

**NORTHHOLM  
GRAMMAR SCHOOL**



**2018 Annual Report**

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## THEME ONE: A MESSAGE FROM KEY BODIES

### A MESSAGE FROM THE PRINCIPAL

The Annual Report documents Northholm's achievements for the 2018 reporting period and pays tribute to the students and members of staff who have supported them.

Northholm Grammar School experienced a year of transition under the leadership of our caretaker Principals Jenny Pluss and Verity Paterson in 2018. Under their direction, the School focused on building positive relationships within the community and fostering a warm and vibrant learning community.

An important achievement for Northholm Grammar School was the successful NESA Registration and Accreditation process. In August, NESA's Inspectors commented very favourably on the high standard of teaching being delivered at Northholm and on our strong sense of purpose, resulting in the successful attainment of registration and accreditation for this maximum period of five years. It is virtually unheard of to receive the wholehearted endorsement of a school's set of programs, policies, and evidence, and I wish to publicly acknowledge the work of Verity Paterson in leading this process.

In regards to professional learning, our Northholm teaching staff continued to receive training in Cultures of Thinking. Several teachers took part in Action Research projects aimed at deepening teachers' thinking about student learning and embedding a culture of critical and creative thinking in students. Other academic successes have taken place in the form of high student achievement in the HSC and in external English, Mathematics, Science and Geography competitions.

We had a number of outstanding individual student academic achievements which included Jackson Purchase and Ethan Yin's Year Twelve Design and Technology projects being nominated for Shape 2018. Additionally, Ethan's major Design Project the "Hiker RFID Tracker System" was entered in the *Science Teachers Association of NSW Young Scientist Competition* in September along with six other Design and Technology projects. Ethan, along with Year Eleven student, Jacob Whicker, received a Highly Commended Award in the *Working Technologically Category* for their projects, which entitled them to enter the BHP Foundation National Science Awards, Australia's most prestigious school science and engineering awards, the finalists being considered as the best and brightest student researchers and innovators in the country. Furthermore, Ethan was selected as a finalist and attended an all-expenses paid four-day educational science camp.

While it is important for students to strive to achieve their best academically, equally important is the need for balance, for students to explore the range of opportunities and experiences available to them and to understand the importance of giving back to the community. This is most evident in the fact that numerous Year twelve students have already received early entry into university, largely due to these factors.

Our Sports Presentation Evening once again confirmed the achievements of many groups and

individuals, through their sport in school and out of school, demonstrating that we continue to punch above our weight. This was apparent in our success in Zone Carnivals. Not only was Northholm awarded the Percentage Shield at both the Hills Zone Swimming and Athletics Meets, recognising us as the best performing school based on our number of students, Northholm's Boys Team placed first in the Hills Zone Athletics Carnival ahead of numerous schools who have up to four times as many students as we do.

Our commitment to a holistic education is reinforced by our successful co-curricular program. Musical groups continue to shine at Northholm. This year, The Symphonic Wind Ensemble achieved third place at the Sydney Eisteddfod, third place at the NSW State Band Championship and received a Silver Award at the NSW Sydney Band Festival. The Concert Band achieved third place at the Sydney Eisteddfod, third place overall at the NSW State Band Championship and a Silver Award at the NSW School Band Festival. Additionally, a group of students were invited to perform at the Teachers' Guild Awards night this term, receiving high praise from the coordinators and those who attended. In Drama, students were outstanding in their performances of the Senior production *As You Like It* and in the recent Year Seven and Eight production of *Cinderella*.

In Agriculture, students prepared and presented fifteen of our Northholm Dorper sheep at the Easter Show, achieving numerous ribbons for their efforts. Year Ten Agriculture students again entered the Cows Create Careers competition, advertising support of the Dairy industry, for which we again achieved first place.

In outdoor education several bronze, silver and gold adventurous journeys took place with two Year Twelve students, Devlin Greatbatch Murphy and Courtney Cameron, attaining their Gold awards prior to the conclusion of their time at school, an impressive achievement given students have until the age of 25 to complete this award.

Opportunities have also been available to students to broaden their global awareness. Led by four teachers, in the April holidays, 31 students enjoyed a cultural tour to Japan, highlights being their exploration of Tokyo and a visit to the Peace Memorial Park in Hiroshima. Community service and service learning opportunities have also been of high priority.

Northholm places great emphasis on servant leadership and this was evident in our service learning program for Senior students which included activities centred around raising awareness of global poverty and homelessness, as well as direct involvement in assisting the local community through individual and small groups, and a year group project which provided support for the education of students in a multicultural and socio-economically disadvantaged school. Other areas of service which our students have initiated and coordinated have included the Trivia Night and the school's inaugural Colour Run to raise money for Redkite, involvement in the World's Greatest Shave in support of the Leukemia Foundation and the Hills Shire Relay for Life which raises funds for the Cancer Council.

In the Pastoral Care program, presentations from external organisations were delivered to students to build awareness about issues which young people face in today's society as we want our students to develop the necessary strategies to address these issues. Presentations to students this year have focused on topics such as cybersafety, bullying, drugs and alcohol.

Year Eleven students participated in a program at Royal North Shore Hospital enabling them to see first-hand the consequences of risk-taking behaviours in everyday life.

None of these aforementioned activities, events and achievements could have taken place without people who are committed to the school and Northholm is very fortunate to continue to have students, staff, parents and members of Council who are united in working towards a common purpose of building the success of the school through providing the best opportunities that we can for our young people.

Northholm Grammar School moves towards a process of change, although the provision of individual care and the importance of encompassing the needs of the whole child will always be its core purpose. The School is guided by its final year of the Northholm Grammar School Strategic Plan 2015-2019 and valuing a holistic education for our young men and women. The School is incredibly energised by the possibilities to continually reinvent itself and make a valuable contribution to education in schools.

Christopher Bradbury  
Principal

## 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 was delegated to our Acting Principals, Mrs Jenny Pluss and Ms Verity Paterson, and their 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 2018 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.

At the conclusion of the year, we were excited by our appointment of Mr Christopher Bradbury as the new Principal of Northholm Grammar School for 2019. Mr Bradbury who held the position of Director of Teaching and Learning at The King's School, Parramatta has a wealth of experience in education. We look forward to his leadership in 2019.

Overall, there is a good provision of information to the 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**

With smiling faces and laughter, Northholm parents, carers and friends gather together at Northholm to tell a story and proudly snap a photo or two, sharing our passion and commitment. The Welcome Cocktail Party, Mother's Day and Father's Day Brekkies and School Clean Up and Picnic remind us we are members of a much larger and special family. These strong ties within our community and our contribution to the School environment are the key elements of the guiding charter of the Northholm P&C Association.

