

NORTHHOLM  
GRAMMAR SCHOOL



**2017 Annual Report**

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## **THEME ONE: A MESSAGE FROM KEY SCHOOL BODIES**

### **A MESSAGE FROM THE ACTING PRINCIPAL**

The Annual Report documents Northholm's achievements for the 2017 reporting period and pays tribute to the students and members of staff who have supported them.

Academically, a key focus has been on writing new teaching programs, as each subject's syllabus changes with the implementation of the National curriculum. Staff are conscious of developing programs that are rigorous and challenging, catering for the needs of individuals, using a range of strategies to engage students in the learning process to prepare them for their future in the world. Staff have concentrated on providing learning experiences with structured opportunities for students to develop as critical and creative thinkers. Staff have received training in the six key principles of the Cultures of Thinking Project developed by the Harvard Graduate School of Education.

Furthermore, staff are mindful of balancing their students' experiences in the classroom with a wide range of other activities. Field trips, drama performances, excursions, agriculture practicals, incursions, author visits, literary talks, writing workshops, after school study groups and so on provide students with a diverse range of experiences and opportunities for them to extend their skills and enrich their learning.

Aware of the increasing importance of STEM in today's society, on Foundation Day this year all students from Kindergarten to Year Twelve took part in a STEM Day where students were required to take a project from conceptualisation to completion in a 120 minute time period. The overarching project areas included: Sports Science, Photography and Digital Media, Aerodynamics and Hydrodynamics and Chemistry. The teacher's role was to act as the facilitator, providing encouragement and guidance so that the project could be completed within the time allocated. Students were encouraged to use a model of Process, Research, Ideas, Design and Evaluation to provide a structure for the completion of their task.

The learning opportunities are continually being reviewed. This year sees the first HSC year group of Engineering Studies students complete the course and it is proving to be a popular senior elective subject.

Academically our results are strong. In the 2017 graduating Year Twelve year group, several students received early entry acceptance into university for 2018 and two students had their major works nominated for selection next year as examples of excellence: Sam Morrison for Drama and Regan Leatch for Design and Technology.

Beyond the classroom a wide variety of activities continues to be offered in the Co-Curricular and Service Learning Programs.

In the Creative Arts, musical groups have achieved outstanding results in competitions and eisteddfods, and drama continues to present engaging performances. The Senior School Production, *Don't Say Macbeth* and the Year Seven and Eight production of *Alice in Wonderland*, also received glowing reviews.

The Sports Presentation Evening highlighted the involvement and achievements of our students and recognised those who have attained exceptional results in sport. The Strength and Conditioning Centre was completed this year, enabling staff and students to train and develop their own fitness in Cardio, Free Weights and Core, and Strength. This area has been used at lunchtimes and after school for students who want to improve their current fitness levels, recover from injuries or develop technique and strength. A Girls' Fitness Club has been introduced, a highlight being their participation in a Miss Muddy event held at Penrith late in the year.

Students involved in Agriculture achieved impressively in the Castle Hill, Royal and Hawkesbury Shows, the Dorper sheep proving to be a very popular addition to the program this year. Participation in the Duke of Edinburgh's Program remains high; this year six Year Twelve students attained their gold award.

Co-curricular opportunities are not limited to these areas. Other groups cater for a wide range of interests including such clubs as Science Club, Art Club and F1 In-schools.

In the area of pastoral care, Tutors continued to lead Circle Solutions Groups. In Term Three, parents were invited to attend a ThinkUKnow cyber safety presentation delivered by experts in the field which provided information on the technologies young people use, the challenges they may face and how they can be overcome. Year Seven and Eight students attended a Brainstorm presentation about cyber bullying and the responsible use of technology. Northholm is now registered as an eSmart School. An eSmart School provides a framework that guides the introduction of policies, practices and whole-school change processes to support the creation of a cybersafe or eSmart environment. Northholm has also maintained a close link with the Hornsby Police Youth Liaison Officer, who has delivered several presentations to students in Assembly and in year groups about appropriate social and safe behaviours.

Service Learning Week in Term Four enables students to make informed decisions about, and contributions to, local and global issues. During the week students had the opportunity to learn about others in need and provide service to the wider community, giving students the opportunity to demonstrate empathy and humility, something that is key to society's success. In the Senior School these areas included poverty awareness, issues facing developing countries and Refugees, individual and small group projects, and support of the education of students in a socio-economically disadvantaged school by developing outdoor learning environments and assisting with classroom activities. The Junior School projects centred around animal welfare, the Smile Project whereby our students engaged with people with dementia, and support for socio-economically disadvantaged people in Cambodia.

Additionally, throughout the course of the year students have supported numerous groups in need through individual or group projects. In the Senior School these have included: The Red Kite Foundation, R U OK? Day, The Leukaemia Foundation, Breast Cancer Network Australia, World Wildlife Fund – Australia and Anglicare. The inaugural Youth Off the Streets Market Day, led by Hannah Wildes (Year Six) and Mrs Lynne Nolan, was a great success. This event was a wonderful example of community spirit with many parents and community members helping a very worthy cause. These co-curricular and service opportunities help to enrich students' experiences, giving them a broader understanding of the world or provide an opportunity for their own skills and abilities to be developed and their works and achievements to be recognised.

In Junior School success comes from the combination of exceptional teachers, a strong curriculum and inspiring surroundings to create a supportive and motivating learning environment. Students are encouraged not only to excel academically but to participate in the many different sporting, cultural and leadership activities that the school offers. Exciting events this year have included: the Easter Hat Parade, the Book Parade, a visit from author Jess Black, Book Week, the HICES Gifted and Talented Camp, the Junior School Music Showcase, the Junior School Art Exhibition, Grandparents' Day, Service Learning Week, Christmas Carols and the Nativity Play, and Sharing Our Learning are all celebrations of learning and opportunities for students. Personal success was celebrated when Emma Wildes in Year Five was awarded a Gold Award for her submission of a narrative to NESAs WriteOn Competition. She will have her piece published for schools and gracing the shelves of the State Library.

The Year Six group contributed much to Junior School and the Year Six Leaders have been exceptional in their role of running assemblies, fundraisers, the Junior Canteen, assisting students, caring for animals and keeping Junior School beautiful. We are lucky, as a K-12 school, that we are able to watch them grow and celebrate their achievements as they progress through the Senior School.

In building projects, the focus has been on sustainability. A major project has been the installation of Solar Panels on the roof of the Lincoln Centre. This project is particularly exciting as it enables students to peruse and monitor the performance of the system via the School's internet portal as an integral part of their studies and provides further evidence of the School's ongoing commitment to modelling responsible and respectful use of the Earth's resources. The greenhouse gas savings for Northholm in a 6 month period was 46 tonnes of carbon dioxide.

The administrative arm of the school is dedicated to supporting teachers, students and parents. We have undertaken steps to make good use of new systems for administration and reporting through Edumate, communications through the intranet and social media and the enhancement of learning through Canvas.

In the background of any organisation there are always a number of groups working tirelessly to contribute to the success of the school. The school is very appreciative of the ongoing commitment and support of the Chair of Council, Mr John Hayes, the Vice Chair of Council, Mr Tony Parle, and other members of Council who voluntarily give their time and energy to the school. Thank you to those parents who volunteer as active members of the Northholm Association Committee, led so ably by Mr Stephen Parkins, as well as the many volunteers who give their time to the school in so many different capacities. We thank the staff, both teaching and non-teaching, for their wonderful work throughout the year. It is, and has to be, a team effort and very little can successfully be achieved without support. The high level of care the School provides for students is reflected in the quality of the relationships established between staff and students.

As a small school, we strive to provide our students with an incredible variety of opportunities; Northholm students are respected, cared for and encouraged to achieve their best.

Verity Paterson and Jenny Pluss  
Joint Acting Principals

## **A MESSAGE FROM THE CHAIRMAN OF COUNCIL**

Northholm Grammar School is governed by a Council of nine members, including parents and community members with expertise in various fields. The Council is responsible for overall policy and the strategic direction of the school. The day to day running of the School is delegated to the Principal, Ms Lynne Guthridge, and her staff. The Northholm Grammar School Council shares with the Principal the responsibility of providing a quality education for all students.

School Council commences each year with a planning day held in February. This is an opportunity to reflect on the accomplishments of the School, the challenges ahead and revisit the school's Strategic Plan. The Council monitors a range of performance indicators and is kept up-to-date with the day to day operations of the school through a comprehensive report from the Principal at Council meetings.

During 2017 Northholm School Council met nine times and each member represented the Council on at least one of the Subcommittees of the Council for Governance, Building, Education, Environment, Finance, ICT, Marketing and the Trade Training Centre. Additionally, each of the subcommittees was chaired by a School Council member. The subcommittees comprise Council members, members of the school community and experts in the focus area of the subcommittees.

The subcommittees have clear mandates, are committed towards advancing the interests of the School and were all active in their respective portfolios throughout the year. Reports from the subcommittees were sent to Council members prior to each Council meeting.

During the year one member resigned from School Council and we welcomed a new member and I am pleased with the valuable contributions and input made to date. The School Council is grateful for the generous time and commitment given by all volunteers.

Overall, there is a good provision of information to School Council on the operations of the School. The Staff are committed to providing an outstanding education for our students and, on behalf of the School Council, I thank them for their contribution. Through the continued implementation of the Strategic Plan 2015-2019 Northholm Grammar School is well positioned to continue to be a school of excellence, meeting the learning needs of our students and enabling them to achieve their best.

John Hayes  
Chairman of Council

## **A MESSAGE FROM THE PRESIDENT OF THE NORTHHOLM (P&C) ASSOCIATION**

The Northholm Association General Committee meets on the third Wednesday of each month during school terms. At these meetings reports are received from a representative of the School Council, the Principal, the President and Treasurer of the Association, Social and Second Hand Uniform sub-committees. The sub-committees undertake a range of activities to help foster a community spirit amongst the wider school community and to provide financial assistance to the school.

A new executive team took the lead of the Northholm Association in 2017. Thanks to the tireless work of our executive and sub-committees, the Northholm Association has transferred approximately \$40,000 to the school this year. This comprised \$6,200 for renovations to the Second-Hand Uniform shop, \$5,200 for a new interactive whiteboard, \$13,500 to complete the curtains for the Lincoln Centre, \$5,000 for STEM on Foundation Day and \$10,000 for musical instruments.

Community has been a high priority for the Northholm Association in 2017. Having funded the new glass wall on the mezzanine level of the Lincoln Centre, the Northholm Association took part in a very successful opening of the new gym space. Shannon Cameron, newly appointed Head of PDHPE, and Shane Lockhart, Head of Sport, led us through the usage of the new equipment and outlined how the space was being used by the students. In Term Three the Northholm Association also organised a community Working Bee. This Bush Regeneration Project was a huge success thanks to the hard work of the many families and individuals who took part. Particular thanks to the work done in the background by Ange Greatbatch and Thandile Coles. As usual, the Mother's and Father's Day stalls and breakfasts were very successful, again with community building being front of mind.

I thank all members of the Northholm community who have given their time this year, not only in organising events, but also in attending and supporting them.

Stephen Parkins

Northholm Association President

## **A MESSAGE FROM THE SCHOOL CAPTAINS**

Successful leaders depend on others to work together as one cohesive group. As Student Leaders, we aim to be proactive and accountable in our own environment. We believe all members of our community should be capable of exercising leadership in different contexts and pursuing what they are passionate about. For us, it is important to encourage the students to continually step out of their comfort zone and embrace the opportunities Northholm has to offer.

The various roles in our Leadership Team, from the Environment Prefect to Music Captain, allow us to be a stronger and cohesive group that represents all areas at Northholm. The broad personalities, beliefs and viewpoints of the world that the Prefects provide, enable us to lead with a broad mind-set that encompasses all attitudes.

Leadership is about the art of motivating and positively influencing people so that they work together to achieve the goals of a team or broader organisation. It is important for students to experience leadership opportunities during their schooling, to learn the art of building relationships within teams, defining identities and achieving tasks effectively. It also provides an opportunity to learn to effectively communicate and develop interpersonal skills.

Leadership begins with identifying and understanding our values - our fundamental beliefs and those principles which we consider to be worthwhile. As a team, our focus has been on supporting others in their service endeavours. We have raised money for the Red Kite Foundation, through selling roses and serenades on Valentine's Day; supported the Leukaemia Foundation through Prefects volunteering to wax their legs for the World's Greatest Shave; and have supported the Year Eleven students in their raising money for Breast Cancer Network Australia. Furthermore, we have aimed to raise awareness of current issues and community needs and recognise the achievements of as many students as possible in Assemblies, which we have coordinated each week.

Over the past twelve months, as School Captains we have taken an active role in all aspects of the school community and worked with others, encouraging students to pursue their passions to achieve their best.

Madeleine Brown and Lachlan Cother



## **THEME TWO: CONTEXTUAL INFORMATION ABOUT THE SCHOOL**

Northholm Grammar school is an inclusive independent co-educational day school that provides a holistic educational program for students from Kindergarten to Year Twelve. With an enrolment of 447 students and small class sizes, our passionate and committed teachers are able to provide significant support for each of their students in all aspects of their development. This personalised attention helps students discover their 'essential element'; that positive self-concept that enables them to engage with life in more meaningful ways ... to 'Learn with Purpose: Live with Passion'.

As a non-selective school our educational philosophy is underpinned by the belief that all children are born with the capacity to learn and achieve across a range of disciplines and experiences. This philosophy is demonstrated through the wide range of activities we have developed to help students with different needs and interests, identify and achieve their personal best. We offer a rigorous academic program with a broad range of subjects and actively encourage students to apply their learning to real-life situations in both local and global contexts so they are well prepared for life beyond school.

Our students are encouraged to strive for excellence in all that they undertake, both within and outside the classroom. As a result of this support they become successful, confident and articulate individuals with a strong sense of commitment to each other, to their community, to those who are less fortunate and to our natural environment.

Situated on 10 hectares, Northholm offers a unique educational experience. Our idyllic rural setting in Arcadia is within easy reach of the Hills District, Upper North Shore and Hawkesbury Valley.

Further information about Northholm can be found at [www.northholm.nsw.edu.au](http://www.northholm.nsw.edu.au) or by visiting the My School website, [www.myschool.edu.au](http://www.myschool.edu.au)

## THEME THREE: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

### NAPLAN RESULTS 2017

Northholm's Annual NAPLAN results for Years Three, Five, Seven and Nine in 2017 are comparable to those received in previous years. When compared to the State mean, the overall results as a non-selective school are commendable. NAPLAN as reported via the My School website can be accessed at: [www.myschool.edu.au](http://www.myschool.edu.au)

Selected data from the 2017 NAPLAN tests is presented below.

#### Year Nine

Results for Year Nine (57 students) are reported across the range of Band 5 to Band 10, with Band 6 representing the national minimum standard for this year level. At Northholm Grammar School in 2017:

- 100% of students were at or above national minimum benchmarks for reading
- 81% of students were at or above national minimum benchmarks for writing
- 97% of students were at or above national minimum benchmarks for spelling
- 98% of students were at or above national minimum benchmarks for grammar and punctuation
- 97% of students were at or above national minimum benchmarks for numeracy.

The following table provides a comparison between our results in each of the aspects assessed in the NAPLAN tests compared to State averages. In analysing these results it should be noted that Northholm is a non-selective school. For those students who performed significantly below state average or whose performance showed deterioration in one or more areas since their last national test in 2015, this data will be used by the school along with other diagnostic evidence to identify and provide targeted support to students in particular aspects of numeracy and literacy.

#### Year Nine

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
<b>Band 10</b>							
State	7.6	7.3	9.1	11.1	12.1	11.4	12.2
Northholm	8.8	10.5	14	7	7	10.5	14
<b>Band 9</b>							
State	17.1	10.7	22	13.7	17.7	15.7	18
Northholm	29.8	8.8	21.1	17.5	29.8	22.8	24.6
<b>Band 8</b>							
State	33.7	27.2	24	26.7	28.7	35.7	27.7
Northholm	29.8	29.8	26.3	28.1	38.6	49.1	28.1
<b>Band 7</b>							
State	21.1	20	23.8	24.6	25.9	20.3	23.9
Northholm	22.8	17.5	24.6	28.1	24.6	15.8	31.6
<b>Band 6</b>							
State	14.9	18.7	12.8	15.3	14.6	13.8	15.9
Northholm	8.8	14	10.5	17.5	0	1.8	1.8
<b>Band 5</b>							
State	5.6	16.1	6.2	8.5	1	3	2.3
Northholm	0	19.3	3.5	1.8	0	0	0

## Year Seven

Results for Year Seven (65 students) are reported across the range of Band 4 to Band 9, with Band 5 representing the national minimum standard for this year level. At Northholm Grammar School in 2016:

- 99% of students were at or above national minimum benchmarks for reading
- 94% of students were at or above national minimum benchmarks for writing
- 99% of students were at or above national minimum benchmarks for spelling
- 99% of students were at or above national minimum benchmarks for grammar and punctuation
- 100% of students were at or above national minimum benchmarks for numeracy.

The following table provides a comparison between our results in each of the aspects assessed in the NAPLAN tests compared to State averages. In analysing these results it should be noted that Northholm is a non-selective school. For those students who performed significantly below state average or whose performance showed deterioration in one or more areas since their last national test in 2015, this data will be used by the school along with other diagnostic evidence to identify and provide targeted support to students in particular aspects of numeracy and literacy.

## Year Seven

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
<b>Band 9</b>							
State	11.8	5.4	14.3	12.7	17.1	16.6	17.9
Northholm	13.8	15.2	9.1	15.2	26.2	29.2	24.6
<b>Band 8</b>							
State	18.8	15.9	27	17.3	17.8	16.7	20.4
Northholm	23.1	19.7	33.3	22.7	24.6	18.5	26.2
<b>Band 7</b>							
State	29.6	21.6	26.9	30.2	29	32.8	24.6
Northholm	32.3	27.3	30.3	30.3	29.2	26.2	18.5
<b>Band 6</b>							
State	23.5	27.3	17.3	21.5	22.2	22.9	11.5
Northholm	26.2	18.2	19.7	18.2	18.5	21.5	3.1
<b>Band 5</b>							
State	11.1	21.1	9.8	10.5	11.6	7.4	14.1
Northholm	3.1	13.6	6.1	12.1	1.5	3.1	5.5
<b>Band 4</b>							
State	5.2	8.7	4.7	7.8	2.4	3.5	4.5
Northholm	1.5	6.1	1.5	1.5	0	1.5	0

## Year Five

Results for Year Five (25 students) are reported across the range of Band 3 to Band 8, with Band 4 representing the national minimum standard for this year level.

It should be noted that due to the small cohort in Year Five it is difficult to make any generalisations about the collective data.

In Year Five the National Minimum Standard is at Band 4 in each of the NAPLAN assessments. At Northholm Grammar School in 2017:

- 100% of students were at or above national minimum benchmarks for reading
- 100% of students were at or above national minimum benchmarks for writing

- 100% of students were above national minimum benchmarks for spelling
- 92% of students were at or above national minimum benchmarks for grammar and punctuation
- 100% of students were above national minimum benchmarks for numeracy.

The following table provides a comparison between our results in each of the aspects assessed in the NAPLAN tests compared to State averages. In analysing these results it should be noted that Northholm is a non-selective school and that the data provided was obtained through testing carried out early in the school year. For those students who performed significantly below state average, this data has been used with other diagnostic evidence to identify needs for targeted support in numeracy and literacy.

### Year Five

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
<b>Band 8</b>							
State	18.4	5.3	17.4	21.8	13.4	12	13.8
Northholm	16	12	4	20	12	8	12
<b>Band 7</b>							
State	21.3	12.8	20.8	14.4	19.1	19.4	17.3
Northholm	52	16	48	8	20	28	16
<b>Band 6</b>							
State	26.1	30	29.5	25.7	29.3	31.2	26.4
Northholm	16	36	24	40	32	32	28
<b>Band 5</b>							
State	17	36	19.3	16	23.6	22.1	24.3
Northholm	12	28	20	16	24	24	28
<b>Band 4</b>							
State	12.7	9.4	8.1	15.6	11.6	12.3	14.5
Northholm	4	8	4	8	12	8	16
<b>Band 3</b>							
State	4.5	6.5	5	6.4	3	3.1	3.6
Northholm	0	0	0	8	0	0	0

### Year Three

In Year Three (10 Students) the National Minimum Standard is at Band 2 in each of the NAPLAN assessments. It should be noted that due to the small cohort in Year Three it is difficult to make any generalisations about the collective data.

At Northholm Grammar School in 2017:

- 100% of students were above national minimum benchmarks for reading
- 100% of students were above national minimum benchmarks for writing
- 100% of students were above national minimum benchmarks for spelling
- 100% of students were above national minimum benchmarks for grammar and punctuation
- 100% of students were above national minimum benchmarks for numeracy.

The following percentages table shows results according to State averages:

### Year Three

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
<b>Band 6</b>							
<b>State</b>	29.2	14.5	28.3	35.8	23	24.2	21
<b>Northholm</b>	20	20	10	10	10	10	10
<b>Band 5</b>							
<b>State</b>	21.8	38.7	24.4	26.2	20.3	12.8	22.7
<b>Northholm</b>	30	20	10	10	20	0	20
<b>Band 4</b>							
<b>State</b>	22.7	23.1	21.1	14.4	27.3	28.3	24.8
<b>Northholm</b>	20	20	40	30	10	30	10
<b>Band 3</b>							
<b>State</b>	15.7	17.7	14.1	10.7	16.9	21.2	20
<b>Northholm</b>	30	40	20	40	30	60	20
<b>Band 2</b>							
<b>State</b>	6.5	4.3	9.1	6.9	9.6	10.3	8
<b>Northholm</b>	0	0	20	10	30	0	30
<b>Band 1</b>							
<b>State</b>	4	1.6	3.1	6	2.9	3.2	3.5
<b>Northholm</b>	0	0	0	0	0	0	10

It is worth noting that, in general, Northholm students are performing close to or above average when compared to Australian students in the following areas:

Year Three: Reading and Writing

Year Five: Reading, Writing, Spelling, Grammar and Numeracy

Year Seven: Reading, Writing, Spelling, Grammar and Numeracy

Year Nine: Reading, Writing, Spelling, Grammar and Numeracy

The Year Three students performed below the Australian average in Spelling, Grammar and Numeracy. Substantial learning support is offered to these students to improve their outcomes.

### Support for Attainment of Minimum Standard

In 2018 additional support will be provided for students who sat the NAPLAN Tests in Year Nine 2017 who are attempting to meet the minimum standard required in reading, writing and numeracy through small group assistance and the completion of practice online testing.

## THEME FOUR: SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

### RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The school had zero students that required the issuance of a Record of School Achievement. Information about the RoSA is available on the BOSTES website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

### HIGHER SCHOOL CERTIFICATE 2017

In 2017, 39 Northholm students sat for the NSW Higher School Certificate in 28 courses. Two students are studying via Pathways. In total, 100% of candidates achieved marks of 50 or more (Band 2 or higher) across all their courses. Of the 20 extension course enrolments, all students achieved 37 marks or more out of 50 (100%) with 70% of the candidature achieving 40 marks or more. In general, 86% of student achievement was at or above state level. These results were particularly outstanding, and in keeping with the consistent trend over the past several years.

*Please note all % are rounded to the nearest whole number.*

### 2017 Higher School Certificate Examination Results

Subject	Year	No of students	Performance band achievement by %			
			Bands 3-6		Bands 1-2	
			Northholm	State-Wide	Northholm	State-Wide
Agriculture 2 unit:	2017	3	66.6	80	33.3	20
	2016	4	100	84	0	16
	2015	3	100	84	0	16
	2014	5	100	79	0	21
	2013	7	100	92	0	8
	2012	5	80	75	20	25
	2011	4	100	79	0	21
Ancient History 2 unit:	2017	10	100	81	0	19
	2016	17	100	83	0	17
	2015	19	100	84	0	16
	2014	9	78	85	22	15
	2013	21	91	85	9	15
	2012	19	95	77	5	23
	2011	19	100	80	0	20
Biology 2 unit	2017	8	100	87	0	13
	2016	8	100	91	0	9
	2015	7	100	82	0	18
	2014	12	100	86	0	14
	2013	11	100	93	0	7
	2012	16	100	90	0	10
	2011	11	82	88	18	12

Subject	Year	No of students	Performance band achievement by %			
			Bands 3-6		Bands 1-2	
Business Studies 2 unit	2017	9	89	86	11	14
	2016	10	100	87	0	13
	2015	13	100	88	0	12
	2014	8	87	88	13	12
	2013	9	100	90	0	10
	2012	19	100	89	0	11
	2011	15	100	88	0	12
Chemistry 2 unit	2017	6	100	90	0	10
	2016	7	100	95	0	5
	2015	9	100	94	0	6
	2014	9	100	92	0	8
	2013	5	100	93	0	7
	2012	4	100	90	0	10
	2011	6	100	91	0	9
Design and Technology 2 unit	2017	3	100	94	0	6
	2016	6	100	96	0	4
	2015	14	100	95	0	5
	2014	9	100	95	0	5
	2013	13	93	97	7	3
	2012	12	92	93	8	7
	2011	5	100	95	0	5
Drama 2 unit	2017	6	100	98	0	2
	2016	6	100	98	0	2
	2015	11	100	98	0	2
	2014	6	100	98	0	2
	2013	12	100	98	0	2
	2012	5	100	98	0	2
	2011	11	100	98	0	2
Economics 2 unit	2017	4	100	92	0	8
	2016	0	N/A	N/A	N/A	N/A
	2015	0	N/A	N/A	N/A	N/A
	2014	4	100	92	0	8
	2013	3	67	87	33	13
	2012	6	83	87	17	13
	2011	3	100	87	0	13
Engineering Studies	2017	6	100	90	0	10
English: (Standard)	2017	17	100	86	0	14
	2016	20	98	89	5	11
	2015	29	73	75	27	15
	2014	26	93	85	70	15
	2013	34	88	80	12	20
	2012	28	89	79	11	21
	2011	29	79	73	21	27

Subject	Year	No of students	Performance band achievement by %			
			Bands 3-6		Bands 1-2	
English: (Advanced)	2017	20	100	98	0	2
	2016	20	100	99	0	1
	2015	22	100	99	0	1
	2014	14	100	99	0	1
	2013	25	96	98	4	2
	2012	26	100	99	0	1
	2011	19	100	98	0	2
English Extension 1 1 unit	2017	6	Band E2-4 100	99	Band E1 0	1
	2016	3	N/A	N/A	N/A	N/A
	2015	3	N/A	N/A	N/A	N/A
	2014	3	N/A	N/A	N/A	N/A
	2013	3	N/A	N/A	N/A	N/A
	2012	5	N/A	N/A	N/A	N/A
	2011	6	N/A	N/A	N/A	N/A
English Extension 2 1 unit	2017	4	Band E2-4 100	99	Band E1 0	1
	2016	2	N/A	N/A	N/A	N/A
	2015	2	N/A	N/A	N/A	N/A
	2014	1	N/A	N/A	N/A	N/A
	2013	2	N/A	N/A	N/A	N/A
	2012	3	N/A	N/A	N/A	N/A
	2011	5	N/A	N/A	N/A	N/A
Geography 2 unit	2017	0	N/A	N/A	N/A	N/A
	2016	0	N/A	N/A	N/A	N/A
	2015	0	N/A	N/A	N/A	N/A
	2014	0	N/A	N/A	N/A	N/A
	2013	0	N/A	N/A	N/A	N/A
	2012	4	100	88	0	12
	2011	7	100	91	0	9
Information Processes and Technology 2 unit	2017	3	100	81	0	19
	2016	6	84	83	16	17
	2015	11	82	84	18	16
	2014	7	86	88	14	12
	2013	7	100	90	0	10
	2012	10	80	81	20	19
	2011	7	71	83	89	17
Legal Studies 2 unit	2017	5	100	90	0	10
	2016	5	100	89	0	11
	2015	4	100	89	0	11
	2014	0	N/A	N/A	N/A	N/A
	2013	10	100	89	0	11
	2012	2	100	88	0	12
	2011	12	100	89	0	11



Subject	Year	No of students	Performance band achievement by %			
			Bands 3-6		Bands 1-2	
Mathematics General	2017	15	97	74	13	26
	2016	23	87	77	13	23
	2015	29	93	75	7	25
	2014	20	100	75	0	15
	2013	31	100	77	0	23
	2012	30	100	80	0	20
	2011	26	100	80	0	20
Mathematics 2 unit	2017	17	94	89	6	9
	2016	11	100	92	0	8
	2015	9	89	91	11	9
	2014	11	82	91	18	9
	2013	15	100	93	0	7
	2012	15	87	89	13	11
	2011	12	100	91	0	9
Mathematics Extension 1 1 unit	2017	4	Bands E4-2 100	97	Band E1 0	3
	2016	6	N/A	N/A	N/A	N/A
	2015	3	N/A	N/A	N/A	N/A
	2014	3	N/A	N/A	N/A	N/A
	2013	5	N/A	N/A	N/A	N/A
	2012	7	N/A	N/A	N/A	N/A
	2011	4	N/A	N/A	N/A	N/A
Mathematics Extension 2 2 unit	2017	N/A	N/A	N/A	N/A	N/A
	2016	1	N/A	N/A	N/A	N/A
	2015	2	N/A	N/A	N/A	N/A
	2014	2	N/A	N/A	N/A	N/A
	2013	1	N/A	N/A	N/A	N/A
	2012	3	N/A	N/A	N/A	N/A
	2011	1	N/A	N/A	N/A	N/A
Modern History 2 unit	2017	7	100	86	0	14
	2016	10	100	88	0	12
	2015	17	94	90	6	10
	2014	11	100	90	0	10
	2013	23	100	91	0	9
	2012	16	87	90	13	10
	2011	21	100	90	0	10
History Extension 1 unit	2017	6	Bands E4-2 100	98	Band E1 0	2
	2016	3	N/A	N/A	N/A	N/A
	2015	7	N/A	N/A	N/A	N/A
	2014	4	N/A	N/A	N/A	N/A
	2013	7	N/A	N/A	N/A	N/A
	2012	13	N/A	N/A	N/A	N/A
	2011	13	N/A	N/A	N/A	N/A

Subject	Year	No of students	Performance band achievement by %			
			Bands 3-6		Bands 1-2	
Music 1 2 unit	2017	2	100	98	0	2
	2016	2	100	98	0	2
	2015	4	100	98	0	2
	2014	2	100	97	0	3
	2013	10	100	98	0	2
	2012	2	100	98	0	2
	2011	2	100	97	0	3
Music 2 2 unit	2017	1	100	89	0	11
	2016	1	100	100	0	0
	2015	0	N/A	N/A	N/A	N/A
	2014	0	N/A	N/A	N/A	N/A
	2013	7	100	100	0	0
	2012	5	100	100	0	0
	2011	2	100	100	0	0
Music Extension 1 unit	2017	0	N/A	N/A	N/A	N/A
	2016	1	N/A	N/A	N/A	N/A
	2015	0	N/A	N/A	N/A	N/A
	2014	0	N/A	N/A	N/A	N/A
	2013	5	N/A	N/A	N/A	N/A
	2012	5	N/A	N/A	N/A	N/A
	2011	1	N/A	N/A	N/A	N/A
Personal Development, Health and Physical Education 2 unit	2017	6	100	81	0	19
	2016	10	100	83	0	17
	2015	14	93	91	7	9
	2014	16	93	89	7	11
	2013	20	95	84	5	16
	2012	19	95	86	5	14
	2011	8	100	91	0	10
Physics 2 unit	2017	9	100	88	0	12
	2016	8	100	89	0	11
	2015	7	100	90	0	10
	2014	5	100	98	0	2
	2013	8	100	89	0	11
	2012	6	100	91	0	9
	2011	2	100	92	0	8
Senior Science 2 unit	2017	1	0	85	100	15
	2016	4	100	91	0	9
	2015	5	100	85	0	15
	2014	0	N/A	N/A	N/A	N/A
	2013	0	N/A	N/A	N/A	N/A
	2012	0	N/A	N/A	N/A	N/A
	2011	5	100	94	0	6
	2017	13	100	93	0	7

Subject	Year	No of students	Performance band achievement by %			
			Bands 3-6		Bands 1-2	
<i>Society and Culture</i>	2016	0	N/A	N/A	N/A	N/A
	2015	14	93	95	7	5
	2014	0	N/A	N/A	N/A	N/A
	2013	0	N/A	N/A	N/A	N/A
	2012	0	N/A	N/A	N/A	N/A
	2011	0	N/A	N/A	N/A	N/A
<i>Software Design and Development 2 unit</i>	2017	3	100	87	0	13
	2016	6	100	92	0	8
	2015	5	80	89	20	11
	2014	2	100	91	0	9
	2013	4	50	92	50	8
	2012	1	100	90	0	10
	2011	5	80	79	20	21
<i>Visual Arts 2 unit</i>	2017	2	100	99	0	1
	2016	4	100	98	0	2
	2015	2	100	98	0	2
	2014	4	100	97	0	3
	2013	16	93	99	7	1
	2012	7	100	99	0	1
	2011	9	100	98	0	2
<i>French Beginners 2 unit</i>	2016	0	N/A	N/A	N/A	N/A
	2015	0	N/A	N/A	N/A	N/A
	2014	0	N/A	N/A	N/A	N/A
	2013	0	N/A	N/A	N/A	N/A
	2012	0	N/A	N/A	N/A	N/A
	2011	4	75	86	25	14
<i>French Continuers 2 unit</i>	2017	1	100	90	0	10
	2016	0	N/A	N/A	N/A	N/A
	2015	2	100	98	0	2
	2014	0	N/A	N/A	N/A	N/A
	2013	0	N/A	N/A	N/A	N/A
	2012	5	100	97	0	3
	2011	0	N/A	N/A	N/A	N/A
<i>Primary Industries 2 unit</i>	2017	7	86	92	14	8
	2016	3	100	96	0	4
	2015	4	100	92	0	8
	2014	10	100	94	0	6

### Trends in student performance 2008 – 2017

Results show consistent performance across a full range of abilities in a non-selective cohort. The School aims to increase the percentage of Band 5 and 6 results and is promoting the use of the NESA standards packages, the Results Analysis Package, HSC marking reports and samples of answers achieving high results, as well as student assessment tracking.

The following table highlights the results of the Class of 2017 with a comparison to 2008-2016.

(NB: Bands 5 and 6 refers to students gaining at least one result in the higher Bands 5 and/or 6)

	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
Highest ATAR	99.1	98.9	97.9	99.05	97.95	98.05	94.35	97.80	97.05	99.65
Bands 5 and 6		70%	62%	63%	72%	83%	62.5%	73%	64%	84%

The 2016 results reflected an improved performance compared with 2016 (increase of 8%) when assessing Band 5+ attainment. In summary:

46% of students received a Band 6 result.

81% of students received a Band 5 or Band 6 result.

80% of subjects above state average.

54% of 2 unit subjects taught at Northholm Grammar School achieved Band 6 results.

### VOCATIONAL EDUCATION AND TRAINING

In 2017, 28% of the Year Twelve cohort participated in vocational or trade training.

Year Twelve attaining a certificate/VET qualification:

Year Twelve	Qualification/Certificate	Percentage of Students
2017	HSC	100% (Pathways Students included)
2017	VET qualification	28%

Senior secondary outcomes can also be accessed from the My School website: <http://www.myschool.edu.au>

## THEME FIVE: TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

In accordance with BOS guidelines, we report that in 2017 all academic staff delivering NESAs curriculum had formal teaching qualifications from a higher education institution within Australia or qualifications that are recognised within the National Office of Overseas Skills recognition guidelines.

Category	No. of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	51
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	5
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	-

*Data on teachers (includes part-time teachers)*

### Professional Accreditation

Teachers at Northholm Grammar School are accredited by NESAs at the levels of:

- Proficient Teacher
- Experienced Teacher

The following table provides data regarding the professional status of teaching staff.

Graduate Teacher	Proficient Teacher	Experienced Teacher
5	47	4

The School has actively encouraged staff to seek accreditation through the Independent Schools Accreditation Authority (ISTAA). In this reporting period four teachers have moved from the level of graduate teacher to the level of proficient teacher and four teachers have moved from the level of Proficient Teacher to Experienced Teacher.

### PROFESSIONAL LEARNING

This year, teachers once again demonstrated a high level of commitment towards their own professional development and were actively involved in a range of professional development activities across a diverse range of areas including HSC marking, pastoral care programs, leadership training, ICT and Cultures Of Thinking workshops and self-funded post-graduate studies. Average expenditure per teacher on professional development in 2017, allowing for course fees and teacher release, was approximately \$2,000. The average expenditure on external courses per teacher was \$402.

Teachers also took advantage of a wide range of activities provided by the Association of Independent Schools and their own Professional Associations to support the staged implementation of the Australian Curriculum. Further to this, the School funded a year-long targeted program in the area of Cultures of Thinking, delivered

by Simon Brooks and based on the Harvard Visible Thinking model. In 2018 the key areas of focus for professional learning will be targeted workshops in Cultures of Thinking (CoT) and attendance at information sessions and workshops to support the continuing implementation of the Australian Curriculum. A number of staff elected to do Action Research Projects with Simon Brooks, and they participated in the Teaching for Learning course, meeting regularly in small groups to share their ideas and unpack their research questions. These small groups were led by a small team of facilitators from Northholm who were being trained by Simon.

With the introduction of mandatory maintenance of Professional Development hours for all teachers, including those from pre-2004, staff are committed to attending and participating in PD courses that are worthwhile and related to improving their teaching practice and addressing the NESA Teaching Standards. Additionally, there are a number of teachers working towards Proficient Teacher, Maintenance of Proficient Teacher, Experienced Teacher, Maintenance of Experienced Teacher and Lead Teacher through the accreditation process. The AIS is now the TAA for all teachers working towards or maintaining at the Proficient Teacher level of accreditation.

The following table provides data on all external professional development undertaken by teaching staff in 2017.

<b>EXTERNAL COURSES ATTENDED:</b>	
<b>Leadership</b>	
ACHPER Aspiring Leaders Course	1
AHISA DoS Conference	1
IPSHA Meeting	1
<b>Teacher Accreditation</b>	
Supporting Teachers through Accreditation - ET Standards Based Pathways	2
Supporting Teachers through Accreditation - ET Standards Based Pathways	1
Experienced Teachers Action Research Support Session & Digital Portfolio	1
<b>Curriculum, Learning and Teaching</b>	
AIS English Conference 2017 - Rocketing to New Horizons	1
AIS Head of Mathematics Day	1
AIS Maths Committee meeting	2
AIS Teachers Librarians networking meeting	1
Aust Assoc of Mathematics Teachers Conference	1
Beginners 4 Day Intensive Jewellery Making Course	1
Chemistry Conference	2
Chemistry Programming for the New HSC Syllabus	1
Critical, Collaborative and Creative Thinking	1

Digital Technologies Workshop	1
EBE 2017 Legal Update Conference	1
Exploring New Horizons in History Extension	1
Familiarisation Revised Stage 6 Science Syllabuses	2
Familiarisation: NSW Syllabus for the Australian Curriculum Geography 7-10	1
Familiarisation: Revision Stage 6 History Syllabuses	1
Gamification - Using Technology in the Classroom	1
HSC Music and Extension	1
HSC Physics - New Syllabus Workshop	2
HSC Visual Arts - Practical Marking Day	1
IPSHA PDHPE Umbrella Group	1
Macquarie Uni Ancient History Teachers Conference	1
Mathematical Association of NSW Annual Conference	1
Mathematics Familiarisation New Stage 6 Syllabuses	1
NCN Languages Meeting	1
Networks Detangled	1
Northern Sydney Region Maths Association (NSRMA) Meeting	1
Physics Programming for the New HSC Syllabus	1
Planning & Programming the Revised Yr 11 Ext 1 English	1
Primary Industries Teacher Training	1
Re-Imagining English	2
Reinvigorating History: Excellence in Leading Learning	1
Society and Culture Study Day HSC	1
Stage 6 Change and Continuity	1
Stage 6 History Syllabus Familiarisation	1
Stage 6 Programming the new syllabus	1
Sydney Writers Festival	1
Teacher STEM PD Stage 4 Technology	2
Teaching Stage 6 for the First Time	1
Technology Education Conference 2017	1

UAC Day	1
What is New and Different in Stage 6 Maths	1
<b>Pastoral</b>	
AIS Hills Schools Counsellor Network Meeting	1
Chaplaincy Australia Conference NSW/ACT	1
Chaplaincy Electives - Domestic Violence and Working With Young Children	1
Chaplaincy Intensive 3	1
Chaplaincy Intensive 4	1
Master of Theology	1
Peer Support Workshop	1
Psychiatry for School Counsellors	2
Strengths, Circles and Social & Emotional Learning	2
Wellbeing Conference	2
<b>Mandatory Training</b>	
Senior First Aid Course	1
<b>Differentiation of Curriculum/Learning Support</b>	
Learning Differences Convention	1
Literacy and Numeracy Test	1
Northern Curriculum Network Meeting (Heads of Learning Support)	1
UAC Day	1
Update downloading/searching & selectional SCIS	1
<b>Junior School</b>	
Full STEM Ahead	1
Introductory Robotics Workshop Coding Made Easy with LEGO Education EV3	1
IPSHA K-2 umbrella meeting	1
Powering up inquiry in your classroom - a 2 day workshop	2
<b>Technology</b>	
AIS ICT Management & Leadership	1
EduTECH K-12 IT Directors and Managers Congress	1
Update downloading/searching & selectional SCIS	2



<b>INTERNAL COURSES ATTENDED:</b>	
<b>Mandatory Training</b>	
First Aid and CPR training	47
Cyber Safety Presentation	43
New Staff Orientation	8
<b>Curriculum</b>	
Edumate Data Tracking	48
Cultures of Thinking	49
Teaching for Learning (Action Research)	18
Speech Pathology Presentation	42
<b>Technology</b>	
CANVAS	44
One Drive/Sharepoint	42

## THEME SIX: WORKFORCE COMPOSITION

### NATIONALITY

No member of staff reports to be of indigenous descent. While the School supports the Principles of EEO in the recruitment of staff there are few applicants from other ethnic backgrounds.

### Staff Profile 2017

School Staff 2017	
Teaching staff	56
Full-time equivalent teaching staff	51.7
Non-teaching staff	36
Full-time equivalent non-teaching staff	26.2

## THEME SEVEN: STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

For whole school attendance rates please refer to the school's data on the My School website:

<http://www.myschool.edu.au>

Year	K	1	2	3	4	5	5/6	6	7	8	9	10	11	12
Daily Average %	95.1	96.5	95.8	93.1	96.2	95.7	96.1	95.6	93.8	94.8	94.9	92	94.8	93.6

94.85% of students attended school on average each day in 2017. This is an improved rate of attendance by 1.58% from 2016.

### MANAGEMENT OF NON-ATTENDANCE

The school implements policies and procedures for the management of student non-attendance. When a student is absent and notification of the absence has not been received a text message generated by Edumate, the School's Student Learning and Management System is sent to parents notifying them of their child's absence. Where there is no response from parents the absence is followed up by the School Administration Assistant by text phone or email. Ongoing absences are monitored by the Classroom Teacher (Junior School) or Tutor and Head of House (Senior School) and parent and student conferences are held where necessary to resolve attendance issues. Mandatory reporting procedures are followed where absences are extended or the student may be at risk.

### STUDENT RETENTION AND POST SCHOOL DESTINATIONS

Seventy-five percent of the 2015 Year Ten cohort completed Year Twelve in 2017. The majority of students who left school at the end of Year Twelve, following completion of their Higher School Certificate, enrolled at University, TAFE or private colleges. Of the 37 students to complete their education, 30 (81%) received an offer for a place at university. The remaining 19% proceeded to TAFE courses, apprenticeship, traineeships, cadetships, gap placements or employment.

### OFFERS FOR 2018 ADMISSION

University of Sydney	5
University of NSW	4
University of Technology Sydney	3
Charles Sturt University	1
University of New England	1
Macquarie University	9
University of Western Sydney	3
Australian National University	1
ICMS	3

## THEME EIGHT: ENROLMENT POLICY

Northholm Grammar School is a non-selective co-educational school that welcomes students from culturally diverse backgrounds. The school's programs provide for students from Kindergarten to Year Twelve. From 2015, when the school extended its programs to include Kindergarten, Year One and Year Two, the School has operated a Junior School (K-6) and Senior School (7-12) model.

As a small school, Northholm fosters the worth of the individual and seeks to enrol students who will benefit from participation in a broad range of activities. This approach is reflective of the school's educational philosophy which places great value on developing the whole person through a balanced academic, pastoral, co-curricular and spiritual program.

Northholm operates within the policies of NESA and complies with the Disability Discrimination Act. The School's culture and ethos are underpinned by Christian values and it commends these values as a guide for living to its students and community. The School asks that all families accepting a position for their child/children support this ethos.

### **(A) Enrolment Policy**

To register a student's application for enrolment, parents/carers must complete the 'Application Form' (available on the school website at [www.northholm.nsw.edu.au](http://www.northholm.nsw.edu.au)) and send this to the Registrar along with the non-refundable fee. This application does not guarantee placement, but places students on a waiting list.

To reinforce the family concept, the School offers priority for enrolment to the children of Staff, siblings of current or past students and to children whose fathers or mothers have attended the school.

Preferably twelve to eighteen months prior to admission, potential students are interviewed. Interviews are arranged in chronological order of application and this is a principle factor in the final offer of a definite place.

Admission decisions are based on careful assessment of each student's ability to learn in an atmosphere of high expectations and personal responsibility as a member of the Northholm community. Each applicant is carefully screened to make sure the School has the resources and curriculum to serve the child.

The School reserves the right not to offer any student a place at the School or to defer the offer of a place, particularly when the parents/carers, having been aware of their child's specific educational needs, decline to declare those needs or withhold information pertinent to their application.

The School also reserves the right to terminate an enrolment where there are not sufficient resources to adequately deal with a child's needs and/or where the parents/carers have withheld knowledge or information pertinent to these needs.

The School reserves the right to terminate an enrolment where a parent/carer is in breach of the School Community Code of Conduct.

## **(B) Enrolment Procedure**

Where applicable, the Registrar conducts a preliminary interview by phone with the applicant's parents/s or carer/s to ascertain whether there are any additional educational needs or extenuating factors that need to be considered before the application progresses. Additional documentation, including specialist reports, may be requested.

### **Kindergarten**

A year prior to commencement, students registered on the Kindergarten waiting list are invited to attend a two hour "Taster Day" session with the Director of Junior School and the Kindergarten teacher. At this session the students are given the opportunity to experience some of the activities Northholm offers our Junior School students and, in turn, it gives the School the chance to observe young students in a classroom environment.

At the conclusion of the session, parents are invited to meet with the Director of Junior School, the Principal and the Registrar to discuss any specific needs relevant to their child. After the "Taster Day", students may be extended an offer of enrolment.

### **Years One to Six**

The Registrar arranges for a formal, face to face interview with the Director of Junior School and the Registrar. The interview process includes an assessment test conducted by the Learning Support Department. The purpose of this test is to gain a better understanding of the student's learning needs and how the school can best cater for them. Where appropriate, the Principal may also meet with the family to further discuss the child's educational needs.

Following the interview and assessment, a student may be offered a place. Where necessary, the offer of a place may be deferred to allow for further discussion of any strategies that would need to be put in place to accommodate and support the student. On occasion, the School may decide that it does not have the available resources to support a student's specific needs. In such cases, the School may recommend a deferral of enrolment to a future entry point when the student will be re-assessed.

After acceptance of offer, a date for commencement is negotiated between parent/s or carer/s, the Director of Junior School and Registrar (if not starting at the commencement of the school year). The Director of Junior School assesses the paperwork on the student's background and ascertains academic placement (for Years Five and Six).

The Director of Student Development allocates each student to a House, maintaining a balance of gender and number and consults with the Registrar regarding a suitable tutor.

A student's file is compiled including a learning profile and information of use to staff in understanding the background of the student. These files are kept in the Business Administration Office and are accessible by staff. In addition, the Registrar provides relevant staff with a summary of the student's background, and an outline of academic and other specific needs. Academic reports are also saved in the student's profile in Edumate (student data base system).

The Registrar will assist with uniform, bus pass, textbooks, etc.

### **Years Seven to Twelve**

A formal, face to face interview (and tour where required) with the Principal and Registrar is scheduled by the Registrar or the Registrar's Assistant. Other key staff may be involved where relevant (e.g. Director of Student Development, Director of Learning and Teaching, Director of Junior School, Learning Support).

Following an interview, a student may be offered a place. After acceptance of offer, the date for commencement is negotiated between parent/s carer/s and Registrar (if not commencing at the start of the school year). Where necessary, the offer of a place may be deferred to allow for further consideration of any strategies that would need to be put in place to accommodate the applicant. A further interview may be required.

The Registrar will liaise with Heads of Department to review the student's school reports and ascertain best academic placement. For students entering Years Nine to Twelve, choice of electives is confirmed by the Registrar and the Director of Learning and Teaching. Where required, a PEP (Personalised Education Plan) meeting may be scheduled by the Registrar prior to or soon after the student's start date to assist with the student's integration.

A student's file is compiled including learning profile and information of use to staff in understanding the background of the student. These files are kept in the Business Administration Office and are accessible by staff. Academic reports and other relevant specialist reports are also kept on file. Academic reports are saved in the student's profile in Edumate (student data base system).

The Registrar will notify the Head of House, Tutor, appropriate teaching staff and the Head of School Administration of a new arrival and date of commencement. The Registrar provides all relevant staff with a summary of the student's background, outlining any academic and other specific needs. Where a PEP has been negotiated, all relevant staff will be notified. In addition, this information will be saved in the student's data base system (Edumate) for staff reference.

The Registrar will assist with uniform, bus pass, BYOD, Student Policy and Procedures manual, etc.

After a student has been in the school for four weeks, the Tutor will follow up on their progress, including a phone call or other personal contact with parents or carers.

### **(C) Timetabling Procedure for off-cycle and ad-hoc Enrolments**

Upon accepting a new student for enrolment at Northholm Grammar School, the procedure for allocating classes and generating a timetable for them is as follows:

1. On enrolment with the Registrar, parent/s or carer/s provide copies of the student's reports, elective choices and other relevant academic background material as required.
2. The Registrar enters student details into Edumate database.
3. The Registrar liaises with Heads of Department sending academic reports and discussing the

- student's background including academic, social and emotional needs as appropriate. In addition, the Registrar liaises with the Director of Student Development to discuss best Tutorial Group placement.
4. The Heads of Department confirm student classes in consultation with Director of Learning and Teaching where required.
  5. The Director of Learning and Teaching creates student classes in Edval, including electives (where applicable). Edval syncs with Edumate to generate a student timetable.
  6. The Registrar receives a copy of student's timetable ready for the student's first day of school.
  7. The Registrar notifies all relevant teachers of a new student's arrival and sends a summary of background including any specific learning, social or emotional needs.

### **Prerequisites for Continuing Enrolment**

Acceptance of a position at Northholm Grammar School and continued enrolment requires parental/carer and student acceptance of the values and practices of the school and acknowledgement and support of the importance of regular opportunities to affirm these values and practices.

At all times, a high standard of behaviour is expected of students inside and outside the school, as well as adherence to all school values, policies and procedures. Parents/Carers are expected to reinforce their children's adherence to these values, policies and procedures.

Enrolment in subsequent years is subject to satisfactory attendance, participation, conduct, progress and application.

School fees are due at the start of each term. Accounts will be deemed overdue after 14 days from the first day of each term. If by the end of the school term no payment has been received, no scheme for payment arranged with the school or appropriate contact made, parents/carers will be notified that enrolment will be subject to suspension and will continue until such time as the account is paid or an acceptable payment plan is arranged.

## **THEME NINE: OTHER SCHOOL POLICIES**

- A. Student Welfare**
- B. Anti-bullying**
- C. Discipline**
- D. Complaints and Grievances**

### **A. Summary of Student Welfare Policies**

The School seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure.
- Supports the physical, social, academic, spiritual and emotional development of students.
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

All policies relating to Student Welfare are reviewed regularly. The school complies with all mandatory requirements. The full text of these policies can be accessed by request from the Principal's office, is available on the School portal and is on Sharepoint.

### **B. Summary of Anti-Bullying Policy**

The school does not condone bullying or harassment in any form. The school's Anti-Bullying Policy includes processes based on procedural fairness for responding to and managing allegations of bullying. The contact information for the local School Liaison Officer, Youth Liaison Officer and other support services readily available to the community are provided in the full text of the policy.

All documents relating to the school's Anti-Bullying Policy are reviewed regularly to ensure the school complies with all mandatory requirements. The full text of the school's Anti-Bullying Policy can be accessed by request from the Principal's office, is on the School portal, is available on Sharepoint and is located in the student diary.

### **C. Summary of Discipline Policy**

Students are required to abide by the school's rules and to follow the direction of teachers and other people with authority delegated by the school. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary actions that result in any sanction against the student are based on the process of procedural fairness. Parents are involved in the processes of procedural fairness when sanctions are likely to result in suspension or expulsion.

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

There were no changes made to the School's Discipline Policy in 2017. The school complies with all mandatory requirements. The full text of the school's Discipline Policy can be accessed by request from the Principal's office, is available on the School portal and is on Sharepoint.



#### **D. Summary of Policies for Complaints and Grievances Resolution**

The school's policies for Complaints and Grievances Resolution uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.

There were no changes made to the School's Policies for Complaints and Grievances Resolution in 2017. The school complies with all mandatory requirements. The full text of the School's Policies for Complaints and Grievances Resolution can be accessed by request from the Principal, is available on the School portal and is on Sharepoint.

## THEME TEN: SCHOOL-DETERMINED PRIORITY AREAS FOR IMPROVEMENT

2017 saw the continued implementation of priorities and actions of the *Strategic Plan 2015-2019*.

A copy of the *Strategic Plan 2015-2019* is available on the School website [www.northholm.nsw.edu.au](http://www.northholm.nsw.edu.au)

ACHIEVEMENTS IN PRIORITY AREAS FOR IMPROVEMENT 2017		
Area	Priorities	Achievements
Increasing our academic focus	<p>Inspire students to be lifelong learners through engaging lesson content and delivery.</p> <p>Adapt our teaching practice in response to ongoing analysis of student performance</p> <p>Respond to the changing needs of our students through targeted professional learning.</p> <p>Integrate essential skills and cross curriculum content across all relevant subject areas</p>	<p>Implemented Certificate 2 course in Horticulture</p> <p>Introduced Year Eight Project Based Learning subject</p> <p>Ongoing process of curriculum development; created programs for new Geography syllabus.</p> <p>Implemented Cultures of Thinking framework for whole school training increasing evidence of explicit use of thinking skills strategies across all stage levels</p> <p>Provided IT training for all staff for implementation of Canvas</p> <p>Introduced whole school STEM Day involving Sports Science, Photography and Digital Media, Aerodynamics and Hydrodynamics and Chemistry. Students used a model of Process, Research, Ideas, Design and Evaluation to provide a structure for the completion of their task.</p> <p>Introduced da Vinci Decathlon involvement as a co-curricular activity for Junior School students</p>
Enhancing Spiritual and Personal Growth	<p>Enable staff and students to express their faith, spirituality and core beliefs with confidence</p> <p>Promote greater empathy and understanding of others</p> <p>Maintain personalised attention for all students from Kindergarten to Year 12</p> <p>Introduce further opportunities for leadership development</p> <p>Extend the co-curricular opportunities available to students to reflect the K-12 enrolment</p>	<p>Introduced a common theme for student and staff speakers each term at Chapel</p> <p>Student led initiatives through individual or group projects in support of The Red Kite Foundation, R U OK? Day, The Leukaemia Foundation, Breast Cancer Network Australia, World Wildlife Fund – Australia and Anglicare.</p> <p>Staff and students undertook community service trip in Central Australia</p> <p>Further developed PEPs for students</p> <p>Increased range of Junior School Leadership positions</p> <p>Introduced Senior School Duke of Edinburgh Captain</p> <p>Increased lunchtime clubs for Junior School students an agriculture group and robotics club</p>
School Environment	<p>Model responsible and respectful use of the Earth's resources</p> <p>Promote stewardship of the natural environment</p> <p>Create dynamic outdoor learning spaces to enhance student wellbeing</p> <p>Implement programs that optimise the advantages of our unique setting</p>	<p>Solar Panels installed on the roof of the Lincoln Centre. This project enables students to monitor the performance of the system via the School's internet portal as an integral part of their studies and provides further evidence of the School's ongoing commitment to modelling responsible and respectful use of the Earth's resources. The greenhouse gas savings for Northholm in a 6 month period was 46 tonnes of carbon dioxide.</p> <p>Established a Bush Regeneration group</p> <p>Developed further the school Mountain Bike Track</p> <p>Introduced dorper sheep to the agriculture program</p>

Embracing the Future	Optimise our service delivery through effective use of information and communication technologies	<p>Provided ThinkUKnow cybersafety training for staff, parents and students</p> <p>Provided presentation for Year Seven and Eight students on cyberbullying and the responsible use of technology</p> <p>Implemented Cloud storage (hard drive space and cloud-based software)</p> <p>Northholm registered as an eSmart School. which provides a framework that guides the introduction of policies, practices and whole-school change processes to support the creation of a cybersafe or eSmart environment</p>
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## 2018 Improvement Targets

These will include but are not limited to:

- Continue to provide opportunities for professional development for curriculum development and teacher accreditation.
- Investigate additional ways of tracking staff performance specifically for accreditation and maintenance for all teaching staff.
- Introduce Food Tech and Digital Technologies as part of the Mandatory Stage 4 Technology Curriculum.
- Continue commitment to Cultures of Thinking framework through targeted workshops.
- Further use of data to inform teaching practice.
- Further educate students on being responsible digital citizens.
- Implement staff and student exit surveys.
- Build on parent education programs.
- Extend use of social media to promote student activities and success.
- Further promote Northholm as a K-12 school.
- Build on school involvement in the broader community.
- Develop Parent Portal to improve and streamline communication between school and parents.

## **THEME ELEVEN: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

All detailed rules at Northholm emanate from four basic principles:

**Respect for persons** – all behaviours should reflect a respect for the individual, members of teaching staff, administrative staff, fellow students, parents, visitors, bus drivers, tour guides and so on. This principle commits students to being polite, to understanding the needs and rights of others and to an acknowledgement of individual diversity.

**Respect for property** – both individually and collectively students should seek to protect the property of others, that of the School and their own.

**Respect for study** – no student should wilfully impede the academic progress of others or himself/herself.

**Respect for the standing of the School** – all students should seek to enhance the reputation of the School in the wider community in accordance with the precepts on which the School was founded.

These principles demand orderly conduct at all times both in school and when travelling to and from it. Good manners should be observed at all times and teachers, administrators and guests should be treated with respect and addressed politely. The designated uniform is to be worn properly at all times. Students are expected to be punctual and fully equipped, should respect classrooms, corridors, property of the School and the property of others. During Terms Two and Three students must wear their blazers. As well, they will wear them to Speech Night and other special occasions.

The same regulations apply to social functions, excursions and camps which are an integral part of the educational program of the School. Students must not smoke or drink alcohol. The use or possession of any illegal substances is strictly prohibited.

Breaches of discipline can attract sanctions ranging from detentions to expulsion and parents are expected to support the School in maintaining high standards of personal conduct.

Key strategies for promoting respect and responsibility at Northholm during 2017 included regular discussion in Tutor Groups of the Aims and the Code of Respect, as printed in the School Diary and the consistent emphasis on the importance of School Rules to maintaining order and regulation in the day to day routines of school life.

### **Regular Meetings**

Weekly Chapel services and Faith and Life classes promote Christian values of tolerance and love for one's neighbour. Guest speakers were invited to address the School on a range of social issues to promote respect. A variety of fundraising activities raised money for charities. An equal emphasis within the school community has been placed on raising awareness of the need to serve others. Students regularly presented their views on community responsibility at weekly assemblies.

## **Annual Activities**

- Northholm commemorates ANZAC Day, Remembrance Day, Easter, Christmas and Foundation Day with special services.
- An Annual Trivia Night run by students raises significant funds for a selected charity. Other smaller fund raising initiatives are also a regular part of School Life.
- All students participate in a camp program from Year Seven to Ten.
- All students participate in a week of Service Learning in identified areas of need from Kindergarten to Year Ten.

## **Student Leadership**

The Leadership programs provides students in both the Junior and Senior School with opportunities to serve the school and wider community through helpful activities, fundraising for needy causes and promotion of social responsibility.

## **Year Eleven Leadership**

During 2017, a group of Year Eleven students took part in the Year Eleven Leadership Program, a voluntary program that extends leadership skills in young people. They led a range of activities and had a significant impact on the tone of the School. Their coordination of events included: the coordination of the Annual School Trivia Night and activities and events in the leadup to the evening raising \$14000 for BCNA; the promotion of R U OK? Day and Mental Health Month; raising funds for the Leukaemia Foundation through student involvement in The World's Greatest Shave; the collection of food for Anglicare; and the coordination of a hand printed canvas banner for the theme of "Everyone Belongs" in support of Harmony Day. In addition, students led tours at Open Day and Information Evenings, assisted in the Canteen and at Homework Club and volunteered in a wide range of community service areas.

## **Year Eight Leadership**

Year Eight School Captains, House Captains, Sport Captains, Music Captains and Leaders participated in a range of activities this year including the leadership of Assemblies, teams in House activities and school tours on Information Mornings, Information Evenings and Open Days. A key feature was the coordination of a Music Madness Party for students in Years Seven and Eight, raising over \$1500 in support of BCNA.

## **Year Six Leadership**

Junior School Captains, House Captains and Leaders coordinated and led Junior School assemblies, represented the Junior School at whole school events, assisted with Junior School Chapels, assisted with the Junior School Canteen and participated in community service events. The Leadership Team co-ordinated games and activities for Junior School students to raise funds for those homeless.

## **Peer Support Program**

The Peer Support Program, linked students going into Year Seven with Year Eleven students. Peer Support encourages a sense of belonging, confidence, friendship and trust among students as they transition to secondary school.

## **Service Learning Program**

This year all students from Kindergarten to Year Ten participated in a Service Learning Week in Week Eight, Term Four. Through their participation in this week, students had the opportunity to learn about others in need and provide service to the wider community. Each group was coordinated by a Northholm staff member and was supported by a team of Northholm staff who worked with each group for the duration of the week. The focus for each group is outlined below:

- **Kindergarten to Year Two** - animal welfare
- **Years Three and Four** - Smile Project Program
- **Years Five and Six** - Support for socio-economically disadvantaged communities in Cambodia
- **Year Seven World Vision** - Poverty awareness globally
- **Year Eight** - Refugees
- **Year Nine** - Individual and small group projects (co-ordinated by Mr Lockhart)
- **Year Ten** - Supporting the education of students in a multicultural and socio-economically disadvantaged school by developing and maintaining outdoor learning environments and by acting as classroom assistants.

## **THEME TWELVE: PARENT, STUDENT AND TEACHER SATISFACTION**

The school maintains an 'open door policy' with student and parent involvement welcomed and encouraged. The Northholm Association (P&C) meets on the third Wednesday of each month during school terms and provides one of a number of avenues for parents to express their level of satisfaction or raise concerns about any aspect of the School's operation.

Feedback received throughout the year from the Association remains positive in relation to most aspects of the School's operation. This view is supported by comments made at regular meetings between Year Group Parents, the Registrar and the Marketing Manager. "Coffee on Campus" meetings provide the opportunity for parents to liaise with members of the Senior Executive in an informal setting. Parent feedback via letter, email and personal contact continues to identify and commend the positive difference the School is making for students.

The Registrar conducts an exit interview with parents of students who have left the school during the course of the year. These responses are interpreted and followed up by the Senior Executive and Marketing Team and are tabled to the School Council. The School reflects on the information provided. Other data, such as performance in NAPLAN testing and HSC results are also discussed as part of the evaluation of the School. There is a high level of parent involvement at school functions including such events as Parent Teacher Nights, Sharing our Learning Evenings, Music Showcases, Drama Performances, Sports Presentation Evening, Carols Night, sports carnivals and other school activities.

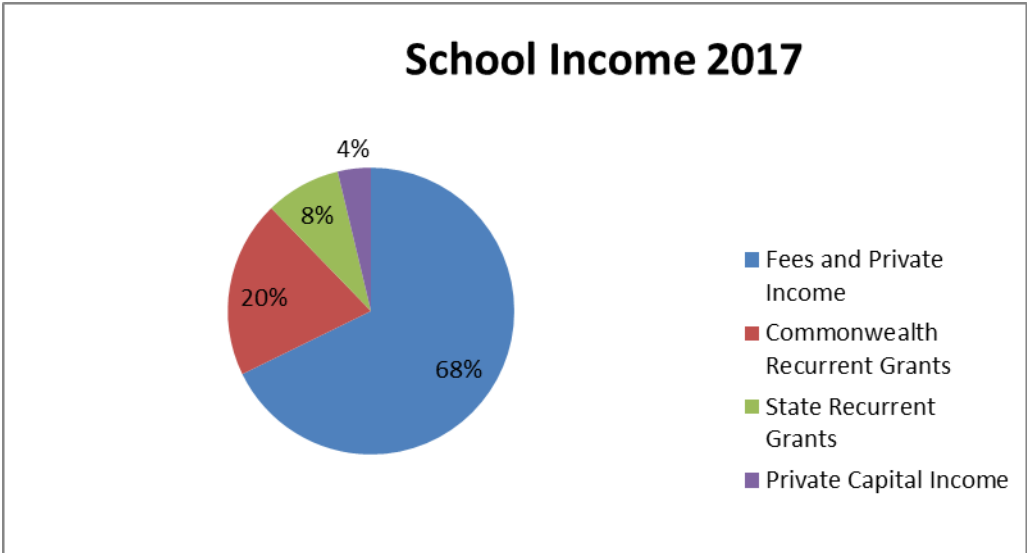
Formal and informal opportunities including school events, gatherings and parent teacher meetings, provide parents with the opportunity to meet and speak to members of the Senior Executive. Students are encouraged to speak with Tutors, Teachers, Heads of House and the Senior Executive about any concerns or suggestions they may have in regard to the school.

The retention rate of new staff remains high and long-term members of staff, some from the first years of the School's foundation in 1983, are recognised both at Speech Night and on a Staff Honour Board. The School seeks to promote the professional and personal wellbeing of staff, emphasising student learning outcomes, high expectations and mutual support.

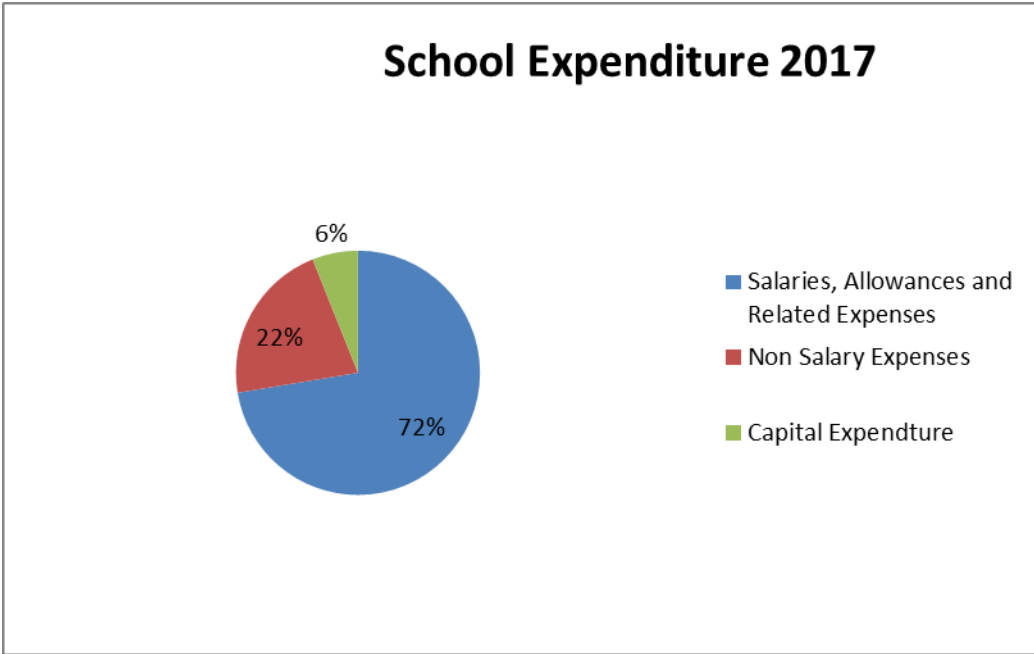
**THEME THIRTEEN: SUMMARY FINANCIAL INFORMATION**

The Australian Education Act 2013 introduced a new funding model in 2014 which replaced the SES funding model. Under the new funding arrangements, all schools are entitled to a base funding amount as well as specific loadings that address identified student and school need.

**Income from all sources**, including fees and private income, NSW recurrent grants, Commonwealth recurrent grants and other capital income.



**Expenditure on all purposes**, including salaries, allowances and related purposes, non-salary expenses, capital expenditure.





## **THEME FOURTEEN: PUBLICATION REQUIREMENTS**

Northholm Grammar School is required to produce an Annual Report by no later than 30 June in the year following the reporting year.

This annual report has been uploaded to the NESA Website and is available online on the School's website

Hard copies of the report are available on request – please contact Reception by phone on 9656 2000 or email [reception@northholm.nsw.edu.au](mailto:reception@northholm.nsw.edu.au)