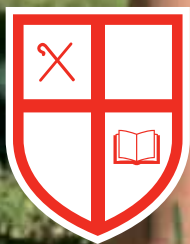


The Arcadian

THE MAGAZINE OF NORTHHOLM GRAMMAR
EDITION 47 | SPRING 2020



Northholm
Grammar

Challenging minds.
Creating futures.

The Arcadian

Edition 47 | Spring 2020

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From the Editor

Welcome to the Spring 2020 issue of *The Arcadian*.

"To strive with difficulties, and to conquer them, is the highest human felicity." Samuel Johnson, 1709-1784, English writer

As we continue to navigate our way through the uncharted waters of the COVID-19 pandemic, I reflect back over the past six months and feel inspired by the agility, innovation, resilience and support of our school community. The unprecedented circumstances suddenly thrust upon educators meant expedient adaptation was needed to respond to an entirely new way of teaching - as Plato said, "necessity is the mother of invention." The responsiveness and receptivity from staff, students and parents to such a challenge is commended and demonstrates the strength of an undiminished community.

I would also like to acknowledge the strength, maturity and resilience displayed by our Year 12 2020 cohort.

You are to be praised for the way in which you travelled through the uncertain and ever-changing learning landscape this year. We extend our very best wishes to you for the HSC examinations and look forward to celebrating, more than ever before, the conclusion of your school journey during the Valedictory Service in November.

It is with great pleasure that I share with you the efforts and achievements of our young men and women during the past six months. Their confidence to lead, compassion to give and passion to learn has not wavered. Congratulations to everyone involved in contributing to an exciting and positive end to this Semester.

Keep well and stay safe.

Gabriela Moore
Editor

*Their confidence to lead,
compassion to give and passion to
learn has not wavered.*

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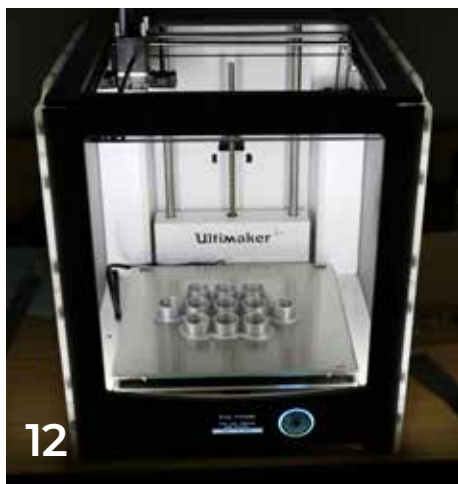
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In our setting, this is most profound when we realise our role is, and has always been to empower learners.

From the Principal

Welcome to the second edition of *The Arcadian for 2020*. We hope you enjoy this snapshot of life at our School and the many achievements of our students during this extraordinary year.

John F. Kennedy once observed that the word 'crisis' is composed of two characters in Chinese - one representing danger, the other opportunity. He may not have been entirely correct on the linguistics, but the sentiment is true enough: a crisis presents a choice. This has been particularly true in 2020.

The COVID-19 pandemic has upended nearly every aspect of life, from the personal (how people live and work) to the professional which includes how schools build a sense of belonging virtually, how we communicate with our community and how we continue to deliver a quality education under government guidelines and restrictions. Many have argued that the fallout from COVID-19 will fundamentally change the way we do education over the next five years and will significantly challenge the sustainability of businesses. However, others have agreed that the crisis will create significant new opportunities for growth, although this may vary significantly by industry.

COVID-19 is far from over, however the Northholm community can reflect on the past few months with much optimism and pride on how it has endured the many challenges of these turbulent times.

The remote learning experience allowed our students to be more empowered in achieving their goals. In my conversations with students, many have become more motivated to achieve: they have exerted more of their effort, time and energy through applying their increasing capacity to develop adaptive expertise and self-efficacy towards becoming better versions of themselves. They have grown in character, competencies and confidence and used these qualities to solve known and new problems through adaptive expertise with the guidance of their teachers. They have started to organise themselves and their learning, living, leadership and work to optimise their skills, knowledge and wellness so they can thrive in their world through self-efficacy. There are some students who were challenged with this environment which has prompted them to grow in their maturity and self-discipline.

The experience has allowed Northholm Grammar to be more agile in complementing our academic intentionality with the support of social-emotional outcomes. We launched an online wellbeing program, a pilot program, for our tutorials to further wellbeing reform under our strategic plan. Our Personal Development, Health and Physical Education (PDHPE) program continues to create opportunities for the development of physical literacy and health awareness for

our students. The practicalities of online learning has served to harness student understanding of digital citizenship and an appreciation of the importance of respecting others within the virtual environment. Student (and teacher) understanding of online platforms has been profound during this time and may never have been realised without this experience.

The experience has provided a rich educational landscape for the creation of independent learning and student agency. With the guidance of teachers, students have been given greater flexibility in the application of their time and the completion of work within their home environment. Just as students have navigated through uncharted waters, so too have parents, themselves growing in the learning partnership with their child.

As Principal, I have enjoyed the engaging conversations with parents regarding their experiences, perspectives and observations on education in general. In many cases, there has been a greater appreciation afforded to the recognition of teachers' work, but they have also embraced the partnership in observing the growth and development of their children in handling difficulties and adversity. We are enormously proud that our sense of community has in many respects grown during this time which reflects the resilience and energy of our members.

Thus, as our world is growing, we must too grow. COVID-19 has required us to anticipate and prepare for the changes that have always been coming, while holding onto the values and beliefs that stand true in an enduring fashion. In our setting, this is most profound when we realise our role is, and has always been, to empower learners.