Thank you to the wonderful members of our Northholm family who give of their time, energy and enthusiasm to assist the Northholm Association and School, which includes:

- Our Second-hand Uniform Shop Team; their motto "Parents Helping Parents" is a huge understatement of their contribution.
- Our Year Group Parents and Year Group Parent Coordinator for your loyalty, support and your communication emails. You are the social glue which binds us.
- Our Special Project Coordinators Richard Mackenzie (Events), Martin Bartlett (Grants), Melissa Dimmock (Mother's/Father's Day Stalls) and Jenny Wray (Commemorative Pavers).
- Our regular sitting members who attend meetings rain, hail or shine and help out on events.

A special farewell and thank you to our leaving Year Twelve 2018 Northholm Association sitting members who have all held numerous and varied roles including Year Group Parent/Coordinator, Press Officer and Secretary throughout their time at Northholm. You have helped make the Northholm Association what it is today and your efforts over so many years are truly appreciated.

Thank you for the ongoing support from School Council, Jenny Pluss, Verity Paterson and all the fabulous staff at Northholm. Thanks also to Stephen Parkins and Ubaldo Adorna for their valued contribution in the first half of this year and, most importantly thank you Anthony Wood (Vice President), Gordon Dracup (Treasurer) and Mel Greensill (Secretary) who make up our 2018 Executive Team.

Finally, congratulations on the successful completion of the various financial commitments to the school this year, including a new industrial fan for the Lincoln Centre and supporting fans in the gym.

Angela Greatbatch  
Northholm P&C 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 2018 Leadership Team invited the Student Body and Staff to join them in taking a closer look at the 'big' issues affecting the everyday lives of teenagers. 'Curiosity' about mental health (bullying, stereotypes, depression), social media (body image, values, perception, cyber bullying, privacy), equality (racism, equality versus equity, gender, education, access to water, opportunities, indigenous) and school life (stress, balance, relationships, co-curricular, safe partying) were some of the topics being explored through open discussion, informative videos and the perspectives of specialist expert guest speakers.

Students and teachers who displayed inspiring 'curiosity' in school life were nominated and celebrated through 'Curiosity Awards'. By encouraging personal and collective 'curiosity', the Leadership Team were successful in promoting empowerment and engagement.

The Leadership Team also participated in the annual Relay for Life held at Castle Hill Showground in May. The Relay For Life, raises vital funds for the Cancer Council's research, prevention, information and support services and is a chance for Northholm to celebrate local cancer survivors, patients and their carers, to remember friends and family members lost to cancer and to raise money to help save lives. It is one way that Northholm can give back to the local community.

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.

Eliza Dessen and Jackson Purchase  
2018 School Captains



## 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 419 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 in 2018

Northholm's Annual NAPLAN results for Years Three, Five, Seven and Nine in 2018 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).

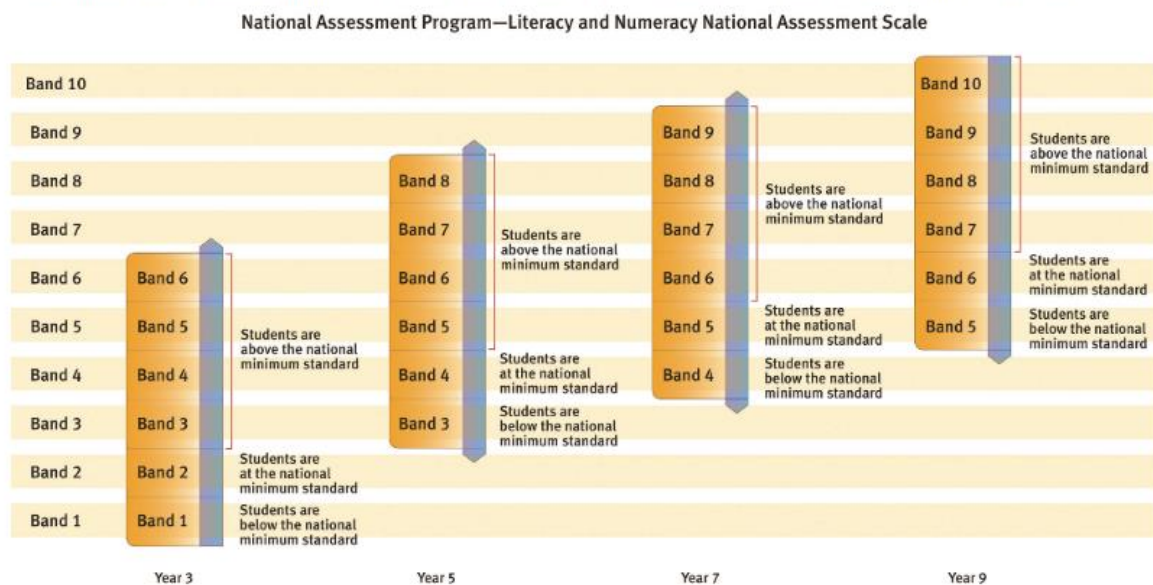
Selected data from the 2018 NAPLAN tests are presented below.

#### Year Nine

Results for Year Nine (43 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 2018:

#### NAPLAN

The minimum standards and common scales for NAPLAN results across all year levels are illustrated in the picture below:



- 86% of students were at or above national minimum benchmarks for reading
- 75% of students were at or above national minimum benchmarks for writing
- 79% of students were at or above national minimum benchmarks for spelling
- 89% of students were at or above national minimum benchmarks for grammar and punctuation
- 93% 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 2016, 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/literacy.

Year 9					
School vs State Results					
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Band 10</b>					
State	8.2	5.3	8.2	9	13
Northholm	11.6	4.7	7	9.3	23.8
<b>Band 9</b>					
State	6.6	9.8	18.8	17.9	17.4
Northholm	20.9	7	30.2	23.3	28.6
<b>Band 8</b>					
State	30.1	24.9	29.2	29.3	26.2
Northholm	34.9	32.6	27.9	41.9	26.2
<b>Band 7</b>					
State	25.6	21.5	24.7	19.5	27.5
Northholm	18.6	30.2	14	14	14.3
<b>Band 6</b>					
State	14.2	19.6	10.7	17.5	13.3
Northholm	11.6	16.3	16.3	9.3	7.1
<b>Band 5</b>					
State	5.1	14	7.9	6.4	2.4
Northholm	2.3	7	4.7	2.3	0
<b>Band 4</b>					
State	0.1	14	0.3	0.4	0.1
Northholm	0	7	0	0	0
<b>Band 3</b>					
State	0	1.2	0.2	0.1	0
Northholm	0	0	0	0	0
<b>Band 2</b>					
State	0	0.3	0	0	0
Northholm	0	0	0	0	0
<b>Band 1</b>					
State	0	0.9	0	0	0
Northholm	0	0	0	0	0

### Year Seven

Results for Year Seven (52 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 2018:

- 98% of students were at or above national minimum benchmarks for reading
- 86% of students were at or above national minimum benchmarks for writing
- 90% of students were at or above national minimum benchmarks for spelling
- 92% of students were at or above national minimum benchmarks for grammar and punctuation
- 98% 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 2016, 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 7					
School vs State Results					
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Band 10</b>					
State	0.6	1	0.6	1	0.8
Northholm	0	0	0	0	0
<b>Band 9</b>					
State	11.8	3.7	12.7	14.8	13.5
Northholm	19.2	3.9	15.4	19.2	26.9
<b>Band 8</b>					
State	18.9	14.9	23	15.4	17.7
Northholm	26.9	29.4	28.8	11.5	19.2
<b>Band 7</b>					
State	27.2	20.7	25.9	26.5	28.7
Northholm	38.5	25.5	26.9	36.5	42.3
<b>Band 6</b>					
State	24.6	27.2	22.2	22.1	25.3
Northholm	13.5	27.5	19.2	25	9.6
<b>Band 5</b>					
State	12	22.9	9.5	14	11.7
Northholm	1.9	11.8	7.7	5.8	1.9
<b>Band 4</b>					
State	4.6	6.3	5.7	5.9	2.2
Northholm	0	0	1.9	1.9	0
<b>Band 3</b>					
State	0.2	2.3	0.3	0.3	0
Northholm	0	2	0	0	0
<b>Band 2</b>					
State	0	0	0.2	0	0
Northholm	0	0	0	0	0
<b>Band 1</b>					
State	0	0.7	0	0	0
Northholm	0	0	0	0	0

### Year Five

Results for Year Five (16 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 5 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 2018:

- 73% of students were at or above national minimum benchmarks for reading

- 69% of students were at or above national minimum benchmarks for writing
- 73% of students were at or national minimum benchmarks for spelling
- 93% of students were at or above national minimum benchmarks for grammar and punctuation
- 94% of students were at or 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 the state average, this data has been used with other diagnostic evidence to identify needs for targeted support in numeracy and literacy.

Year 5					
School vs State Results					
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Band 10</b>					
State	0.5	0	0.2	0.6	0.1
Northholm	0	0	0	0	0
<b>Band 9</b>					
State	1.2	0.5	0.4	1.4	0.7
Northholm	0	0	0	0	0
<b>Band 8</b>					
State	17.4	4.6	14.6	18.1	12.5
Northholm	13.3	0	6.7	0	0
<b>Band 7</b>					
State	20.9	11.5	22.7	18.1	19.7
Northholm	20	0	0	13.3	18.8
<b>Band 6</b>					
State	23.8	27.2	31.1	29.1	25.9
Northholm	26.7	12.5	33.3	26.7	31.3
<b>Band 5</b>					
State	19.5	35.9	17.7	16.2	26.3
Northholm	13.3	56.3	33.3	53.3	43.8
<b>Band 4</b>					
State	11.1	11.5	9.4	11	12.1
Northholm	20	31.3	20	6.7	6.3
<b>Band 3</b>					
State	4.5	7	3.6	4.9	2.6
Northholm	6.7	0	6.7	0	0
<b>Band 2</b>					
State	0.7	1.1	0.4	0.5	0.1
Northholm	0	0	0	0	0
<b>Band 1</b>					
State	0.2	0.7	0.1	0.1	0
Northholm	0	0	0	0	0

### Year Three

In Year Three (16 Students) the National Minimum Standard is at Band 2 in each of the NAPLAN assessments.

At Northholm Grammar School in 2018:

- 81% of students were above national minimum benchmarks for reading
- 100% of students were above national minimum benchmarks for writing
- 94% of students were above national minimum benchmarks for spelling
- 94% 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 3					
School vs State Results					
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>Band 10</b>					
State	0.1	0	0	0.2	0
Northholm	0	0	0	0	0
<b>Band 9</b>					
State	0.3	0	0	0.6	0
Northholm	0	0	0	0	0
<b>Band 8</b>					
State	1	0.3	0.4	1	0.2
Northholm	0	0	0	0	0
<b>Band 7</b>					
State	2.2	1.8	1.6	2.3	1
Northholm	0	6.3	0	0	0
<b>Band 6</b>					
State	27.7	10.9	25.8	30.9	17.8
Northholm	50	6.3	0	37.5	12.5
<b>Band 5</b>					
State	24.7	36	25	16.8	25.7
Northholm	18.8	50	50	12.5	37.5
<b>Band 4</b>					
State	20.2	24.3	21	23.2	26.5
Northholm	12.5	31.3	43.8	31.3	31.3
<b>Band 3</b>					
State	12.8	18.4	13.7	12.5	16.6
Northholm	18.8	6.3	0	12.5	18.8
<b>Band 2</b>					
State	7.2	5.4	8	8.2	10.1
Northholm	0	0	6.3	0	0
<b>Band 1</b>					
State	3.8	0	4.5	4.2	2.1
Northholm	0	0	0	6.3	0

## State Averages

School Vs State Average												
	Total		Reading		Writing		Spelling		Grammar/Punctuation		Numeracy	
	School	State	School	State	School	State	School	State	School	State	School	State
Year 9	607.8	583.81	612.7	589.43	568.5	550.71	607.9	590.11	610.1	585.59	640.4	603.53
Year 7	573.8	542.49	582	544.9	544.5	511.83	571.6	551.87	572.6	549.45	597.5	554.54
Year 5	474.8	499.86	505.5	511.4	447.2	470.31	467.3	508.5	468.9	509.22	486.3	499.82
Year 3	437.5	425.96	468.2	437.71	434.7	414.26	421	426.48	433.8	437.67	429.8	413.6

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 3: Reading, Writing, Numeracy

Year 7: Reading, Writing, Spelling, Grammar/Punctuation and Numeracy

Year 9: Reading, Writing, Spelling, Grammar/Punctuation and Numeracy

The Year 5 students performed below the Australian average in Reading, Writing, Spelling, Grammar/Punctuation and Numeracy. Substantial learning support and explicit remedial literacy and numeracy programs are offered to these students to improve their outcomes.

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

### RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The school had one student who 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>

### SENIOR SECONDARY OUTCOMES

19% of students received a Band 6 result.

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

80% of subjects were above state average.

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

Highest ATAR was 93.7.

### HIGHER SCHOOL CERTIFICATE 2018

In 2018, 59 Northholm students sat for the NSW Higher School Certificate in 28 courses. In total, 98% of candidates achieved marks of 50 or more (Band 2 or higher) across all their courses. Of the 16 extension course enrolments, all students achieved 32 marks or more out of 50 (100%) with 50% of the candidature achieving 35 marks or more. In general, 71% of student achievement was at or above state level.

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

### 2018 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	2018	5	60	29	40	26
	2017	3	67	80	33	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	2018	17	100	85	0	15
	2017	10	100	81	0	19
	2016	17	100	83	0	17
	2015	19	100	84	0	16



<i>Subject</i>	<i>Year</i>	<i>No of students</i>	<i>Performance band achievement by %</i>			
			<i>Bands 3-6</i>		<i>Bands 1-2</i>	
	2014	9	78	85	22	15
	2013	21	91	85	9	15
	2012	19	95	77	5	23
	2011	19	100	80	0	20
<i>Biology 2 unit</i>	2018	13	100	90	0	10
	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
<i>Business Studies 2 unit</i>	2018	15	94	88	6	12
	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
<i>Chemistry 2 unit</i>	2018	6	67	89	33	11
	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
<i>Design and Technology 2 unit</i>	2018	8	100	97	0	3
	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
<i>Drama 2 unit</i>	2018	4	100	98	0	2
	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

<i>Subject</i>	<i>Year</i>	<i>No of students</i>	<i>Performance band achievement by %</i>			
			<i>Bands 3-6</i>		<i>Bands 1-2</i>	
	2012	5	100	98	0	2
	2011	11	100	98	0	2
<i>Economics 2 unit</i>	2018	6	83	92	17	8
	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
<i>Engineering Studies</i>	2018	5	100	0	91	9
	2017	6	100	90	0	10
<i>English: (Standard) 2 unit</i>	2018	42	95	85	5	15
	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
<i>English: (Advanced) 2 unit</i>	2018	16	100	91	0	9
	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
				<i>Band E2-4</i>		<i>Band E1</i>
<i>English Extension 1 1 unit</i>	2018	2	100	100	0	1
	2017	6	100	99	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
<i>English Extension 2 1 unit</i>			<i>Band E2-4</i>		<i>Band E1</i>	
	2018	0	N/A	N/A	N/A	N/A
	2017	4	100	99	0	1

<i>Subject</i>	<i>Year</i>	<i>No of students</i>	<i>Performance band achievement by %</i>			
			<i>Bands 3-6</i>		<i>Bands 1-2</i>	
	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
<i>Geography 2 unit</i>	2018	5	100	88	0	12
	2017	N/A	N/A	N/A	N/A	N/A
	2016	N/A	N/A	N/A	N/A	N/A
	2015	N/A	N/A	N/A	N/A	N/A
	2014	N/A	N/A	N/A	N/A	N/A
	2013	N/A	N/A	N/A	N/A	N/A
<i>Information Processes and Technology 2 unit</i>	2012	4	100	88	0	12
	2011	7	100	91	0	9
	2018	N/A	N/A	N/A	N/A	N/A
	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
<i>Legal Studies 2 unit</i>	2012	10	80	81	20	19
	2011	7	71	83	89	17
	2018	17	94	86	6	14
	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
<i>Mathematics General 2 unit</i>	2012	2	100	88	0	12
	2011	12	100	89	0	11
	2018	31	90	80	10	20
	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
<i>Mathematics 2 unit</i>	2012	30	100	80	0	20
	2011	26	100	80	0	20
	2018	16	100	93	0	7
	2017	17	94	89	6	9
	2016	11	100	92	0	8
	2015	9	89	91	11	9

<i>Subject</i>	<i>Year</i>	<i>No of students</i>	<i>Performance band achievement by %</i>			
			<i>Bands 3-6</i>		<i>Bands 1-2</i>	
	2014	11	82	91	18	9
	2013	15	100	93	0	7
	2012	15	87	89	13	11
	2011	12	100	91	0	9
			<i>Band E4-2</i>		<i>Band E1</i>	
<i>Mathematics Extension 1 1 unit</i>	2018	5	100	96	0	4
	2017	4	100	97	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
<i>Mathematics Extension 2 2 unit</i>	2018	2	100	98	0	2
	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
<i>Modern History 2 unit</i>	2018	5	100	85	0	15
	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
			<i>Band E4-2</i>		<i>Band E1</i>	
<i>History Extension 1 unit</i>	2018	6	100	99	0	1
	2017	6	100	98	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
<i>Music 1 2 unit</i>	2018	1	100	98	0	2
	2017	2	100	98	0	2
	2016	2	100	98	0	2
	2015	4	100	98	0	2

<i>Subject</i>	<i>Year</i>	<i>No of students</i>	<i>Performance band achievement by %</i>			
			<i>Bands 3-6</i>		<i>Bands 1-2</i>	
	2014	2	100	97	0	3
	2013	10	100	98	0	2
	2012	2	100	98	0	2
	2011	2	100	97	0	3
<i>Music 2 2 unit</i>	2018	4	100	100	0	0
	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
<i>Music Extension 1 unit</i>	2018	1	100	99.8	0	.2
	2017	N/A	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
<i>Personal Development, Health and Physical Education 2 unit</i>	2018	24	92	86	8	14
	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
<i>Physics 2 unit</i>	2018	6	100	87	0	100
	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
<i>Senior Science 2 unit</i>	2018	N/A	N/A	N/A	N/A	N/A
	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

<i>Subject</i>	<i>Year</i>	<i>No of students</i>	<i>Performance band achievement by %</i>			
			<i>Bands 3-6</i>		<i>Bands 1-2</i>	
	2012	0	N/A	N/A	N/A	N/A
	2011	5	100	94	0	6
<i>Society and Culture 2 unit</i>	2018	19	100	93	0	7
	2017	13	100	93	0	7
	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>	2018	1	100	89	0	11
	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>	2018	6	100	99	0	1
	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>	2018	1	100	97	0	3
	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
	2012	5	100	97	0	3
	2011	0	N/A	N/A	N/A	N/A
<i>Primary Industries</i>	2018	8	100	97	0	3
	2017	7	86	72	14	28

<i>Subject</i>	<i>Year</i>	<i>No of students</i>	<i>Performance band achievement by %</i>			
			<i>Bands 3-6</i>		<i>Bands 1-2</i>	
	2016	N/A	N/A	N/A	N/A	N/A
	2015	N/A	N/A	N/A	N/A	N/A
	2014	N/A	N/A	N/A	N/A	N/A
	2013	N/A	N/A	N/A	N/A	N/A
	2012	N/A	N/A	N/A	N/A	N/A
	2011	N/A	N/A	N/A	N/A	N/A

**Trends in student performance 2008 – 2018** 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 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 2018 with a comparison to 2008-2018. (NB: Bands 5 and 6 refers to students gaining at least one result in the higher Bands 5 and/or 6)

	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
<i>Highest ATAR</i>	93.7	99.1	98.9	97.9	99.05	97.95	98.05	94.35	97.80	97.05	99.65
<i>Bands 5 and 6</i>	81%	81%	70%	62%	63%	72%	83%	62.5%	73%	64%	84%

The 2018 results reflected a static performance compared with 2017 when assessing Band 5+ attainment. However, there were significantly less Band 6 results in 2018. In summary:

19% of students received a Band 6 result.

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

67% of subjects above state average.

42% of 2 unit subjects taught at Northholm Grammar School achieved Band 6/E4 results.

## VOCATIONAL EDUCATION AND TRAINING

In 2018, 22% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

<b>Year 12</b>	<b>Qualification/Certificate</b>	<b>Percentage of Students</b>
2018	HSC	99%
2018	VET qualification	1%

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

## THEME FIVE: PROFESSIONAL LEARNING AND TEACHER STANDARDS

### STAFF QUALIFICATIONS

In accordance with NESAs guidelines, we report that in 2018 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.	56
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.	-
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)*

Note: All teachers in the category (ii) have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher.

### 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 NESAs	Experienced Teacher AIS
9	47	4

It should also be noted that in this reporting period the School has actively encouraged staff to seek accreditation through the Independent Schools Accreditation Authority (ISTAA). In this reporting period one teacher has 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

### Professional Learning

In 2018, teachers 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 (external courses) was \$446.

Teachers undertook a range of activities provided by the Association of Independent Schools and their own Professional Associations to support the staged implementation of the Australian Curriculum. Syllabus expertise and development of resources for new syllabi was a focus. Further to this, the School continued to fund a 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 as a whole staff was 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.

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 NESAs Teaching Standards. Additionally, there are a number of teachers working towards Proficient Teacher, Maintenance of Proficient Teacher, Experienced Teacher and Maintenance of Experienced Teacher through the accreditation process. Four teachers, three secondary and one primary, received their Experienced Teacher Accreditation in 2018. 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 2018.

<b>EXTERNAL COURSES ATTENDED:</b>	
<b>Leadership</b>	
Agility in Leadership	2
<b>Teacher Accreditation</b>	
Supporting Teachers through Accreditation – Experienced teacher Standards Based 2018	2
Becoming Accredited at Experienced Teacher through Standards Based Pathway	1
Supporting teachers through Accreditation – ET AR Pathway	2

<b>Curriculum, Learning and Teaching</b>	
ACHPER Stage 6 Conference	1
AIS PDHPE Conference 2018 – The state of play in PDHPE K-10	2
AIS Science Conference	1
Biennial Conference of the Federation of Association of Teachers of French in Australia	1
Biology, Earth and Environment and Investigating Science Conference	1
Creating your experienced teacher digital portfolio	3
Crusaders Teachers and Chaplains Day	1
Dance PI3y – Online Dance Instructor Course	1
Directors of Studies Conference - 2018	1
EBE NSW Economics Update Conference 2018	1
Familiarisation – Revised Stage 6 English	1
Geography Teachers Association Conference – My Challenging Geography Classroom	1
GIS for Schools	1
Gourmet Mushroom Cultivation Course	1
School Law NSW 2018	1
Law for School Counsellors 2018	1
MANSW Conference	1
MANSW Annual Conference in New Horizons - 2018	1
Morrisby Career Tool Training	1
Module A – Intertextual Perspectives – Nineteen Eighty Four and Metropolis	1
Nationally Consistent Collection of Data – Moderation and Support	1
National Primary Visual Arts Conference	1
New Stage 6 Syllabus Content – Extension 1 and 2	1
NSW School Archives SIG RRDS Workshop	1
Painting and Drawing techniques	1
PDHPE Teacher Association Annual State Conference – Passionate Progressive, Purposeful	1

PDHPETA conference	1
Primary Industries Network Day	1
Printmaking	1
Programming the new K-10 Languages Syllabuses	1
Recreating History – History Conference	1
Resin / Gelli Plate Workshop	1
RoSA and HSC Eligibility Credentialing Workshop	1
Society and culture professional learning	1
Schools online / Students online workshop	1
STANSW Physics Conference	1
STEAM Primary Workshop	1
Teaching Preliminary Business Studies for the first time	1
Teaching HSC Business Studies for the first time	1
Unpacking the PDHPE K-10 Syllabus	2
Unpacking the K-10 PDHPE Propositions	1
Workshop on RAP Analysis, HSC Moderation and Standards Setting	1
Wisdom to Ways: Enhancing Student wellbeing Conference	1
<b>Pastoral Care</b>	
AIS Hills Schools Counsellor PD Group	1
Emotional Health in Schools	1
Social and Emotional development to enhance learning through Guy Claytons	1
Peaceful kids and mindfulness training	1
<b>Mandatory Training</b>	
Senior First Aid Course	1
<b>Differentiation of Curriculum/Learning Support</b>	
Literacy Test and Numeracy Test	1
Macquarie University Multilit	1
NCCD Network Meeting	1
NCCD Training	1
Disability Provisions Workshop	2

<b>Junior School</b>	
Dealing with School parents who are upset, unreasonable or aggressive workshop	1
From Wisdom to Ways – Enhancing student well-being	1
Move and Improve – Game Sense Workshop	1
Move and Improve – Connecting Teachers with Physical Activity	1
Optimising the impact of classroom observations	1
<b>Technology</b>	
Azure Discovery Day	1
CompNow Technical Seminar	1
Edumate Training – Private consulting services	1
Edutech congress and Expo	1
Mac Help Desk and JAMF Pro User Training	2

<b>INTERNAL COURSES ATTENDED:</b>	
<b>Mandatory Training</b>	
First Aid and CPR training	65
Action Research	8
Chemical Safety	59
Workplace Health and Safety	24
Headspace	44
First Aid refresher	17
CPR Refresher	76
Eligible Data Breach Reporting Procedures	50
Staff motivation and wellbeing	50
<b>Curriculum</b>	
Cultures of Thinking	3
Teaching for Learning (Action Research)	18
Speech Pathology Presentation	42

## THEME SIX: WORKFORCE COMPOSITION

### NATIONALITY

No member of staff reports being 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 2018

School Staff 2018	
Teaching staff	53
Full-time equivalent teaching staff	48.5
Non-Teaching staff	36
Full-time equivalent non-teaching staff	26.2

## THEME SEVEN: STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

### 1. Attendance Rates for students

FORM	2017 Attendance Overall	2018 Attendance Overall	2018 Attendance Male	2018 Attendance Female	2018 Attendance Indigenous Male	2018 Attendance Indigenous Female
Kindergarten	94.10%	94.50%	94.80%	94.40%		
Pathways	96.20%	83.30%		83.30%		
Year 01	94.00%	94.50%	93.70%	96.80%		
Year 02	93.30%	94.50%	95.70%	92.90%		
Year 03	96.40%	94.00%	93.80%	94.40%		
Year 04	94.00%	90.60%	94.10%	88.10%		
Year 05	93.30%	93.90%	95.20%	92.30%		
Year 06	92.80%	93.40%	94.30%	92.60%		95.10%
Year 07	95.70%	96.00%	95.80%	96.40%		
Year 08	95.60%	91.90%	91.60%	92.50%		
Year 09	94.00%	92.50%	94.60%	90.10%		
Year 10	95.50%	92.90%	94.60%	90.40%	89.10%	
Year 11	94.50%	93.50%	94.20%	92.30%		
Year 12	94.60%	93.60%	95.20%	91.00%		83.80%
Year 5/6		92.70%	94.90%	89.40%		

Whole School Rates:

93% of students attended school on average each school day in 2018. This was similar to the daily attendance in 2017 (95%).

For whole school student attendance rates, please refer to the school's data on the My School website: <http://www.myschool.edu.au>

#### Management of non-attendance

The Principal of Northholm Grammar School maintains a register, in a form approved by the Minister, of the enrolments and daily attendances of all children at the school, which includes information for each student as required by Section 3.8 of the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-Government Schools (NSW) Manual.

Where the parents of a student of compulsory school age seek an exemption from attendance at school or an exemption from enrolment, the Principal will process the parent's application in accordance with the guidelines from NSW Department of Education.

The Principal may exercise the Minister's delegation under Section 25 of the Education Act in relation to granting and cancelling a certificate of exemption from being enrolled and attending school in certain prescribed circumstances.

## **PROCEDURE: STUDENT ATTENDANCE AND LEAVE**

### Notes and Procedures

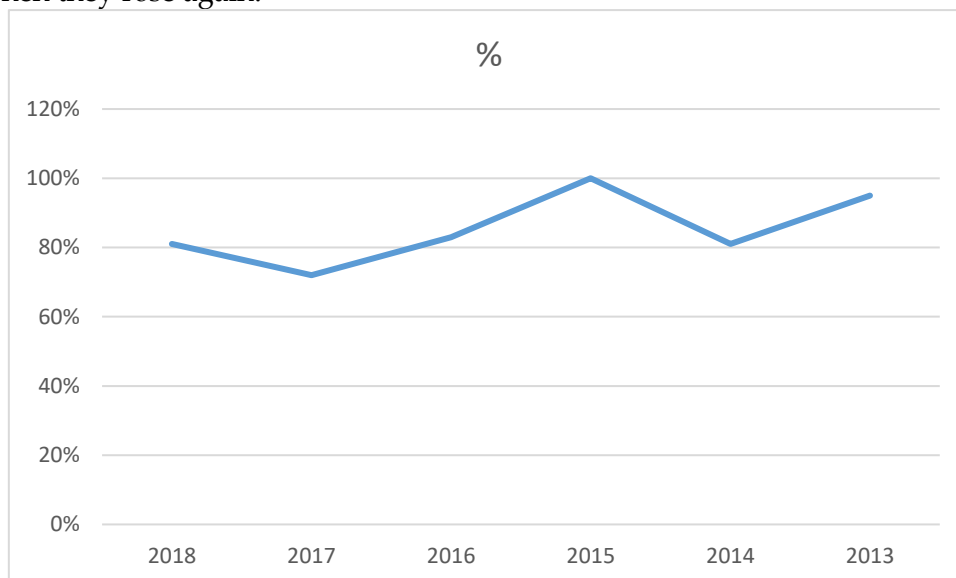
- The Edumate database management system is the primary record and register of all rolls.
- Rolls are to be marked in Senior School by the teacher in charge of each class during Period 1 or in Junior school by the class teacher during the morning period or the event leader should there be an excursion scheduled. If a teacher can't access Edumate, a paper roll or communication of absent students will be sent to the Attendance Administrator and entered in Edumate.
- If a child is absent from School due to sickness on a given day, the parent is required to contact (phone or email) School Reception and inform the School of this absence, prior to 9.00 am. Phone calls need to be followed up with write/email/electronic verification.
- On the basis of absences recorded in Edumate for Period 1, an SMS will be sent at 10.10 am to parents whose children are recorded as absent and where no notification has been received. The SMS is actioned by Attendance Administrator.
- Teachers are required to mark and record the roll for every academic class.
- Partial absences will be recorded by Reception when students sign in/sign out.
- Discrepancies in rolls are to be checked by the Attendance Administrator and followed up, where required by Head of Administration, Director of Junior School or Director of Student Development (truancy concerns).
- In case of a "present" student being absent for an individual class, the teacher is to notify the Head of Administration immediately. If a student is attending Music tuition or with a Counsellor, they have their name entered in Edumate by the Attendance Administrator through [absent@northholn.nsw.edu.au](mailto:absent@northholn.nsw.edu.au). The Counsellor or Music teacher rings or emails the Attendance Administrator to confirm attendance.
- Teachers are to mark an appropriate roll directly into Edumate when taking students offsite (ie: for sport, PASS or an excursion) alternatively they can mark a paper roll and hand in or email to the Attendance Administrator. For excursions where students meet at a venue, staff should phone the School with names of absentees.
- In the case where students in Years Ten, Eleven or Twelve have missed a schedule Assessment Task, they are also required to provide a relevant Doctor's Certificate, which is provided to the Director of Learning and Teaching and a copy of this saved to the student's master file.

- Parent notes/emails verifying absences are to be forwarded to [absent@northholm.nsw.edu.au](mailto:absent@northholm.nsw.edu.au) for processing (as per the procedure set out below) and uploading to the student's file.
- Parents are contacted by automated SMS through Edumate at 10.10 am on the day of the absence, alerting parents that verification has not been received by the School. Unverified and verified absences are recorded as separate items on student Semester Reports and saved on student's files and stored in the Business Office.
- All family holidays during term time will be counted as absence as parents are requested not to take their child/ren out of school outside of the school holiday period. If parents choose to holiday during term time a request must be made in writing to the Principal via the form.
- Requests for extended leave for participation in elite sporting events or employment in the entertainment industry must be made in writing using the form Application Exemption Form Attendance at School form. This is reviewed by the Principal. If approved by the Principal, a letter of Exemption from Attendance is issued for the student. The letters are generated from the Principal's office. A copy is saved to the student's History in Edumate.
- Where parents repeatedly fail to notify the school of legitimate absences, the school will write a letter to the parents requesting that they comply with the school's notification procedures. In cases of serious non-compliance, the school may request that the parents/carers attend a meeting with the Director of Junior School, the Director of Learning and Teaching or Principal to discuss the importance of parental notifications in ensuring the safety of all students. In case there is not an acceptable reason for the student's absence, parents/carers will be contacted by the Principal to a meeting to discuss issues related to absenteeism, particularly the expectation that students attend school every day and meet NESA course completion requirements regarding attendance, as well as exploring the factors contributing to the significant absences.
- Where appropriate, the school will work with the parents/carers and the students to develop an Attendance improvements Plan that responds to specific contributing factors.
- If a student is absent from school more than 3 consecutive days without notifying the school, the Tutor/Teacher will be alerted by an automated report. The Tutor/Teacher will contact the child's parents/carers to determine why the student is absent from school. Support will be provided where required.
- If a student is identified at risk of not meeting course attendance requirements or an overseas student is identified as being at risk of not attending for more than 80 % of the course contract hours, the parents/carers will be contacted by the Principal to attend a meeting to discuss the expectation that students attend school everyday and meet NESA course completion requirements regarding attendance, as well as exploring the factors contributing to the significant absences.



## 1. Student Retention Rates and Post School Destinations

81% of the 2016 Year 10 cohort completed Year 12 in 2018. The retention rates over the past five years have been inconsistent, but the trend has been steadily declining, until 2018 when they rose again.



## TERTIARY STUDIES

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.

After completing their HSC, students from the 2018 cohort have gained entry into a variety of Tertiary courses including:

- Mechatronic Engineering (UNSW)
- Law and Science (Macquarie)
- Bachelor of Economics (Sydney)
- Physiotherapy (University of Western Sydney)
- Bachelor of Architecture and Environments (Sydney)
- Bachelor Secondary Education- Modern History & Geography (Macquarie)
- Applied Finance and Economics (Macquarie)
- Security Studies (Macquarie)
- Bachelor of Business Administration with a Bachelor of Commerce - Professional Accounting (Macquarie)
- Communications and Information Systems Sailor (Navy)
- ICMS for event management
- Bachelor of Sustainable Agriculture and Food Security
- Bachelor of Social Science - major in Psychology and Sociolinguistics - Art Therapy (Macquarie).

Students who have left in Year 10 have typically done so due to family circumstances, financial situations or to pursue vocational training. A number of students choose to complete their senior studies at a larger, typically lower fee-charging school.

## **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 a 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 to 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 database 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 parents/ carers 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 database 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 database system (Edumate) for staff reference.

The Registrar will assist with uniform, bus pass, BYOT, 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 the best Tutorial Group placement.
  4. The Heads of Department confirm student classes in consultation with the 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 the 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 acknowledgment 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 the 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 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 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 2018. 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 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 2018. 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 and is on Sharepoint.

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

2018 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 2018		
Area	Priorities	Achievements
Increasing our academic focus	<p>Inspire students to be lifelong learners through engaging lesson content and delivery.</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>Commenced planning for the introduction of Food Tech and Digital Technologies</p> <p>Continued Cultures of Thinking framework for whole school training; Action Research Projects aimed at deepening teachers' thinking about student learning and embedding a culture of critical and creative thinking</p> <p>Provided quality professional development courses to support mandatory accreditation and maintenance for all teachers this year.</p> <p>Introduced da Vinci Decathlon involvement as a co-curricular activity for Senior School students</p> <p>Introduced a STEAM Group which placed 3<sup>rd</sup> in the Metro Minds STEAM Challenge final</p> <p>Provided the opportunity for students to enter the STANSW Young Scientist Awards to carry out scientific investigations or creating an innovative device.</p> <p>Successful completion of five-yearly Registration and Accreditation process, conducted by NESA ensuring all curriculum</p>



		documents relating to programming, assessment and evaluation and school policies and procedures were up to date.
Enhancing Spiritual and Personal Growth	<p>Enable staff and students to express their faith, spirituality and core beliefs with confidence</p> <p>Maintain personalised attention for all students from Kindergarten to Year 12</p> <p>Promote greater empathy and understanding of others</p> <p>Introduce further opportunities for leadership development</p>	<p>Continued opportunity for student and staff speakers at Chapel each week</p> <p>Continued development and follow up of student PEPs</p> <p>Provided an extensive number of presentations for students (and parents and staff) on the responsible use of technology and ethical behaviour online; safe partying and the impact of risk-taking behaviour and substance abuse; cyberbullying, harassment and unhealthy friendship groups; the detrimental impact of pornography; and the PARTY program to see the consequences of risk-taking behaviours</p> <p>Staff and students undertook a cultural tour to Japan</p> <p>Increased student involvement in the local community through music and drama student performances at Rowland Village in Galston.</p> <p>Student-led initiatives through individual or group projects in support of The Red Kite Foundation, Beyondblue, The Leukaemia Foundation, Buy a Bale</p> <p>Senior School student-led initiatives including a Colour Run and Relay for Life events</p>

	Extend the co-curricular opportunities available to students to reflect the K-12 enrolment	<p>Increased opportunity for Junior School leadership through involvement in whole school events and Junior School specific weekly Chapels and Assemblies and special events</p> <p>Increased lunchtime clubs for Junior School students – eg Wheelie Wednesday (teaching students to ride scooters safely) builds resilience; Junior School Drama Production</p>
School Environment	Model responsible and respectful use of the Earth's resources	<p>Further development of the Bush Regeneration group</p> <p>Introduction of the Junior School Sustainability Club</p>
Embracing the Future	Optimise our service delivery through effective use of information and communication technologies	<p>Awarded eSmart school status. which assists schools to develop a multi-faceted, systematic, whole-school approach to address issues such as cyber-safety, bullying and digital literacy</p> <p>Development of Parent Portal for all year groups (Kindergarten to Year Twelve) in the areas of Curriculum, Co-Curriculum, House, Events, IT Support, Canteen, Uniform, P&amp;C, Transport and the Weekly Record to improve and streamline communication between the school and parents</p> <p>Extended use of social media to promote student activities and success.</p> <p>Implemented Canvas as an online learning platform.</p>

		Implementation of online testing platforms.
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## 2019 Improvement Targets

These will include but are not limited to:

- Encourage intellectual rigour, independent thinking and valuing academic study and achievement.
- Build a culture whereby students strive for excellence can be identified through pride for the School, in our uniform and our appearance. A desire for excellence in learning both in the classroom and outside will remain at the heart of our educational mission and practice.
- Develop good character through challenging and stimulating young people in resilience, grit, leadership, critical thinking and emotional intelligence.
- Begin the process of formulating the next Strategic Plan by engaging with staff, students, parents and alumni.
- Projection of Year Twelve achievement in HSC based on assessment data.
- Review of NAPLAN data over past five years
- Ranks provided on Year Nine to Twelve Student Reports.
- Exploration of Edumate Parent Portal and continuous reporting.
- Developing greater professional development opportunities for staff and becoming a NESA Endorsed provider.
- Investigate additional ways of tracking staff performance specifically for accreditation and maintenance for all teaching staff.
- Continue to build on school involvement in the broader community.

## **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 traveling 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 2018 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 fundraising 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 provide 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 2018, 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 over \$10000 for Redkite; the organisation of the Senior School's inaugural Colour Run; raising funds for the Leukaemia Foundation through student involvement in The World's Greatest Shave; the coordination of a series of activities and a Bean Bag and Movie Night, raising over \$1700 for Rainbow Club; the coordination of the Northholm Coffee Cart with sales profits going directly to assisting drought-stricken farmers

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 Captains and Leaders participated in a range of activities including the leadership of Assemblies, House carnivals and events and school tours on Information Mornings, Information Evenings and Open Days. A key feature was their coordination of a Disney/Pixar Party, the profits being donated to the Buy a Bale Campaign, as well as the leadership of other student-led activities to support our farmers.

### **Year Six Leadership**

Junior School Captains, House Captains and Co-Curricular Captains coordinated and led Junior School Assemblies, represented the Junior School at whole school events, assisted with Junior School Chapels, coordinated the Junior School Canteen and participated in community service events. Additionally, the Leadership Team co-ordinated a Fiver for a Farmer Day for Junior School students.

### **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 of each group is outlined below:

- **Kindergarten to Year Two** - Animal welfare and service to animals
- **Years Three and Four** – Humour Therapy Project
- **Years Five and Six** - Our Closest Neighbours - investigating Australia's Official Development Assistance Program (ODA) and its importance for Australia, Torres Strait Islands and Indo-Pacific Countries
- **Year Seven World Vision** - Poverty awareness globally
- **Year Eight** - Homelessness
- **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.

Additionally, Year Ten students built connections with residents at Rowland Village in Galston through musical and drama performances.

## **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.

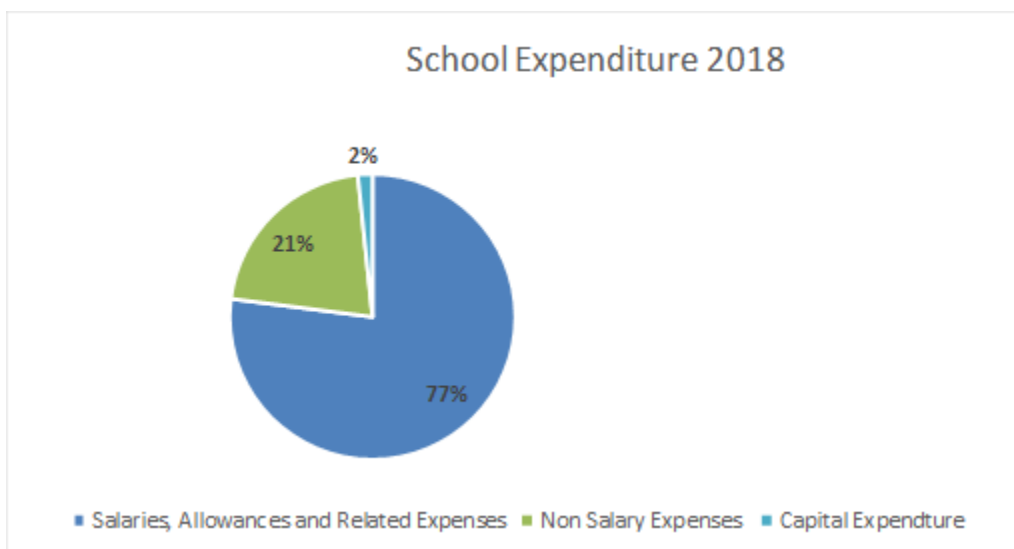
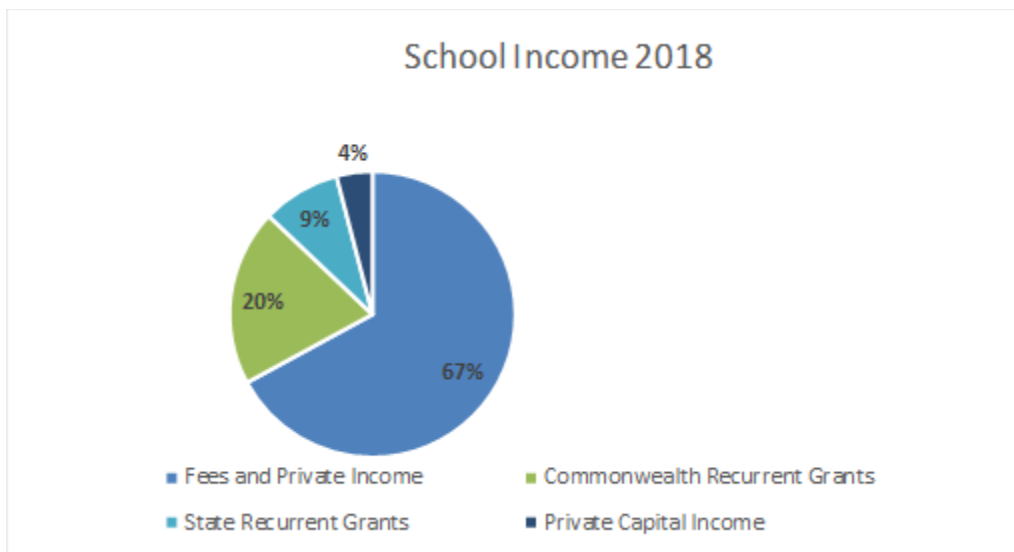
Formal and informal opportunities including school events, gatherings and parent-teacher meetings, provide parents with the opportunity to meet and speak to members of the Senior Executive. Students are encouraged to speak with Tutors, Teachers, Heads of House and the Senior Executive about any concerns 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, is 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 needs.

*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)