School context statement

Holsworthy High School is coeducational setting in the southwest of Sydney. It draws students from Wattle Grove, Hammondville and Holsworthy Public Schools. Holsworthy High School is part of the Ingelburn Education Area. Holsworthy High School is a comprehensive setting.

Students

In 2014 Holsworthy High School experienced a increase in student numbers. There were 721 students enrolled at the beginning of 2014, up from 663 in 2013. 52% of the enrolment was of the male gender.

The majority of students attending the school come from the local Community of Schools which includes Holsworthy, Hammondville and Wattle Grove Public Schools. Some students accepted into Year 7 come from outside the drawing area, most of whom had siblings already enrolled at the school.

Approximately 27% of the students come from language backgrounds other than English. However, nearly all these students are fluent in English. Nineteen of our students are identified as being of aboriginal background.

Staff

Holsworthy had a staffing entitlement of 53.7 teaching staff in 2014. This figure includes the school principal, a deputy principal, eight head teachers, a careers adviser, librarian, 1.4 learning support teachers and 0.4 ESL teachers. In addition, the school had 0.6 counselor support.

Holsworthy High School used funding from The Improving Numeracy and Literacy National Partnership to create a second deputy principal position in 2014. Holsworthy High School enjoyed a non-teaching staffing entitlement of 9.682 in 2014. This included a full time general assistant, a school administrative manager and 7.683 school administrative officers. All teaching staff met the professional requirements for teaching in NSW public schools.

Principal’s Message

2014 was another year of growth and success for Holsworthy High School. These successes are highlighted throughout this report. As principal I do take a great deal of pride in the performances of our students in such a wide range of activities and I know that this success is a result of the efforts of the students, their supportive parents and the school’s wonderful staff. I am indeed a very fortunate school leader.

The close of 2014 marks the ending of an era for NSW school systems. Next year we move into a new version of future planning, a suggested period of local decision making along with a much more forensic round of evaluation and subsequent accreditation. This change is supported by the increased funding that has resulted from the NSW Government’s commitment to the principles outlined in the Gonski Report, as translated in our Resource Allocation. Along with these massive changes is the introduction of new programming as the National curriculum is rolled out and a new, complex accounting and reporting system is installed throughout the State.

All in all it has been a very busy time and 2015 promises to be just as busy if not more so. This is the reality of the current organisation of schools but at Holsworthy we never lose sight of the prime purpose of education and that is to maximise the learning outcomes of the students we have using the resources at our disposal. Our success will be measured by the extent to which our students gain the kind of knowledge which helps them participate productively and meaningfully in our community.

I am pleased to say we have achieved our objective this year with very strong results in the Higher School Certificate. These results are a result of the student and teacher’s efforts. What has pleased me is that more than the
tremendous academic results was the Year 12 students performance in relation to Student Responsibilities. These are a direct reflection of the student’s efforts and more than 70% of students achieved and average above 3.5. This is phenomenal considering the maximum that can be earned is 4.0. Seven students achieved this maximum, perfect score. As a teacher we cannot ask for more.

Holsworthy High also understands that schools play a significant social role. In a pluralist, multicultural society such as ours, there needs to be balance diversity and difference with a commitment to the common good to produce a society characterised by tolerance, mutual obligation and trust. Tolerance, respect for diversity and a commitment to the common good do not arise intuitively, accidentally or in a vacuum. They are the products of a supportive partnership between the staff students and parents/caregivers in our community.

We recently celebrated the formal celebration of Year 12 2014 with a great night out and it is at times like this we see the citizenship of our graduating students that is the hallmark of our graduates. Our graduates will move on to new vocations taking the character and ethics that are the hallmark of our school community.

**Local P&C Message**

The P&C of Holsworthy High School have actively supported the school throughout 2014. We have raised $16,120 in funds from our P&C run canteen, interest, membership fees and subscriptions. We also donated $2,000 to the school Library for the use of resources and supported students going to National & State competitions to the tune of $2,000. Computers were also purchased for the use of the Canteen and Administration of the P&C.

The school canteen has been upgraded by replacing the work top benches with stainless steel, replacing cupboard doors and buying new air-conditioning. The canteen provides good quality healthy food to the students and staff at Holsworthy High School. It's the P&C's prime source of funding. We look forward to working with the school to support the education of our students in the coming year.

Ms. Robin Gardner (President)

**Student information**

**Student enrolment profile**

The majority of students at Holsworthy High School live in the local drawing area. The school has a limited capacity to accept out of area enrolments but there are many out of area applicants each year.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>394</td>
<td>397</td>
<td>389</td>
<td>387</td>
<td>374</td>
<td>346</td>
<td>363</td>
</tr>
<tr>
<td>Female</td>
<td>321</td>
<td>320</td>
<td>309</td>
<td>309</td>
<td>305</td>
<td>315</td>
<td>350</td>
</tr>
</tbody>
</table>

The gender balance at Holsworthy High School has persisted around 45% of females and 55% of males for many years. This is typical of co-educational comprehensive high schools in the metropolitan area. In 2014, the balance was more even with a larger proportion of girls enrolling in the school. The balance for 2014 was 49% of females and 51% of males. Further, student enrollments increased from 2013 to 2014 and this trend is predicted to increase in 2015. In all, 713 students attended Holsworthy High School over the course of 2014.
Student attendance profile

Holsworthy High School’s attendance profile is similar to the state. The attendance pattern of students in years 9 and 11 was the most challenging for the school, while the state figures suggest Years 10 and 11 were typically more challenging. The increased school leaving age continues to impact some student’s attendance in these years. Attendance rates of Holsworthy High School students in Years 8, 10 and 12 were higher than the state average.

Management of non-attendance

Improving student attendance remains a priority at Holsworthy High School. To this end, the School utilizes an SMS system to notify parents of full and partial student absence. This system assists in the explanation of absence as well as increasing attendance accountability for the students. Phone contact, letters and parent meetings are all utilized by the school to support students experiencing attendance difficulties. In limited cases, the School refers students to the Home School Liaison Program to support improved attendance.