Christopher Bradbury
Principal

Academic Excellence from the remote perspective

CURRICULUM

With the transition to remote learning becoming a reality earlier in 2020, the **paradigm of academic excellence** naturally looked different.

With Northholm Grammar's focus on a culture of scholarship, a love of learning, a growth mindset and independent thinking, positive and respectful relationships between staff, students and parents were not only maintained, they were enhanced during these difficult times.

Teachers adjusted to the new conditions thanks to thorough preparation and training. Learning to be fully conversant with a variety of software and technology meant that applications such as Skype, Zoom, OneNote and Canvas quickly became familiar to staff and students alike. To keep students engaged and inspired, teachers were able to draw on a range of strategies. For example, students were encouraged to practise handwriting skills when answering questions, reducing screen time while keeping students actively occupied in their learning. Regular communication between student and teacher was essential: personalised communication was scheduled around normal lesson times, all work was communicated in a timely manner and everyone accepted

that audio and video conferencing was the new normal for the delivery and distribution of subject content. A revised version of the assessment task schedule for Term 2, which catered for the changing landscape of assessment tasks, was sent to parents and students. Different strategies were undertaken to replicate in-class assessments; procedures for the implementation of these were based on best practice.

Students also became extremely adaptable in the remote environment, similarly learning the installation and use of technologies new to them. They discovered that being attentive, cooperative and contributing to lessons via remote learning is vital for academic success. They had to be responsible for their own learning, ensuring they were clear on the time and details of all upcoming events, whether that be normal class times or an upcoming assessment task. Being organised was crucial, with students encouraged to set up a comfortable workspace and desk with all distractions removed so they could engage fully with lessons and activities. Teachers actively encouraged peer support during this time.

In addition, the School is extremely grateful for the support of the community, especially parents, during this period of remote learning. Our parents played a vital role in supporting and encouraging their children to achieve to their ability and maintain their scholarship aspirations. Without the regular structured regime of school, students thrived by maintaining and enhancing their organisational skills thanks to parental assistance.

While remote learning provided so many challenges, Northholm Grammar sailed through these uncharted waters with ease. The positive attitude and pure hard work from all concerned ensured that the interruptions to learning were kept to an absolute minimum. Transitioning back to face-to-face lessons was seamless and the smiles on students' faces when returning to classes were a pleasure to witness. Congratulations on a superb team effort.

Bruce Barry
Head of Curriculum



The positive attitude and pure hard work from all concerned ensured that the interruptions to learning were kept to an absolute minimum

In their own words

Year 12 reflections on in the COVID-19 env

The COVID-19 pandemic presented unprecedented challenges to Year 12 students as they continued their final year at Northholm. Year 12 students reflected on their experiences with remote learning and how they responded to the changes.

Studying during COVID-19 has been a long journey, teaching me that unexpected events can happen at any point in life.

COVID-19 posed significant, unexpected and unprecedented challenges to all aspects of school life. These experiences over the course of the past six months have acted as a catalyst for my personal growth. It allowed me to learn, develop and instil key skills and values that will stand me in good stead and continue to contribute to my development for years to come. It served as a valuable opportunity to develop the ability to work independently and take accountability for learning into my own hands and rely less on the guidance of teachers. It also served as an opportunity to realise the many daily challenges teachers face and the invaluable contributions they make to our learning. It also allowed the values of resilience and perseverance to be fostered by all who experienced this event especially during a HSC year. I realised how fortunate and privileged we are to have the resources and facilities available at home and at Northholm to facilitate our remote learning. However, the time spent apart, and the missed social opportunities, will be reflected on for years to come. I believe COVID-19 has created students who are more resilient, gritty, independent and appreciative of the dedication of teachers and the opportunities they have had. This will lead us to be more complete and effective people when we enter the real world.

Carey Maeder

The saying 'prepare for the unexpected' could not be more applicable to our journey as Year 12s in 2020. Due to completing my second and final year of the Pathways program, my learning journey has not been as severely impacted as other Year 12 students. However, it has still presented unique challenges. The remaining five units of my HSC this year which were all major work subjects and collaborating with teachers, and in certain instances industry contacts with my Design and Technology major work, proved quite challenging given the physical distancing laws. However, due to the commendable dedication and commitment exhibited by all my teachers, I was able to adapt and meet the requirements of the respective major works thanks to their ability to respond swiftly to the changing academic landscape which has been Year 12 this year. There has been no way to prepare for COVID-19 and indeed it has brought tremendous sorrow and bleakness to the turn of the decade. In contrast, as a possible silver lining, it has provided an opportunity for both students and staff to demonstrate their resilience in times of adversity which is reflective of the Northholm ethos and spirit. The ingrained quality of resilience and adaptability, which is synonymous with the character of the Northholm graduate, is what has allowed the 2020 cohort to persevere and obtain the best possible results despite the overwhelming odds stacked against us.

Matthew Gadd

S: n learning ironment

When beginning my HSC, I had been told to prepare for large changes in my life both inside and outside of school. What I didn't anticipate was that the changes would have a global effect. Studying during COVID-19 has been a long journey, teaching me that unexpected events can happen at any point in life. The point of balancing work and leisure activities became one of the hardest tasks for me, having so much free time outside of school hours but being unable to see my friends meant that I would spend all my time studying. Of course, this was beneficial to my grades, but also meant I valued the small amounts of time I could spend with my friends online much more. Coincidentally, this online connection has given us more ways to stay in contact after school!

Some subjects proved to be harder for external studying than others, as I'm sure all of us completing major works can agree. For me, my Design and Technology MDP was significantly impacted by these events and, if it weren't for the extensions given, I may not have finished. From studying at home to returning to normal school, the transitions in our schooling barely impacted our scheduled learning, so thank you to all staff for your efforts in ensuring we were able to get the most out of our final year of school.

