

Annual Report **2019**



Northholm
Grammar

Challenging minds. **Creating** futures.



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2019 was a year of discovery by building opportunities to engage with our community.

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Contents

Message from key school bodies	4
Message from the Principal	4
Message from the Chair of Council	7
Message from the President of the Northholm Association	9
Message from the School Captains	11
Contextual information	12
About Northholm Grammar	12
Student outcomes in standardised national literacy and numeracy testing	15
Northholm Grammar NAPLAN results 2019	15
Year 3 results	16
Year 5 results	17
Year 7 results	18
Year 9 results	19
Senior secondary outcomes (student achievement)	21
NSW Higher School Certificate (HSC)	21
Vocational Education and Training (VET)	23
Teacher qualifications and professional learning	24
Professional learning	24
Teacher standards	25
Workforce composition	25
Student attendance and retention rates in secondary schools	27
Attendance rates for students	27
Management of non-attendance	27
Student attendance procedures	28
Student retention rates	28
Policies	29
Enrolment Policy	29
Student Welfare Policies	31
Anti-Bullying Policy	31
Discipline Policy	31
Policies for Complaints and Grievances Resolution	31
School determined improvement targets	32
Teaching and learning	32
Professional learning and human resources	33
Community, partnerships and alliances	33
Initiatives promoting respect and responsibility	34
Respect	34
Leadership	34
Service Learning Program	35
Parent, student and teacher satisfaction	37
Summary financial information	38
School income 2019	38
School expenditure 2019	38
Publications requirements	38

Message from key school bodies

Message from the **Principal**

It has been both an honour and a privilege to take on the position as Principal of Northholm Grammar and I consider it to be an extraordinary opportunity to work with wonderful students, passionate academic staff and a highly committed and supportive parent community.

Northholm is a special place. Through my interactions with all key stakeholders, I've witnessed first-hand, the warm and compassionate community that value a rounded education and individual growth for students to thrive and flourish at School and beyond.

2019 was a year of discovery by building opportunities to engage with our community and developing a strong understanding of our context. It has been important to establish a sense of stability regarding our educational objectives and to cultivate a positive foundation that will allow us to build a successful future. The strategic planning process has been highly beneficial in allowing us to listen intently to our community and appreciate the many opportunities we have to build the educational experience for our students. It was very clear to me that the community shares our intent to provide a holistic education that develops the student as both a 'learner' and a 'person'.

At Northholm Grammar, we have developed the view that the education we provide must be based on 'academic intentionality with pastoral attentiveness'. Both work hand-in-hand allowing us to establish a caring and nurturing environment that challenges students to achieve their best.

The exciting journey ahead has stemmed from the School's capacity to reimagine and renew our desired educational vision. This is based on the identification and realisation of a set of clearly defined, holistic graduate outcomes that are situated within a balanced Christian foundation. Along with an earlier tradition of academic achievement, strong pastoral care and associated co-curricular accomplishment. The Strategic Intent provides the foundation for the development of our Strategic Plan using four core pillars: Our School, Our Graduates, Our Strategy and Our Strategic Projects. Our distinctive educational framework will be built on:

Learning through Scholarship

Represented by the open book, we are a school that challenges each student scholastically by encouraging high academic standards and intellectual rigour. We provide inspiring teaching committed to personalised learning by designing and implementing our curriculum purposefully.

Caring for Others and Self

Represented by the rod and staff of the shepherd, we are a school that goes out of its way to support, coach and fulfil the potential of each student. This is achieved through strong pastoral care that is characterised by our attentiveness to individual growth, social and emotional development and wellbeing.

Living a Faithful Life

Represented by the compass of the cross, we are a school that develops the character of each student through inclusive, Christian values that are enacted through chapel services, chaplaincy and educational programs.

Contributing to the Community

Represented by our motto: Be Traist (Be True), we are a school that promotes in each student a strong sense of belonging and service to the community through our opportunities for representation, leadership and community engagement.

Our greatest challenge in the current climate is to ensure that we maintain a vision for excellence so our community know what we are working towards. We want to deliver a compelling, shared narrative that engages our community in our journey from yesterday, to today, to tomorrow. This is achieved by asking each stakeholder to think about the efficacy of our School in producing our desired results – a whole person grounded in an experience



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of excellence and prepared by a partnership between our School and families to thrive in their world, equipped with the character and competencies to do so.

The cornerstone of a high-performance culture in the whole education of a young person begins with equipping Northholm Grammar with the right combination of aspirations that promote selflessness and service, along with a strong sense of kinship that flows through our student body and the proliferation of tangible options for pathways to success for each student. It continues with empowering our learners to feel as though they belong to, and are seriously engaged in, the development of character, rationale and the mutual enterprise of the School, something that often generates a willingness to strive for excellence.

From an academic perspective, our HSC results were outstanding, and it was an extraordinary achievement to move upwards 193 places on the Sydney Morning Herald HSC rankings in one year. To be positioned at 113 (just outside the top 100 schools) is a reflection of the professionalism of our staff and the support of our families towards their child's learning experience.

Most importantly, we congratulate the young men and women of Year 12 for embracing the challenges of their final year of studies and for developing a love of learning that will allow them to harness their intellectual habits so they can become independent and confident citizens. It is our intention that scholarship is what our students will take from school and leadership is what they will give to the world. These academic performances reflect our commitment to a culture

that is intentional in promoting learning that fosters continuous improvement for students and teachers. Our purpose is to foster a learning culture where every student has a willingness and ability to learn, to lead and to serve so they can enjoy a life that is worthwhile and well-lived.

Throughout the year, there have been many great examples where our students have demonstrated scholarship, excellence and good character. We have enjoyed a celebration of the creative and performing arts, through the many showcases, drama productions and opportunities to perform in the wider community.

Our sporting achievements have included school success in swimming, athletics, cross country and triathlon, as well as team sports, featuring prominently in the finals for basketball, touch football and futsal. Leadership is part of the Northholm DNA and our students have demonstrated this through the Duke of Edinburgh Program, service learning opportunities such as Destiny Rescue and Project India, as well as the student led Jazz Café.

As a community, we should be encouraged by our pursuit for excellence in all academic, co-curricular, sport and service learning programs. We are characterised by 'The Northholm Way', centred on allowing students to grow as individuals and find their passions so they can lead a well-rounded life and contribute to a thriving society. As Martin Luther King once said, "Intelligence plus character – that is the goal of true education."

I would like to thank our students, staff and parents for welcoming me so enthusiastically into the

Northholm community. I have thoroughly enjoyed the year and it has been a pleasure to work collaboratively with you in building our School. We look forward to continuing our journey as we launch our next Strategic Plan and build on our success in shaping a vibrant school community.

Be Strong, Be Traist.

Mr Christopher Bradbury
Principal

Message from the Chair of the School Council

Northholm Grammar School is governed by a School Council of 10 members comprising independent, parent and community members with expertise in a number of fields of benefit to the School.

The Council is responsible for Northholm Grammar's overall policy and strategic direction. Towards the end of 2018, the School Council appointed Mr Christopher Bradbury as Principal. The Council and the Principal share the responsibility of providing a quality education for all students and a united school community.

Each year the full Council commences its activity with a Strategic Planning Day in February. The purpose of this day is twofold; the morning sessions are devoted to ongoing professional development in governance, presented by the Head of Governance at the Association of Independent Schools. The afternoon sessions, presented by the Principal and his team, focus on the School's accomplishments during the previous year and the plans for the year ahead. In 2020, these sessions will be of particular value as an introduction to Northholm for the Council members newly appointed towards the end of 2019.

The Council has an ongoing role in monitoring a range of school performance indicators and is kept up-to-date with major, daily school operations through regular comprehensive reports from the Principal at Council meetings.

During 2019, the Council held nine evening business meetings in addition to the Strategic Planning Day. The Council also held two additional occasions throughout the year; a major cocktail party at the end of February as a welcome to parents and staff

to the new school year, and a staff appreciation luncheon in December for the achievements of the year just completed.

The Council and the Northholm Association (P&C) work closely together to ensure a unity of purpose for the benefit of the School. Each year, Councillors are rostered to attend Northholm Association meetings and to report on behalf of the Council. In 2020 and future years, both bodies will share the organisation and operation of the annual cocktail party to contribute to the strong sense of cohesion within the School.

Over the years the Council has operated a series of Subcommittees, each chaired by a Councillor and with school and community members (Governance, Finance, Education, Marketing, Building, ICT, Environment and Sustainability and the Trade Training Centre). They have all taken the form of standing committees, meeting regularly as needed. After Council debate in 2020, the format of these committees may vary (continuation of some standing committees and the introduction of specific shorter-term project committees). For example, the Governance Committee and Finance Committee will remain as standing committees and specific, shorter project committees could include Building and ICT. Reports of each Subcommittee are sent to the monthly Council meetings.

The overall provision of information from the School to the Council is consistent and comprehensive; Councillors then ask questions and provide advice. Staff are committed to providing an excellent education for our students, and on behalf of the School Council, I thank them for their ability and their dedication. The School, its staff

and community share a united view of the strategic direction in which we are headed. Northholm Grammar benefits from an excellent educational community and delightful culture. It meets the needs of our students – enabling them to achieve their best, and is firmly committed to the concept of continuous improvement.

Mr John Hayes
Chair of the School Council



Message from the President of the Northholm Association

It has been a very busy and productive year for the Northholm Association, the School's P&C committee:

- In February, we welcomed our new Principal, Mr Chris Bradbury at our Meet and Greet Welcome BBQ.
- We connected at the Welcome Cocktail Party and met with many new and current parents at the School.
- We celebrated mums, dads and loved ones at our Mother's Day and Father's Day Breakfast BBQ events (Linda Blackett – Coordinator).
- We provided refreshments and donated takings to the student led charity event, Jazz Café.
- In September, our volunteers came together to 'clean up' and beautify our School grounds and enjoy our annual School Picnic (Sarj Shah – Coordinator).
- Sitting members volunteered eight evenings this year to attend and participate at our General Meetings.
- Recently, our year group parents rallied the troops and volunteers to jump in and assist with Open Gardens Weekend.

We are also pleased to advise the key contributions this year, including:

- The successful grant application allowing us to donate four new sets of covered outdoor furniture for our students, located across from the Lincoln Centre. (Michelle Button – Grants Coordinator)
- The donation of \$13,000, contributing to the funding of the new industrial kitchen in the Trade Training Centre, in support of the additions to the NESA curriculum for 2020.
- The donation of \$30,000 towards the electronic communication sign for the front of the School. We look forward to this key communication tool for our students and community to promote upcoming events, important dates and the School philosophy, initiatives and achievements.
- The Association has brought forward the wish list acquisition for 2020, donating \$17,300 for the new sound and lighting system. This was due to the immediate and urgent need and to benefit end of year performances, events and assemblies.

We are also very pleased to announce the relaunch of the Commemorative Paver Project this year; continuing the tradition and opportunity for Northholm staff, students and alumni to leave a legacy and 'pave' their way into Northholm history! (Jenni Wray – Coordinator).

We look forward to another productive year for the Northholm Association in 2020. Our wish list items for 2020 include contribution towards much needed heating for the canteen area (as the main area for before and after school events, including winter drama

productions). We also look forward to finalising a proposal for an annual Northholm Association Legacy Contribution to student wellbeing programs, tying in with the commemoration of the School's Foundation Day in Term 3.

We are pleased to acknowledge the achievements of Northholm Association's Executive Team, comprising Anthony Wood, Vice President, Gordon Dracup, Treasurer and Megan Ivory, Secretary who have put in an abundance of time and effort behind the scenes. We also welcomed Tim Mann into the Executive Team this year. Under their guidance, we have seen the successful review and adoption of the amended version of the NSW Fair-Trading Model Constitution, ensuring Association compliance. This has meant a radical improvement in accessibility of the Association's communications, meeting minutes and reports (by way of the Parent Portal), along with improved and timely delivery of communications to all members, as per Association requirements.

Additionally, we thank the team for their ongoing role obligations and extra tasks, such as reviewing policies and insurance, banking, communication, documentation and assistance with eventing for the Association. Personally, I thank everyone for their consistent good counsel and support.

Northholm Association Executive Team

President – Angela Greatbatch
Anthony Wood – Vice President
Megan Ivory – Secretary
Tim Mann – Vice President
Gordon Dracup – Treasurer

At this time, it is important to acknowledge all of our wonderful committee members who have achieved so much this year and who regularly contribute significant time and energy to support the Association and the School. I would like to thank each of the following individuals for their support and commitment to the Association.

Committee Coordinators

Michelle Button – Grants
Yasmin Old – SHU Shop Coordinator
Melissa Greensill – Year Group Parent Coordinator
LeeAnne White – SHU Shop Supervisor

Special Project and Events

Linda Blackett – Mother's and Father's Day Event Coordinator
Sarj Shah – Clean Up/Picnic NGA Coordinator
Melissa Dimmock – Mothers' Day Stall Coordinator
Jenni Wray – Commemorative Pavers Program Coordinator

We also recognise the contributed time, commitment and ongoing support from all of our wonderful Year Group Parent volunteers and from Melissa Greensill, the Year Group Parent Coordinator. They are the heart and soul of our School community and ensure that all of our families are included and reminded of key activities and get togethers. We would also like to show our huge appreciation to our parent volunteers in the Second-Hand Uniform Shop. With their motto, 'parents helping parents', they tirelessly assist outfitting our families and are often one of the first points of contact when welcoming new families to our School. (Yasmin Old – Coordinator, LeeAnne White – Supervisor).

Lastly, we thank to our regular sitting members who attend and contribute to our lively and productive monthly General Meetings and to all our Northholm parents and carers for their support again this year. We confirm our continued commitment to the teachers, school staff, families and students at Northholm and look forward to another exciting year for the Northholm Association in 2020.

Mrs Angela Greatbatch

President of the
Northholm Association



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Leadership is not just about leading from the front, it is also assisting everyone within the community to strengthen it as a whole.

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Message from the School Captains

Stepping into our role as the School Captains, we decided early on, in conjunction with the Leadership Team, that we wanted a community-based focus, as community is a vital component of leadership.

To us, leadership is not just about leading from the front, it is also assisting everyone within the community to strengthen it as a whole. This has been an important mindset for us over the year as it has been strongly exhibited throughout our years at Northholm, by our teachers, mentors and fellow students.

We have endeavoured to keep community spirit at the forefront of our attention, and with that, a strong leadership team presence. We want to be people who lead by example, assisting in the work instead of simply delegating it.

This year, we led the Year 11 and 12 Leadership Teams in creating Northholm's first inter-school music event, the Jazz Café. The night aimed to link the School communities of Northholm Grammar School and William Clarke College, whilst creating a supportive and professional environment for the musicians of each school to perform. Transforming the Lincoln Centre, we travelled back to the 1920s with our Gatsby-themed night, with the support of the CAPA Department. The night was a huge success; students, parents, teachers and other community members connecting and growing the rich sense of community that we have here at Northholm and, more broadly, in the Hills area.

It has been our privilege leading the Student Body this year and it has been rewarding seeing the culmination of the skills we have developed with the help of our mentors. We look forward to taking our experiences with us as we finish high school and continue to watch Northholm's community grow.

Mitchell Old and Alannah Trestrail
School Captains 2019

Contextual Information

About Northholm Grammar

Northholm Grammar School is an independent coeducational school situated in a beautiful and inspiring semi-rural environment in Arcadia in the North-West of Sydney. Established in the broad Anglican tradition, the School welcomes families from different backgrounds and provides a holistic education for faith and life.

The School's commitment began with a vision for a dynamic and caring school that would foster the worth of the individual, encourage academic and sporting excellence and promote Christian values. It is a family-centred school which looks upon its students, parents and staff as part of the community, striving for a common goal. Northholm Grammar delivers a distinctive education that offers a unique level of care where each child is known, respected, cared for and cared about.

The educational philosophy of Northholm Grammar is achieved through its structure as an all-through establishment. The School offers a comprehensive and consistent approach to the academic and pastoral development of each student throughout the whole school journey through its belief in 'academic intentionality with pastoral attentiveness'. Students enjoy the proximity of younger children to older individuals. Student-to-student mentoring and the provision of excellent role models for younger students, as well as leadership and mentoring opportunities, develop confidence, resilience and character.

Staff have greater opportunities to collaborate and share best

practice and cross-phase lesson observations, creating more chances to learn from one another. A shared educational ethos that supports children throughout the primary and secondary years is enhanced through the quality of data collection, improved tracking and monitoring of student growth, harnessing high expectations for all.

A culture of scholarship is designed to encourage intellectual rigour and independent thinking, and instil the value of academic study and achievement. Students are challenged and motivated to develop a love of learning so they can harness the intellectual habits that will allow them to be independent and confident.

Our aim is to provide a learning environment that develops young men and women with personal responsibility, valuing the importance of kindness, consideration and respect for others. The development of good character means challenging and stimulating young people in resilience, grit, leadership, critical thinking and emotional intelligence which lies at the heart of a quality education. Pastoral care is based on a more personal relationship; teachers are dedicated and committed to the individual child.

Northholm Grammar is characterised by the special relationship which binds students, staff and parents to a common purpose. It is a school which has grown significantly from a pioneering foundation in a rural setting to an established institution offering a broad range of educational experiences.





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In 2019, Northholm Grammar participated in NAPLAN Online testing for the first time, transitioning from the traditional pen and paper tests.

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Student outcomes in standardised national literacy and numeracy testing

Northholm Grammar **NAPLAN results 2019**

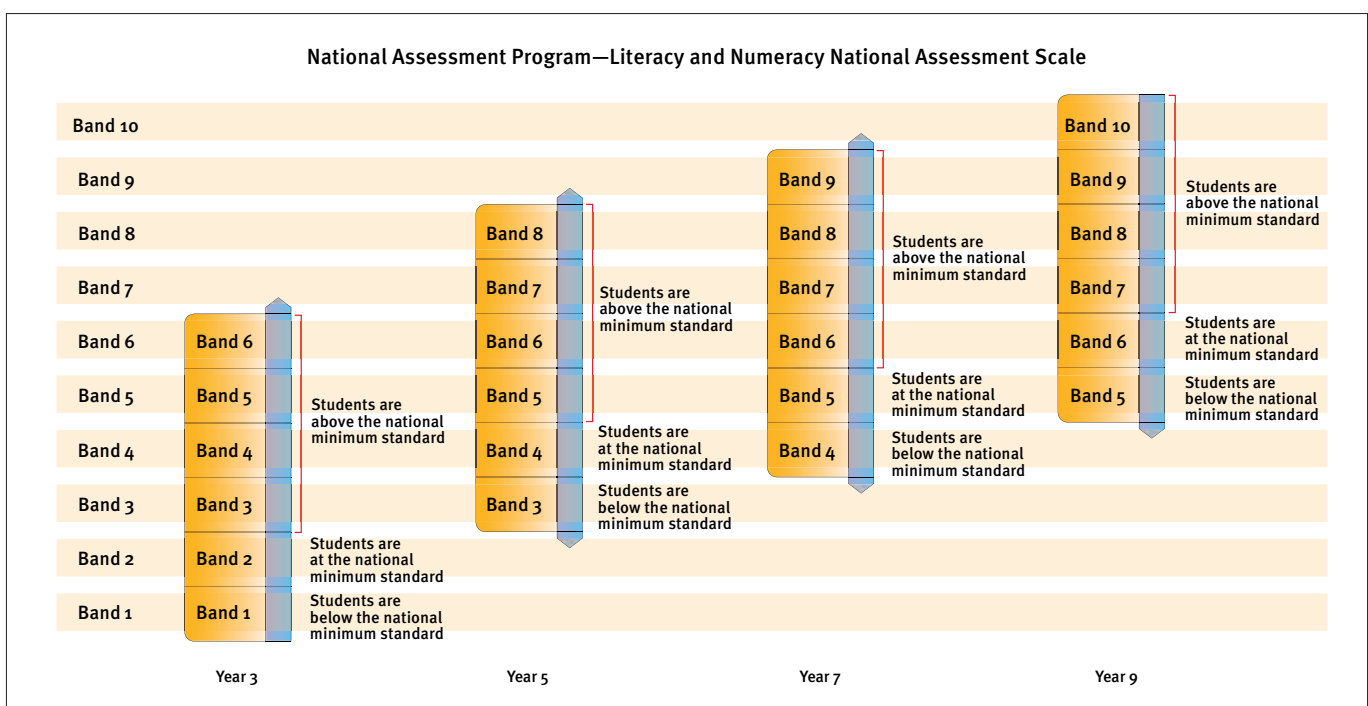
In 2019, Northholm Grammar participated in NAPLAN Online testing for the first time, transitioning from the traditional pen and paper tests. Information used to compile this report has been gained from a platform developed by the NSW Department of Education known as SCOUT.

This platform allows the comparison of school performance against the State average and also against

statistically similar schools (SSSG). The SSSG is a group of schools that have a similar socio-educational advantage and disadvantage – the ICSEA (Index of Community Socio-Educational Advantage).

The reporting of achievement is different for each year group. Year 3 achievement is reported across Bands 1 to 6, Year 5 across Bands 3 to 8, Year 7 across Bands 4 to 9 and Year 9 across Bands 5 to 10.

Whilst those listed are the reported bands, students can still achieve above the band levels. The 'Top 2 Bands' are defined differently for each year group and have been outlined for each year group separately. They include band levels achieved by students above those that are reported.



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

Year 3 results

In 2019, 20 students in Year 3 sat the NAPLAN Online tests.

With the introduction of the NAPLAN Online tests there has been a change to the range of assessment bands. For NAPLAN results, a national minimum standard is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3 students. At Northholm, all students in Year 3 (100%) achieved the minimum standard (Band 2 or higher) across all domains. This is an outstanding achievement for a non-selective school.

Year 3		Band %										Top 2 Bands
		1	2	3	4	5	6	7	8	9	10	
Reading	Northholm	0.0	5.0	5.0	25.0	10.0	25.0	20.0	10.0	0.0	0.0	65.0
	SSSG	0.5	3.6	8.5	17.8	25.6	30.2	7.5	3.8	1.6	0.9	69.6
	State	2.2	9.0	13.1	19.9	24.5	22.7	5.3	2.0	0.9	0.4	55.7
Writing	Northholm	0.0	0.0	5.0	35.0	30.0	30.0	n/a	n/a	n/a	n/a	60.0
	SSSG	0.5	1.3	6.1	21.6	43.6	26.9	n/a	n/a	n/a	n/a	70.5
	State	1.2	4.0	11.3	25.5	38.6	19.4	n/a	n/a	n/a	n/a	58.0
Spelling	Northholm	0.0	5.0	10.0	20.0	25.0	25.0	15.0	0.0	0.0	0.0	65.0
	SSSG	1.1	3.5	10.8	18.6	26.6	28.6	8.3	1.6	1.0	0.0	66.1
	State	4.6	6.6	14.3	20.2	24.8	23.2	4.9	0.9	0.5	0.0	54.3
Grammar and Punctuation	Northholm	0.0	0.0	10.0	10.0	25.0	25.0	25.0	5.0	0.0	0.0	80.0
	SSSG	1.1	2.9	7.1	12.1	22.4	36.5	8.9	4.6	3.1	1.4	76.8
	State	3.5	6.8	12.9	16.4	21.8	27.9	5.7	3.0	1.4	0.5	60.3
Numeracy	Northholm	0.0	0.0	5.0	40.0	25.0	15.0	15.0	0.0	0.0	0.0	55.0
	SSSG	0.8	3.9	11.6	23.7	29.6	22.1	5.6	2.2	0.1	0.3	59.9
	State	2.8	9.5	18.6	25.9	23.4	15.3	3.1	1.0	0.2	0.1	43.2

Summary

- 65.0% of Year 3 Northholm students achieved the Top 2 Bands for Reading (compared to 55.7% in the State).
- 10.0% of Year 3 Northholm students achieved Band 8 for Reading (compared to 3.8% for SSSG and 2.0% in the State).
- 60.0% of Year 3 Northholm students achieved the Top 2 Bands for Writing (compared to 58.0% in the State).
- 65.0% of Year 3 Northholm students achieved the Top 2 Bands for Spelling (compared to 54.3% in the State).
- 80.0% of Year 3 Northholm students achieved the Top 2 Bands for Grammar and Punctuation (compared to 76.8% for SSSG and 60.3% in the State).
- 55.0% of Year 3 Northholm students achieved the Top 2 Bands for Numeracy (compared to 43.2% in the State).

Year 5 results

In 2019, 17 students in Year 5 sat the NAPLAN Online tests.

For NAPLAN results, a national minimum standard is defined and located on the assessment scale for each year level. Band 4 is the minimum standard for Year 5 students. At Northholm, all students in Year 5 (100%) achieved the minimum standard (Band 4 or higher) for Reading and Numeracy, and 94.1% of students achieved the minimum standard in all other domains.

Year 5		Band %										Top 2 Bands
		1	2	3	4	5	6	7	8	9	10	
Reading	Northholm	0.0	0.0	0.0	5.9	11.8	35.3	35.3	11.8	0.0	0.0	47.1
	SSSG	0.0	0.1	1.3	4.4	12.2	28.2	28.4	21.4	3.5	0.5	53.7
	State	0.0	0.4	3.8	9.1	18.4	28.2	22.8	15.0	1.9	0.3	40.1
Writing	Northholm	0.0	5.9	0.0	11.8	29.4	29.4	5.9	11.8	5.9	0.0	23.5
	SSSG	0.0	0.3	1.6	5.7	28.5	38.7	17.1	7.4	0.6	0.2	25.2
	State	0.3	0.8	4.4	10.9	31.9	32.2	13.4	5.6	0.4	0.1	19.5
Spelling	Northholm	n/a	5.9	0.0	11.8	17.6	23.5	17.6	17.6	5.9	0.0	41.2
	SSSG	n/a	0.3	1.3	4.0	15.6	27.9	30.6	16.9	2.5	0.9	50.9
	State	n/a	1.0	3.5	7.5	20.8	27.0	25.2	13.1	1.5	0.5	40.2
Grammar and Punctuation	Northholm	0.0	5.9	0.0	11.8	11.8	29.4	29.4	5.9	0.0	5.9	41.2
	SSSG	0.0	0.2	2.0	6.6	16.3	21.5	26.8	18.3	4.9	3.5	53.4
	State	0.1	1.0	5.7	10.9	20.1	21.5	22.0	13.9	3.0	1.8	40.7
Numeracy	Northholm	0.0	0.0	0.0	11.8	23.5	23.5	29.4	5.9	5.9	0.0	41.2
	SSSG	0.0	0.0	0.6	4.6	18.0	31.0	26.3	15.1	3.4	0.9	45.9
	State	0.0	0.2	2.7	11.0	25.3	28.5	19.3	10.5	1.9	0.6	32.3

Summary

- 47.1% of Year 5 Northholm students achieved the Top 2 Bands for Reading (compared to 40.1% in the State).
- 23.5% of Year 5 Northholm students achieved the Top 2 Bands for Writing (compared to 19.5% in the State).
- 41.2% of Year 5 Northholm students achieved the Top 2 Bands for Spelling (compared to 40.2% in the State).
- 5.9% of Year 5 Northholm students achieved Band 9 in Spelling (compared to 2.5% for SSSG and 1.5% in the State).
- 41.2% of Year 5 Northholm students achieved the Top 2 Bands for Grammar and Punctuation (compared to 40.7% in the State).
- 41.2% of Year 5 Northholm students achieved the Top 2 Bands for Numeracy (compared to 32.3% in the State).

Year 7 results

In 2019, 57 students in Year 7 sat the NAPLAN Online tests.

For NAPLAN results, a national minimum standard is defined and located on the assessment scale for each year level. Band 5 is the minimum standard for Year 7 students. At Northholm, all students in Year 7 (100%) achieved the minimum standard (Band 5 or higher) for Reading, Writing, Spelling and Numeracy, and 96.5% of students achieved the minimum standard for Grammar and Punctuation.

Year 7		Band %										Top 2 Bands
		1	2	3	4	5	6	7	8	9	10	
Reading	Northholm	0.0	0.0	0.0	0.0	7.0	12.3	38.6	26.3	12.3	3.5	42.1
	SSSG	0.0	0.0	0.0	1.0	4.2	14.3	32.7	30.7	14.1	2.9	47.7
	State	0.0	0.0	0.3	4.0	11.3	22.3	29.9	20.4	10.2	1.5	32.1
Writing	Northholm	0.0	0.0	0.0	0.0	10.5	28.1	35.1	21.1	3.5	1.8	26.3
	SSSG	0.1	0.1	0.3	1.9	10.5	30.2	28.7	21.4	5.7	1.1	28.2
	State	0.4	0.4	1.2	6.2	18.4	31.0	23.5	14.7	3.9	0.5	19.1
Spelling	Northholm	n/a	n/a	0.0	0.0	8.8	17.5	38.6	15.8	15.8	3.5	35.1
	SSSG	n/a	n/a	0.3	1.1	4.3	17.1	30.9	28.6	15.2	2.4	46.2
	State	n/a	n/a	1.2	3.7	8.9	21.6	29.4	21.6	12.1	1.5	35.2
Grammar and Punctuation	Northholm	0.0	0.0	0.0	3.5	7.0	24.6	26.3	22.8	10.5	5.3	38.6
	SSSG	0.0	0.0	0.1	1.8	6.7	14.8	30.3	23.7	18.9	3.6	46.2
	State	0.0	0.1	0.8	6.2	14.5	19.1	26.6	17.1	13.6	2.0	32.7
Numeracy	Northholm	0.0	0.0	0.0	0.0	1.8	22.8	28.1	29.8	8.8	8.8	47.4
	SSSG	0.0	0.0	0.1	0.5	3.4	12.9	26.2	27.7	21.8	7.4	57.0
	State	0.0	0.0	0.3	3.5	10.9	21.3	26.2	19.7	14.6	8.8	37.7

Summary

- 42.1% of Year 7 Northholm students achieved the Top 2 Bands for Reading (compared to 32.1% in the State).
- 26.3% of Year 7 Northholm students achieved the Top 2 Bands for Writing (compared to 19.1% in the State).
- 35.1% of Year 7 Northholm students achieved the Top 2 Bands for Spelling (compared to 35.2% in the State).
- 15.8% of Year 7 Northholm students achieved Band 9 for Spelling (compared to 15.2% for SSSG and 12.1% in the State).
- 38.6% of Year 7 Northholm students achieved the Top 2 Bands for Grammar and Punctuation (compared to 32.7% in the State).
- 47.4% of Year 7 Northholm students achieved the Top 2 Bands for Numeracy (compared to 37.7% in the State).

Year 9 results

In 2019, 53 students in Year 9 sat the NAPLAN Online tests.

At Northholm, all students in Year 9 (100%) achieved the minimum standard (Band 6 or higher) for Numeracy, 98.1% achieved the minimum standard for Reading, 92.5% achieved the minimum standard for Writing, 94.3% achieved the minimum standard for Spelling and 93.4% of students achieved the minimum standard for Grammar and Punctuation.

Year 9		Band %										Top 2 Bands
		1	2	3	4	5	6	7	8	9	10	
Reading	Northholm	0.0	0.0	0.0	0.0	1.9	9.4	30.2	34.0	18.9	5.7	24.5
	SSSG	0.0	0.0	0.1	0.3	2.0	5.7	20.7	35.4	26.6	9.3	35.9
	State	0.0	0.0	0.1	0.8	5.7	12.7	25.9	29.4	18.4	7.1	25.4
Writing	Northholm	0.0	0.0	0.0	0.0	7.5	15.1	32.1	30.2	11.3	3.8	15.1
	SSSG	0.2	0.1	0.2	0.6	5.2	15.7	26.0	32.1	13.3	6.5	19.8
	State	0.5	0.2	0.6	1.3	12.3	21.3	25.3	24.7	9.4	4.4	13.8
Spelling	Northholm	n/a	n/a	0.0	1.9	3.8	3.8	30.2	41.5	17.0	1.9	18.9
	SSSG	n/a	n/a	0.1	0.3	1.6	6.3	23.0	35.5	24.3	8.9	33.2
	State	n/a	n/a	0.5	0.9	4.5	10.6	27.6	30.2	17.9	7.8	25.7
Grammar and Punctuation	Northholm	0.0	0.0	0.0	1.9	5.7	13.2	39.6	26.4	5.7	7.5	13.2
	SSSG	0.0	0.0	0.1	0.3	2.6	9.9	25.6	31.4	20.5	9.7	30.2
	State	0.0	0.0	0.2	1.2	7.1	17.3	27.4	24.6	14.6	7.5	22.1
Numeracy	Northholm	n/a	n/a	0.0	0.0	0.0	11.5	28.8	34.6	15.4	9.6	25.0
	SSSG	n/a	n/a	0.0	0.0	0.2	4.2	20.5	32.2	26.7	16.2	43.0
	State	n/a	n/a	0.0	0.0	1.3	14.0	28.6	27.2	17.2	11.5	28.7

Summary

- 24.5% of Year 9 Northholm students achieved the Top 2 Bands for Reading (compared to 25.4% in the State).
- 15.1% of Year 9 Northholm students achieved the Top 2 Bands for Writing (compared to 13.8% in the State).
- 18.9% of Year 9 Northholm students achieved the Top 2 Bands for Spelling (compared to 25.7% in the State).
- 13.2% of Year 9 Northholm students achieved the Top 2 Bands for Grammar and Punctuation (compared to 22.1% in the State).
- 25.0% of Year 9 Northholm students achieved the Top 2 Bands for Numeracy (compared to 28.7% in the State).



“

The highest ATAR achieved was 97.55.
24% of students achieved an ATAR of 90 or above.

”

Senior secondary outcomes — student achievement

NSW Higher School Certificate (HSC)

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is an Australian qualification introduced in 2012 to record a student's academic achievements whilst studying senior courses. It is issued by the NSW Educational Standards Authority (NESA). This credential is available to students who leave school prior to receiving their HSC. In 2019, three students at Northholm Grammar were awarded a RoSA credential.

The Higher School Certificate (HSC) Examinations 2019

In 2019, 42 students sat the HSC Examinations in 32 different NSW HSC courses (three courses studied externally). 98% of candidates achieved a mark of 50 or more (Band 2) across all their courses. All students in extension courses achieved marks of 39 or more out of 50. Out of the 29 courses studied at Northholm, 22 (76%) achieved above State average marks.

HSC Distinguished Achievers 2019

The following students achieved a Band 6 or E4 result in the following subjects. This means they scored over 90%.

Joel Cassar	Mathematics Extension I, Chemistry
Ainsley Coleman	Engineering Studies
Jordon Coltman	Visual Arts, Ancient History
Matthew Edwards	Mathematics Extension I, Business Studies, Economics
Matthew Gadd	Legal Studies
Chet Greatbatch Murphy	Mathematics Standard
Anna Ignatovich	Visual Arts
Rohan Jerath	Legal Studies
Madeline McKenzie	Legal Studies, Society and Culture
Joshua Magro	Biology, Chemistry, Economics
Mitchell Old	Mathematics, Mathematics Extension I, Music II, Music Extension
Chantal Parle	Biology, English Advanced, Primary Industries
Lachlan Powys	Mathematics Extension I, Chemistry
Rachel Stosis	Legal Studies, English Extension II, Mathematics
Alannah Trestrail	Legal Studies, Mathematics, Music II

Encore

Mitchell Old was nominated for Encore for his efforts within Music in 2019.

Senior secondary outcomes

36% of students achieved at least one Band 6 (E4) result.

71% of students achieved at least one Band 5 (E3) or Band 6 (E4) result.

15% of all examinations resulted in a Band 6 (E4) result.

57% of all examinations resulted in at least a Band 5 (E3) result.

The highest ATAR achieved was **97.55**.

At least **24%** of students achieved an ATAR of 90 or above.

2019 Higher School Certificate (HSC) Examination percentages

Compared with NSW average results – 2 Unit Subjects

Subject	Band 6		Band 5		Band 4	
	NG%	State%	NG%	State%	NG%	State%
Ancient History	14.3	9.2	57.1	26.3	14.3	29.3
Biology	40.0	7.3	20.0	24.0	0.0	28.7
Business Studies	7.7	3.0	30.8	23.7	38.5	28.4
Chemistry	28.6	16.0	42.9	29.9	14.3	21.1
Design & Technology	0.0	14.3	33.3	32.2	33.3	35.5
Drama	0.0	15.1	57.1	28.6	42.9	40.4
Economics	50.0	15.2	50.0	36.5	0.0	22.8
Engineering Studies	16.7	9.3	33.3	22.4	50.0	37.8
English Standard	0.0	0.7	22.2	11.1	37.0	40.1
English Advanced	6.7	13.5	73.3	48.3	20.0	30.1
French Beginners	0.0	23.7	100.0	23.5	0.0	20.0
Geography	0.0	10.3	50.0	32.9	25.0	28.8
Information Processes and Technology	0.0	10.6	20.0	24.0	40.0	28.1
Legal Studies	62.5	13.5	25.0	27.6	0.0	23.8
Mathematics Standard	4.8	5.2	47.6	18.9	14.3	32.1
Mathematics Advanced	21.4	23.5	35.7	25.7	35.7	29.1
Music I	0.0	22.1	100.0	43.9	0.0	24.7
Music II	50.0	41.2	50.0	49.7	0.0	8.9
PDHPE	0.0	6.3	14.3	25.0	28.6	30.5
Physics	0.0	12.4	40.0	24.5	20.0	27.2
Primary Industries	33.3	4.0	0.0	25.9	33.3	38.8
Society and Culture	12.5	12.4	37.5	32.0	12.5	33.9
Software Design and Development	0.0	15.0	0.0	29.2	33.3	26.4
Visual Arts	40.0	15.8	20.0	46.7	40.0	27.2

2019 Higher School Certificate (HSC) Examination percentages

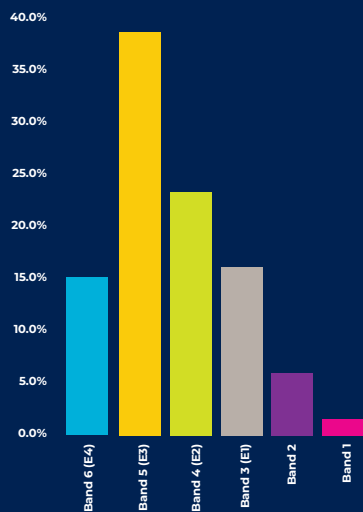
Compared with NSW average results – 1 Unit Subjects

Subject	Band E4/E3	
	NG%	State%
English Extension I	100.0	93.9
English Extension II	100.0	76.8
Mathematics Extension I	100.0	80.1
Mathematics Extension II	100.0	85.8
Music Extension	100.0	97.8

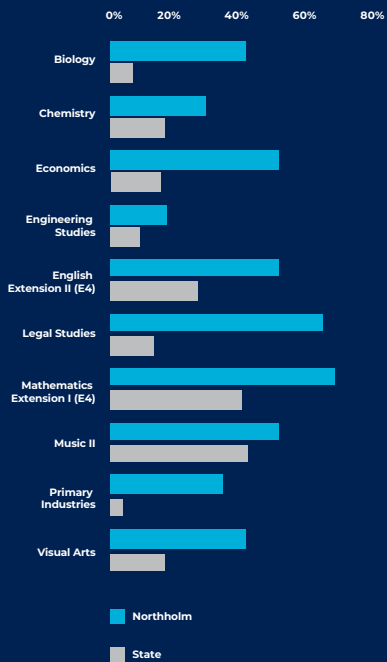
Band distribution

The charts below illustrate the overall Band distributions achieved by Year 12 students in 2019.

2019 Band Distribution



Band 6 - Northholm vs State



2019 HSC Examination mean data

Subject	# Students	NGS Exam Mean	State Exam Mean	NGS Vs State Variation
Ancient History	7	79.54	72.62	6.92
Biology	6	78.48	71.93	6.55
Business Studies	13	76.83	72.18	4.65
Chemistry	7	82.54	75.38	7.16
Design and Technology	6	73.9	77.82	-3.92
Drama	7	78.54	78.31	0.23
Economics	4	87.95	77.34	10.61
Engineering Studies	6	81.03	74.25	6.78
English Standard	27	69.89	69.16	0.73
English Advanced	15	83.79	80.73	3.06
English Extension I	3	39.43	41.68	-2.25
English Extension II	2	43.55	39.14	4.41
French Beginners	3	84.13	74.9	9.23
Geography	4	71.9	74.66	-2.76
Information Processes and Technology	5	72.92	72.46	0.46
Legal Studies	8	84.4	73.66	10.74
Mathematics Standard	21	75.22	70.68	4.54
Mathematics Advanced	14	80.36	78.01	2.35
Mathematics Extension I	6	91.63	79.98	11.65
Mathematics Extension II	3	84.13	81.59	2.54
Music I	1	86.2	81.85	4.35
Music II	4	85.8	87.67	-1.87
Music Extension	2	42.5	44.98	-2.48
PDHPE	7	67.91	72.57	-4.66
Physics	5	77.08	73.2	3.88
Primary Industries	3	78.6	74.67	3.93
Society and Culture	8	78.08	76.72	1.36
Software Design and Development	6	60.17	75.22	-15.05
Visual Arts	5	82.8	80.77	2.03

Vocational Education and Training (VET)

In 2019, 9.5% of Year 12 students participated in Vocational or Trade Training courses, three students progressing to achieve a Certificate II in Agriculture and one student gaining a qualification in Information and Digital Technology.

Teacher qualifications and professional learning

Professional learning

Northholm Grammar is committed to building a culture of excellence in professional learning. Under the new leadership of Principal Christopher Bradbury, our immediate focus is establishing a clear vision for the improvement of student learning outcomes, enhancing teacher development and the foundation of a learning environment that is consistent across the Kindergarten to Year 12 context.

The School is committed to building a vibrant culture of quality teaching, where life-long learning takes place, as students become their own teachers and independent learners. Our teachers effectively lead learning when they see learning in the eyes of the student and when students see themselves as their own teachers.

Learning takes many forms and Northholm Grammar acknowledges the challenges of the 21st century. We ensure students can successfully navigate a rapidly changing world by participating in a complex and increasingly diverse democracy, so they can fully engage in the contemporary workplace.

Leading learning ensures that students are able to communicate their ideas effectively, think creatively, work collaboratively to solve problems and manage their own learning. Teachers must allow students to develop dispositions and mindsets that empower them

to confront new challenges, take initiative and persevere through difficulties and setbacks.

The Responsive Teaching Framework is linked to improved student outcomes and characterised by three important pillars of pedagogy:

- Pedagogy that is fundamentally based on promoting high levels of **intellectual rigour**.
- Pedagogy that is soundly based on creating a **quality learning environment**.
- Pedagogy that allows students to recognise the **significance of authentic learning**, preparing them for life after school.

Our professional learning days are the cornerstone for staff – allowing them to grow and focus on the key principles of our values, culture and strategy.

Term 1 included an introduction to the Responsive Teaching Framework and set the goals and expectations for the year. Staff were involved in an 'Appreciative Inquiry Summit' which provided teaching and non-teaching members of the School to provide and articulate their perspectives and expectations for the year ahead. This included an assessment on the following areas: Discovery (the best of what is – appreciating), Dream (envision the possible – innovating), Design (building

the idea – co-constructing) and Deploy (executing with excellence - sustaining).

Term 2 focused on staff sharing their learning through 'Best Practice Sessions' to present the effectiveness of their teaching strategies and approaches to student learning in their curriculum areas. Specific areas explored included explicit teaching, formative assessment, deliberate practice and effective feedback. In addition, each department had professional learning time to collaborate with colleagues and work on programming and department strategy.

Term 3 focused on strategic planning through involvement in our consultation process. Every staff member participated in workshops facilitated by CIRCLE Education to better understand the current context, values and practices of Northholm Grammar. A strategic planning session on 'Looking Back' was held with teaching and non-teaching staff to evaluate the success of the Learn with Purpose, Live with Passion *Strategic Plan 2015-2019*. The discussion and reflection were invaluable in gaining good insight from all staff to contribute to the future direction of the School.

Term 4 focused on a presentation from Kellie Bricknell on 'Language Learning Disabilities in the Classroom'. It built on the whole-school direction – the importance

of explicit teaching and effective feedback. Departments were given professional learning time to develop their 'Teaching and Learning Vision for 2020', based on the new 'Our School' values in the recently created Strategic Intent of Northholm Grammar. All staff completed their First Aid and CPR qualifications, as well as Child Protection Training.

2019 saw the development of a number of new professional learning practices to ensure that a culture of teaching excellence is embedded into our professional practice. They include:

- **New Staff Mentoring Program:** Initial teacher induction program for all teachers new to the School that includes a cycle of training, observation, reflection and student feedback.
- **HSC review with Heads of Department and pastoral leadership review with Heads of House:** At the beginning of the year, the Heads of Department and Heads of House meet with the Principal to outline their vision, goals and performance outcomes for the year, followed by a progress meeting in Term 3.
- **Introduction of classroom observation:** Teachers collaborating across different departments and the K to 12 context to observe classes and reflect on the experiences. The great work that is regularly conducted in our classrooms should not be isolated and the collective level of our teaching practice cannot improve until better ways are found for teachers to learn from one another.
- **Best practice presentations at staff meetings:** Standing initial agenda item at every staff, academic and pastoral meeting to discuss professional readings in support of developing and growing excellence in teaching. Particularly, curriculum expertise and pedagogical practice through evidence-based and research-driven professional reflection and

continuous improvement.

Northholm Grammar encourages staff to attend external conferences and professional learning opportunities that allow them to develop their expertise in curriculum knowledge and leadership development. 2019 has been a watershed year in developing the culture of professional learning at the School and has established a solid foundation to build upon under the new strategic direction.

Teacher standards

Teacher qualifications

Category	No. of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	45
Teachers who have qualifications as a graduate from a higher education institution within Australia or a qualification 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.	-

Workforce composition

No member of staff reports to be of indigenous descent.

While the School supports the principles of Equal Employment Opportunity (EEO) in the recruitment of staff, there are few applicants from varied ethnic backgrounds.

Staffing	Numbers	FTE
Teaching	45	36.7
Non-teaching	25	18.2



Student attendance and retention rates in secondary schools

Attendance rates for students

Year Group	2019					2018
	Overall	Male	Female	Indigenous Male	Indigenous Female	Overall
Kindergarten	93.80%	93.40%	94.60%			94.50%
Year 1	93.00%	93.80%	92.30%			94.50%
Year 2	94.60%	94.00%	96.10%			94.50%
Year 3	94.10%	94.10%	94.10%			94.00%
Year 4	93.60%	91.70%	95.70%			90.60%
Year 5	91.00%	95.00%	89.00%			93.90%
Year 6	92.50%	93.90%	90.90%			93.40%
Year 7	95.30%	96.20%	93.90%		92.20%	96.00%
Year 8	95.70%	95.30%	96.40%			91.90%
Year 9	91.40%	91.40%	91.40%			92.50%
Year 10	90.20%	94.10%	87.70%			92.90%
Year 11	93.30%	95.10%	90.50%	80.30%		93.50%
Year 12	93.30%	94.60%	91.00%	95.10%		93.60%

Whole School Rates:

On average, 93.2% of students attended school each day in 2019. This was comparable to the average daily attendance in 2018 (93.5%). The attendance rate for males was 94.1% and 92.6% for females.

Management of non-attendance

The Principal of Northholm Grammar maintains a register, that is Minister approved, of the enrolments and daily attendance of all children at the School. This 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 seeks 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 the 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.

Student attendance procedures

- Teachers are required to mark and record the roll for every academic class.
- If a child is to be absent from school due to sickness on a given day, the parent is required to contact (phone or email) the School Reception and inform the School of this absence, prior to 9.00am. Phone calls need to be followed up with written, electronic or email verification.
- Parent notes and emails verifying absence are to be forwarded to absent@northholm.nsw.edu.au for processing and uploaded to the student's file.
- If any student is absent for Period 1, an SMS will be sent at 10.10am to parents where no notification has been received, alerting parents that verification has not been received by the School. Unverified and verified absences are recorded as separate items on student Semester Reports, saved to a student's file and stored in the Business Office.
- Partial absences will be recorded by Reception when students sign in and sign out.
- Discrepancies in rolls are to be checked by the Attendance Administrator and followed up, where required, by the Head of House, Head of Students or Head of Curriculum.
- Where parents repeatedly fail to notify the School of legitimate absences, the School will write a letter to parents requesting that they comply with the School's notification procedures. In cases of serious non-compliance, the School may request that the child's parents/carers attend

a meeting with the Head of Curriculum, Head of Students or Principal to discuss the importance of parental notifications to ensure the safety of all students.

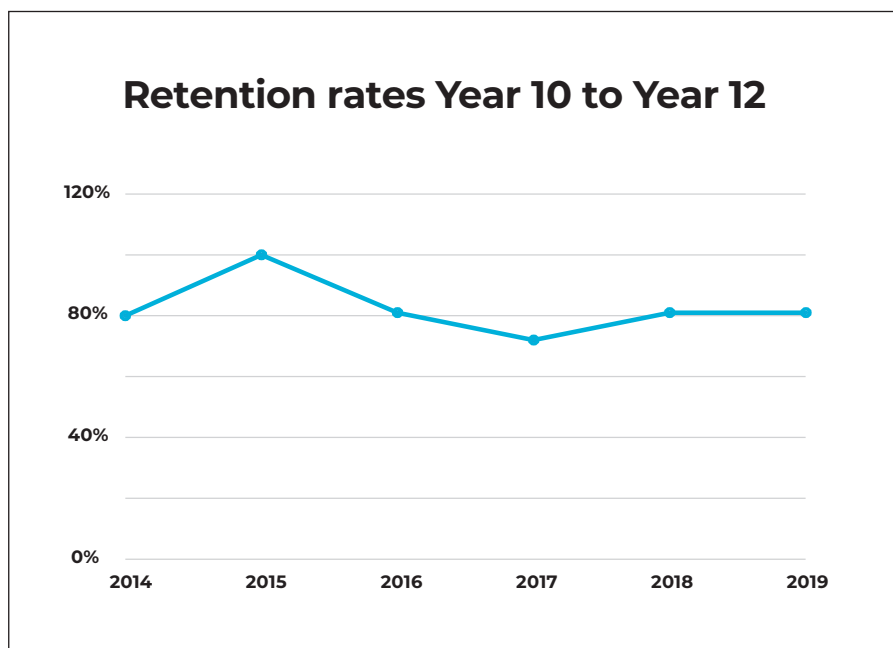
- In cases where there is not an acceptable reason for the student's absence, the child's parents/carers will be contacted by the Principal to attend a meeting to discuss issues related to absenteeism, particularly the expectation that students attend school every day and meet NESA course completion requirements regarding attendance, as well as exploring the factors contributing to the significant absences.
- Where appropriate, the School will work with the child's parents/carers and the student to develop an Attendance Improvement Plan that responds to specific contributing factors.
- If a student is absent from school for more than three consecutive days without notifying the School, the tutor or teacher will be alerted by an automated report. The tutor or teacher will contact the child's

parents/carers to determine why the child is absent from school. Support will be provided where required.

Student retention rates

81% of the 2017 Year 10 cohort completed Year 12 in 2019. The retention rates over the past five years have been inconsistent, however, they have stabilised over the last two years after a period of decline.

Students who have left in Year 10 have typically done so due to family circumstances, financial situations or to pursue Vocational Education and Training (VET). Some students chose to complete their senior studies at a larger, typically lower fee paying school.



School Policies

Enrolment Policy

Northholm Grammar is a vibrant co-educational school, catering for Kindergarten to Year 12. Established in the broad Anglican tradition, the School welcomes students from diverse and cultural backgrounds.

Northholm Grammar fosters a culture of high performance and continuous improvement, where students are academically challenged in a caring and supporting environment. This approach is reflective of the School's educational philosophy which rests on four core pillars: Learning Through Scholarship, Caring for Self and Others, Living a Faithful Life and Contributing to the Community.

The School's culture and ethos are underpinned by Christian values and a distinctive education framework. It is expected that families accepting enrolment for their child/ren, will support and embrace the ethos of the School.

Northholm Grammar operates within the policies of NSW Education Standards Authority (NESA) and complies with the *Disability Discrimination Act*.

1a. Enrolment Policy

To register a child for enrolment, parents/carers are required to complete an Enrolment Application Form (available from the Enrolments Department or from the School's website at www.northholm.nsw.edu.au) and submit the completed form to the Head of Enrolments, along with copies of the child's two most recent school reports, a copy of their birth certificate and the non-refundable application fee. The enrolment application does not guarantee placement but does place the child on a waiting list.

Two years prior to admission, students placed on the waitlist are invited to attend an interview at the School. Interviews are arranged in chronological order of application. To reinforce the family connection with the School, priority of entry is given to the children of past students, siblings of current students and to children of current staff.

Admission decisions are based on careful assessment of each child's ability to learn in an atmosphere of high expectations and to uphold personal responsibility as a member of the Northholm community. Each applicant is carefully reviewed to ensure the values and ethos of the School are congruent with those of the prospective family.

The School reserves the right not to offer any child a place at the School or to defer the placement offer. This includes when parents/caregivers, neglect to declare their child's specific educational 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.

1b. Enrolment Procedure

Where applicable, the Head of Enrolments conducts a preliminary telephone interview with the applicant's parents/carers 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 Enrolment

A year prior to commencement, children registered on the Kindergarten waiting list are invited to attend a Taster session with the Kindergarten teacher. At this session the students are given the opportunity to experience some of the activities on offer at Northholm for our Primary Years students. It also gives the School the opportunity to observe the applicants in a classroom environment.

Parents are invited to meet with the Principal and the Head of Enrolments for a School Tour of the campus and to discuss any specific needs relevant to their child. After the Kindy Taster, students may be extended an offer of enrolment.

Years 1 to 12

Waitlisted families are invited to attend an interview with the Principal and the Head of Enrolments. For students in the Primary Years, the interview process may include an assessment test conducted by the Academic Enrichment Department. The purpose of this assessment is to gain a better understanding of the child's learning needs and how the School can best cater for them. For Years 7 and above, other key staff may be involved where relevant (e.g. Head of Students, Head of Curriculum or Head of Academic Enrichment).

Following the interview process, the applicant may be offered a place. Where necessary, the offer of a place may be deferred to allow for further discussion on 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 child'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.

For All Enrolments (Kindergarten to Year 12)

To accept an offer of enrolment, the parents/carers must return the signed Acceptance of Enrolment Form within 14 days of receiving the offer, (which includes acceptance by the parents/carers of the Terms and Conditions of Enrolment) along with the non-refundable acceptance fee of \$1,500. Failure to reply within the required timeframe may result in the enrolment place being offered to another child on the waitlist.

The Head of Enrolments, in consultation with the Head of Students, allocates each student to a House, and a Tutor Group, maintaining a gender and number balance.

For students entering Years 8 to 12, the Head of Enrolments will liaise with Heads of Departments and the Head of Curriculum to ascertain the student's appropriate class placement. For students entering Years 9 to 12, the choice of electives is confirmed by the Head of Enrolments and the Head of Curriculum. Where required, a Personalised Education Plan (PEP) meeting may be scheduled by the Head of Enrolments prior to or soon after the student's start date to assist with the student's integration at the School.

A student's file is compiled and includes a learning profile and information useful for 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 Head of Enrolments will notify the Head of House, Head of Tutor and the appropriate teaching staff of a new arrival and date of commencement. The Head of Enrolments provides all relevant staff with a summary of the student's background, outlining any academic and other specific needs. Where a Personalised Education Plan (PEP) has been negotiated, all relevant staff will be notified. In addition, this information will be saved in the student's profile on Edumate (student database system) for staff reference. The Head of Enrolments will also assist with uniform, bus pass, textbooks, etc.

During the first few weeks of a student commencing at Northholm, the Tutor will follow up on their progress and make contact with parents/carers to ensure the student is settling in and assimilating to the new School environment.

2. Associated policies

Please note that there are a number of other School policies and procedures that relate to the new student Enrolment Policy, of which to be aware and understand, including, but not limited to:

- a) the **Employee Code of Conduct** which sets out information about the standards of behaviour expected by all employees, contractors and volunteers of the School.
- b) the **Work Health and Safety Policy Statement** which summarises the obligations imposed by work, health and safety legislation on the School and workers.
- c) the **Discrimination, Harassment and Bullying Statement for Employees, Contractors and Visitors** which summarises employee obligations in relation to unlawful discrimination, harassment and bullying.
- d) **Code of Respect and the Anti-Bullying Policy** which provides a definition of bullying and the procedures for responding to any incidents of bullying.
- e) **Employee Grievance Procedure Policy** which outlines the procedures for parents and students to report a complaint or grievance.
- f) **School Community Code of Conduct** which sets out information about the standards of behaviour expected from community members associated with the School.
- g) **Visitors Policy and Brochure**

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 and 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 Microsoft SharePoint.

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 are readily available to the community and provided in the full text of the Policy.

All documents relating to the School's Anti-Bullying Policy are reviewed regularly to ensure that 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. It is also on Microsoft SharePoint and located in the Student Diary.

Discipline Policy

Students are required to abide by the School's rules and to follow the direction of teachers and other individuals with authority delegated by the School. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and the 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 2019. 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 Microsoft SharePoint.

Complaints and Grievances Resolution Policies

The School's policies for Complaints and Grievances Resolution uses procedural fairness as appropriate, 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 2019. 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's office and are also on Microsoft SharePoint.

School determined improvement targets

Teaching and learning

With the *Strategic Plan 2015-2019* in its final year, the School continued to focus on realising the School vision: 'To position Northholm as a centre of excellence in the educational community through our unique ability to nurture young people, while challenging them to excel'.

Increasing the academic focus was an important priority, addressed by establishing opportunities for rigorous analysis and performance reporting, especially in relation to academic achievement in external examinations such as the Higher School Certificate (HSC) and NAPLAN. This analysis has focused

on 'value adding'. The priority areas for improvement, in addition to academic achievement, comprises the qualities of community connectivity, mental and emotional wellbeing and involvement in co-curricular activities in order to encourage and celebrate the 'whole student'.

Priorities	Achievements
Year 12 HSC goal setting and reflection process	Every Year 12 student met with the Principal in Term 2 to discuss their academic progression. The School established a system to track Year 12 academic performance against their personal goals and the expectations of their teachers.
Improving the delivery and emphasis on literacy and numeracy	An education committee was established to develop a strategy for the continuous improvement of literacy and numeracy in NAPLAN, as well as developing handwriting skills.
Introduction of the Careers Evening	A Careers Evening was introduced that invited parents, as well as external political and business leaders in the community to run career workshops that our students from Years 10 to 12 could learn more about.
Introduction of the Student Academic Monitoring System	A daily monitoring system was established for students who were not demonstrating the necessary academic effort for their studies. This includes three levels: Blue, Yellow and Red.

Professional learning and human resources

Priorities	Achievements
Introduction of new Staff Induction Program	A new model of staff induction was introduced that is based on supervision, evaluation and reflection. New staff undergo a process that includes classroom observation, student voice and a reflection interview with the Principal.
Middle leadership goal setting and evaluation process	Middle leaders (Heads of Department and Heads of House) develop their vision and goals for the academic year which includes, reviewing HSC and RAP data, analysis on encouraging trends and concerns, documenting strategies and initiatives and opportunities to measure improvement and effectiveness of new strategies.
Introduction of a classroom observation program	All K to 12 teaching staff undertook a professional learning program that involved observing classrooms across different disciplines.
Implemented a new organisational structure	A new organisational structure was introduced to focus on the new direction of 'academic intentionality with pastoral attentiveness'. Subject departments were structured like university faculties to develop future opportunities for interdisciplinary learning. New positions were created to best reflect the School, such as Head of Data Strategy, Head of Information Services, Head of Academic Enrichment and Head of Enrolments and Marketing.

Community, partnerships and alliances

Priorities	Achievements
Nurturing our community connections	Developing communication channels through the Weekly Record, Arcadian and Head of House weekly communication.
Development of facilities and resources	With the support of the Northholm Association, the School completed the refurbishment of the Food Technology precinct in the Trade Training Centre.
Review of Marketing and Enrolments Strategy	Conducted a review of Open Day, Kindergarten Taster Days, School Tours and advertisements. A new strategy is to be developed for the promotion and enhancement of the School.
Systematic review of policies and procedures	Review of policies and procedures for professional development, leave and communication.

Initiatives promoting respect and responsibility

All detailed rules at Northholm Grammar stem from four basic principles:

Respect for persons – all behaviours should show 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 school. 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, and to respect classrooms, corridors, property of the

School and the property of others. During Terms 2 and 3, students must wear their blazers, as well as at Speech Day and 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; parents are expected to support the School in maintaining high standards of personal conduct.

Key strategies for promoting respect and responsibility at Northholm during 2019 included regular discussion in Tutor Groups of the Aims and the Code of Respect, as printed in the School Diary. It also involved consistent emphasis on the importance of school rules in maintaining order and regulation in the day-to-day routines of school life.

Regular meetings

Weekly Chapel services and Faith and Life classes promote our 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 Grammar 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 an outdoor education camp program from Years 7 to 10.
- All students participate in a week of Service Learning in identified areas of need from K to 10.

Student leadership

The leadership programs provide students in both the Primary and Secondary School with opportunities to serve the School and the wider community through helpful activities, fundraising for worthy causes and promotion of social responsibility.

The Prefect Body

The Year 12 Prefect Body coordinated numerous events, including Roses for Redkite, the School Colour Run, a Jazz Café and participation in the Hills Shire Relay for Life. In addition to this, they coordinated and led Weekly



... consistent emphasis on the importance of school rules in maintaining order and regulation in the day-to-day routines of school life.



Assemblies for the Senior School, whole school events and led School Tours on Information Mornings, Information Evenings and Open Days.

Year 11 leadership

During 2019, a group of Year 11 students took part in the Year 11 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 organisation of a Masquerade Evening and numerous other fundraising activities, raising over \$30,000 in support of Destiny Rescue. They also coordinated the annual School Trivia Night, organising activities and events in the lead-up to the evening and raising over \$13,000 for Project Help India.

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 8 leadership

Year 8 Captains and leaders participated in a range of activities including the leadership of Year 7 and 8 Assemblies. They assisted at House Carnivals and other School events and led School Tours on Information Mornings, Information Evenings and Open Days. A key feature was their coordination of an '80s Disco and the coordination of events in support of the Rural Fire Service.

Year 6 leadership

Primary School Captains, House Captains and Co-curricular Captains coordinated and led Primary School Assemblies, represented the Primary School at whole school events, assisted with Primary School Chapels, coordinated the Primary School Canteen and participated in community service events.

Peer Support Program

The Peer Support Program, linked students going into Year 7 with Year 11 students. Peer support encourages a sense of belonging, confidence, friendship and trust among students as they transition to secondary school.

Service Learning Program

All students from Kindergarten to Year 10 participated in a Service Learning Week in Week 8, Term 4. Through their participation during the week, students had the opportunity to learn about others in need and provided service to the wider community. Each group was coordinated by a Northholm Grammar 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 2** – Sustainability.
- **Years 3 and 4** – Humour Therapy Project.

- **Years 5 and 6** – Our Closest Neighbours - investigating Australia's Official Development Assistance Program (ODA) and its importance for Australia, Torres Strait Islands and Indo-Pacific Countries.
- **Year 7** – World Vision - Poverty awareness globally.
- **Year 8** – Homelessness.
- **Year 9** – Individual and small group projects.
- **Year 10** – 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.

Other school-based service events included:

- Year 11 students continued to build connections with residents at Rowland Village in Galston through musical performances.
- Year 9 students led a series of activities on World Water Day to raise awareness about the water crisis and to raise money to support the building of wells in Guatemala.
- Year 7 and Year 8 supported a blanket collection for CareVan, a charity for which supports those who need assistance in our community in the winter months.



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Northholm Grammar is committed to providing support, care and professional development opportunities for our staff.

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Parent, student and teacher satisfaction

The Northholm Grammar School Cultural Audit Report unearthed a wealth of data about the scope and nature of consensus and convergence in the Northholm Grammar community about our past, current and future state.

It is quite clear, that the community is looking to new leadership to chart a path through and out of a period of recent instability and are enthusiastic to see a cluster of strategic challenges addressed. The feedback confirmed where the strength of the School lies: "Northholm Grammar prides itself on high quality teaching, which in turn ensures high quality learning is occurring in every classroom. This vision and educational aim is what helps to achieve great results."

Key observations from the report are summarised below:

Community, connection and care – The community spoke about a 'sense of community' and how relational connectedness is the 'spirit of the School'. Northholm Grammar is a school that values relationships and recognises what it means to be a 'relational school' in the fullest educational meaning.

Christian ethos – The community appreciates the balanced approach to the Christian ethos and presence, especially when it promotes good values, respect for diversity and inclusivity, and a reflective approach to ethics.

Holistic education – The School community values the broad education and feels the School 'punches above its weight' in its co-curricular offerings, commitments and opportunities for service learning and community engagement.

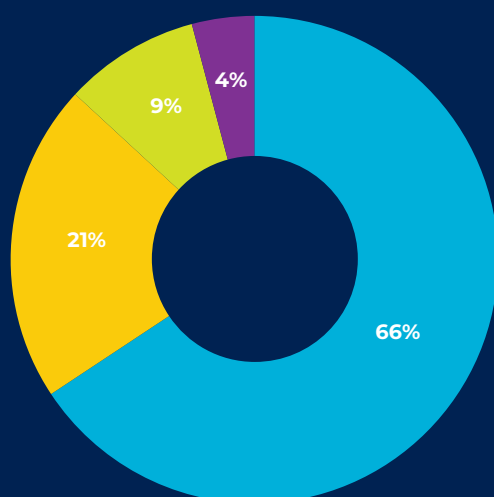
Teaching and learning – Teachers are highly regarded at Northholm Grammar and praised by parents, particularly for their dedication and effectiveness. There is a high level of trust that teachers are doing a great job.

Northholm Grammar is committed to providing support, care and professional development opportunities for our staff. Through a culture of collaboration and collegiality, specific activities are established to nurture a resilient and engaged team.

Professional development is designed to develop expertise in evidence-based processes within teaching and learning, while also providing staff with the space and time to think strategically about their departments and houses. Staff are encouraged to reflect on and review processes, and to voice their perspectives for the continuous improvement of Northholm Grammar.

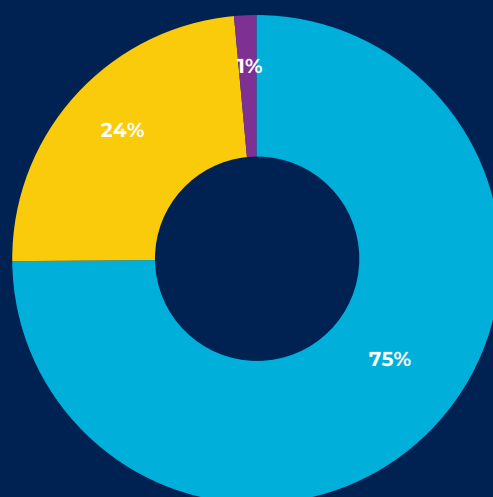
Summary financial information

School income 2019



- Fees and private income
- Commonwealth recurrent grants
- State recurrent grants
- Private capital income

School expenditure 2019



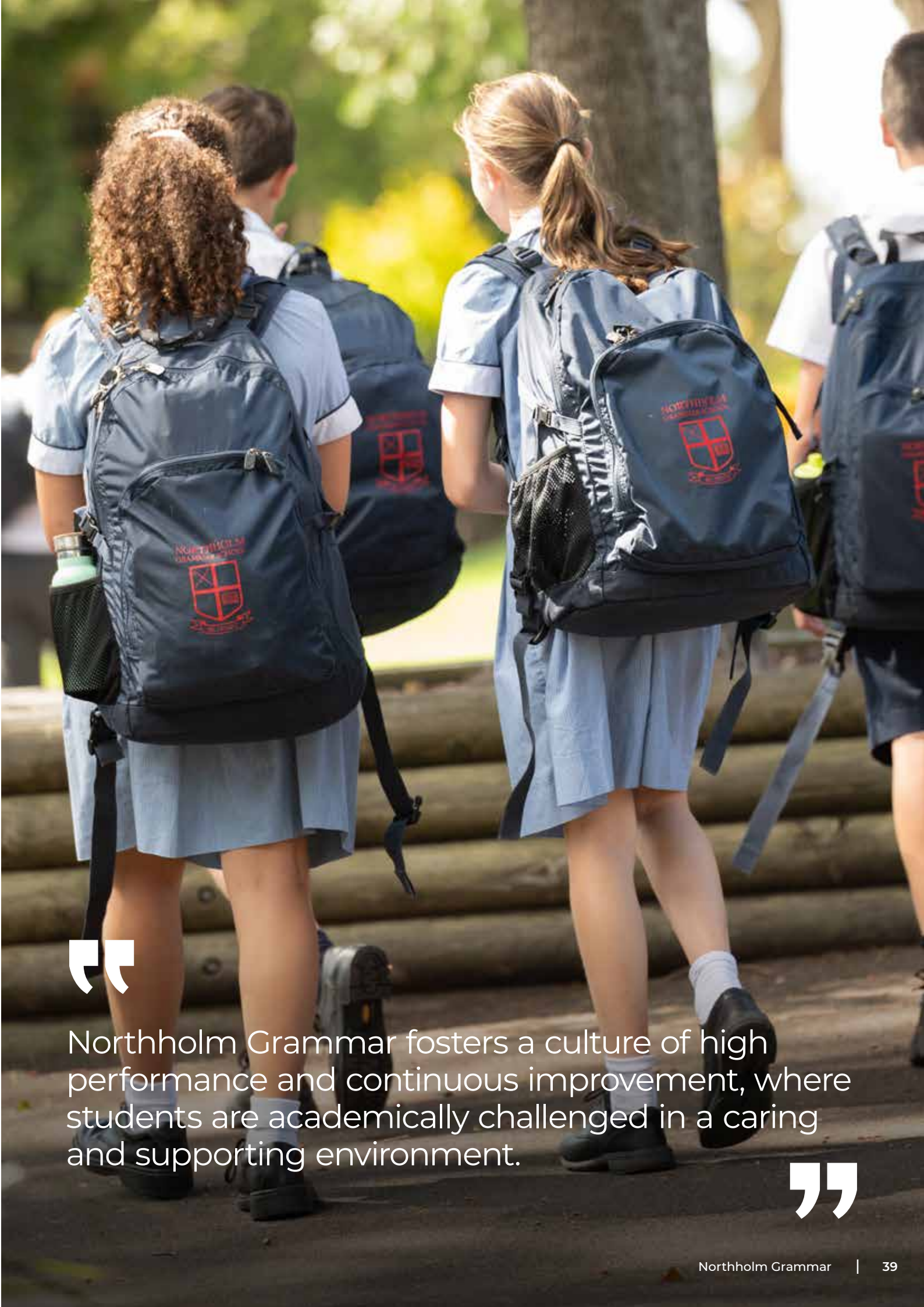
- Salaries, allowances and related expenses
- Non salary expenses
- Capital expenditure

Publications 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 at the School's website.

Hard copies of the report are available on request – please contact Reception by phone on 02 9656 2000 or email reception@northholm.nsw.edu.au



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Northholm Grammar fosters a culture of high performance and continuous improvement, where students are academically challenged in a caring and supporting environment.

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Northholm Grammar

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