The School also provides a range of options for students experiencing issues around school engagement (see student welfare). These support initiatives encourage students at risk of poor attendance to form stronger connections with both the school and the community. In 2014, the Learning Support Team and School Welfare Team continued their involvement in student attendance via the provision of Individualised Learning Plans, Mentoring and access to the Learning Support Staff for students with poor attendance and assessment completion. The supports encouraged students with significant attendance issues to reconnect with Holsworthy High School in a productive fashion. Finally, the use of various community agencies also provided support for these students in both school and community settings.

Retention Year 10 to Year 12

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.3</td>
<td>90.0</td>
</tr>
<tr>
<td>8</td>
<td>92.6</td>
<td>90.5</td>
</tr>
<tr>
<td>9</td>
<td>90.7</td>
<td>90.1</td>
</tr>
<tr>
<td>10</td>
<td>89.7</td>
<td>88.3</td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>88.2</td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.3</td>
<td>90.0</td>
</tr>
<tr>
<td>8</td>
<td>92.6</td>
<td>90.5</td>
</tr>
<tr>
<td>9</td>
<td>90.7</td>
<td>90.1</td>
</tr>
<tr>
<td>10</td>
<td>89.7</td>
<td>88.3</td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>88.2</td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.2</td>
</tr>
</tbody>
</table>
Historically, Holsworthy High School has a lower retention rate than the State average. This was related to a number of factors including the mobile nature of the Dense Force cohort and the effectiveness of links with TAFE and employment providers. For 2014, the Holsworthy High School retention rate is at State average. This result is influenced by a change in data analysis related to this measure and the effectiveness of Holsworthy High School’s commitment to New School Leaving Age programs.

### Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>seeking employment</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>18</td>
<td>34</td>
<td>19</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>24</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>82</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>unknown</td>
<td>24</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

22 Year 10 students left Holsworthy High School over the course of 2014. 4 students transitioned into employment while 18 moved to other schools. Many of the Year 10 students moving to other schools moved to schools in other states, often as a result of a Defense Force posting. The total number of students used for the Year 10 calculation was 22.

33 Year 11 students left Holsworthy High School over the course of 2014. 11 students transitioned into employment and a further 8 students commenced TAFE courses. 6 students moved to other schools both interstate and international. 8 students were seeking employment and training options from the ‘unknown’ category. The total number of students used for the Year 11 calculation was 33.

Over the course of 2014, 10 Year 12 students left Holsworthy High School before completing the HSC. Of these 10 students, 4 gained full time employment, 3 commenced a TAFE course, 1 moved interstate and 2 left school seeking employment or further training. The Year 12 information in the table above also includes information for students you successfully completed Year 12. At the time of writing this report 24 Year 12 students were unable to be contacted and these students were recorded in the ‘unknown’ section. The total number of students included for the Year 12 calculation was 78.

### Year 12 students undertaking vocational or trade training

7 students completed Vocational Education components in their HSC program of study in 2014. 6 students completed Hospitality (Commercial Cookery) and another student completed the Construction Vocational Education Training course through TAFE. 10% of students completing the HSC in 2014 received Vocational Education qualifications.

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

In 2014, 68 Year 12 students attained a Higher School Certificate accreditation from the New South Wales Board of Studies. Of the 68 students, 7 had part of the accreditation supplemented by Vocational education and Training options.
**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>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>44.5</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.682</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68.582</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. 2 members of the Holsworthy High School staff identify themselves as Aboriginal.

**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>34</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Whole school professional development was structured around a survey of all staff. The professional learning program for teachers was based on common and individual needs. The program provided practical and meaningful workshops, with trained and experienced facilitators. Professional Learning options included approaches to behaviour management; resilience training; the developing brain and its impact on student learning; the effective use of technology to organise and evaluate performance data; student engagement; Aboriginal Education and mandatory requirements of Disability Standards, Child Protection and CPR.

Sixty four percent of staff participated in external professional learning opportunities through workshops and online training including subject specific courses, gifted and talented workshops and special needs courses including autism and behavior management. Executive and teaching staff also accessed key resources and Professional Learning options through their respective Teacher Associations.

A key Professional Learning priority remained improving students’ literacy as an ongoing component of Improving Literacy and Numeracy National Partnership. Targeted staff were trained, and then delivered training to other staff, in analysing student performance data for Stage 4 and using this data to plot students on the National Literacy Continuum. This Professional Learning endeavor is fully explained later in this report.

The importance of providing opportunities for collegial interaction was addressed through opportunities of the Holsworthy Community of Schools. Teachers and executive members from across the local Primary schools met on a school development day to share teaching and learning practices, with a focus being on the building of cohesive programming and interaction opportunities across stages 3 and 4.

To build the capability of staff to achieve key priorities 100% of teachers completed individual learning plans which addressed their professional needs. This provided the foundation in introducing peer mentoring and coaching for 2015 in supporting staff for the Performance Development Framework.

The total school expenditure on teacher professional learning was in excess of $26,000 with an courses and conferences covering Beginning Teachers, ICT, Literacy and Numeracy, Quality Teaching, Syllabus Implementation, Career Development and Student Welfare.
Beginning Teachers

There were 2 new scheme teachers working towards accreditation with the Institute of Teachers in 2014. Both teachers were temporarily employed at Holsworthy High School over that time. 10 teachers maintained their professional accreditation at a proficient level. 9 teachers identified that they were investigating accreditation at a Highly Accomplished or Lead level.

Teachers that were working towards or maintaining accreditation were provided with support in the form of professional development opportunities and mentoring. External TPL opportunities were provided to develop a greater knowledge and understanding of the accreditation process and resources available to build teacher capacity in achieving the professional standards. Staff participated in professional learning which enabled them to identify and address the professional standards and to establish a formal process of meeting required deadlines.

Internal support was provided through mentoring at a faculty level by the head teachers and other executive staff. Staff seeking accreditation met at regular intervals with their mentors to participate in professional discussions to select appropriate samples of evidence to address the standards and implement strategies to build on their professional capabilities. The accreditation process involved staff receiving regular feedback on their professional practice, curriculum documentation and support to participate in wider school related activities.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>474647.11</td>
</tr>
<tr>
<td>Global funds</td>
<td>462349.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>346789.14</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>265795.14</td>
</tr>
<tr>
<td>Interest</td>
<td>14776.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>79134.68</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1643491.24</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>123760.37</td>
</tr>
<tr>
<td>Excursions</td>
<td>65116.26</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>85899.30</td>
</tr>
<tr>
<td>Library</td>
<td>18844.49</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2312.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>443107.53</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>47662.45</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>159941.04</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>103846.03</td>
</tr>
<tr>
<td>Maintenance</td>
<td>69651.96</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>74207.73</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1194349.89</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>449141.35</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014

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 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](http://www.myschool.edu.au) and enter Holsworthy High School in the Find a school and select GO to access the school data.

**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).

In 2014, Society and Culture, English Advanced, English Standard, Industrial Technology and Modern History all exceeded the school average results for 2010 to 2014. Business Studies, Community and Family Studies, Mathematics General 2 and Senior Science scored at or near their 5 year average. English Standard, Modern History and Senior Science results exceeded both Same School Group and State averages.

A total of 68 students attempted their HSC exams in 2014 and all of these students attained the Higher School Certificate credential.

**Other achievements**

**Arts**

Digital Imaging saw Year 11 progress into Year 12 but unfortunately a Year 11 class was not filled in 2014. The students in Year 12 continued to develop and refine their skills and interest in Digital Photography. The Yr. 12 photography students had several guest speakers come and talk to them about their photography experience one was a past student Wade Callcott and he
spoke about his completion of his certificate in photography at Tafe and the projects offered. Mr Frew our Principal also visited our Year 12 class and gave a tutorial on his photographs and his practice in photography.

The Year 12 students Matthew Wise and Luke Whitlock were the official photographers at a knock out rugby league game held at Moorebank Sports oval which they used as part of their independent study in photography.

In Year 12 Photography First in course was awarded to Sophie Swinton and High Achievement was awarded to Luke Whitlock and Meizel Menese.

In the Visual Arts faculty the students of Holsworthy were given the opportunity to develop and expand their art making skills and knowledge through the teaching expertise of Ms. Nedean OKeefe and Ms. Rowena Booker. Ms. OKeefe was a valuable addition to the Visual Arts Department while Mrs. Susan Papac was on long service leave for semester one in 2014. Ms. O’Keefe and Ms. Booker took the stage 6 Visual Arts classes on an excursion to the AGNSW during the term 1 holiday break. Both Ms. Booker and Ms. O’Keefe offered lessons at school for the Stage 6 senior students during term one holidays and term two holidays and a number of students attended on several days which was invaluable to their art making and development of their Body of Work.

With the addition of Ms. O’Keefe to our faculty for Semester one came some new exciting tasks that were greatly enjoyed by our students. An introduction of a carving soap sculpture task as part of our unit of work Under the Sea saw a 100% completion rate of this task. These beautiful carvings were included and were one of the many highlights in our MADD night exhibition in term 3. Also initiated by Ms. O’Keefe was a MADD night poster which was completed as a group task by one of the Year 8 classes and was judged by our Head Teacher Mr. Dean Roebuck. The winning poster was the opening display to our MADD night exhibition. The Visual Arts programs continued to produce outstanding Art by students in Stages 4, 5, and 6 that indicate an abundant and vibrant creative flair at Holsworthy High School. The art works produced by our students were again exhibited on our MADD night.

Another highlight was our exhibition space in the art foyer which held the annual display of the HSC Body of Works and celebration morning tea before they were packaged and sent off for marking, this space is regularly updated and works changed at the end of units of work to inspire all those that walk through and use this space.

In every class Visual Arts students resolved challenges with concepts and technical expertise to create artworks in a wide range of media. First in course awards were presented to students on the whole school presentation evening. These awards recognise the outstanding results achieved consistently gained in a body of work and study of art in each year group.

2014 Award winners in Visual Arts were:
Year 7: Lavinia Cumpanas, Jayde Woodley
Year 8: Katerina Misevska
Year 9: Jackson Pye
Year 10: Monica Mediarito
Year 11: Kiara Miller
Year 12 First in course: Lillian Brooker, High Achievement: Jennifer Shi.

Semester two 2014 saw Mrs. Papac return from long service leave to continue her joy and dedication to teaching Visual Arts at Holsworthy High. At the end of 2014 it was the end of her teaching career and the start of her retirement in 2015. Mrs. Papac has guided the Art department with her determination, sense of responsibility and honour since 1985.

Dance

Engaging more boys in the Performing Arts has continued to be a focus this year. The Senior Boys Hip Hop Group and COS Ensemble ran as another
opportunity for young, male dancers amongst the partner primary schools and the high school.

Students were again successful in participating in the Public Schools Dance Festival with our Company, Senior and COS Ensembles gaining prime performance opportunities.

The cream of performing arts in NSW Public Schools culminates in a showcase at the Sydney Entertainment Centre; Schools Spectacular. For the eleventh year running, Holsworthy High School successfully auditioned a combined dance group to represent our school. The students attended rigorous rehearsals led by prestigious choreographers. These students were elated to be amongst such talent and no doubt grew as performing artists from this rich experience.

Music

The school band continues to nurture the enthusiasm of our school’s budding musicians. At the start of each year, the group welcomes new junior musicians into their midst alongside our more practised senior members. Students showing ability in this area are encouraged to grow and perform as soloists. The group was in high demand for school performances, merit assemblies, graduations and showcases throughout the school year and developed their ability to perform multiple pieces.

After a strong video audition, Brittney Hughes of Year 9 was successful in gaining a place at the Arts Unit State Solo Vocal Camp. This included a week of workshops with a public performance held at the end. It was an invaluable experience for one of our students.

Sport

It was another interesting year in Sport at Holsworthy High School. There were many successes in a number of areas but it was also a year of evaluation and planning after the restructuring of both the focus and content of school sport for the future in 2015.

The Hume Zone Gala Days provided opportunities for students to compete at an inter-school level and be eligible for the possibility for selection in Hume Zone representative teams. We entered boys’ and girls’ teams in a variety of gala days including Touch, Rugby, Soccer, European Handball, Netball and Volleyball. All teams competed well and we were extremely proud of our students’ efforts and sportsmanship displayed on each of these days.

All school carnivals ran successfully with attendance at each exceeding past numbers. While participation for all students is the main focus of each carnival, sportsmanship and friendly competition continues to be seen in many events.

Holsworthy High School’s knockout teams had great success with in particular the Girls Baseball team who won the State Championships and the Boys making the semi-finals. A first for the school and an outstanding achievement by all those involved.
Holsworthy High School has many talented and successful students who achieve great results both in and outside of school. As always, their triumphs are a continued source of pride for our school and we pass on our congratulations to each student and their families.

**Open boy's baseball report 2014**

Once again this year, Holsworthy High school entered the open boy’s baseball team to compete in the Proud Shield for 2014. With 90 teams entered to compete in the competition this year, it wasn’t going to be an easy task. With returning players from the last few years and also the presence of new faces the boys were set to tackle the challenges of the competition over the terms to come. With little preparation the boy’s tackled each opponent head on under the guidance of Mr. Slater.

With the first opponent of the knock out tournament being Bass Hill High School, the boys were challenged early with the injury to key player Jaedan Cavill. With the boys stepping up to fill the hole left by Jaedan, we won the game easily 24-1 with contributions by every player in the win. Against Picnic Point in the next game, a full squad available and again the boys stepped up and proved how we were a force to be reckoned with in the knock out tournament winning 13-1.

With the two wins securing a spot for the boys in the top 16 in the state the next game was scheduled to be played against Richmond River high school in Lismore. So a long road trip was in order to try and advance to the top 8. A very tough and tight game saw the boys lose a narrow game 6-5 in extra innings but saw the team advance to the top 8 with a violation of the rules committed by the other team. With that lucky break Davidson high school took the trip to our home ground and we sent them packing with a narrow 4-3 win.

Getting to the top saw the boys equal the record set by a Holsworthy High School boys baseball team. Up against Hunter Sports High school with the winner advancing to the final the boys knew we had a challenge ahead of us. Unfortunately we were outmatched with the pure talent that Hunter Sports possessed. Regardless of the loss Top 4 in NSW is a fantastic achievement and the boys should be happy. The team for 2014 was:

- Grant Heath
- Jaedan Cavill
- Corey Adams
- Daniel Fry
- Blake Cavill
- Mitchell Mawson
- Matthew Wicks
- Bradley Oud
- Clayton Hopper
- Ben Toliday
- Liam Hollands
- Billy Eid
- Hayden Rath
- Brody Payne

A huge thankyou to Mr. Slater for his expert guidance and and the help of Mr. Aroney and Mr. Sampson who came away on the road trips.

Grant Heath (Captain 2014)

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

In 2014 Holsworthy High School had 20 Indigenous students in Years 7-12. In line with the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 a committee of interested teaching staff, support and SASS staff continued to implement strategies designed to increase educational outcomes for our Aboriginal students, raising their profile within the school and improve links with our Aboriginal community.

In 2014 we achieved the following targets from the ATSIEAP document.
Readiness for school:
- Each new Aboriginal student was provided with an induction into our school and this included meeting with the Aboriginal coordinator at the school. From this, the students were building relationships with people around them.

Engagement and connections:
- Students were provided with a wide range of activities for them to participate in throughout the year not only to assist in their learning but cultural understanding and identity activities. All the programs and activities listed benefited the students to allow them to improve their educational outcomes both within the school and outside.
- Personal Learning Plans were reviewed or devised for each student in collaboration with the students, their parents / caregivers and their teacher mentor. Teachers were also given a training session on how to complete the PLP process if new to the program.
- Teacher / student mentoring program continued to be a positive aspect of the students schooling and meeting on a regular basis. This is also when PLP’s are modified to the needs of each ATSI student.
- Strong relationship and connections continually growing between the school and the University of Western Sydney Aboriginal department through the ‘Pathways to Dreaming’ program. We had 2 Year 8 students, 3 Year 9 students, 3 Year 10 students and 3 Year 11 students who took part in regular mentoring sessions, workshop days and activities held at the different UWS campuses as a taster of courses held at UWS. Within this program they are also working on their group project ‘Indigenous garden’, working with a non-Indigenous friend.
- Also, through Kari, students were provided opportunities to participate in different activities and programs throughout the year including: Debutante ball, Education camp and funding to support student learning.
- Recognition of important dates on assemblies and awareness day of NAIDOC week. Students informed their peers around the importance of the significant dates and what it means to Aboriginals and non-indigenous Australians. This was achieved through readings on assembly and students reading the Acknowledgement to Country at each formal assembly and special nights.

Attendance:
- Overall our student’s attendance rates are of a high standard with 76% of the ATSI students attending school last year. For the small population of 20 Aboriginal students compared to the school population of 680 students this is a positive percentage. This demonstrates the level of the students within our school and engagement towards their schooling.

Literacy and numeracy:
- Students were provided with on-going support throughout the year in specific subjects that focus on literacy and numeracy. At the beginning of the year minor assessments are completed on the students to assess their level of ability. From this, students benefit from a more tailored approach to their studies in these areas.

Pathways to real post-school options:
- Students were also supported by UWS with the strong connections of school has with university applications, scholarships, alternative entry and Badanami Army program. From this the students receive the best help and assistance from the
universities school liaison Aboriginal unit with the support from the school but also the UWS staff with providing assistance with applications and scholarships.

- Working closely with SWSR (Sydney South West Region) Aboriginal Education team in supporting our students. Developing strong connections with these agencies allows the creation of building partnerships with the school and parents / caregivers in supporting their student while at school.

**Multicultural education and anti-racism**

In 2014 for the mandatory 100 hours of Language study, Year 8 students studied Italian (5 classes). Holsworthy High School also had Year 9 and Year 10 elective Italian classes. Our foreign language programs at Holsworthy High School promote intercultural understanding. Students complete cultural activities relating to each country (Japan or Italy) and compare them to their own cultural backgrounds. Students also learn to listen, speak, read and write in Italian or Japanese.

In 2014 Year 8 Italian students attended an excursion to Club Italia in Lansvale. The day was filled with a variety of activities that complemented classwork and also provided “hands-on” experience of the Italian culture. Students participated in activities such as: learning how to make, and tasking, fritelle (Italian style doughnuts), Tombola, (bingo using Italian numbers), Bocce, playing Italian card games with the Italian volunteers running the activities, an Italy trivia session, pasta making session and ending the day with traditional “pasta napolitana” for lunch. This was a valuable learning experience and the students enjoyed the day.

Year 9 and 10 students went to a Gelato Making factory “Art of Gelato Michelangelo” in Carramar. The students enjoyed seeing how gelato is made and of course trying many different flavours! They also went to “La Piazza” at Bankstown Sports Club and experienced not only the tasty Italian cuisine, but also the incredible Italian ambience.

Year 9 Italian had a cooking incursion where they learnt to make fresh pasta, pizza, cannoli and gelato. There were many full stomachs at the end of the day.

The students of Holsworthy High School had the opportunity to enter the “Language Perfect” competition, which is open to school students in Australia and around the world. This was a great way to promote multicultural education. Holsworthy High School achieved first place in Italian in the New South Wales competition and third in Italian in the World Championship. An amazing achievement!

Two staff members (Alana Ragen-Harrison and Maria Manitta) attended the ILTA (Italian Language Teachers Association) Annual Conference. This was a valuable experience to not only network with other teachers but to keep up to date with the latest trends in Italian Language teaching and learning.

In 2014, the Anti-racism Contact Officer (ARCO) dealt with a very small number of complaints. In these cases the complaints were handled as informal complaints and the Complaints Handling Guidelines were followed.

The ARCO assisted in the complaints process to help the students involved. This included all parties involved to fully document their complaint and understanding of the incident by listing events in a chronological sequence, including clear descriptions of people involved if necessary, outlining details of the impacts of the incident on the complainant and also finding out an indication of what the complainant would like to see happen as resolution.

The ARCO also assisted the students involved to understand the significance and importance of the Anti-Racism Policy that is implemented in all schools in NSW and the process involved in making a complaint. Follow up and feedback was
offered to individuals involved in the cases handled by the ARCO.

The ARCO was also involved in making the staff aware about Harmony Day, which is a Federal Government initiative promoting Australia as a culturally diverse and cohesive society. This also coincides with the UN’s International Day for the Elimination of Racial Discrimination, on 21st March, by providing Harmony Day link https://detwww.det.nsw.edu.au/newsbuzz/yr2014/mar/harmony-day.htm via a note delivered.

The ARCO also provided the school staff with links and a hard copy of Anti-Racism Education in NSW Public Schools in response to the SCHOOLBIZ week 06 term 3 2014 Critical Reading for all staff.

A video presentation re Anti-Racism was presented at a whole school assembly in term 1.

The ARCO also reviewed the Holsworthy High School Anti-Bullying Plan and updated the plan to include the responsibility of the school to support students and staff to develop an understanding of racism and discrimination and the impact that it has on individuals and the broader community. The update included the procedures and assistance that can be provided by the ARCO.

At the end of 2014 the role of ARCO was relinquished by Ms. R Booker due to her new commitments as Year 7 Advisor for 2015. Ms. Jacquie Mikhail was appointed as the new ARCO. Mr. Dean Roebuck continues to be the Anti-Racism Delegate Officer.

Aboriginal background

In 2014 the Aboriginal Coordinator worked hard to ensure that the needs were met for all Aboriginal students in our school.

This was achieved through both professional development and cultural aspects and learning for the students.

Leadership, quality teaching and workforce development:

- The Aboriginal coordinator attended numerous network meetings including Aboriginal Education Conference and ‘Ways Aboriginal students learn’ afternoons. They were then incorporated, where appropriate, for the benefit of all student learning and especially ATSI students within our school, across all KLA’s.

- Attendance at professional development days also increased by 50% of different courses held throughout the year to improve educational perspectives within the school.

Engagement and connections:

- Through Kari our school won an art experience. This included Danielle Mate, a well-respected artist, who come to our school for 8 weeks and worked with the students in a contemporary art piece about themselves. It is a great representation of our students in each of the grades.

- The continuation of cultural awareness experiences held throughout the year, which allows the Aboriginal students to bring 1 non-indigenous friend to educate them around the different aspects of their culture in a fun and engaging way. Some of the excursions that took place were: The rocks Aboriginal tour, the wax museum, Symbio Zoo and Luna Park to name a few.

English language proficiency

EAL/D Report

In 2014 for the first time, due to Departmental policy, all LBOTE students were assessed in Reading, Writing, Listening and Speaking. From these thorough assessments 65 students were identified as having EAL/D needs. These students were supported through the school’s EAL/D
program consisting of 3 teachers for 8 hours per week. Students were supported either in class, in small groups or in individual tuition. The program supported EAL/D students in accessing the general curriculum and improving their English language skills. Among the 36 EAL/D students there were no New Arrivals or refugees. These EAL/D students ranged from Emerging to Developing in their English language proficiency. The school had 137 LBOTE students in total.

**Learning and Support**

The Learning and Support Team worked with a diverse group of students with additional learning and support needs at school. These students were supported by itinerant teachers, SLSO (School Learning Support Officers) and LAST (Learning and Support Teachers). This was coordinated through the Learning and Support Team. SLSOs are an integral part of this team and have continued to work with students in class, in small groups and individually to support their literacy and numeracy needs and this has resulted in an increase in completed assessments and class tasks. Over the year there was an increase in the willingness of students to seek assistance and this was evident with all students fulfilling the requirements for the ROSA and HSC.

To help us meet our obligations under The Disability Discrimination Act and The Disability Standards for Education, in 2014 the school collected data using the Nationally Consistent Collection of Data on Students with a Disability. This data informs school teaching practices and is incorporated into individualized learning plans for students. These plans further inform staff and encourage a whole school approach to the ongoing support of students with additional needs. These are developed with the students and caregivers and endeavour to focus not only on the student’s area of need but strengths as well.

In 2014 the team continued to work with the Support Teacher Transition to focus on the future educational transition and vocational plans for students who may be exiting our school. A group of five students from years 10 and 11 continued to be involved in a Transition to Work Program that will continue in 2015. This program is to encourage the students to complete their education to the end of Year 12 and provide them with pathways to future employment.

The peer-reading program continued in 2014 to help support students with identified reading difficulties. Students from Year 11, 10 and 9 volunteered to help support these students each day and the regular and consistent program has saw an increase in the students reading fluency and comprehension.

**Other significant initiatives**

**National Partnerships – Improving Literacy and Numeracy**

Holsworthy High School commenced participation in the Improving Literacy and Numeracy National Partnership (ILNNP) in 2013 and continued this involvement throughout 2014. The objective of this partnership was to improve the performance of students who were falling behind in literacy and numeracy, specifically targeting Aboriginal and Torres Strait Islander students, as well as students from disadvantaged backgrounds.

Holsworthy High School conducted a situational analysis to determine the area on which to focus our ILNNP initiative. Following the evaluation, the school identified literacy as the focus for the ILNNP. Forty nine students in Year 7 and 4 Aboriginal students across Years 7 and 8 were assessed as being ‘below’ or ‘well-below’ age expectation as measured on the DEC Literacy Continuum K-10 and were identified as our target group. In particular, it was determined that reading and reading comprehension were priority areas for the literacy needs of Holsworthy students in Year 7.

Holsworthy High School revised its school plan in line with the findings of the evaluation process
for the ILNNP. The school’s ILNNP approach included teacher professional learning focussed on accelerating whole school improvement. A Literacy Committee and two new literacy staff positions were created to implement the program. Professional learning tied to this program was focussed on enhancing teacher practice and knowledge in the areas of data analysis, the Literacy Continuum and the introduction of the National Curriculum.

The school’s ILNNP approach aimed to achieve sustained improvement for the targeted students who were experiencing difficulty in reading by providing them with access to specific intervention programs. The improved reading and comprehension of these students became the target of the intervention program. All targeted students were tested using curriculum-based assessments across all KLAs and also sat standardised reading comprehension tests. These results were used in conjunction with NAPLAN results to place students on the Literacy Continuum. Consequently, a program was implemented for Year 7 students. The Super Six comprehension strategies were adopted as the primary means for achieving literacy improvement. Students were explicitly taught the strategies.

The effectiveness of the ILNNP initiative at Holsworthy High School was monitored and evaluated using data. This included changes in teaching practices and local school level data to track changes in literacy performance of the target students along the Literacy Continuum. The achievements of the ILNNP initiative were numerous including enhanced teacher capacity to explicitly teach literacy skills, improved inter-faculty collegial collaboration in the pursuit of literacy goals and the desired improvement in the reading comprehension of the overwhelming majority of targeted students, outlined below.

Critical to the success of the program was the willingness of teachers of the targeted year group to actively adopt the literacy strategies and employ them in their regular practice. They were receptive to the explicit teaching model, which helped students to internalise the practices and see them as universal approaches to better reading and reading comprehension and not just limited to the KLA in which they were being taught. A reading roll that partnered targeted Year 7 (and then Year 8) students with Year 10 students to practice reading each morning using an online program also contributed to the programs’ success.

The project also found success through the collaborative approach that the project set up as its foundation. This involved regular meetings with teachers to outline objectives, receive feedback and to accordingly adjust the program to optimise outcomes. We also established a cross-faculty Literacy Committee to ensure that all KLAs were stakeholders in the project. The members of this committee liaised with staff from their faculty, helped them with resource and CBA creation and provided general support, all of which heightened the commitment from each faculty.

The improvement in the reading comprehension capabilities of the targeted students as a result of the project are listed below:

<table>
<thead>
<tr>
<th>Non-Aboriginal Students</th>
<th>Reading Comprehension Level</th>
<th>Beginning of Project (Start of semester 2, 2013)</th>
<th>End of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>At</td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Below</td>
<td>16</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Well Below</td>
<td>32</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Aboriginal Students

<table>
<thead>
<tr>
<th>Reading Comprehension Level</th>
<th>Beginning of Project (Start of semester 2, 2013)</th>
<th>End of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>At</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Below</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Well Below</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Student Wellbeing**

Our school’s structured welfare and discipline system provides tailored support for students and clear consequences for student behaviour. We have established and maintained a safe and secure school environment that fosters positive relationships and supports students’ health and wellbeing.

The Welfare Team have implemented a wide variety of programs to support the individual needs of students at different stages of their learning. Some of these programs include:

- **Pathfinders** - A targeted transition program for Year 6 into 7 students.
- **Community of Schools** - Holsworthy High School and the feeder primary schools plan activities that promote academic and social continuity for students through shared practice and the development of staff and student networks.
- **Peer Support** – A program that promotes leadership skills in Year 9 and 10 students while supporting Year 6 and 7 students in the development of positive school networks and resources.
- **Effort and Grade Goal Setting** seminars for students across years promoting student self-evaluation and a clear understanding of student responsibilities.
- **Crime Prevention** workshops including the promotion of cyber safety strategies.
- **Anti-Bullying small group workshops and whole year group presentations**
- **LEAPS (Law Firms Encouraging and Assisting Promising Students)** Legal professionals individually mentor Year 9 students supporting the development of their communication skills, study patterns and leadership capacity.
- **Individual Teacher Mentoring** for students in Years 11 and 12 working towards improved time management, study skills, network access and goal identification for post school options.
- **Study Skills workshops** specifically designed to support senior students in improving their HSC performance and increasing their access to the senior curriculum.
- **Community volunteering with accreditation and recognition options** for students that support the school and local community.
- **Defense Veteran Mentoring.**
- **Pathway to Dreaming Mentoring and Group Projects**
- **MAX Potential**
- **Space Academy**

Holsworthy High School has also developed strong connections with community agencies that provide additional support to individual students and targeted groups of students ‘at risk’ of prematurely disengaging from the education system. These community agencies include and programs:

- **Links to Learning**- Community Education and Training for young people.
- **Junction Works - Wattle Grove Neighbourhood Community Service.**
• Breakthru Employment Transition.
• Reconnect.
• ‘Burn’ A Legal Aid Crime Prevention Initiative
• Digital Thumbprint – Responsible use of social media.

The welfare and discipline programs are managed by the Head Teacher Welfare and supported by the School Executive, Year Advisors, Girl’s Supervisor and Defence Transition Mentor.

**Student Leadership**

In Term 1 the Student Representative Council (SRC) ran their first barbeque and multi-day where half of the funds the school raised were donated to the Cancer Council’s World’s Greatest Shave. The SRC and school fundraising efforts came to a total of $1900. Throughout the year, the SRC completed another three multi-day fundraisers from which the money went into the SRC fund to help support the school and its students in a variety of areas. In addition the SRC has been providing assistance to the school’s Open Days and participated in a number of events to promote and support the school.

The (SRC) have been invited to attend the meeting of the Economic Committee, in which the Governor of the Reserve Bank of Australia, Mr. Stevens, was a speaker. The students had the opportunity to ask the Governor questions and meet the MPs present. This was an overwhelming experience.

Throughout the year the SRC had several applications from different students to assist outstanding performance and achievement outside of school. Over the course of the year, over $1000 has been donated to help support students to attend at regional and state level sporting activities. The SRC also donated money to the dance ensemble team to help support their work within the community. Additionally the SRC donated $200 to the Volunteer’s group to help out with their various activities within the community and donated a set of netball uniforms to the school’s representative teams to wear during regional games. Currently the SRC is in the process of sponsoring a child with HIV in South Africa. Also, the subcommittee for refurbishment has undertaken work to improve the toilets by replacing the existing seats with new ones.

The current SRC has been organised in four subcommittees namely; Academic Recognition, Security, School Spirit and School Refurbishment. Each subcommittee has been working hard to achieve their goals and objectives which have been set in the beginning of the year.

A new SRC was elected in Term 3 with Mr Amerikanos as the new SRC Coordinator. Also, the new school captains and vice-captains were inducted at the beginning of term 4. Congratulations to Cally Mezen and Clayton Hopper our school captains and Mickaela Costa and Alex Helou our vice-captains for 2014-2015

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2014 we considered the perception of how our assessment and reporting procedures were viewed by parents, students and teachers. Parents of students of Year 8 and 10 were surveyed and students from Years 8, 9 and 10 as well as staff were surveyed.

We carried out a school evaluation on assessment and reporting in the school. We surveyed student’s parents. When asked if parents understood how their children would be assessed and reported on, 105 or 85% responded Always or Usually.

On the question of does the school provide clear information about student achievement through
the reporting process 114 or 92.5% responded Always or Usually. When parents were asked if their child was encouraged to self-assess their work 109 or 88% answered Always or Usually. These figures suggest that not only are parents aware of our assessment practice but also support it.

When students from Years 8 to 10 were asked if they understood how their learning would be assessed 47 or 81% answered Always or Usually. When asked if they thought parent interviews and reports provided valuable information about their learning, 36 or 62% answered Always or Usually.

This survey indicates to us that the way in which we are reporting assessing are being valued and understood by parents and students. Teachers also feel that both the reporting and assessment procedures are clear and understood and valued.

**School planning 2012-2014:**

**School priority 1**

Student growth in Numeracy

**Outcomes from 2012–2014**

Student achievement ingrowth results in Numeracy meets state average results in Year 9.

**Evidence of achievement of outcomes in 2014:**

Students have traditionally performed below the NSW average for the cohort in numeracy. Comparing growth in student’s achievement from Year 7 to Year 9 disregards the diverse ability levels between cohorts. In 2014 the average growth for NSW DEC schools was 50.2 marks.

Our achievements include:

- Average growth at Holsworthy was 51.0 marks this is a this was up 20.1 from the previous year and was 2.2 marks above NSW DEC growth (ie. 48.8 marks).
- 71 or 67.6% of students achieved a growth in numeracy greater than or equal to the NSW DEC growth (ie. 48.8 marks)
- This was an increase in the number of students by 33% well above our target this year.

We exceeded our 3% target increasing from 29.9 marks to 50.1 marks in growth.

**Strategies to achieve these outcomes in 2014**

- Delivery of analysis of NAPLAN results to whole staff.
- Numeracy committee to promote cross faculty and whole school approach to Numeracy.
- Faculty meeting and development time on development days to look at faculty specific strategies to promote Numeracy.
- Continuing of Maths-Boost program in the school for students
- The Homework club further supports numeracy in the school.

**School priority 2**

Student growth in Literacy

**Outcomes from 2012–2014**

Student achievement ingrowth results in Literacy meets state average results in Year 9.

**Evidence of progress towards outcomes in 2014:**

Increase the numbers of students achieving Average State Growth or better, in Year 9 Writing, by 3% in 2012.

In writing, our achievements include:

- Average growth at Holsworthy was 14.4 marks; this is a deficit of 15.9 marks from the state. (ie 21.3 for DEC school)
- 50 or 45.9% of students achieved a growth in writing greater than or equal to
the NSW DEC growth (ie. 17.5 marks) which was an increase of 9.9% of the year on the previous year.

- This was an increase in the proportion of the year by 9.9% being above our target of 3% this year.

**Strategies to achieve these outcomes in 2014:**

- Delivery of analysis of NAPLAN results to whole staff.
- Literacy and National Partnerships committee to promotes cross faculty and whole school approach to writing as part of the class based assessments for comprehension.
- Faculty meeting and development time on development days to look at faculty specific strategies to promote Writing.
- The use of classroom based assessments for comprehension to further support writing across the school.
- The homework club to further support writing across the school.
- Scaffolded assessment tasks to help with written responses.
- Production of scope, sequence and program planning for delivery in 2015.
- Faculties have formed teams and have developed new curricula programs for years 8 and 10.
- Increased professional dialogue between teaching peers to disseminate arising National Curriculum matters.
- Examination of potential resources to assist delivery of the new curricula.

**Strategies to achieve these outcomes in 2014:**

- Faculty meetings and time at staff development days to work on programing new curriculum
- Teacher’s continue to be externally trained in the National Curriculum subjects
- Teachers trained in National Curriculum deliver training to other faculty members in faculty meetings.

**School priority 3**

Development of programing for the Australian Curriculum

**Outcomes from 2012–2014**

To have programs written for Years 7 to 10 by the end of 2014.

**Evidence of progress towards outcomes in 2014:**

- Participation of staff from History, Mathematics, Science and English faculties in externally provided training and development programs for the new curriculum. This includes training opportunities with both ACARA and the NSW Board of Studies
- Production of scope, sequence and program planning for delivery in 2015.
- Faculties have formed teams and have developed new curricula programs for years 8 and 10.
- Increased professional dialogue between teaching peers to disseminate arising National Curriculum matters.
- Examination of potential resources to assist delivery of the new curricula.

**Strategies to achieve these outcomes in 2014:**

- Faculty meetings and time at staff development days to work on programing new curriculum
- Teacher’s continue to be externally trained in the National Curriculum subjects
- Teachers trained in National Curriculum deliver training to other faculty members in faculty meetings.

**School priority 4**

All students in senior years go to work, TAFE or further studies after leaving school in Year 11.

**Outcomes from 2012–2014**

Increase the post-school uptake of traineeships and work options.

**Evidence of progress towards outcomes in 2014:**

Our achievements include:

- 30 or 24.7% of Year 11 students accessed transition points in 2013.
- 22 or 73% of these students accessed full time training and employment,
- 4 students transferred to other schools to complete their Higher School Certificate
• 5 or 16.6% commenced TAFE study and 1 student commenced study in a private college.

Strategies to achieve these outcomes in 2014:

• Continue surveying Year 10 students and staff to identify students at risk and to help transition.
• The Enrichment class in Year 11 to have time scheduled with Careers Teacher to develop strategies.
• Use of Year 10 Careers classes to develop and identify post school options and strategies.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

The school planning process for this endeavor is well underway and has drawn on a range of data sources in the plans creation. The 2015-2017 School Plan will 3 strategic directions which are Quality Teaching, Student Engagement and School Environment.

The purpose for the Quality Teaching direction is:
The improvement of the professional knowledge, practice and commitment of classroom teachers will drive improvement in student academic outcomes. Students will operate in a school culture of high academic expectations and one that values the improvement of students’ literacy and numeracy.

The purpose of the Student Engagement direction is:
To develop in the school and its community an expectation that through effort and application student learning outcomes will reflect their ability. Students develop this expectation through self-assessment and this expectation is conveyed beyond the school into the wider community.

The School Environment direction focus is:
To improve the psychological and physical environment of the school to create a collaborative and supportive learning space.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents Results

The parents filled in an 11 question survey based on the School Map surveys used by the Department. The response was overwhelmingly positive. The weakest area of performance was in classroom management yet for this feature 87% indicated that this was always or usually the case.

The areas that were of most interest for the school were the learning environment and that we are meeting the academic needs of the students. The graphs below show the distribution of the responses.

Positive Learning Environment

It is pleasing that about 85% of the responses indicated that we do provide a positive learning
environment which indicates a high level of satisfaction in the community regarding our work.

There was less but still overwhelming satisfaction for our efforts in meeting the academic needs of our students... This is a very high priority for the school and is an issue when we decide on the subjects we offer in the Higher School Certificate.

**Academic Needs of the Students are Being Met**

This result was exceedingly pleasing as our school places an emphasis on effort and this is reinforced by our emphasis on ‘student responsibilities’ in reporting practices.

**My academic performance at this school has been positively affected by my teachers.**

![Students Results](image)

The students answered a 16 question survey and this was not as positive as the parent response. The two areas we were most interested in were ‘the school expects me to do my best’ and that the child’s academic performance at this school has been positively affected by their teachers.

**The School Expects the Best**

![Staff Response](image)

It was decided that the staff would be surveyed using a qualitative approach to identify the area that most influences the student’s learning outcomes. The question was to relate what each teacher felt was the most important factor that influences student learning. Of course it was difficult and unrealistic to restrict each staff member to one but this did focus the thinking and through the aggregation of each response the following three features were identified:

1. Relationships
2. Motivation
3. Environment
There is a consistent message coming from the staff with the relationship between students and teachers being the overwhelming response. This result along with the student and parent surveys will inform our new management plan.

**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.

Mr. John Frew - Principal
Mr. Michael Fry – Deputy Principal
Mr. Timothy Grew – Deputy Principal
Mr. Jason Papac - Teacher

**School contact information**

Holsworthy High School
Huon Crescent, Holsworthy. 2173
Ph: 02 98252888
Fax: 02 98251082
Email: holsworthy-h.schools@det.nsw.edu.au
Web: www.holsworthy-h.school.nsw.edu.au

School Code: 8564

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: