2009 Annual School Report
Holsworthy High School

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

Students

There were 738 students enrolled at the beginning of 2009. This was an increase from the previous year due to an increased demand from in-area enrolments. Enrolment census data shows the number as 717.

The gender balance has changed from a decade ago when the ratio of boys to girls was 50/50. It is now 55.4% boys and 44.6% girls which is more the norm for urban co-educational comprehensive high schools.

However the number of students attending the school from the local community continues to grow and this meant that very few students were accepted into Year 7 from outside the drawing area, and most of these students had siblings already enrolled at the school.

This impacts on the proportion of students doing the HSC who have also completed the School Certificate at Holsworthy. This proportion is volatile and varies from 45% to 65%. In 2009 the proportion of the HSC candidature was only 51.3% which was much less than for the whole of NSW.

Approximately 20% of the students come from non English speaking backgrounds. However nearly all these students are fluent in English. Fourteen of our students identified themselves as being of aboriginal background at the beginning of the year.

Staff

Holsworthy has a staffing entitlement of 54.5 teaching staff. This figure includes the principal, two deputy principals, eight head teachers as well as a careers adviser, librarian, learning support teacher and 0.4 ESL teacher. In additions the school has 0.6 counsellor support.

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

Significant programs and initiatives

Holsworthy is focussed on an all-round education.

As well as the academic program there are sports, extra-curricular activities and social programs such as anti-bullying and LEAPS.

The school again has a number of funded programs being jointly implemented with our feeder primary schools (Holsworthy, Hammondville and Wattle Grove Public Schools) as part of the MYAR Community of Schools program.

Student achievement in 2009

Academic performance was mixed in 2009.

The introduction of NAPLAN testing replaced ELLA and SNAP. These are diagnostic tests and Holsworthy intentionally does not prep students for the tests as this reduces the diagnostic value of the tests.

Performance on the NAPLAN tests was similar to previous results on ELLA and SNAP. Spelling was better than other areas of literacy and writing was worse.

ESSA science tests for Year 8 produced results comparable to previous years.

School Certificate results were better than in previous years.

HSC results were worse than in 2008 but better than in 2007 and 2006.

Differing results from year to year reflects more on the cohort than any other factor.

Sporting achievements are on the rise.

Holsworthy won the zone swimming carnival for the second year in a row.

Volleyball continues as the premier team sport with the senior boys coming 2nd in Australian Schools Volleyball Championships, and being the top team in NSW.

Other teams are progressing much farther in the rounds of knock-out competitions across a range of sports for both boys and girls.

Debating teams and public speakers also continue to have success.
Messages

Principal's message
2009 has been a sensational year for Holsworthy High. You will read details of our achievements throughout this Report so I will keep my comments about them brief.

As the Principal, I have been pleased with the quality of our successes in such a broad branch of learning experiences. The students have excelled in the sports arena, public speaking, debating, chess, writing, the list goes on. We personify what I believe a community school represents; opportunity for all; regardless of our talents or interests. We do it with excellence.

At our Year 10 Graduation I had the pleasure of meeting up with two ex-students, Ben Monaghan and Suzanna Lazaroska. I asked how they were going in their university studies and am pleased to report that Susanna passed all subjects with High Distinctions. Ben has just complete Civil Engineering with First Class Honours, the highest pass possible. These ex-students illustrate how our teachers prepare all students for their future. Our emphasis on independence and self reliance is a constant theme in our teaching. Perhaps if we spoon fed our students and just focussed on exam results we could get better short term outcomes but I am pleased that, at Holsworthy High our motto of ‘being the best you can be’ is real and is related to each student’s life long journey.

In the immediate future you will read a lot about testing outcomes and school League tables. These create a dilemma for the school. The easy road would be to just study for the Naplan tests set by the Commonwealth Government. To do this would necessitate condensing our curriculum to a narrow focus. This may ensure a higher score on the League Table but this will come at a cost. That will be the loss of all the diversity and quality that is now a hallmark of Holsworthy High.

I would like to take this opportunity to thank all members of the staff, all from the school’s community, parents and friends and most of all our fantastic students. When you see our graduates you can be confident in the excellence of this great school.

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.

John Frew

P&C / School Council message
Involvement and Participation –
The Parents and Citizens Council put in place a 2009 Action Plan to better inform the parent community about P&C Council activities and to encourage involvement. The Action Plan was the result of a facilitated workshop where parents and student representatives were asked to highlight their expectations of school life and to identify opportunities for parents to add value to the school experience.

It resulted in the formulation of the following objectives:

- To provide a regular forum for communication between parents/carers and school staff.
- To build community knowledge of school teaching/learning expectations & outcomes.
- To celebrate successes and build community support for the local school.
- To oversight the management of the School Canteen & return funds for school uses.

The creation of these aims resulted in a number of positive changes including; the inclusion of P&C News in every issue of the school newsletter “Newsworthy”, the invitation and attendance of parents at both the school Anzac Day and Remembrance day commemorations and advertised presentations by faculty staff to parents covering topics that included mathematic syllabus delivery, behaviour and welfare and understanding the teenage brain.

As a result the P&C now attracts a greater number of parents to its regular meetings. Our meetings continue to provide information to parents by both school executive staff and by student representatives. In 2010 this commitment to providing feedback to parents will incorporate inclusion in the new school website. Information promoting parent involvement will continue at
student orientation evenings and through the distribution of the P&C brochure. The greater participation by parents in 2009 has increased opportunities for working in partnership with the school staff and students.

The P&C Council has had a very successful year in terms of fund raising. This is because the P&C Council provides the management structure for the school canteen, which is arguably one of the best examples of a healthy and profitable canteen in the schools sector. The efforts of the Canteen Manager and Staff must be recognised as critical to this success and their energy and enthusiasm has raised much needed funds for the school as well as providing innovative and healthy menus.

Money raised this year has, notably, enabled the purchase of a Digital Performance Piano for use concert use and the purchase of a number of Interactive White Boards and library resources. The P&C Council is looking forward to a successful 2010 and will continue to welcome new members to its ranks.

Alison Mortimer

Student representative's message
This year the SRC have held many events, to fundraise for a number of charities and also for our school.

This year the SRC election process has been changed. Now not only must you nominate yourself, you must have an interview in front of a panel. This is made up of the SRC co-ordinator and members of the former SRC. Then you must make a speech at your year assembly if you make it past the interview.

Each term we attend many different meetings in which we report work that we have done or taken part in for the term. We have 2-4 SRC members who attend district meetings with representatives from other schools in our district, 2 who attend P & C and 2 SRC reps who attend executive meeting to give a report and to get feedback and opinions on possible fundraisers.

In term 1 we held a multi day in conjunction with the “world’s greatest shave” on 20th of March were we shaved or coloured student’s hair but they had to have a note to participate. Donations were made by students prior to the event and for each $200 reached a teacher would get their’s shaved. Special thanks must go to the hairdressers at Wattle Grove for lending us the equipment and to Mr Radwanowski, Mr Osborne & Mr Grew who went under the clippers for the cause. We were able to send an amazing $800 to the Leukemia Foundation.

Term 2 was also filled with exciting events. The SRC had a training day that helped us with problem solving abilities, to be more organised with special events and taught us how to run more successful meetings. The SRC learnt a lot from the training day experience.

After our multi and BBQ, where our charity focus was the Hoxton Park animal shelter, we held auditions for “Holsworthy might have Talent”. We were very pleased with the quality of everyone who tried out. After a few changes of plan the talent show was performed on the first Friday of term 3, and after collecting votes it was found that the “Backstreet Boys” were the runaway favourites.

Later during term 3 the SRC elections took place and the new SRC representatives for 2010 were prepared for their coming job with a combined run Mufti day and BBQ, which paid for our sponsorship of Ruth through Child Fund.

Term 4 was one of the most successful and exciting terms of 2009. The newly elected SRC representatives took over ready for a great term, we started off the term with a 3 day camp to organise a variety of different events, charities and fundraisers for 2010. As well as organising events for 2010 we participated in a number of different team building and problem solving activities as well as some campsite activities.

We also held a multi/ BBQ that went towards muscular dystrophy on the 27th of November that run very well and successfully. The SRC was also asked to assist with many other school events such as recently running a BBQ for the year 7’s of 2010 on their orientation day.

We would like to thank all SRC representatives of 2009 for helping improve and better our school.

Melissa Bellette
School context

Student information

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

Student enrolment profile

The majority of students reside locally and the school was unable to offer many out of area placements despite continual requests to do so.

The composition of the gender balance is boys: girls 55:45. This trend is in line with other comprehensive co-educational schools in the Sydney metropolitan area.

Management of non-attendance

Since 2005 parents have been notified daily of absence or lateness via SMS messaging system. This has improved attendance slightly. Another major benefit has been a reduction in the number of unexplained absences.

Parents of students who have regular or extended absences are contacted by letter and/or telephone to ascertain reasons.

Students who refuse to attend school are referred to the HSLO (Home School Liaison Officer) who works with the school to get these students to attend regularly.

Structure of classes

Classes in Years 7 and 8 are un-streamed mixed ability classes. In Year 7 classes are composed of groups of up to eight students from each of our community primary schools.

To facilitate smaller classes for Technics, Art and Music each year is divided into two groups, one of three core classes and one of two. These core class groups are then split into four smaller classes for Technics, art and music.

Maths classes are graded in Year 8 dependent on results in Year 7. Each of the above core groups has thee Maths classes which are held at the same time.

In Year 9 and 10 classes may or may not be streamed depending upon the philosophy of each KLA faculty group.

In Years 11 and 12 only English and Mathematics offer different strands. Consequently all other “electives” are un-streamed.

Retention to Year 12

Holsworthy has an extremely mobile population due in part to our servicing military families. In 2009 298 students (41%) of our students were from ADF families.

Hence retention from the School Certificate in 2007 to HSC in 2009 was only 53.1% compared to the NSW average of 61%.

Even in Year 12 students leave to work or interstate - of the 98 students who completed Year 11 in 2008 only 82 sat for the HSC in 2009.

This was the second year in a row for Breanna and Jessica.

Student attendance profile

Improving student attendance has been a target in recent years. The school has slightly better attendance than both Met Southwest Region and NSW in all years except Year 11.

The following students received 100% Attendance certificates: Jonathon Alexakis, Breanna Dunn, Nammont Hosombat, and James Nealis of Year 8; Jessica Hanley and Reece Woodley of Year 12.
Post-school destinations

Year 12 students undertaking vocational or trade training

26 students undertook VET courses. Most of these (24) studied Hospitality at school whilst the other two attended TAFE for courses in Construction and Automotive.

Year 12 students attaining HSC or equivalent vocational educational qualification

Only one student failed to qualify for the HSC. This means 98.8% of students attained the HSC.

Staff information

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

Staff establishment

School staffing is calculated on a formula based on the student enrolment. In 2009 the school was entitled to 54.5 teaching staff.

There are no teachers of ATSI origin.

Counsellors are 0.6 (three days per week) but are counted as 2 as they are based at Holsworthy.

<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>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>38.1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>Counsellor</td>
<td>2.0</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.7</td>
</tr>
<tr>
<td>(SASS)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>64.2</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

Holsworthy has an exceptionally well qualified staff.

<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>
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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.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>312 114.08</td>
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<tr>
<td>Global funds</td>
<td>362 030.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>202 432.08</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>278 461.14</td>
</tr>
<tr>
<td>Interest</td>
<td>15 178.06</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>82 568.57</td>
</tr>
<tr>
<td>Total income</td>
<td>1 252 784.63</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 117 317.93
- Excursions: 59 488.93
- Extracurricular dissections: 95 733.70

Library: 18 341.77

Training & development: 352.72

Tied funds: 245 452.28

Casual relief teachers: 79 661.62

Administration & office: 133 365.65

Utilities: 72 975.52

Maintenance: 30 776.22

Trust accounts: 84 478.05

Capital programs: 0.00

Total expenditure: 937 944.39

Balance carried forward: 314 840.24

A full copy of the school's 2009 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 2009

2009 was a year of significant achievements particularly in sport.

Achievements

Arts

Visual Arts has acquired an addition to the collection of HSC Body of Works that we proudly exhibit to enhance the school environment. The collection includes artworks that students have sold to the school to add to our permanent collection. These paintings and drawings displayed in the Admin foyer, Principal’s office and Visual Arts building.

Our latest acquisition is three large drawings completed by Rebecca Davies in 2008. The images are completed in charcoal, pencil, ink and transparent medium on paper. They are provocative in their visual strength and intensity.

Sport

Brandon Grochala (Year 8) won four gold medals and Rebekkah Robinson a silver at the NSW Combined High Schools swimming championships.

Five students were Hume Zone swimming champions: Jordan Grochala (12 years), Brandon Grochala and Carly Robinson (14 years), Mitchell Holdsworth and Kellie Bowden (15 years)

Brandon was also Sydney Southwest Regional Swimming Champion in his age group (14 years)

A large number of Holsworthy students represented Hume Zone – 22 for swimming,24 for athletics and 27 for cross-country.

Daniel McKee and Haseeb Yousaif represented Hume Zone at NSW Combined High School cross-country championships.

Holsworthy senior volleyball team won the silver medal at the Australian Schools National Volleyball Championships in Melbourne in December, making them the highest ranked team in NSW for the second year in a row.

The junior volleyball team likewise travelled to Melbourne and placed 7th, also ranking them as the highest team in NSW.

Four students received offers to a volleyball training camp with the Australian Institute of Sport (AIS) during the January vacation.

Tegan Lamond (Year 8) was selected to trial for NSW indoor hockey squad

Aaron Pendergast (Year 11) represented Australia in U16 baseball championships held in Japan. The team placed 5th after playing teams such as USA, Cuba and Japan.

Haseeb Yousef (Year 7) was zone boys 12 years athletics age champion.

Haseeb also represented Sydney Southwest Region in NSW CHS cross-country championships.

Alana Hurnen (Year 7) was zone girls 12 years athletics age champion.
Mitchell Holdsworth (Year 9) was zone boys 14 years athletics age champion.
Mitchell also represented the region in swimming, cross-country, water polo and volleyball.
Keisha Waite (Year 9) was *Sportswoman of the Year*.
Mitchell Holdsworth (Year 9) was *Sportsman of the Year*.
U14 Buckley Shield team drew with Moorebank in the annual grudge match. The Open team lost.
Open cricket team lost by four runs in the semi-final to the eventual champions.
Girls soccer team reached the 4th round before being narrowly beaten; this was the best result ever for Holsworthy girls.
Carly Robinson was school age champion (14 years) for all three disciplines – swimming, Cross-country and athletics.
Three students achieved school age champion in two disciplines: Mitchell Holdsworth (15 years swimming and athletics), Kelly Bowden (15 years swimming and cross-country) and Rhiannon Dotti (13 years cross-country and athletics).
Girls’ soccer team were undefeated in the local knockout competition and placed 3rd in the Sydney Southwest Region. This is best result for Holsworthy girls to date.
Six girls were selected for the zone girl’s soccer team. Stephanie Miller and Ashleigh Danielson were selected for the regional team.
Three girls’ teams were entered in FUTSAL Competition. The U14s girls made it through to the semi-finals.
U16s FUTSAL girls’ team won their competition and became Liverpool Regional Winners. They also placed 10th in the NSW Schools championship.

**Other**
Chess club has grown to 25 students who play regularly at lunchtimes.
Nicholas Quirk and Mivaan Nesakumar (year 7) both won tournaments
Year 10 team won silver medal in Sydney Southwest Teams Competition: Mark Helou, William King, Mitchell Reid, Alex Richmond and Jonathon Siu.
Joshua Mason and Nick Price received a “Distinction” in the Australian Business Studies Competition sponsored by Price Waterhouse Coopers and organised by the University of NSW.
Six teams entered the Premiers Debating Challenge. Both Year 8 Teams defeated local selective schools and one was zone runner-up.
Year 10 Debating Team was also zone runner-up. Alex Richmond was selected as second speaker for the Regional Debating Team Competition.
Year 11 and 12 Debating Teams also both defeated the nearest selective high schools
Kristina Trpenovska and Rachelle Thompson entered the QUOTA Youth of the Year competition. The girls impressed the judges and were also presented with trophies.
Mark Helou, Alex Richmond, Denis Wu and Rhys Brown (Year 10) competed in the Perez De Cuellar Shield which is a NSW Schools model United Nations Security Council Competition. The boys were divided into two teams and represented the countries of Japan and France. This is the first time we have entered this competition and the boys were highly commended by the judges.
Academic

National Assessment Program Language and Numeracy (NAPLAN) 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 the assessments.

Year 7: from Bands 4 to 9
Year 9: from Bands 5 to 10
These tests were conducted in early May.

Literacy – NAPLAN Year 7

Graphs show that students in Year 7 were similar to previous years in reading but worse in writing.

Numeracy – NAPLAN Year 7

Numeracy shows some movement up from Band 5 to Band 6 but a similar distribution in the higher bands.
Literacy – NAPLAN Year 9

2009 was the first time students have been tested. Holsworthy is over-represented in middle bands at the expense of higher bands in all four areas of literacy. Spelling is the best attribute.

Numeracy – NAPLAN Year 9

Numeracy is likewise over-represented in the middle bands at the expense of the higher bands.

Progress in literacy

Cohorts cannot be directly compared. However year 7 results have a similar distribution to previous cohorts.

Progress in numeracy

Numeracy results are also similar to previous cohorts although there are fewer students achieving in the lower bands.
School Certificate

127 students sat for the School Certificate in 2009. Results were similar to previous years with some improvement in English and Maths.

The graph above shows the distribution of results and the increase in Bands 3 to 6 is obvious. This can also be shown in the average band attained over the past four years (below):

There were:

- 12 Band 6 results – much better
  (6 in 2008; 5 in 2007; only 1 in 2006)
- 6 Band 1 results – much better
  (14 in 2008; 7 in 2007; 23 in 2006)

Alex Richmond and Denis Wu each received 3x Band 6 and 2x Band 5 plus “highly competent” in ICT exam.

All subjects had a higher results than the previous year.

A big improvement was the improvement in ICT (Information and Communication Technologies) which students sit for online. More than half (52%) of students were graded “Highly Competent” scoring over 80% on the test.

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

The concept of “value-added” aims to predict how students will go in the School Certificate exams based on their performance in the Basic Skills Test (BST) done in Year 5.

All subjects were within 2¼ marks with English and Geography exceeding expectations.
Higher School Certificate

82 students sat for the HSC in 2009 (compared to 58 in 2008). Results were not as good as in previous years as shown by the average band attained.

Students achieved three Band 6 results: General Maths, Ancient History and Society & Culture.

The school average mark dropped by 1.6 whilst the state average rose by 0.6 increasing the gap.

No subject was above the state average

The top ATAR (Australian Tertiary Assessment Rank) which replaces the UAI (University Admissions Index) was 87.00.

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

HSC value-added tries to predict how students will perform in the HSC based on their School Certificate results.

Top quartile performing students achieved better results than expected whilst the rest achieved below expectations.

Student performance relies as much on effort as on ability.

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 percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>96.8</td>
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<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>94.5</td>
</tr>
</tbody>
</table>

Professional learning

The main focus of teacher training has been in preparing for the use and implementation of laptops which were finally issued to Year 9 in November. This need addressed Target 4 (see above).

Laptops contain bundles of new software which teachers need to learn before the hardware can be fully utilised: Windows 7, MS Office 2007 and Adobe Creative Suite.

Teachers continued to attend courses and undertake training in aspects of Quality Teaching, which are also part of requirements of the Institute of Teachers for younger teachers.
Significant programs and initiatives

Aboriginal education
ATSI students comprise less than 2% of the school population. Six students (40%) of our indigenous students left the school during the year. All ATSI students have an IEP (individual education program) developed by the Learning Support Team.

Multicultural education
23% of our students are from a language background other than English. Only one student is newly arrived in Australia in the past two years. All ESL students receive additional teacher support.

Respect and responsibility
Relationships are recognised by the school as one of the four pillars of learning. This model incorporates all the other aspects of Quality Teaching model into it.

Holsworthy Learning Model

Other programs

VET (Vocational Education and Training)
The school offers Hospitality where students can study this course for the HSC and also obtain a TAFE Certificate 2 if they complete all the required competencies.

Students learn job skills, industry knowledge, team work and communication skills in preparation for a career.

Hospitality students study either Commercial Cookery or Food and Beverage.

Year 11 started a new National Curriculum in 2009.

In March the school successfully completed annual audit conducted by the S.W.S. Region which ensures quality systems are in place for delivery to VETAB standards.

VET students must complete 70 hours work placement. Local businesses Gemelles, Serco Sedexo, Rashay’s and Michels’ Patisserie support our students with their workplace training.

Year 11 and 12 catered for many events during the year such as “Christmas in July” for the P&C with a sit down four course meal, the LEAPS function for Year 9 students and their lawyer mentors, and for Liverpool Workplace Learning Partnership luncheons.

Year 11 participated in “Adopt a School” at Hunts Comfort Inn, where students planned, prepared and served their parents a two course meal prepared in the commercial kitchens of the Hotel.

All Hospitality students completed a barista course at the Coffee School and sixteen Year 11 students travelled to Sea World Resort (Qld) for a 3-day residential course at the H.O.T.E.L. School, where they set up for a garden wedding and the indoor reception.

Congratulations to Year 12 student Neha Sharma who was awarded the VET student award for Hospitality and went on to compete at the regional level.

LEAPS
“Lawyers Encouraging and Assisting Promising Students” is a mentor program where young lawyers give their time to mentor selected Year 9 students with the aim of developing self-confidence in the students.

Holsworthy was one of the pioneer schools in this program and Ms Leetham and Ms Tucker, together with city law firms Allens Arthur Robinson and Ebsworth Lawyers, continued to provide a wonderful opportunity for 36 of our students.

Students travel into the city each fortnight to meet with their mentors in their inner city offices as well as joining together for social activities such as ten pin bowling.

At the end of the program students demonstrate their confidence by publicly thanking their mentors in front of their parents and the whole group.
Progress on 2009 targets

Target 1
*Increase the number of students achieving grade C (or higher) in the School Certificate by 2%.*

56.3% of grades achieved in 2008 were A, B or C.

Our achievements include:
- Grade C (or higher) increased to 63.3% in 2009.
- This reflected a cohort who achieved better School Certificate results than previous years.
- This target has been achieved.

Target 2
*Increase number of students achieving at least three Band 4 results in the HSC by 2%.*

In 2008 twenty-one (out of 58) students achieved at least three Band 4 results. This was 36% of the cohort.

Our achievements include:
- 23 (out of 82) or 28% of the 2009 cohort achieved at least three Band 4 results.
- This target has not been achieved.

Target 3
*Increase retention rate of students from Year 11 to Year 12 by 2%*

58 students sat for the HSC in 2008 out of 67 who completed Year 11. This is 87% retention rate.

Our achievements include:
- 82 students sat for the HSC in 2009 out of 98 who completed Year 11. This is 84% retention rate.
- This target has not been achieved.

Target 4
*To increase the skill level and use of technology in teaching across the school*

Holsworthy was part of Phase 2 of the laptop roll-out to all Year 9 students. This did not occur until November. In preparation staff have been challenged to rethink their pedagogy and learn the new software.

Our achievements include:
- 30% of teachers have been trained in either laptop or Smart-board technology by external providers.
- 50% of teachers were trained in sessions on Staff Development day in “Smart-board” and video conferencing technology.
- Five “Smart-boards” have been purchased with assistance from the P&C.
- A “Connected Classroom” has been installed in what was previously Lab 2.
- Another classroom has been equipped with a data projector.

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 2009 our school carried out evaluations of Assessment and Reporting and Aboriginal Education.*

Educational and management practice; Assessment and Reporting

**Background**

Committee established in 2007 with the aim of evaluating current school policies and practices relating to assessment and reporting.

**Findings and conclusions**

A standardised format for assessment tasks was developed for use by all faculties.

Modifications to reporting system were implemented in 2009. Presentations were delivered at staff development days to communicate these changes to all staff and discuss consistency of teacher judgements around the awarding of A–E grades.

Professional dialogue was conducted at staff and faculty meetings to discuss expectations around knowledge, understanding and skills that would need to be demonstrated for the awarding of an A–E grade.

Committee identified need to increase awareness of meaning of A – E grades amongst parents and students to ensure school community understood the level of achievement that that students had demonstrated. Inserts in school reports, articles in newsletters and presentations to students were developed to increase awareness.

Student “personal profiles” used on school reports were reviewed by staff and feedback used to revise the profiles.

**Future directions**

Conduct professional learning session on revised personal profiles.

Continue to develop strategies for increasing student awareness of the knowledge, skills and understandings that are expected to be demonstrated in order to achieve each grade.
Continued reflection by faculties on assessment strategies used across Years 7-12

Discuss use of self and peer assessment as another tool to increase student understanding of A-E grading.

Professional learning for teachers on: strategies for providing effective and meaningful feedback to students.

Curriculum: Aboriginal Education

Background
In 2009 Holsworthy had an average of 12 indigenous students in Years 7 to 11. In line with the Aboriginal Education and Training Policy 2008 a decision was made to review our existing practices.

A need was identified to:
- increase retention rates
- improve educational outcomes
- develop self esteem through increased recognition and through culturally appropriate curriculum
- improve links with the local Aboriginal community

A committee of interested teaching, support and SAS staff was formed. A range of strategies was implemented, including:
- inservicing staff about the 2004 NSW Government Review of Aboriginal Education and the requirements of the 2008 Aboriginal Education and Training Policy
- gaining initial support from the SWSR Aboriginal Education Team
- making initial contact with students and their families through a community BBQ
- Aboriginal students each chose a teacher mentor to work with
- devising Personal Learning Plans for each student
- ensuring students were given access to relevant educational and career information
- extending links with a local Aboriginal organisation, Kari, particularly through their Year 11 and 12 Scholarship Programme
- establishing links with the UWS Indigenous School Student Mentoring Program

Findings and conclusions
The strategies were effective in:
- raising staff awareness of the particular needs of indigenous students
- establishing communication with parents and thus involving them in identifying goals for their children
- engaging students in reflecting on and working towards attaining their goals
- collaboratively devising PLPs. Students transferring to schools within NSW or interstate will use the information contained in their PLPs to ease their transition into their new school
- identifying areas for future action

Future directions
- PLPs will reviewed by the end of Term 1 2010
- Continue to develop links with the UWS Indigenous School Student Mentoring Program
- The interviews helped identify the following planned focus areas for 2010:
  - funding such as the Norta Norta programme will be accessed and utilised to provide support to accelerate student achievement
  - cultural programmes/performances
  - continue to develop links with the local Aboriginal community and organisations
  - increased whole school emphasis on significant events such as NAIDOC Week
  - creating an increased sense of identify and leadership amongst indigenous students through, for example, linking junior students with senior mentors
  - increased recognition of the success of indigenous students
  - evaluation of current curriculum

School development 2009 – 2011
The school plan was developed by the school executive in consultation with parents (P&C Council) and staff.

The purpose is to provide a focus on annual targets in order to achieve incremental improvements within the school.

Targets for 2010
The targets for 2010 are similar to those of 2009. Measurement of School Certificate results will be in bands rather than grades.

Target 1
*Increase the number of students achieving Band 4 (or higher) in the School Certificate by 2%.*
Strategies to achieve this target include:

- More frequent higher order questions in assessments for Years 9 and 10.
- Promote policies about the rationale around completion of work
- Review assessment policies and procedures
- Incorporate goal setting into study skills program

Our success will be measured by:

- Improved School Certificate grades and bands
- Improved completion rate of assessments tasks.

Target 2

_increase number of students achieving at least three Band 4 results in the HSC by 3%._

Strategies to achieve this target include:

- Year 11 “taster” week for Year 10 students
- Contracts and monitoring for students who may lack skills or motivation to complete HSC
- Year 11 study skills program
- Self assessment values and strategies accepted by the students as a powerful learning tool.

Our success will be measured by:

- Improved HSC results – Band 4 and average
- More students on contracts completing HSC

Target 3

Increase retention rate of students from Year 11 to Year 12 by 2%

Strategies to achieve this target include:

- Track all students enrolling in Year 11
- Support students at risk with mentors, study skills and work readiness
- Improved facilities for performing arts

Our success will be measured by:

- Reduction in Year 11 drop-outs
- Performing Arts Centre established

Target 4

To increase the skill level and use of technology in teaching across the school

Strategies to achieve this target include:

- Complete data projector roll-out
- Increase number of “smart” boards
- TAD in use of “smart” boards for teachers
- Demonstrate the use of “smart data” to teachers
- Investigate video conferencing for students and teachers

Our success will be measured by:

- More classrooms with data projectors and/or “smart” boards
- Observe more teachers using new technologies for teaching
- Plan developed for using video conferencing to deliver curriculum

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: