7 to Year 9. Ninety-six percent of Year 9 students improved their performance in numeracy from Year 7 to Year 9.
- Representatives from all faculties and the IEC trained in the use of the School Measurement Assessment and Reporting Toolkit (SMART) for use in the analysis of student performance in standardised tests (NAPLAN and HSC).
- All teaching staff trained in use of the Numeracy Continuum K-10, as part of the ILNNP project.
- Progression through the IEC curriculum framework levels exceeded the 2012 target of 50% for 2013 by 4%.

**School Priority 2: Student engagement and attainment**

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.

**Our achievements include:**

- All students in Years 7-12 in 2013 involved in mentoring, engagement and/or leadership programs.
- Refugee students supported through employment of additional teaching staff and bilingual support staff in IEC, leading
to increased engagement in learning and successful transition to high school.

- Refugee transition program Years 9-12 resulted in successful completion of HSC by refugee students.
- Transition program supported successful completion of schooling by at risk students.
- Successful implementation of support classes in 2013.
- Attendance in Year 9 and IEC above state and regional average.

Outcomes for 2014

School priority 1: Literacy and numeracy

Evidence of progress towards outcomes in 2014:

- All students meet or exceed expected growth in literacy and numeracy.
- A reduction in the percentage of students represented in the lower two bands in numeracy (NAPLAN).
- All staff using SMART data to inform teaching and learning in their key learning area.

Strategies to achieve these outcomes in 2014

- ILNNP numeracy program to continue throughout 2014, including whole school numeracy team and numeracy coordinator position.
- Establishment of a whole school literacy team and implementation of a whole school literacy plan.
- Analysis of NAPLAN, ESSA and HSC data to inform planning and programming, through executive and faculty meetings, and literacy, numeracy and learning support team meetings; training in use of data to inform teaching and learning; use of SMART and RAP programs to support data analysis.
- Implementation of the Taking off with Numeracy program for all Stage 4 students across Years 7-12, IEC and support unit.
- Planning for implementation of Australian Curriculum for Years 8 and 10 in 2015 to incorporate specific literacy and numeracy strategies and outcomes.
- Alignment of IEC curriculum frameworks with the Australian Curriculum.
- Focus on building teacher capacity and quality teaching through the implementation of the Grattan model in 2014.

School priority 2: Student Engagement and Attainment

Evidence of progress towards outcomes in 2014:

- Improvement in attendance in all years, to meet or exceed school network and state averages.
- All students in Years 7-12 involved in mentoring, engagement and/or leadership programs.
- Ninety-five per cent of students involved in extracurricular activities in 2014.
- All Year 12 students to complete HSC satisfactorily, as demonstrated by 65% of students achieving at or above band 3
- Reduction in N awards in Stages 5 and 6.

Strategies to achieve these outcomes in 2014:

- Close monitoring of attendance, particularly Stage 6 students.
- Continued employment of transition advisor in 2014 to support students at risk.
- Continuation of refugee transition program in 2014 to support refugee students in their education and settlement into Australia.
- School offers a wide range of extracurricular activities.
- Consolidate and extend Compass and Beacon programs into school’s welfare and learning and support plans to ensure all students participate in mentoring, engagement and/or leadership programs in 2014.
- Parent engagement forums to increase parent participation in the school.
Professional learning

The focus of professional learning in 2013 was to support areas targeted in the school’s management plan 2012-2014: quality teaching and learning, skills for the digital education revolution, literacy and numeracy and the implementation of the Australian curriculum for Years 7 and 9 in English, mathematics, science and history.

Staff attended a variety of conferences and workshops, with funds spent as follows: 17% welfare and equity programs; 24% Australian curriculum; 10% syllabus implementation; 17% leadership and career development; 5% incorporation of ICT into teaching and learning; 3% quality teaching; 13% literacy and numeracy; and 8% early career teachers. The average per capita for teaching staff on professional learning was $521.

Additional funding for teacher professional learning came from the funding for the implementation of the Australian National Curriculum and Low Socio-Economic Status School Communities National Partnership Reform Extension Initiative.

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 $180.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of students with regards to their engagement in school via the DEC Tell Them From Me survey. Two hundred and twenty-five students took part in the survey and the final report compared statistics from students at Holroyd High School with those of all students who took part in the survey. The results are displayed below.

Student engagement

Students reported a strong sense of belonging and a high value placed on learning outcomes. 81% of students at Holroyd High School valued learning outcomes highly, compared to an average of 71% of all students who took part in the survey.

Factors effecting learning outcomes

Holroyd High School students rated the school higher than the average for this survey in relevance, rigour of the classroom and making classroom time effective.

Students also communicated a high level of ambition, with 71% (compared with 69% across NSW) of students intending to complete year 12 studies, and 62% (compared to 49% across NSW) intending to continue their studies at university. This includes 68% of senior students.

Program evaluations

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out a faculty review of the TAS faculty and an evaluation of numeracy within the school.

Technological and Applied Studies (TAS) Evaluation

Background

The industrial arts and home economics faculties delivered the following subjects in 2013:

- Stage 4 technology mandatory
- Stage 5 food technology, textiles technology, industrial technology and information processes and technology
- Stage 6 food technology, engineering studies, information processes and technology, hospitality (VET), Information and digital technologies (VET) and construction (VET).
The evaluation process included surveying and interviewing students, parents and teachers to identify the strengths of the faculty, as well as areas in need of improvement.

Findings and conclusions

The results from the surveys regarding teaching and learning and assessment in TAS include:

- 61% of students reported that they chose a TAS subject due to future subject options.
- 59% of students reported that the TAS course they chose led to further study after leaving school.
- 85% of students reported that they found TAS subjects interesting to learn.
- 77% of students reported that the course content of TAS subjects were useful to know, and was useful for career pathways.
- 89% of students reported that they felt motivated to do well in TAS subjects.
- Students reported that their TAS teacher expected them to do well in class.
- All parents reported that they knew what TAS subjects their children were studying. Some added that the student had discussed course detail with them and had talked about how they enjoyed TAS subjects.
- Parents also saw a strong connection between studying TAS subjects and future options for their children.

Student group responses reflected:

- Practical lessons were the most enjoyable. They generally reported that they found theory lessons and textbook based delivery less interesting.
- Little student choice in what they were taught in TAS subjects.
- Use of technology in classes was high.
- Their best assessment practice was via practical exercises and Edmodo.
- Best feedback on marked assessment tasks was via class with teachers working through the assessed task.

Staff responses highlighted:

- The depth of teaching experience contained within the faculty areas.
- Clear relationship between TAS subjects and future study and career pathways for students.
- Many students remained unaware of the detail requirements of the demands of the TAS electives they chose.
- The most effective lessons were active and primarily student centred.
- Teacher satisfaction gained from student achievement in TAS subjects, especially the students who had arrived only recently to secondary schooling in this country.
- Indicators of successful teaching and learning were obtained through lesson feedback and through successful completion of assessment tasks.

Areas for Improvement

- The TAS faculty clearly must increase the level of communication to parents, and must also package this information in a form that parents can access.
- Delivery methods and projects could be made more responsive to student choice.
- Need to increase the relevance of junior TAS subjects to increase student participation.
- Need to make theory classes more interesting. The attraction of TAS was the number of practical activities.
- Need to enhance existing programs by use of planning days to work collaboratively in evaluating and updating existing programs.

Future directions

- The amalgamation of the Industrial Arts and Home Economics faculty into a TAS faculty in 2014.
- The TAS Faculty will implement policies and procedures to improve the quality of teaching and learning within the faculty, and to align targets with those of the school and region.
- Teaching and learning programs will be regularly reviewed and updated to align them more closely with the Quality Teaching Framework as well as the new syllabus requirements for the Australian Curriculum.
Improving Literacy and Numeracy National Partnership (ILNNP) – Focus on Numeracy

Background
The aim of the ILNNP is to develop a whole-school approach to improving student outcomes in numeracy. This whole-school approach recognises the critical role of quality teaching and leadership in improving student learning outcomes. It also focuses on the importance of an underlying school culture of continuous improvement to optimise student achievement and to ensure sustainability. It incorporates the capacity building of teachers through best practice professional learning, the effective use of data to improve whole-school planning and student outcomes and enhanced teacher collaboration and shared responsibility for student outcomes.

The whole-school approach is intended to target Stage 4 students and activities are focused on students in the high school, IEC and support unit.

At the commencement of the project, all students in Stage 4 were tested in numeracy to gather baseline data, indicating students’ progress along the Numeracy Continuum K-10.

Regular testing has continued for the remainder of 2013 to continue to diagnose students’ areas of weakness and to measure progress in numeracy. Faculty representatives have been trained in the use of the School Measurement, Assessment and Reporting Toolkit (SMART). They have used SMART data to identify priorities for students’ numeracy development and have accordingly planned and implemented teaching strategies in their own key learning area.

All staff have received training in two aspects of the Numeracy Continuum K-10, Early Arithmetic Strategies and Place Value, as directed by the ILNNP. All staff are aware of how students develop along these aspects of the continuum and have an improved understanding of which students will require additional support in meeting the numeracy demands of their subject.

Findings and conclusions
The results from the testing indicate that of the 94 students tested:

- 4% were identified as figurative counters.
- 31% used counting-on-and-back to mentally add two one-digit numbers.
- 65% demonstrated facile strategies (near doubles, bridge to ten) to mentally add two one-digit numbers.

There was greater variation in students’ ability to add and subtract two- and three-digit numbers and decimals. In response to this, Stage 4 students completed a series of ICT lessons in which they learnt strategies for mental addition and subtraction.

Staff have provided positive feedback on the training they have received on the Numeracy Continuum K-10, SMART and many have expressed a commitment to improving their understanding of the numeracy demands of their subject.

Future directions
In 2014, it is planned to conduct a six-week series of numeracy workshops for Stage 4 parents. The purpose of these workshops is to give parents strategies to support their children in their numeracy development. This is in recognition of the fact that parents play a critical role in students’ educational attainment.

Members of the numeracy team have committed to leading an action research project focusing on improving students’ outcomes in numeracy. These projects will run throughout 2014 and will inform future initiatives in a whole-school approach to numeracy.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: