Annual Report

Holmes Secondary College

Sydney

2017
MESSAGE FROM THE PRINCIPAL

The Holmes Secondary College Board is pleased to present this report on the operation of the College in 2017, in accordance with the requirements of the relevant legislation. The College continues to offer its senior secondary program through the delivery of the Higher School Certificate. It has, in 2017, been challenged by a reduction of numbers for reasons which will be explored further in this report, but the school was successful in continuing to deliver a quality educational program for the students it served.

Despite this reduction in numbers, the school remained a dynamic one through 2017 and part of the school’s strength is its accommodating nature through its HSC program. There is the provision of two entry points for HSC study that sits within the NESA framework and this provides flexibility for our cohort of international students arriving from overseas and the timing of the completion of their English Language. The school is also fortunate in its connection with a High School Preparation program that is part of the Holmes Education Group, taking students directly into its senior secondary program once students meet the entry level requirement; this relationship continues to be a significant one.

The school continues to build on previous years in assembling and maintaining a high level of teaching in order to deliver these academic programs. Through 2017 the staff demonstrated a level of expertise and professionalism that was central to maintaining satisfactory HSC results and the challenges in assisting students in making the adjustment to a new life and educational system foreign to their own. With such emphasis on the quality of its teaching this aspect remains the cornerstone of its success as an educational institution. The process of Performance Reviews and ongoing exposure to Professional Development ensure that this quality remains intact.

In reviewing the school and its performance as measured by student learning outcomes and ultimately its HSC results, it was challenged by a much smaller and fundamentally weaker cohort. In the final outcome, this translated in a change in the trend of recording average to above average band results. The school suffered a disappointing increase in lower Band Scores, yet this was balanced with some strong individual Band 5 & Band 6 scores. This has however, come at the expense of solid percentages previously recorded in the middle Band area, something that the school has continued to build through consecutive years. In previous reports, much focus has been given to how successfully the school has been able to build on the results of its HSC students. For a school whose history is now well over a decade long, its results have continued to remain stable through a fluctuating period of enrolment within the international sector. These latest set of results should be considered more as an aberration, at odds to the consistency of previous results. However, an improvement target going forward is the implementation of a variety of strategies to address this fluctuation.

The school has maintained its focus on student engagement through the challenges associated with its cohort of international students who are coming to terms with the rigor associated with this certificate.

Whilst other schools, seek advantage in their sheer size, Holmes specialises in an educational experience for students where teacher to student ratios allow for a personalised approach, where time can be spent on each individual in meeting their needs and goals. In an environment where teachers are trained specifically in education for ESL students, our small school approach is one that is supportive, caring and focused, giving every student the opportunity to achieve their best. Though small in size, the school remained resourceful in its staffing, curriculum and student opportunities, making it a meaningful, and for many, a preferred option. As an organisation, it has remained robust
and reliable in ensuring that all students receive the program they enroll for, further enhancing our reputation amongst a group of similar providers.

ABOUT THE SCHOOL

In a school made up largely of international students, Holmes Secondary College’s core values are directly connected to its multi-cultural population, where respect for others is a key value in ensuring that students work together accepting their responsibility in creating a harmonious learning environment.

Founded in 2004, Holmes Secondary College is a senior secondary school providing quality education for students at both the Year 11 & 12 level. In 2016, Holmes Secondary College continued to boast a diverse range of nationalities with all enrolled students on International Student Visas. All were from Non English Speaking Backgrounds (NESB) and central to their study was English as a Second Language. Many of the students joined our senior secondary program from an intensive English language course which for many was provided to them by the school prior to them joining Higher School Certificate course. The school had added responsibility for students who were under the age of eighteen in providing Homestay families and guardians in support of their welfare whilst studying at the school. The majority of our students, who are over 18 years of age, chose to live independently or with other students. Whatever their living circumstances, these students had many challenges to confront including a new living environment, culture, education system and family separation. All these factors can impinge directly on a student’s focus and the school worked very hard to assist them in meeting these challenges. Relationships continued to be formed between the school and guardians, Homestay families, Education Agents, and this together with communication directly with parents, remained an integral aspect for the whole of our community.

The school seeks to prepare its students for the changing world of employment through further educational opportunities in Australia. It achieves this mission by imparting knowledge across a dynamic curriculum, underpinned by the foundations of English language. Holmes provides a highly specialised program providing both vocational and academic pathways within the organisation or with other tertiary providers.

In more recent times the school has also looked to diversify its curriculum giving students greater subject choices, particularly in broadening its Mathematics, Science and LOTE curriculum for delivery in HSC. This has been driven by the school’s understanding and experience in tailoring a program that suits its international cohort and ESL learners best. An understanding of their prior learning in schools from their own country is imperative in the development of the school’s curriculum and the subject choices make available to them.

STAFF RECRUITMENT AND COMPOSITION

Staff employed at Holmes Secondary College represents a multi-cultural mix. Academic staff are selected on the basis of qualification and experience, however, consideration is given to prior experience in working with ESL students. Consequently, some of our staff come from ESL backgrounds themselves and countries that reflect our student body, particularly those of Asian descent. All staff are qualified as indicated by the table that follows and are categorised within Level One, in that they all hold a university teaching degree.

The school’s administrative staff also reflects this cultural mix and Holmes Secondary College has appointed a number of these staff to provide translation for all of its students. In this way the school
can openly communicate with students, and more particularly with families in assisting them through their study as well as sharing an understanding of their cultural background.

TEACHING STAFF & PROFESSIONAL LEARNING

Holmes Secondary College encourages and ensures that teachers undertake ongoing professional development and learning. Through 2017 this included subject specific teacher conferences, forums, teaching courses, Pre-Service Teacher supervision, course and curriculum maintenance, In House training and activities that are both Teacher Identified and Institute Registered professional development.

Specifically this included some of the following:

- Staff Curriculum Days
- Attendance Coding procedures/data recording
- Professional Course and Subject Development including:
  - ESL AETSOL HSC Curriculum Revision Day
  - Year 12 HSC ESL Areas of Study, Modules and Listening Components
  - Japanese Beginners School Based Assessment Design Workshop
  - Chinese & Literature Year 11/12 Chinese Language Teachers Association 2017 Annual Conference
  - Chinese & Literature Year 11/12 HSC Course Prescriptions HSC 2019/2023
  - HSC Physics 2017 Physics Teachers Conference
- Professional Development file: All staff completes an appraisal of their PD activity and comment on how it may have informed their practice
- Weekly Staff Meetings: incorporating school administrative matters, student issues (academic & welfare)
- Fortnightly KLA Curriculum Meetings: incorporating matters pertaining directly to the delivery of the curriculum
- Teacher Registers annotations and revisions
- Year 11/12 HSC Course Reviews
- Fortnightly Year 11/12 HSC Staff Meetings – curriculum, assessment and student discussion
- Parent/Teacher conferences – Year 12 HSC
- Performance Reviews with Principal – staff meet formally with Principal at least three times a year
<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Category</th>
<th>Institute of Teachers Accreditation Number and Level (if applicable)</th>
<th>Formal Qualifications, where and when obtained and, if applicable, date AEI-NOOSR equivalence granted</th>
<th>Number of Years Primary Teaching experience</th>
<th>Number of Years Secondary Teaching Experience</th>
<th>FTE</th>
<th>Classes/Years/Subjects taught/areas of special responsibility (eg. Principal, Head of Department)</th>
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<td>MIAO FOSTER</td>
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Senior Secondary outcomes

SENIOR SECONDARY OUTCOMES

Year 12 Higher School Certificate

10 students were initially enrolled for Year 12 HSC in 2017.

7 students were awarded their Higher School Certificate in 2017, with three subsequent withdrawals.

Higher School Certificate RESULTS

The school enrolment for 2017 was slightly higher to that of the previous year and of the ten students enrolled, seven were awarded their Higher School Certificate, after three withdrawals. The nature of these withdrawals will be discussed further in this report.

Student state wide results are a combination of 50% internal coursework assessment moderated against 50% external assessment via NESA regulated examinations.
Comparative Statistics – HSC Band Score Results

The above table represents a comparative look at the school’s HSC results over a period of ten academic years (the school did not offer Year 12 HSC in 2009). It is an analysis on the basis of collective Band Scores generated by students in the spread of subject results. It indicates the percentage of Band Scores awarded. Given the relatively short history of the school, it is only recently that it can take a longitudinal analysis of its HSC results with comparisons now to be made in relation to ten consecutive groups. The most significant aspect of the results from 2017 is that school produced a set of results at either end of the Band range, whilst experiencing a significant decrease in results at Band 3 & 4. A pleasing aspect were the increases in both Band 5 & 6, with a doubling of percentages in these areas. Less positive were the increases at the lower levels and already the school is implementing strategies going forward as a means of preventing this re-occurring in 2018. When analysing performances across the curriculum, the key learning areas of Languages and Mathematics continued to bring some of the best results. However, standout results were that of Physics and Information Processes and Technology and along with Chinese and Literature were equal or above the state averages.

The school’s success in raising student learning and performance outcomes is directly connected to the school’s goal of recruiting and sustaining its quality of teaching. The professional development and performance reviewing of staff is an integral part of this goal and together with the implementation of a number of learning strategies, has helped in strengthening an academic culture focused on improving outcomes and overall results.

As previously referred to, Holmes Secondary College sits within a small educational sector. Its total enrolment is made up of International Students with English as their second language and results and general student performance should be measured with some of these factors in mind. Many of the students have only been in the NSW Education system for a period of two years and take a steep learning curve, firstly in continuing to develop their English Language skills, as well as coming to terms
with the key language, vocabulary and concepts pertaining to each of the individual studies as well as the nature of the Higher School Certificate itself.

NAPLAN

As a senior secondary school, student outcomes in relation to NAPLAN are not applicable.

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

Enrolment into our Preliminary HSC was open to students with Year 10 or equivalent and with a suitable level of English proficiency. Progression to Year 12 was based on achieving a satisfactory standard in a student’s Year 11 level study. For students coming into Year 12 HSC (Term 4) they need to have completed Preliminary HSC as confirmed through the NESA Transcript of Study. Students need to have satisfactorily completed all six subjects for study accumulating a minimum of 12 units to satisfy the prerequisite for entry into Year 12.

As the College is an international school, the composition of the student enrolment was drawn from many cultures with both genders equally represented. The dominant nationalities were Chinese and Vietnamese, but the school also received enrolments from students representing Korea, Japan, India, Middle East and parts of Europe. As previously identified, all students are from a Non English Speaking Background (NESB).

For students who may be identified as having ‘special needs’, the school endeavours to cater for these students to the best of its ability. Through the process of a student’s application, the school evaluates its ability to cater for a student who can be considered one of ‘special needs’. On accepting a student with ‘special needs’, the school takes responsibility to understand their requirements and to ensure that their needs are met. In the event where the needs of these students cannot be met by the school, it will provide assistance to the student to find an alternative placement in an appropriate institution.

There were no ‘special needs’ students identified in 2017.

RECORD OF SCHOOL ACHIEVEMENT

Holmes Secondary College offers only a senior secondary program with a specific focus on international students who have joined the program from Intensive English Language courses. There is a small group who may have transferred to other High Schools, but invariably they have only completed the level of Year 10. Consequently, they do not qualify or can be granted a Record of School Achievement prior to the completion of their HSC Certificate. Further explanation is given below in relation to students who make the choice to leave before completion, but in all cases, they do not meet the criteria to be granted the Record of School Achievement (ROSA) given that their educational history, for most, effectively begins at Year 11. Instead they are provided with a Transcript of Study by NESA.

RETENTION OF YEAR 11 TO YEAR 12

As our primary focus is on senior secondary education, the majority of students remain with the school for the duration of two years in order to obtain their senior certificate. Students have the choice at the end of Year 11 to either take an academic or vocational program, but as previously indicated, nearly all aspire for an academic pathway, as represented by the completion of HSC, or a Foundation program. With some of the changes in VISA conditions for students on 500 Subclass VISA’s, some will now apply directly into certificate or diploma courses, with only a small percentage returning to their home country.
An ever increasing challenge continues to be the pathway presented to students for Foundation courses. The school works hard to counsel students about the natural progression from Year 11 Preliminary HSC into Year 12 HSC. However, an increasingly attractive option is to complete Year 11 and accept offers into Foundation Streams across many providers. The attraction relates to the perception that Foundation avoids a process of assessment, examination and university application in the awarding of ATAR’s. There is also the misconception that Foundation represents an easier academic choice in not possessing the rigour of Year 12 HSC. Throughout the course of their Year 11 HSC year, the school undertakes a series of information sessions, career and course counseling as well as individual consultation in order for students to make an informed choice. At times, this choice is determined by the role of their Education Agent and the school can feel disempowered by this outside intervention, even after meaningful discussion with parents.

An improvement target for 2018 is to work closely with students, parents and Education Agents to help make informed and appropriate choices for students when they begin to look ahead to Year 12.

POST-SCHOOL DESTINATIONS

The following table represents the percentage of student destinations once they complete their Year 12 study. This includes the full Year 12 cohort of 2017 through the study of the Higher School Certificate.

The significance of the table is that the class of 2017 represent a smaller cohort and within this there was a spread of destinations. The school leavers in 2017 all completed their HSC with over 70% receiving offers into either degree or diploma courses. This spread relates partly to each of the student’s desired pathway, where choices are made for vocational options as part of a longer time employment plan that translates into Visa opportunities and permanent stay in Australia. Yet the school is determined to increase this percentage further, where the balance falls largely in favour of the process of UAC offers into Higher Education courses.
SCHOOL POLICIES

The school continues to maintain clear and concise policies clearly expressed to staff and students via both the Staff Manual and Student Study Planner.

Student Welfare policies are underpinned by the philosophy that all students are entitled to the rights given by the laws of the land and arising from the educational philosophy of the College.

All children who come to Holmes Secondary College have a right to feel and be safe. Holmes Secondary College is committed to the safety and well-being of all children and young people who are in our care and the welfare of our students will always be our first priority. This policy applies to all employees, volunteers, children and individuals involved in this school.

Holmes Secondary College has a duty of care to ensure that all persons are provided with a high level of safety and protection within the school.

This policy and related procedure is designed to ensure that Holmes Secondary College:

- Reflects this school's philosophy, which include values, ethics and a code of conduct for all its staff and community
- Establishes the procedures for child protection matters including identifying, documenting, reporting and managing concerns or incidents
- Maintains procedural fairness and natural justice concepts in all circumstances
- Identifies safe protective behaviours for all persons who access the school's premises, facilities and/or programs
- Provides written definition in relation to Child Protection as described in Part 3A Child Protection and Community Services Act 1998
- Details complaints, grievances and disciplinary procedures

Holmes Secondary College’ Discipline Policy is as follows:

- Students who transgress the rights of others at Holmes should be disciplined.
- Students should have a clear understanding of the consequences of depriving others of their rights at Holmes.
- Penalties for transgressing the rights of others will be decided in accordance with the principle of procedural fairness.
- Under no circumstances will corporal punishment be used by staff on our students.
- Under no circumstances does the school sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Holmes Secondary College’ Bullying & Harassment Policy is as follows:
Harassment, intimidation and bullying are not acceptable behaviour at the College, by a student or staff member.

- Students are to be encouraged to report bullying and to discourage their fellow students from engaging in such conduct.
- Teachers must be alert to any signs of bullying and act accordingly in such situations.
- Cases of bullying should be reported to the relevant parties.

Informing Students about Bullying & Harassment

- Students are to be advised about the unacceptability of bullying during Orientation.
- Staff should respond swiftly to acts of bullying and to express disapproval of such action to those perpetrating the offence.

The school has in place a **Grievance Policy** which is a procedure for receiving, considering and acting on complaints. These procedures include guidelines for lodging a complaint, lodging an appeal, as well as lodging an external appeal. Students and their parents/care providers will be informed of our complaints procedure.

Holmes Institute has established a fair, objective, informal and accessible dispute resolution procedure. It is the policy of Holmes Institute that any grievance lodged by a student will be resolved as swiftly as possible with fairness and equity to all concerned and at no cost to the student. While the school provides students with internal mechanisms in the hearing of complaints, students on International VISA’s are given further provision as part of the National Code (of Practice for Providers of Education and Training to Overseas Students).

A summary of Holmes Secondary College policies is as follows:

<table>
<thead>
<tr>
<th>Teaching &amp; Learning Resources</th>
<th>Assessment &amp; Reporting</th>
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<tbody>
<tr>
<td>Student Welfare</td>
<td>Discipline</td>
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<tr>
<td>Grievance</td>
<td>Bully &amp; Harassment</td>
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<td>Safe Environment</td>
<td>Mandatory Reporting</td>
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<td>First Aid</td>
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<td>Anaphylaxis Management</td>
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<td>Student Attendance</td>
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Important developments and revisions had been previously made as a result of the NESA Accreditation and Registration in 2016. A strong focus was given to policies surrounding Child Protection, Student Safety and Welfare, Discipline and Student Attendance.

In keeping pace with the legislative requirements associated with the protection of children, including the Children and Young Persons Act, Child Protection Act and the Ombudsman Act, the school provided greater definition of its policy in identifying the legislation, policy and procedures related to prevention, roles and responsibilities of all stakeholders, risk assessment in relation to allegations of reportable conduct and the investigation of reportable conduct. The school’s record keeping and interaction with all parties involved an investigative process was also more clearly expressed with a commitment made to reviewing its policy at least every two years.

The student attendance policy, whilst already descriptive by nature, and one that is underpinned by the National Code for International Students - Standard 11, was revised to incorporate the policy and related procedures in accordance with the legislative requirement as defined by Attendance Register Codes. The coding procedures involved the implementation of a coding spreadsheet that is completed at various steps, beginning in the classroom and then finalised by the program manager in the completion of a weekly summative record. A greater understanding of reasons for absence and
patterns in behaviour related to attendance has enabled the school to develop improvement strategies as a means of tackling what continues to be an ongoing issue for a particular group of students. A direct outcome of this has seen improved attendance with a percentage increase across the whole of the school, but more specifically to Year 11 Preliminary HSC.

RESPECT AND RESPONSIBILITY

In a school made up largely of international students, its core values are directly connected to its multi-cultural population, where respect for others is a key value in ensuring that students work together accepting their responsibility in creating a harmonious learning environment. With this multi-cultural student population, teachers place strong emphasis when together in assemblies, Homeroom and in class, for students to accept their responsibility in respecting others.

An excellent forum for the promotion of respect and responsibility is within the Homeroom context where activities and discussions are designed to reinforce the schools core values. It is further expressed via both the Student Study Planner and Student Information Booklet with a series of rules prescribed supporting a student code of conduct. Transgression of this code may result in activities that require students to give something back to the school and its environment. Students were awarded Certificates of Merit at Assemblies in recognition of their contribution to the principles of respect and responsibility and Guest Speakers and Presentations were held as special events that took a similar theme.

Staff are expected to act as good role models and promote actively these principles in all contexts, particularly that of the classroom.

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

The school has maintained a strict approach to its management of non-attendance.

Attendance rolls are entered into a computerised student management system (eBECAS).

Attendance rolls are marked for every period of the day. Each staff member completes absence slips by the end of Period 2 & Period 5. Student follow up is then conducted daily by the School Administrator with contact made to parents, guardians, Homestay families and/or Education Agents. Attendance monitoring meetings are held with Principal, Program Manager & Student Administration on weekly basis.

In accordance with the National Code (of Practice for Providers of Education and Training to Overseas Students 2007), if an overseas student’s attendance falls below 85% of scheduled classes in the term, then the Principal/ Campus Administration will issue a written warning of possible future breach of the student’s visa conditions. If an overseas student’s attendance falls below 80% of scheduled classes in the term, then the Principal/ Campus Administration will issue a notification of intention to report the student to DIBP for breach of visa conditions. The student will be reported unless a successful written appeal is lodged in accordance with Holmes Secondary College’s ‘Complaints, Appeals and Disputes’ policy.

Furthermore, as indicated previously with the full implementation of Attendance Register Codes, further recording takes place via an electronic spreadsheet with the recording of variation in attendance that includes lateness to class, explained or unexplained absences. This statistical analysis has further informed the school’s approach towards improvement strategies as a means of management of non-attendance.
The school has worked very hard in further resourcing its efforts in immediate follow up for student absence, lateness and general tardiness in terms of attendance at school. Whilst absence slips are recorded at two points in the day, the student services team begin a process of communication directly with the student at the beginning of the day through contact numbers provided. This begins with the students themselves and then can extend to that of guardians, agents and, where time appropriate, families residing overseas. A large contingent of our students are over 18 years of age and not required to live in homestay through guardianship arrangements. The school is reliant on the discipline of each student to meet the timings of the scheduled day, and whilst this occurs, still deals with a smaller percentage in adhering to its attendance policy and conditions of enrolment.

The following table provides a term by term breakdown of student attendance figures across the whole academic year. It reflects a consistency when compared to the percentages of 2016 in that it reflect the same levels across both Year 11 & 12 from the previous year. Attendance will continue to be one of the school’s improvement targets, with the continued the application of a number of effective strategies. The school’s average attendance for 2017 was 90%.

**SCHOOL-DETERMINED IMPROVEMENT TARGETS**

The Holmes Secondary College’s 2016 Annual Report presented a number of improvement targets and its important now to reflect on how successful the school has been in meeting some these for the 2017 year.

One aspect that was fundamental to the school’s future was consolidating and the growing of student numbers. It had already been reported that the school’s Board had made a decision late in 2015 to explore and implement recruitment strategies as a commitment to this senior secondary program for international students. This commitment was to ensure that as educational provider we offered a program that was both robust and resilient in an increasingly difficult market for educational providers of international students. This meant looking towards offshore applications, generally packaged with English Language and providing an offer of enrolment as part of their Visa application. Previously we had placed restrictions on many of these applications, relying more on applications from students transferring from schools within NSW holding a Student Visa.

The hope was for an immediate and longer term increase in the number of enrolments, specifically to those who are packaged with Intensive English Language program as a pathway into Year 11
Preliminary HSC. The school is looking to grow its number from the ground up and not be reliant on the onshore market of students transferring from other schools.

Whilst this policy has been implemented, it has been slow to take effect and it has not translated into a meaningful increase in student numbers. The school experienced no percentage growth in 2017 and just managing to maintain the numbers it had recorded in 2016. A far more intensive and focused marketing effort needs to be actioned as part of a vision that was ratified by the Council in December 2015. It remains an improvement target going forward into 2018.

An improvement target for the school in 2017 was continue to work diligently on both student attendance and learning outcomes.

The school was pleased to have made some ground with significant increases at the Year 11 level through 2016 with the hope of further lifting percentages across its whole senior program the following year. As already reported we have been able to maintain the same levels in 2017, but without any further increase. The implementation of improvement strategies as expressed in its Student Attendance Policy and utilisation of the statistical data associated with the information obtained via Attendance Coding were part of a whole school approach in attempting to lift levels to further improve this aspect of the school. However, there is much more to be done in improving this culture and changing the mindset of some of our students, and an ongoing challenge exists in exploring and implementing further strategies, where this issue no longer becomes a focal point for improvement.

Reference has already been given to the learning outcomes and HSC results for 2017. One improvement target for 2017 was to build on the recorded Band 5 & 6 results from 2016, extending this to as many subject areas as possible. The school achieved this to some extent with some of the best results recorded for both Information Processes and Technology and Physics, joining consistent performers such as Chinese & Literature and Mathematics.

The other side to the results analysis was the increased number of recorded Band One results, and this is to become an improvement target for 2018. Whilst our belief is that this should be viewed as an aberration rather than the development of any specific trend, there is a concern, and consequently the need to put in place a number of strategies.

An academic culture is central to the success of any school and it is important that this is established at the first entry point for all of our students. Preliminary HSC is this critical foundation in developing this culture, where the expectation of all students is having the right attitude, level of commitment and importantly, the desire to succeed. Through the course of the year each student must be subjected to intense scrutiny and evaluation of their progress and demonstrate cultural development in preparation for Year 12 HSC. This would also play a role in countering any potential withdrawals that may occur through the course of Year 12, as was experienced in 2017. Further to this providing more tutorial classes, study periods, intensive academic mentoring would be other strategies to assist students in maintaining and rising above the minimum standard as measured by Band results.

The school has had the opportunity in 2017 to review its structure through its programs, teaching and learning and staffing. One specific change is to create a senior position of leadership, reporting to the Principal of the school. This role would be given full responsibility to look critically at how the educational program is delivered in a full review of the workings of the school and to implement changes, where deemed appropriate for its development. A unique aspect to this role may well address the issue of recruitment where they present the school to prospective students both within NSW and overseas. Such an appointment is further example of the commitment expressed by the Council to look to grow the school and the achievements of its students. We look forward to reporting
on some of these changes and the direct impact it has on the standing of the school in the community.

**PARENT, STUDENT AND TEACHER SATISFACTION**

The school endeavours to monitor its performance in open communication with that of its community. Much of the feedback in this regard surfaces through one on one discussion with students via the forum of Homeroom. A teaching staff member is allocated the responsibility of the Homeroom program and included in this is regular counselling with students regarding their school life. From this point of view, Homeroom teachers take on an important mentoring role in order to assist the student on any matter of concern. The information shared in this context is a powerful indicator in gauging student satisfaction. This will remain a focus and genuine target for development in 2018.

The parent community is not as accessible given that they reside in other countries, but every effort is made to communicate matters of importance to them. At times this is done via translation through the telephone or even where appropriate, via email. In this way, this type of interaction is an important point of contact and opportunity for all families to share their views on the performance of the school, or at least to discuss issues of concern impacting on their child. An even more critical player in this relationship is the student’s Education Agent. They act as the conduit between the school and family and are heavily involved in the student’s educational life. The school regularly schedules meetings or discussions with the agent in support of the student's education and are a consistent provider of feedback to the school. The agent receives all correspondence including reports and assessments.

**SUMMARY FINANCIAL INFORMATION**

Holmes Secondary College is a division of Holmes Colleges Sydney Pty Ltd which is a member of the wider, highly regarded and most successful Holmes Education Group. Holmes Colleges Sydney Pty Ltd is a robust and financially well managed company with net assets and total equity at 30 June 2017 of $3,997,221. The principal purpose of the company is education; it receives no government funding and is therefore self-sufficient. Tuition fees for 2017 were $17,900 per year.