Elyssa Freame

The COVID-19 pandemic has been a stressful time for all of us. Year 12 would have been hard enough on its own without the global pandemic taking over. I am extremely grateful that I was attending Northholm Grammar during this difficult time due to the level of care and organisation the School demonstrated throughout such uncertainty. Thankfully our remote learning was very quickly set up and well organised. Our subjects and classes continued on from the comfort of our own homes. Although a little distracting at times, I think remote learning went well but I did miss the contact with friends and face-to-face teaching with my teachers. Overall, I think we need to appreciate that we have not been affected as badly as others throughout the world. Thankfully our graduation and formal are still going ahead, our HSC will be over soon and hopefully COVID-19 will be too. Then finally we can all hopefully return to some kind of 'normal'.

Chelsea Bell

I believe COVID-19 has created students who are more resilient, gritty, independent and appreciative of the dedication of teachers and the opportunities they have.



Top. Carey Maeder, Matthew Gadd.

Bottom. Elyssa Freame, Chelsea Bell.

The challenges of student leadership

Northholm Grammar believes in helping young people to find purpose in their lives and become **positive influences in the world.**

The School gives students the chance to discover and develop their leadership potential throughout their school life. During Term 3, Year 10 and Year 11 students have the opportunity to apply for the leadership roles of School Captains, School Prefects and House Captains. The Leadership Investiture, held recently at the commencement of Term 4, formally acknowledged them in their roles.

During the course of the year, the Leaders take part in a Leadership Development Program, which will provide them with the opportunity to meet regularly, work collaboratively and develop a greater understanding on the key elements of strong leadership. The Leadership System at Northholm Grammar is an inclusive model of student leadership that allows students to achieve recognition for the high standards of leadership they have already shown at Northholm Grammar and to show that they have the capacity to grow further by taking up the opportunity as leaders.

There are four key dimensions to student leadership at Northholm Grammar, which are measured through our Leadership Indicator for Students metrics and can be linked to key drivers of school success including school engagement, sense of belonging and grades.

These are:

- Leading Academically
- Leading Self
- Leading with Others
- Changing Your World

Leaders at different levels in any school environment face different challenges. As a result, there are four leadership skills that a Northholm graduate needs to learn and master.

Self-Awareness: to understand your behaviour's impact on school outcomes. An effective leader must understand their strengths and weaknesses.

Communication: to effectively communicate goals and inspire trust. An effective leader must communicate information and ideas with clarity, assist in leading others, engage in participative management and build and mend relationships.

Influence: to be comfortable persuading, promoting and delegating. An effective leader helps to communicate the vision and goals, aligns the efforts of others and builds commitment from people at all levels including students, staff, parents and the community.

Learning Agility: to know when to change course and to help others do so. An effective leader has the desire to learn from mistakes, ask insightful questions and be open to feedback. This involves learning new skills, taking opportunities to learn and responding to new and difficult situations. Great leaders create a culture of learning.

Jenny Plüss
Head of Students

The School gives students the chance to discover and develop their leadership potential throughout their school life.



2019-2020 Captains Ella Cotrona and Thomas Kropman with 2020-2021 Captains Ethan Reiss and Tyler Old.

Senior Leaders

Congratulations to the students appointed to Senior Student Leadership positions for 2020-2021:

Captains

Tyler Old
Ethan Reiss

Senior Prefects

Olivia Charlton
Joseph Clemmit



School Captains, Senior Prefects and School Prefects.
Back left to right. Max Williams, Joseph Clemmit, Ethan Reiss, Olivia Charlton, Niamh Cassar, Faith Trestrail.
Front left to right. Tharshan Moodley, Mitchell Black, Tyler Old, Piper Elsley.

School Prefects

Mitchell Black
Niamh Cassar
Piper Elsley
Tharshan Moodley
Faith Trestrail
Maxwell Williams

House Captains

CAPELL

Lucy Coad
Pari Shah

LINCOLN

Brianna Cusick
Laura Jones

PATTESON

Harrison Eastwood
Caitlin Stebbins

ROWLAND

Amber Garth
Annabel Part



House Captains.
Back left to right. Brianna Cusick, Laura Jones, Harrison Eastwood, Caitlin Stebbins.
Front left to right. Amber Garth, Annabel Part, Lucy Coad, Pari Shah.

In a world of technology and screens, physical literacy is becoming a growing focus in schools all over the world.



Physical Literacy keeps students on the move

At Northholm, we are committed to developing the skills, values and mindset of our students

Physical literacy is defined as having the motivation, mindset, competence and confidence to value and take responsibility for engaging in lifelong physical activity.

With our Personal Development, Health and Physical Education (PDHPE) programs at Northholm Grammar, the development of physical literacy in our students is at the heart of everything we do. Learning experiences are programmed and assessment is shaped, according to this approach, so that young people develop the values and motivation to stay involved in a range of movement experiences.

The Sport Australia Physical Literacy Framework outlines the four key domains that each contributes to physical literacy: Physical, Psychological, Social and Cognitive.

The Physical Domain

At Northholm, we recognise that sport is an excellent way to develop physical literacy, but it can also be increased through other more diverse and inclusive physical activity and incidental movement opportunities. We provide a range of distinct movement experiences for students that help enhance their confidence and competence in a range of fundamental movement skills (FMS). In the Primary Years, Kindergarten to Year 2 students focus on the development of FMS through units such as Northholm Ninja Warrior, aimed at building climbing, swinging, jumping and leaping skills; Move and Groove where our students learn to love how their body feels moving to music; and our Scooting Into School program where students learn about road safety while developing scooting skills around our beautiful grounds. In the Secondary Years, we allow students to explore all forms of movement – from our creative units of Jumping Gymnastics and Just Dance to all forms of team games, including Traditional Indigenous Games.

The Psychological and Social Domains

The benefits of sport in developing growth mindset, persistence, self-confidence and self-regulation are well known. At Northholm Grammar, we plan deliberate and intentional learning programs that provide opportunities to develop these skills. Year 7 students start their year with our Team Northholm program where they engage in a range of physically and mentally challenging teambuilding activities, requiring problem solving, persistence and teamwork. Through these activities, students learn to manage emotions and persist with movement regardless of difficulty, challenges or failure. The feeling of elation that students gain at the end of each lesson bonds our new students together and helps build connections that will see them through their learning journey at Northholm.

Developing leadership is also an essential focus within our PDHPE programs at Northholm Grammar. Our Learning to Lead program in Year 6 develops skills to directly support students into their secondary journey. As students self-direct their own sports games, they learn to lead, negotiate and problem solve. In Year 10, students engage in a program called SEPEP (Sport Education, Physical Education Program) that sees students assuming a range of roles that facilitate sports competitions (referee, statistician, marketing, captain and so on). This hands-on, practical experience develops students' collaboration and leadership skills which in turn supports their engagement in a range of programs outside of PDHPE.

The Cognitive Domain

At Northholm, we focus on developing the cognitive domain of physical literacy through deliberately teaching how skills, strategies and tactics can be transferred between movement contexts. By approaching sports in this manner, students have the ability to apply their knowledge to be successful in new and unfamiliar games. Through our Games Sense units in the Secondary Years, students focus on a concept by engaging in games, which are thematically organised, such as Net/Court, Striking/Fielding, Invasion or Target Games. Modification of game and player constraints (such as rules, time, playing space, equipment etc) allows educators to create opportunities for students to learn how to read, react and respond using their knowledge of concepts, rather than expertise in a single sport.

At Northholm, we are committed to developing the skills, values and mindset of our students that will allow them to lead healthy, meaningful lives regardless of their abilities, physique or how they choose to move. Providing a holistic education from Kindergarten to Year 12, Northholm is challenging minds and creating futures.

Shannon Cameron
Head of PDHPE

A close-up photograph of a cow with curly hair and a calf in a field. The cow is in the foreground, looking towards the camera. The calf is in the background, also looking towards the camera. The background shows a white fence and trees.

New technology, new arrivals and new spaces

This year marks the inaugural year for the Agriculture and Technology and Applied Studies (TAS) Department.

The year began as it usually does with intense preparation for the Agricultural Shows in Term 1. Although we didn't make it to the Shows due to the disruptions caused by the COVID-19 pandemic, the breeding program continued with our Galloway cows giving birth to three healthy Squaremeater x Galloway calves. With the addition of our wonderful livestock guardian, Daphne the Donkey, calving was a much less stressful time for everyone involved. The calves will be prepared for competition in 2022.

The addition of the Food Technology facility last year has been utilised throughout the year with the Year 9 and Year 10 Agricultural Technology students cooking produce grown at school. As part the Vegetable, Sheep and Cattle topics, students cooked a variety of meals showcasing local produce and multicultural influences. The Food Technology room was alive with the aroma of delicious stir fries, lamb koftas, gourmet beef burgers and milkshakes. It has been an excellent resource to complement the program, enabling an authentic 'Paddock to Plate' experience for the students.

The focus of Design and Technology has always been on assisting our students to develop their creative, innovative and technological skills. To this end, the Design and Technology area was given a facelift with the expansion of the space by removing the wall between T2 and T3. This gave students more area for independent learning and flexibility to allow them to transfer seamlessly between portfolio and practical work during lessons, making the space more productive.

Each year the Department has built on resources to enable students to work efficiently, creatively and innovatively. In the workshops we have acquired many new machines and tools such



as a table saw, surfacer/thicknesser, disc sander, vertical spindle sander and wood lathe just to name a few. Our technology has also progressed with the purchase of a laser cutter and CNC router and we have now upgraded the 3D STEM Makerspace with the addition of a new high-quality 3D printing machine to complement the existing 3D printers. This STEM Makerspace environment has been a great resource for the students competing in the F1 in Schools competition.

This year in Year 10 Information and Software Technology, students were introduced to the use of VEX Robotics kits that allowed them to be involved in the engineering and design, along with the programming of these robots to perform challenging tasks. One task was to navigate an obstacle course by programming the robot to navigate from one end of the course to the other without hitting any of the objects. Another challenge involved counting the number of different coloured blocks on the course and the last challenge was to sort the blocks into their colour group. All students were thoroughly engaged in these activities, enjoying the challenges set for them.

The integration of Design and Technology, Information Software Technology and Agriculture will ensure students gain contemporary technological skills, the capacity to adapt to rapid change, the ability to contribute positively to their own lifestyle and to the social, economic and environmental future of our country. A key focus across all TAS departments will be knowledge and application of current and emerging technologies, with each department developing skills that are transferable across a variety of subject areas. This will ensure students have all the necessary skills and knowledge for success in the HSC and beyond.

Stellina Trestrail
Head of Agriculture and TAS

A key focus across all TAS departments will be knowledge and application of current and emerging technologies

In 2020, with unforeseen experiences, changing environments and shifts in social and emotional perspectives, our Creative and Performing Arts students have demonstrated their true mastery of an artistic practice, be it in Music, Drama or Visual Arts.

Virtual experience celebrates Major Works

In his book *Creative Schools*, Sir Ken Robinson writes; ‘Imagination is the root of creativity. It is the ability to bring to mind things that aren’t present to our senses. Creativity is putting your imagination to work. It is applied imagination. Innovation is putting new ideas into practice.’ What Robinson is inferring is the importance of marrying the three concepts: imagination, creativity and innovation within any practice.

In 2020, with unforeseen experiences, changing environments and shifts in social and emotional perspectives, our Creative and Performing Arts students have demonstrated their true mastery of an artistic practice, be it in Music, Drama or Visual Arts. Our HSC students met every turn with positivity and a sense of motivation, taking charge of their learning and embracing the opportunities for change.

With the COVID-19 restrictions in place, one of the biggest challenges HSC arts students faced was the limitations in

accessing an audience. The role of an audience is fundamental to the creative process both in the ideation and performance stages. An audience is used to seek critical feedback, broaden perspective, gain confidence and celebrate achievement. To ensure our students reached their audience, the Creative and Performing Arts Department went digital.

This step was vital in the execution of their Major Works. Throughout the ideation stage, which mainly took place during remote learning, one-on-one mentoring with industry experts took place via Zoom. The process built a digital relationship that invited professional feedback and ongoing interaction. Online platforms OneNote, Canvas and Zoom were used in small class workshops for students to screenshare and conduct peer reviews and exhibitions. With this transformation, students’ practices evolved to include language and critical dialogue styles suited for this digital space.



Work by Liam Haddadi.



To celebrate the culmination of Major Works, our annual Night of Excellence took shape as a website. The new platform allowed the wider community to celebrate the creativity, talent and expertise of our HSC students. On the website students had the opportunity to exhibit their full practice with performance videos, rationales, artwork biographies and photographs.

Lauren Barlow
Head of Creative and Performing Arts



From top. Works by Jack Tanner, Caitlin Wilson and Samuel Allen.

Our HSC students met every turn with positivity and a sense of motivation, taking charge of their learning and embracing the opportunities for change.

CAPA Awards

Northholm Grammar is very proud of the achievements and talent of our CAPA students and congratulate them in their pursuit of excellence.

In particular, we acknowledge the following Year 12 students who have been nominated for their excellence and outstanding work:

Bridget Davey for Encore in Music

Beth Dewhurst and Charlie Wilton for ArtExpress in Visual Arts.

**Top. Work by Beth Dewhurst.
Middle, left to right. Bridget Davey, Charlie Wilton and Beth Dewhurst. Bridget Davey performing.
Bottom. Work by Charlie Wilton.**





Gold awards for Duke of Edinburgh

2020 has been the year of many challenges and students taking part in the Duke of Edinburgh's International Award Program have not been immune to the impact of COVID-19 restrictions. They were forced to change and adapt their service activities and physical recreations components of the Award.

However, our students have continued to be resilient and persevere, with many of our students receiving their Bronze and Silver Awards during this time. In addition, Northholm Grammar congratulates Year 12 students Samuel Allen and Lauren Ivory who obtained their Gold Award before commencing their Higher School Certificate Examinations.

We are very proud of both Lauren and Samuel, who have spent a year participating in a service activity, a physical activity and a skills activity, as well as undertaking a nine-day kayaking Adventurous Journey which developed their leadership and teamwork skills.

Participants are also required to take part in a five-day Residential Project where they helped others - which gave them a sense of personal achievement and enhanced their social connection with new and interesting people. For this component of the Award, Samuel went to Grafton to help a drought-stricken farm and Lauren travelled to India last year to help volunteer for the not-for-profit charity 'Project Help India', which aids those in poverty. Through this life-changing experience, both individuals quickly realised how fortunate they are and plan to continue making a difference in the world through volunteer work in the future.

Their efforts here, along with obtaining their Bronze and Silver Awards, will be recognised at a special ceremony at Government House. Northholm Grammar is extremely proud to congratulate them on their wonderful achievements.

**Jennifer Woods
Duke of Edinburgh's Award
Coordinator**



**Top left. Adventurous Journey kayakers.
Top right. Lauren Ivory in India.
Bottom. Samuel Allen.**

Pastoral programs develop character, growth and grit.

WELLBEING

One of the key values of Northholm Grammar is character development of the individual and concern for the whole person.

Represented by the rod and staff of the shepherd, Northholm Grammar supports the potential of each student through strong pastoral care that is characterised by our attentiveness to individual growth, social and emotional development and wellbeing.

Feelings of wellbeing are fundamental to the overall health of young people, enabling them to successfully overcome difficulties and achieve what they want out of life. Over the past six months, students in the Secondary Years at Northholm have participated in a range of programs which have contributed to their health and development.

In pastoral periods, students have been led through a range of topics from the Thrive Programme, which teaches young people the skills and resources to overcome mental health issues and learn to thrive in any environment. The program empowers students with the skillsets to make them more robust, resilient and confident. People who thrive feel more in control of their lives and find it easier to resist social pressures, take more responsibility for their physical and mental health and live a more positive life.

A focal point of the program thus far has been on the importance of building a growth mindset. Individuals who believe their talents can be developed and furthered through hard work, good strategies and input from others tend to achieve more than those with a more fixed mindset, which assumes that our character, intelligence and creative ability are static absolutes which we cannot change in any meaningful way. A growth mindset, on the other hand, flourishes on challenge and sees failure as a springboard for growth and for stretching our existing abilities.

Another key aspect discussed in tutorial sessions has been the importance of grit. Angela Duckworth, author of *Grit: The Power of Passion and Perseverance*, defines grit as “the tendency to sustain interest in and effort toward very long-term goals.” Consequently, people who are gritty are more resilient in the face of adversity, they bounce back after failure and disappointment and they persist when progress is slow, tedious or difficult. Tutors have encouraged their students to develop grit to enable them to build their growth mindset and help them to more successfully move forward when facing challenges.

Additionally, students in Year 9 and 10 were involved in two whole-day seminars led by Your Choicez. With a background in youth work, youth communication and leadership, the Your Choicez team aims to assist in preparing and educating young people to make positive and healthy choices about building relationships, fostering a connection with their peers and families and navigating through the complexities of the digital world. Students discussed these issues in specific male and female groups, the education being explicit to the needs of our young men and women. They helped students to understand and identify the key ingredients within healthy and unhealthy relationships, to be empowered to make the right decision for them despite peer pressure and to connect in a meaningful way with family and friends. Heads of House were involved in the programs, leading discussion groups based on the work outlined by the facilitators and parents were invited to take part in a Parent Webinar which highlighted the importance of being non-judgemental and supportive to ensure that communication with our young people remains open.



Wellbeing for Year 7 and 8 students focused on understanding the consequences of cyber bullying, harassment and unhealthy friendship groups. The program explicitly defined the behaviours that constitute bullying and encouraged empathy and compassion, giving clear strategies for supporting victims and resisting peer pressure to say or post hurtful comments. Students were reminded that not only do they have online rights but they also have online responsibilities for considering the consequences of all posts and messages, being kind and compassionate to others, being respectful of the privacy of others, reporting bullying or abuse and only sharing or posting information that

is true or from reliable sources. They were encouraged to be more engaged in preventing bullying by being an upstander – someone who does something positive to stop bullying.

High levels of wellbeing in young people can help them flourish in life, as well as act as a protective factor against some of the challenges that may arise. Young people with strong mental wellbeing are able to more easily manage their emotions, enjoy positive relationships with friends and family, apply themselves at school, participate in activities that interest them and be optimistic about the future.

Jenny Plüss
Head of Students

Students show house spirit in Cross Country Event

SPORT

Despite challenging times with restrictions in place for whole school events, the 2020 Cross Country was a wonderful, successful event.

The true Northhom spirit was experienced as students competed in a modified course, completed during sport periods to ensure the event ran with full student participation. The House spirit was very much alive as the challenge was undertaken with enthusiasm and great sportsmanship across all age groups. Our Kindergarten, Year 1 and Year 2 students ran the course for participation points, with success celebrated together in Houses and with their class teachers.

Cross Country Age Champions

Primary

9 and Under Girls – Ashleigh Mansell (Capell)
 9 and Under Boys – Tyler Watkin (Capell)
 U10 Girls – Georgia Solomons (Capell)
 U10 Boys – Jett Watkin (Capell)
 U11 Girls – Mairead Coleman (Rowland)
 U11 Boys – Max Fader (Lincoln)
 U12+ Girls – Alexandra Maclaine (Rowland)
 U12+ Boys – Kailan Prasad (Patteson)

Secondary

U12 Girls – Ashley Kedward (Lincoln)
 U12 Boys – Michael Nassif (Patteson)
 U13 Girls – Matilda Cooper (Patteson)
 U13 Boys – Jake Le Lievre (Capell)
 U14 Girls – Sophie Hamilton-James (Capell)
 U14 Boys – Taine Cassar (Patteson)
 U15 Girls – Jessica Cooper (Patteson)
 U15 Boys – Max Fletcher (Patteson)
 U16 Girls – Caitlin Stebbins (Patteson)
 U16 Boys – Wade Coltman (Patteson)
 U17 Girls – Chelsea Harkins (Patteson)
 U17 Boys – Ethan Reiss (Lincoln)
 U18+ Girls – Bethany Dewhurst (Patteson)
 U18+ Boys – Isaac Whicker (Capell)

House places 2020:

1st Patteson
 2nd Lincoln
 3rd Capell
 4th Rowland



Capell takes out the first whole school Athletics Carnival

The 2020 Annual Northholm Athletics Carnival was held on a beautiful, sunny Tuesday in Term 3. It was the first time Northholm had both Primary and Secondary students at the same carnival. This provided a wonderful atmosphere of support and encouragement for all. Students had been practising their athletics skills during their scheduled sport lessons and were confident to participate and compete in a range of events on the day.

The invitational event saw the top seven boys and top seven girls compete in a 100m race to determine the fastest in the School. Congratulations to Liam Preston Year 10 and Asha Eveniss Year 7 for their outstanding result in taking out the title of the fastest Northholm boy and girl for 2020.

Athletics Age Champions

Primary

9 and Under Girls – Ashleigh Mansell (Capell) and Grace Ward (Patteson)

9 and Under Boys – Tyler Watkin (Capell)

U10 Girls – Stella Moss (Lincoln)

U10 Boys – Jett Watkin (Capell)

U11 Girls – Claudia Davis (Rowland)

U11 Boys – Max Fader (Lincoln)

U12+ Girls – Eliza Wentzel (Rowland)

U12+ Boys – Kailan Prasad (Patteson)

Secondary

U12 Girls – Ashley Kedward (Lincoln) and Annalise Danks Cowen (Patteson)

U12 Boys – Mitchell White (Capell)

U13 Girls – Chloe Fader (Lincoln)

U13 Boys – Sam Shepherd (Patteson)

U14 Girls – Sophie Hamilton-James (Capell)

U14 Boys – Taine Cassar (Patteson)

U15 Girls – Emma Romeo (Rowland)

U15 Boys – Marcus Johnson (Lincoln)

U16 Girls – Amber Garth (Rowland)

U16 Boys – Liam Preston (Lincoln)

U17 Girls – Olivia Charlton (Capell)

U17 Boys – Ethan Reiss (Lincoln)

U18 Girls – Bethany Dewhurst (Patteson)

U18 Boys – Thomas Kropman (Rowland)

House places 2020:

1st Capell

2nd Lincoln

3rd Patteson

4th Rowland

Jamie Stimson

Sport and Coaching Coordinator





PRIMARY YEARS

Throughout the year, Primary students engaged in a range of activities and events that have continued to develop their character and learning.

Resilience, adaptability and care for each other **in challenging times**



Despite restrictions, Northholm's adapted programs enabled students to connect with each other and continue their academic endeavours. Our culture of leadership, excellence and care for one another has never been more evident than in the support our Primary students have received from their Secondary Years peers and the resilience our students have shown in unpredictable circumstances.

The true meaning of House spirit was epitomised during Northholm's Inter-House League Shield in Term 3. Each House participated in a series of League Tag games to determine the inaugural House winners for 2020. Both Primary and Secondary Years students competed with fierce determination throughout four lunchtimes of competition. Led by their Secondary peers, Primary Years students displayed sportsmanship, grit, determination and athleticism in the hopes of advancing to the next round. With a 'never give up' mentality, each House gave each game their all.

The grand final came to a nail-biting end with Capell narrowly defeating Lincoln to gain the upper hand as the final whistle blew. Congratulations to all teams for their achievements and to Capell as winners of the inaugural Inter-House League Shield.

During the course of Debating Club this year, students in the Primary Years have experienced some significant setbacks with the cancellation of competitions multiple times due to everchanging restrictions. Their resilience to persist and refine their skills is a testament to their character. This term, students in both Primary and Secondary Years have come together to develop debating strategies and skills in preparation for the return of interschool competitions. Invaluably, Mrs Jordaan and the Secondary students (Years 9 to 11) generously donated their time to coach the Year 5 and 6 students. Witnessing the immediate leadership of our Secondary students was incredibly humbling as the Primary Years students were making notes, asking questions and preparing for

their first debate under the guidance of their senior peers.

Northholm's Co-Curricular Program continues to promote a culture of academic and pastoral development for each student by offering a wide variety of activities for students to explore and develop their interests. Primary Years students are encouraged to engage with an array of activities including sporting activities, agriculture, sustainability, construction, debating, technology, drama and food technology. Adapting to the situation in order to continue delivering quality co-curricular clubs for students, the School continually revises the programs on offer to enhance students' educational experiences and to maximise their engagement within the Northholm Community. The opportunities are endless for students at Northholm Grammar.

Erin Werner
Primary Curriculum Coordinator



Formula 1 challenge accelerates STEM learning

The F1 in Schools STEM Challenge program is one of the largest STEM (Science, Technology, Engineering and Mathematics) competitions in the world with 51 nations and 17,000 schools involved each year.

In Australia, Northholm Grammar students are among 22,000 students around the country taking on the challenge of producing and developing the world's fastest replica miniature Formula 1 car.

Northholm's F1 in Schools program begins in the Primary Years as part of our Co-Curricular Program. Year 4 students can join the F1 in Schools Rookies Club where they are challenged to build a miniature pressed cardboard car. In the Development Class of competition, this year we have three teams of Year 5 and Year 6 students currently working together to build a model F1 car from balsa wood using a range of technologies.

Working in groups, students take on roles that mimic the world of professional Formula 1 racing including team manager, design engineer, manufacturing engineer, graphic designer and resources manager. The teams plan, design, build, test and propel their F1 cars 25 metres, aiming to be the fastest car on the block. Winning teams have the opportunity to represent Australia internationally racing against other countries at the F1 in Schools World Finals. In 2019 this was held during the F1 Grand Prix at Yas Marina Circuit, Abu Dhabi.



In June, all students were treated to a visit from Dr Michael Myers, OAM, Founder and Chairman of the Re-Engineering Australia (REA) Foundation, who runs the competition in Australia. In addition to sharing his knowledge and experience, Dr Myers delighted Northholm students by showing them a real McLaren MP4-21 Formula 1 car. The Team McLaren Mercedes 2006 MP4-21 made its track debut at the Circuit de Catalunya in Barcelona, Spain.

The F1 in Schools STEM Challenge gives students the opportunity to get up close to the world's best technology to promote engineering and design studies. This program also aims to develop skills in problem solving, project management, communication, presentation, teamwork, innovation, self-promotion, collaboration, marketing and entrepreneurialism.

Russel McCool
Year 6 Teacher

Jump Rope for Heart

for fun, fitness
and fundraising

On the final day of Term 3, our Kindergarten to Year 6 students took part in Jump Rope for Heart.

Since Jump Rope for Heart started in 1983, schools across Australia have raised more than \$104 million for the Heart Foundation's lifesaving work. Our students participated in a series of dynamic skipping games and events with amazing energy and enthusiasm. As a School, we were moved by the generosity of our parent community, their families and friends, in response to this cause. We set a humble goal of \$1,500 but our total contribution continued to soar through the school holidays seeing our final funds raised reach a remarkable \$5,503.54! This was a truly incredible effort, which exemplifies the spirit of Northholm Grammar's community and our belief in the powerful impact of collectively contributing to society.



Service to the community builds character

Embedded in Northholm Grammar's educational philosophy are the core pillars of Learning through Scholarship, Caring for Self and Others, Living a Faithful life and Contributing to the Community.

These pillars create the framework which builds the development of character in our students. Students are encouraged to serve others, to find purpose and are instilled with the determination and character to succeed. The School is an environment that prepares our young men and women to face the challenges of living in a complex and fast-changing world.

Northholm Grammar is proud to acknowledge the following students for their contributions to the community and achievements in service and leadership.

Northholm congratulates students Piper Elsley and Tyler Old who graduated from the Max Potential program in Term 3. Max Potential is an innovative leadership program delivered since 2003 and is one of Australia's longest running youth development programs, connecting high school students with local community and business leaders. Over five months, each student must start, develop and deliver a project that will make a difference in their local community, joining their passion with a need to deliver real impact. Max Potential ends with a celebratory Showcase event

where each young adult creatively demonstrates what they have learned through the program.

For the eighth year in a row, Northholm Year 11 student Joseph Clemmit participated in the World's Greatest Shave fundraising event. This program raises awareness and funds for the Leukaemia Foundation to support research into blood cancers and to support families impacted by the disease. The Foundation's goal is to achieve zero lives lost to blood cancers by 2035. The School is proud of Joseph's ongoing dedication to raising money for this cause.

We also offer congratulations to Gemma Squire, Imogen Williams, Pari Shah, Piper Elsley and Claudia Boutet for their participation in the Hills Winter Sleep out in August. These students raised \$2,500 for the cause. The Hills Winter Sleepout raises funds and awareness to support people in the Hills Shire community who are homeless or at risk of becoming homeless. The Sleepout was first held in 2014, with over 80 people sleeping rough for one night, and each year the event has grown in numbers. This year, due to the social distancing restrictions caused by the COVID-19 pandemic, the sleepout was adapted to run as an online event. Participants

chose between sleeping rough for the evening in their yard, on the couch or in their car.

Despite facing their own challenges in 2020, Northholm Grammar is delighted to see our students continue to embrace the opportunity to serve our community and contribute to making a difference in the lives of others.

"Good actions give strength to ourselves and inspires actions in others." Plato



Left to right. Hills Shire Mayor Dr Michelle Byrne with Sleepout participants Imogen Williams, Piper Elsley, Gemma Squire and Principal Chris Bradbury.



Joseph Clemmit participating in World's Greatest Shave.

Despite facing their own challenges in 2020, Northholm Grammar is delighted to see our students continue to embrace the opportunity to serve others and contribute to making a difference in the lives of others.

From the Archives

Northholm Grammar has a long and proud history of success across the fields of Creative and Performing Arts. All students are encouraged to discover the arts in curricular and co-curricular contexts, exploring creativity within themselves and the world around them through deliberate, engaging and challenging classes and experiences.

In 1995, Northholm's inaugural Festival of Creative and Performing Arts gave students the opportunity to learn from real artists, create works alongside professionals and participate in activities they may not have had the chance to otherwise. Mural painting, chalk pavement drawing, life drawing, photography, performance art and more were all part of the week-long festival. While many things have changed since this article in *The Arcadian* in 1995, using methods such as mentoring, collaboration and new environments to extend and enrich our student artists is just as important today as it was then. Then, as now, Northholm Grammar knew it was essential to motivate our students to achieve their best in whatever field their interests and passions lay to help develop well-rounded and successful adults.

FESTIVAL OF CREATIVE & PERFORMING ARTS: AUGUST 1995

ARCADIAN INTERVIEW WITH ALLISON SMITH, HEAD OF THE ART DEPARTMENT & ANDREW THOMPSON, ART TEACHER

Would you like to comment on the philosophy or the reasons behind this initiative at Northholm?

We originally wanted to raise the profile of the visual arts at the School. The idea was to have a lot of different activities that would involve the maximum number of students to allow those whose interest is in art to achieve the recognition those involved in sport and music are achieving. So, we combined with music and next year we will hopefully involve drama as well.

You see it as an ongoing programme?

Yes, it is an annual event.

What did you see as the main highlight of the programme this year?

I think the artists whom we invited to the School gave the students a taste of what real artists do and I think they were well received. Their workshops were the main highlight and also the



Hopefully, next year, with greater advertising more mural designs will be submitted. We certainly want to encourage more students to take part.

I would imagine that will be very popular.

Yes. And there's actually quite a few people around the School who want murals created near their building. So that's something to look at in future. There is something else that we're planning for next year using computers too. We had a few students working on computers and looking at the graphic imagery this year. Those involved were very excited at this opportunity.

So this could be developed further in the School?

Yes, definitely. Another offshoot of the whole Festival week was the use of models. We hired models for the life drawing workshops and the students enjoyed that. It was such a pleasant atmosphere to walk into the Art Centre and have students actually drawing from models. We're considering further life drawing classes and workshops for seniors and will be surveying students and parents about the possibilities. We've had photography workshops on a weekend but if we could have local artists involved, not just in Festival week, but for weekly workshops as well, that would give us the opportunity to extend further. The



mural painting and chalk pavement mural. The murals were very much out in the open and had a huge impact on the students. They loved them. Also, the students who took part really felt 'ownership' of the mural because there was an audience to see it. It was a group event. They enjoyed working together.

Do you see this impacting on what will happen in the art programme from day to day in the School?

It will in terms of the individuals who worked with the artists, those who worked with Chris Kenyon, for example, or Ulric Steiner. It made a huge impact. We benefited, too, from the ideas the artists brought to us. Our programme will be enriched as a result.

It has motivated the students?

Yes. The other thing that we found is that the Year Seven students who worked on the mural are now having conversations with Year Eleven using more complex terminology, such as, 'Well, we need more harmony over here' or 'It doesn't have much unity' and that is a good outcome. Thinking about artworks has been extended. And that is filtering through into the classroom. Students are very motivated. As well, we want to enhance the competition for the mural designs next year.



drawing workshops create a relaxed atmosphere and a different context for students. Some of the drawings I saw were most impressive.

So the change of context is a significant benefit. Even though it's actually in the same physical space, it's a different emotional space.

Yes, although nothing had changed except you had introduced a stranger who happened to be a life drawing teacher. Students suddenly felt as if they were in a professional life drawing class and they readjusted to the space. It's been the same with each workshop we've held. The students began experiencing emotions of being a photographer. Next year, we will look at the overall co-ordination of activities. And we want to emphasise the potential of the performance arts.

Thank you and we look forward to the next week-long Festival of the Performing and Creative Arts in 1996.





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