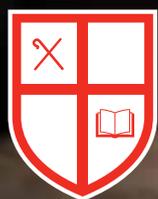


Annual Report 2020



Northholm
Grammar

Challenging minds. **Creating** futures.



“

It is the culture, climate and tone of Northholm Grammar that will, above anything else, allow for expectations to be set, met and even exceeded over time.

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Message from key School bodies

A 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.

It has again been my great privilege to preside over a lively community of individuals striving, of achievement and of hope. Great godliness is available here every day at Northholm Grammar and our true blessing is that the qualities of hard work, genuine sensitivity and discipline are immediately obvious and immediately experienced, growing more so as one's involvement in this community deepens.

2020 was obviously defined by the COVID-19 pandemic that upended nearly every aspect of life, from the personal (how people live and work) to the professional (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). The Northholm community can safely reflect on the experience with much optimism and pride on how we were able to endure the many challenges during 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. The experience also allowed Northholm Grammar to be more agile in complementing our educational philosophy based on *academic intentionality with pastoral attentiveness* through the support of social-emotional outcomes. We launched an online wellbeing program for our tutorials which was a pilot program for further wellbeing reform under our strategic plan. The practicalities of online learning served to harness student understanding of digital citizenship and an appreciation of the importance of respecting others within the virtual environment.

It is most pleasing to report that with the global pandemic in the background, Northholm Grammar continued its journey based on growth, renewal and revitalisation with profound success. The School remains deeply committed to maximising student achievement as our core business, however we equally strive to enhance our pastoral approach in supporting, nurturing and challenging our students. This has been at the forefront of our thinking that a Northholm education needs to be personalised to the point where students themselves are part of the process of defining and achieving their best with various

approaches. Just as we celebrate the outstanding HSC success of our Year 12 cohort under difficult circumstances, we also have much to celebrate in student excellence in the areas of sport, the creative and performing arts, service learning, co-curricular involvement and in character education.

It is clear to me that our community expects that the school experiences of our young men and women are based on an education for character and competency that provide opportunities for students to achieve excellence and that their results in specific activities across learning, culture, leadership and vocation will reflect this. They recognise that it is the culture, climate and tone of Northholm Grammar that will, above anything else, allow for expectations to be set, met and even exceeded over time.

When people walk into Northholm Grammar, it feels like a place where the students, staff, families and the greater community belong. With belonging, comes performance and the propensity of the members of the community to do what is good and right individually and collectively. This is the character capital that a high-performing school community builds together. It is an ongoing act of collaboration built on shared values and a willingness to put the needs of students and their learning above all else. Its foundations, therefore, lie in the acceptance of our school as a generator of self-awareness, relationship, service and vocation that are motivated by a desire to be selfless.



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... collaboration built on shared values and a willingness to put the needs of students and their learning above all else.

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I would like to take this opportunity to offer my gratitude to the School Council members who have contributed so much of their time, skills and expertise. Most notably I wish to congratulate and thank John Hayes for his leadership of the Council for so many years as he steps down from the position of Chair. We wish John and his wife Rosalyn every success for the future.

I wish to thank our Northholm Association for all its support this year. Thank you to the President Angela Greatbatch-Murphy for her incredible service and involvement at our School.

I would like to pay tribute to our Northholm Grammar staff, both teaching and non-teaching, who are incredibly skilled and talented themselves. They consistently go above and beyond in supporting the education of our students, helping them to flourish and to fulfil their potential.

To our parents, I would like to warmly thank you for your contribution through your support, love and care of your sons and daughters and also your partnership with the School.

Congratulations to the entire student body on their resplendent efforts and achievements over the course of this year. You have developed as fine young men and women of character and supported each other in your learning journey. I look forward to continuing to work with our Northholm community and lead our great school into its bright future.

Christopher Bradbury
Principal



A Message from the Chair of the School Council

Northholm Grammar School is governed by a School Council of 10 members comprising independent, Northholm parent and community members with expertise in fields of benefit to the School. The Council is responsible for Northholm's overall policies and strategic direction.

We are fortunate to have Mr Christopher Bradbury lead Northholm Grammar through the *'Challenging Minds, Creating Futures' Strategic Plan 2020-2023*. 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 in February with a full-day Strategy Meeting. 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 (AIS) and the afternoon sessions, presented by the Principal and his team, focus on the School's achievements during the previous year and plans for the year ahead. In 2020, these sessions were of particular value as an introduction to Northholm for the Councillors newly appointed in Term 4 2019 and the members newly appointed during the first half of 2020.

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 a comprehensive report from the Principal at all Council meetings during the year.

During 2020, the Council held nine evening business meetings in addition to the all-day February meeting. The Council also hosted two additional occasions each year: a major cocktail party at the end of February as a welcome to new and continuing parents and staff to the new school year and, in December, a staff appreciation luncheon 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 Association meetings to report on Council activities and to bring back to Council questions and issues discussed at the Association meetings. In 2020, as will continue in future years, both bodies shared 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). These have all taken the form of standing committees meeting regularly as needed. After Council debate in 2020, the nature and format of Council committees may be varied and/or reduced in number (continuation of some standing committees and the introduction of specific shorter-term project committees). The Governance Committee and Finance Committee will remain as standing committees and examples of specific shorter project committees may be introduced, such as in the

areas 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 regular and comprehensive; Councillors ask questions and provide advice and support. The staff are committed to providing high quality education to 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 Northholm's strategic direction. Northholm Grammar benefits from an excellent educational community within a warm and inclusive culture. The School's utmost priority is to meet the needs of our students - enabling them to achieve their best in a context of continuous improvement.

John Hayes
Chair of the School Council




NORTHOLM
GRAMMAR SCHOOL

NORTHOLM
GRAMMAR SCHOOL



A Message from the President of the Northholm Association

Whilst 2020 was a challenging year in so many ways, the team at the Northholm Association (P&C) continued to find ways to support the School and community, with many highlights throughout the year.

Early in the school year, the Northholm Association and School Council co-hosted the annual Welcome Cocktail Party with Association members, Council members and staff enjoying the opportunity to meet many new and current parents of the School. The Association also held the Year Group Parent Get-together and the February General Meeting at the Dural Country Club.

We celebrated the installation of the new electronic sign at the front of the school, donated by the Northholm Association on behalf of the school community, enhancing the school frontage. We look forward to the sign as a key communication tool for our students and families, promoting events and sharing our School philosophy, initiatives and achievements.

As the year continued, the Association needed to adapt our communication channels, utilising social media to distribute information and notifications via the Northholm Association Facebook Group. We also embraced remote video conferencing through the Zoom platform to conduct our regular monthly meetings online. The Association will continue to use these communication platforms to inform our community in the future.

Important Contributions

Unfortunately, the COVID-19 pandemic also prevented us from undertaking our usual social and community events. During this difficult period, our priority continued to be giving support to the school where it was most needed. As a result, in May, the Association made an urgent donation of \$30,000 towards priority IT infrastructure to support the school with the immediate increased needs of remote learning for students.

In Term 3, we were able to complete our final 'wish list' items for the year including the acquisition of the sports scoreboard for the Lincoln Centre. The Association also pledged an annual donation of \$5,000 to the school to contribute towards student wellbeing programs which, given the predicted long-term effects of the pandemic, will become an important asset to all our students.

Finally, the successful outcome of the Chocolate Box Fundraiser held at the end of Term 3 has meant that the Association was able to donate to the school two refillable bottle water stations just in time for the hot summer months. Our Coordinator Melissa Greensill did a terrific job organising the fundraiser and drawing on the interest and support of the families with a very quick turnaround.

We acknowledge the wonderful Northholm Association team who have consistently contributed throughout this year and who regularly give personal time and passion to support the Association and the School. A special mention also to our wonderful Year Group Parents, past and present, who each year truly represent the caring spirit of community at Northholm.

Executive Team

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

Committee Co-ordinators

Michelle Button – Grants
Melissa Greensill – Year Group Parent Coordinator
Yasmin Old – Second-Hand Uniform Shop
Lee Ann White – SHU Shop Supervisor

Special Projects and Events

Jenni Wray – Commemorative Pavers Program
Angela Cook – Entertainment Book/App
Sarj Shah – School Clean Up/Picnic Coordinator

Thank you again to our Principal, Teachers, Support and Reception Staff, Grounds and Canteen Staff. We appreciate your ongoing commitment to the education and welfare of our children each year. The Association looks forward to working together with our school community to continue to support our school, teachers and students throughout 2021.

Angela Greatbatch

President of the Northholm Association

A Message from the School Captains

As we embarked on our leadership journey as School Captains for 2020, we knew that we wanted to bring a sense of harmony across the grades, as well as evoke strong spirit within the house system.

We had an amazing team of dedicated young adults who were equally as passionate and devoted to inspiring the Northholm community as we were, and I can confidentially say that we graduated just as excited and enthusiastic as we began.

Despite the challenges that COVID-19 brought, we were still able to host a House Olympics competition which saw all the houses competing for top spot. We had a range of activities - from drama to sport - which built the teamwork and enthusiasm of every house. This event required collaboration and coordination between the leadership team, the teachers and the house captains; we are very proud of what we were able to achieve. We hope that our initiatives in raising and maintaining Northholm's incredible house spirit will continue on in our legacy.

With the loss of our School's physical connection for a small part of 2020, came a new sense of adaptability and resilience from the leadership team, students and teachers. This experience encouraged us to think of new and engaging ways to maintain our connection with the student body through online assemblies. We hosted these virtually, making sure our presence as a leadership team was as strong as possible given the circumstances. We are grateful for this challenging experience as it helped further our communication skills with not only one another, but the school community as a whole.

As captains, we are so proud of the culture of collaboration and motivation adopted by the class of 2020 in the lead up to the HSC examinations, exhibited through frequent after-school study sessions in the library. The opportunity to study in the library enabled Year 12 to step in as leaders of the school to promote and engage in a strong and focused approach to our studies. Our successful HSC results were the direct outcome of this initiative and definitely made all the hard work worth it! We were grateful for the opportunity to model such a rigorous and dedicated pattern of study as School leaders, which we are sure will be echoed throughout Northholm for years to come.

It has been an absolute honour to be leaders of Northholm in 2020. We are grateful for everything the experience of leading a school has taught us. We know we will carry with us the incredible legacy that is Northholm in everything that we do. Whilst we are excited for the journey ahead, we are sad at the thought of leaving behind such an incredible school community and hope that our contribution to Northholm will live on long after our departure.

Ella Cotrona and Thomas Kropman
School Captains 2020

“

... We are so proud of the culture of collaboration and motivation adopted by the class of 2020 in the lead up to the HSC examinations

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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 ones: 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 and 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.





Student outcomes

Senior Secondary Outcomes

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) was 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 2020, no students at Northholm Grammar were awarded a RoSA credential.

The Higher School Certificate Examinations 2020

In 2020, 40 students sat HSC Examinations in 28 different NSW HSC courses (two courses studied externally). 99.5% of candidates achieved a mark of 50 or more (Band 2) across all their courses. All students in extension courses achieved marks of 23 or more out of 50. Out of the 28 courses studied at Northholm, 26 (93%) achieved above State average marks.

Senior Secondary Outcomes

- **55%** of students achieved at least one Band 6 (E4) result
- **85%** of students achieved at least one Band 5 (E3) or Band 6 (E4) result
- **22.5%** of all examinations resulted in a Band 6 (E4) result
- **62%** of all examinations resulted in at least a Band 5 (E3) result
- Highest ATAR achieved was **97.45**
- At least **28%** of students achieved an ATAR above 90.

Standardised national literacy and numeracy testing, NAPLAN, is usually undertaken each year for Years 3, 5, 7 and 9.

Due to disruptions caused by the COVID-19 pandemic, NAPLAN testing was cancelled in 2020.



Out of the 28 courses studied at Northholm, 26 (93%) achieved above State average marks.



HSC Distinguished Achievers 2020

Distinguished Achievers identify students who achieved a result in the highest band (Band 6 or E4) for one or more courses.

In 2020, 45 Band 6 (E4) results were achieved from 40 students and 22 students achieved more than 1 Band 6 (E4) result.

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

ArtExpress, DesignTech and Encore

One student was nominated for Encore for their efforts within Music in 2020. Two students were nominated and one accepted into ArtExpress.

Zachary Borg	Mathematics Standard II
Ella Cotrona	English Advanced, Legal Studies, Mathematics Standard II, Society and Culture
Andrew Date	Legal Studies
Bridget Davey	Music II
Bethany Dewhurst	Drama, Legal Studies, Personal Development, Health and Physical Education, Visual Arts
Anthony Donaldson	Business Studies, Economics, Legal Studies, Mathematics Standard II
Sarah Franklin	Food Technology, Mathematics Standard II, Personal Development, Health and Physical Education, Society and Culture
Elyssa Freame	Mathematics Advanced
Matthew Gadd	Society and Culture
Abby Hawkins	Mathematics Standard II
Ling Chi Ambrose Hon	IDT Examination (Web and Software Applications), Mathematics Advanced
Lauren Ivory	English Advanced, English Extension II, Drama, Modern History, Society and Culture
Max Johnson	Economics, Engineering Studies, Mathematics Advanced
Tyler Johnson	Engineering Studies, Mathematics Advanced
Carey Maeder	Business Studies
Emma Mercieca	Biology, Economics, English Advanced, Mathematics Advanced
Thomas Ohlrich	Engineering Studies, Modern History
Kendal Reeves	Mathematics Standard II, Visual Arts
Maximilian Schneider-Smith	Business Studies
Denique Shai-Hee	Personal Development, Health and Physical Education
Isaac Whicker	Mathematics Standard II
Charlie Wilton	Visual Arts



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We continue our academic growth to be positioned 61st in NSW on the Sydney Morning Herald HSC Rankings

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2020 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%
Agriculture	0.0	10.1	100.0	27.9	0.0	22.8
Ancient History	0.0	8.8	57.1	24.3	42.9	29.2
Biology	14.3	6.5	42.9	24.1	42.9	31.8
Business Studies	30.0	9.3	10.0	25.6	30.0	26.8
Chemistry	0.0	13.3	50.0	29.6	25.0	26.3
Design and Technology	0.0	15.7	62.5	31.5	37.5	35.9
Drama	28.6	19.1	42.9	28.0	28.6	42.7
Economics	75.0	13.4	25.0	37.9	0.0	26.0
Engineering Studies	60.0	11.7	40.0	21.8	0.0	34.4
English Standard	0.0	0.5	22.7	11.0	54.5	45.8
English Advanced	17.6	14.2	64.7	49.1	17.6	31.3
Geography	0.0	12.4	80.0	29.1	20.0	28.8
Information Processes and Technology	0.0	7.6	83.3	24.5	0.0	26.0
Legal Studies	80.0	15.0	0.0	24.4	20.0	27.9
Mathematics Standard	30.4	5.3	34.8	19.2	21.7	25.4
Mathematics Advanced	50.0	23.1	30.0	29.4	10.0	28.4
Modern History	66.7	10.2	0.0	27.0	0.0	28.5
Music I	100.0	21.7	0.0	42.3	0.0	26.1
PDHPE	23.1	9.1	15.4	25.1	30.8	26.8
Physics	0.0	12.6	50.0	27.8	33.3	26.4
Primary Industries	0.0	1.9	22.2	14.5	66.7	38.6
Society and Culture	40.0	11.0	30.0	32.8	20.0	36.1
Visual Arts	60.0	16.8	40.0	47.9	0.0	25.0

Compared with NSW average results – 1 Unit Subjects

Subject	Band E4		Band E3		Band E2		Band E1	
	NG%	State%	NG%	State%	NG%	State%	NG%	State%
English Extension I	0.0	38.7	66.7	53.8	0.0	6.6	33.3	0.7
English Extension II	33.3	25.9	33.3	56.6	16.8	0.0	0.7	0.0
Mathematics Extension I	0.0	37.8	100.0	36.4	0.0	19.9	0.0	5.5

2020 HSC Examination mean data

Subject	# Students	NGS Exam Mean	State Exam Mean	NGS Vs State Variation
Agriculture	3	81.1	72.6	8.5
Ancient History	7	80.4	72.1	8.3
Biology	7	81.0	72.4	8.6
Business Studies	10	77.3	72.0	5.4
Chemistry	4	77.2	75.5	1.7
Design and Technology	8	81.5	78.5	3.0
Drama	7	83.5	79.6	3.9
Economics	4	89.5	77.0	12.4
Engineering Studies	5	89.0	74.2	14.8
English Advanced	17	83.8	81.3	2.4
English Extension I	3	35.7	41.7	-6.0
English Extension II	3	37.2	39.4	-2.3
English Standard	22	72.4	69.9	2.5
Geography	5	82.8	74.5	8.4
Information Processes and Technology	6	79.0	71.0	8.0
Legal Studies	5	91.4	75.0	16.4
Mathematics Advanced	10	85.8	79.2	6.6
Mathematics Extension I	4	81.5	78.5	3.0
Mathematics Standard II	23	80.4	68.4	12.0
Modern History	3	82.9	72.5	10.4
Music I	1	96.4	81.6	14.8
PDHPE	13	76.8	72.5	4.3
Physics	6	80.1	74.0	6.1
Primary Industries	9	75.1	73.3	1.9
Society and Culture	10	81.8	76.8	5.0
Visual Arts	5	88.3	81.0	7.3

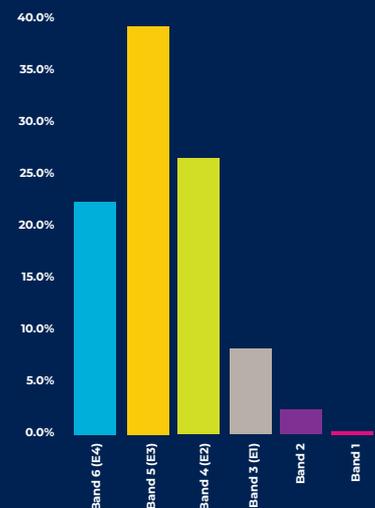
Vocational Education and Training (VET)

In 2020, 27.5% of Year 12 students participated in Vocational or Trade Training courses, nine progressing to achieve a Certificate II in Primary Industries and one gaining a qualification in Information and Digital Technology.

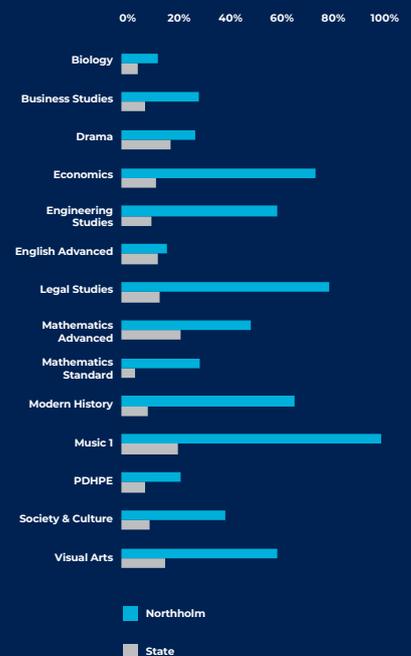
Band distribution

The charts below illustrate the overall Band distributions achieved by Year 12 students in 2020.

2020 Band Distribution



Band 6 - Northholm vs State





Teacher qualifications and professional learning

Professional learning

Northholm Grammar is committed to building a culture of excellence in professional learning. A culture of high performance is key focus under the 'Challenging Minds, Creating Futures' Strategic Plan 2020-2023 and is evaluated in the following achievements.

1. Developing and growing excellence in teaching, especially curriculum expertise and pedagogical practice through evidence-based and research-driven professional reflection. Continuous improvement through our professional practice initiative with the implementation of:
 - 1.1 The Professional Teacher Practice and Growth Model which is an annual process of reflection, data-gathering, observation, evaluation, goal setting, career guidance, accreditation and professional growth planning conducted with supervisors.
 - 1.2 A culture of Professional Supervision and Support Model where teachers meet twice a term for one-on-one meetings with their supervisor focusing on the implementation of a teacher's annual professional teacher practice and growth plan.
 - 1.3 Implementation of a professional learning culture that supports both external and internal development by assisting teachers to continue and grow in their subject expertise (content) and their pedagogical practice with an associated budget.
2. Developing and growing excellence in instructional and organisational leadership through our Leadership Development Initiative with the implementation of:
 - 2.1 The Principal and other school leaders building networked school relationships that support leadership development including an annual exchange program facilitated for each team leader to connect with and visit an external peer in support of their annual professional teacher practice and growth plan.
 - 2.2 Fostering a culture of Professional Middle Leadership Supervision and Support Model where middle leaders meet twice a term for one-on-one meetings with their supervisor focusing on the implementation of a teacher's annual professional teacher practice and growth plan, while senior leaders meet with the Principal once a fortnight.
 - 2.3 Introduction of an Executive Coaching Program where Judith Poole (Former Head of Abbotsleigh) takes on the role as an external coach and meets quarterly through one-on-one coaching sessions with each leader at the school. Leaders have the opportunity to discuss their progress in meeting their annual targets and goals for the year.
3. Strengthening and reconfiguring our teaching and learning practices through the growth of educational research as a community of inquiry and practice.
 - 3.1 Certifying an intentional approach to ensure continuity of a culture of collaboration and teamwork over time across cohorts of teachers.
 - 3.2 Opportunities are created for teachers to work together and to learn from each other's practices, including through our Professional Reading Program and Best Practice in Teaching and Learning Conversations as standing initial agenda items at every staff, academic and pastoral meeting to discuss significant educational issues.

- 3.2.1 Continuation of the New Teacher Mentoring Program as an initial teacher induction program for all teachers new to Northholm Grammar that includes a cycle of training, observation, reflection and student feedback.
- 3.2.2 Develop new networks with other schools to develop curriculum expertise and pedagogical practice.

At the beginning of the year, Dr Jared Cooney Horvath spent a day with our staff exploring 'The Learning Trajectory' and 'The Science of Learning'. Jared Cooney Horvath has a PhD in Cognitive Neuroscience from the University of Melbourne and an MEd in Mind, Brain & Education from Harvard University. He has worked as a teacher, curriculum developer and brain researcher, and is currently an educational researcher at the Melbourne Graduate School of Education.

In the process of moving to remote learning during lockdown, staff were engaged in upskilling in the applications of Zoom, Microsoft OneNote, Microsoft Teams and Canvas. It proved to be a successful opportunity for staff to lead professional learning and work collaboratively during this time.

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. Although impacted by COVID-19, 2020 continued to be a year of growth in developing the culture of professional learning at the School.

The whole staff completed their First Aid/CPR qualifications, as well as Child Protection training.

Teacher standards

Teacher qualifications

Category	No. of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or qualifications recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	43
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	43	38.7
Non-teaching	25	19.5

Student attendance and retention rates in secondary schools

Attendance rates for students

Year Group	2020					2019
	Overall	Male	Female	Indigenous Male	Indigenous Female	Overall
Kindergarten	96.60%	97.60%	94.40%			93.80%
Year 1	93.40%	94.40%	91.20%			93.00%
Year 2	94.80%	95.00%	94.60%			94.60%
Year 3	93.80%	92.20%	97.10%			94.10%
Year 4	94.40%	94.10%	95.00%			93.60%
Year 5	94.40%	93.00%	96.00%			91.00%
Year 6	92.10%	95.00%	90.80%			92.50%
Year 7	93.90%	93.60%	94.20%			95.30%
Year 8	95.30%	95.20%	95.40%			95.70%
Year 9	95.50%	95.00%	96.30%			91.40%
Year 10	92.80%	92.90%	92.60%			90.20%
Year 11	91.50%	96.30%	87.10%			93.30%
Year 12	96.30%	96.30%	96.30%	81.30%		93.30%
Average	94.22%	94.66%	93.92%	81.30%		93.22%

Whole School Rates:

On average, 94.2% of students attended school each day in 2020. This was an improvement compared to the average daily attendance in 2019 (93.2%). The attendance rate for males was 94.7% and for females 93.9%.

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.

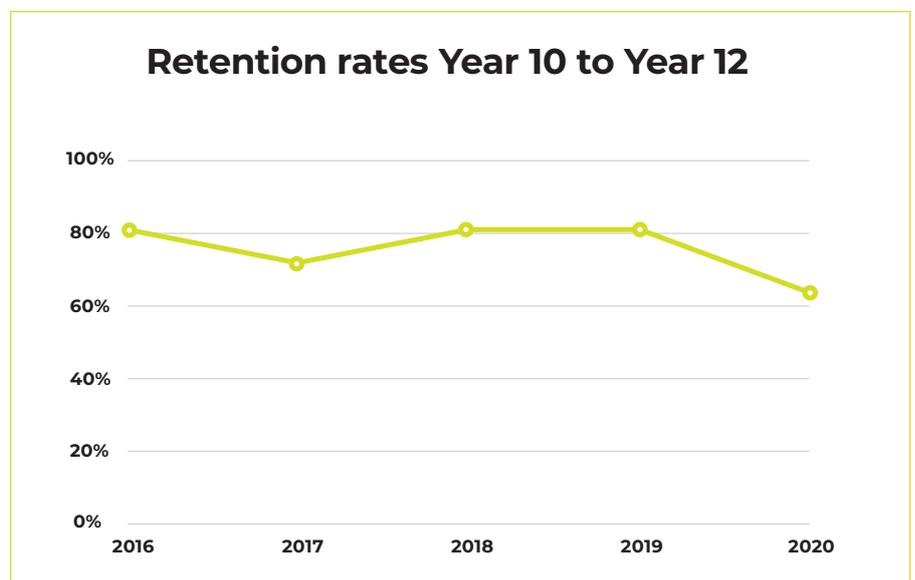
Student attendance procedures

- 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

64% of the 2018 Year 10 cohort completed Year 12 in 2020. The retention rates over the past five years have been inconsistent, with an average retention rate of 76%.

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 student 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 student'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 student on a waiting list.

Two years prior to admission, students 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 student'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 student a place at the School or to defer the placement offer. This includes when parents/carers neglect to declare their child's known 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 student'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, Tutor and 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/Teacher 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 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 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 2020. 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 2020. 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

In 2020, Northholm Grammar introduced the ‘Challenging Minds, Creating Futures’ Strategic Plan 2020-2023 which sets the pathway to excellence for the next four years. At the core of the plan is the realisation of the School’s foundational purpose which is:

Northholm Grammar’s commitment began with a vision of a dynamic, 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 a community striving for a common goal. Northholm Grammar delivers a distinctive education that offers a level of care beyond that available at larger independent schools where each child is known, respected, cared for and cared about.

At the heart of our Strategic Plan is personalised learning which includes the personalised experience of the journey for each student. The educational philosophy of Northholm Grammar is achieved through its structure as an All-through School (Kindergarten to Year 12).

Our approach to personalised learning is defined as:

- An educational approach that reflects our school-wide commitment to moral purpose, scholarship and high excellence in challenging, supporting and knowing every student;
- An educational strategy that relates to, and builds on, the learner’s experience, knowledge and cognitive development,

developing student confidence and competence, leading towards autonomy and self-actualisation; and

- An educational attitude that focuses on the individual potential of each student (as a learner and a person), developing the individual’s learning skills and their ability to master life after school.

Teaching and learning

Priorities	Achievements
Introduction of PSAM Analysis for HSC results	<ul style="list-style-type: none"> • The use of Academic Assessment Services to comprehensively analyse student achievement in the 2019 HSC to be able to compare how a student performed in each of their subjects. • Development of Department-specific and subject-specific data that can be used to identify areas of strength and opportunities for growth.
Redevelopment of Academic Reports and introduction of personalised academic comments	<ul style="list-style-type: none"> • Allowing for personalised comments so that staff can accurately communicate to parents the progress and areas of development for students rather than using pre-defined comment banks. • Reformat Academic Reports to align with new branding formats. • Redevelopment of K-12 Report templates. • Academic Reports policy and guidelines reviewed and revised. • Report timelines and procedures updated.
Introduction of our Character Education Program	<ul style="list-style-type: none"> • Weekly Timetabled Pastoral Care Program for Year 7 students. • Pastoral Program (Thrive) for Secondary students from Term 2. • Character Development Wellbeing Days for Years 9 and 10. • Introduction of the Year 10 Enterprise and Entrepreneurship Program. • Cyber safety awareness and anti-bullying through Brainstorm presentation and follow up session.
Development of the House System and Inter-House Competition	<ul style="list-style-type: none"> • Extension of Inter-House competitions. • Review of Inter-House points system to extend the opportunity for student contribution through co-curricular involvement. • Increased House involvement and House spirit. • Development of the delivery of an engaging Service Learning Education Program.

Professional learning and human resources

Priorities	Achievements
Staff consultation, engagement and organisational restructure	<ul style="list-style-type: none"> Design and implement structures, roles and responsibilities to align with the strategic intent of Northholm Grammar School. Engage staff to strengthen core partnerships in furthering our shared educational aims.
Enterprise Education, Entrepreneurship and Leadership Education	<ul style="list-style-type: none"> Development of an expert community of knowledge, practice and achievement in promoting enterprise and entrepreneurship education and guiding educational development in the areas of leadership, financial literacy and business management throughout the School.
Introduction of the Professional Middle Leadership Supervision and Support Model	<ul style="list-style-type: none"> Fostering a culture of Professional Middle Leadership Supervision and Support Model where middle leaders meet twice a term for one-on-one meetings with their supervisor focusing on the implementation of a teacher's annual professional teacher practice and growth plan. Introduction of an Executive Coaching Program where a former Head takes on the role as an external coach and meets quarterly through one-on-one coaching sessions with each leader at the school.
Implemented a new organisational structure	<ul style="list-style-type: none"> A new organisational structure was introduced to focus on the new direction of <i>academic intentionality with pastoral attentiveness</i>. Subject departments structured like university faculties to develop future opportunities for interdisciplinary learning. New positions 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 communication and connections	<ul style="list-style-type: none"> Convert the Weekly Record newsletter to digital format to improve accessibility and readability. Consolidate structure to improve the flow and quality of information. Develop the website to be a single source of truth, which accurately communicates the College's key messages. Move paid advertising weighting to digital to maximise ROI. Create and execute a targeted digital advertising schedule using Facebook, Instagram, Google Ads and selected online destinations.
Development of facilities and resources	<ul style="list-style-type: none"> Refurbishment of the Principal's Office, Reception and the Conference Room. Refurbishment of the Library including external rendering. AG2 Refurbishment and upgrade of the Food Technology precinct. Upgrade and rendering of the Brick Cottage. Upgrade and rendering of the Art Centre. Synthetic turf Primary Years COLA Playground.
Marketing and Enrolments Strategy	<ul style="list-style-type: none"> Increased our brand recognition beyond the school community, within the surrounding Hills and Hornsby Shires. Developed a digital content management strategy to be visible where people are looking.
Systematic review of policies and procedures	<ul style="list-style-type: none"> Review of policies and procedures for professional development, leave and communication.

“

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.

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Initiatives promoting respect and responsibility

Northholm Grammar students are known, respected and cared for through our distinctive educational framework that is 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, providing inspiring teaching committed to personalised learning and 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 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.

These principles require orderly conduct both in school and when travelling to and from it. Good manners should be observed at all times and teachers, administrators and guests should be treated with respect and addressed politely. The designated uniform is to be worn correctly. Students are expected to be punctual and fully equipped, and be respectful of classrooms, corridors, the property of the School and the property of others. During Terms 2 and 3 students must wear their blazers, as well as for Speech Day/Speech Night and other special occasions. The same regulations apply to social functions, excursions and camps which are an integral part of the educational program of the School.

Students must not smoke or drink alcohol. The use or possession of any illegal substances is strictly prohibited. Breaches of discipline can attract sanctions ranging from detentions to expulsion and parents are expected to support the School in maintaining high standards of personal conduct.

Key strategies for promoting respect and responsibility at Northholm during 2020 included regular discussion in Tutorial Groups about Northholm's distinctive educational framework that is printed in the School Diary and consistent emphasis on the importance of School Rules to maintaining order and regulation in the day-to-day routines of school life.

Regular Meetings

Weekly Chapel services and Faith and Life classes promote Christian values of tolerance and love for one's neighbour. Guest speakers were invited to address the School on a range of social issues to promote respect. An 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, whether they were in person or via Zoom.

Annual Activities

- Northholm commemorates ANZAC Day, Remembrance Day, Easter, Christmas and Foundation Day with special services.
- All students participate in an Outdoor Education camp program from Year 7 to Year 10.
- Students from Kindergarten to Year 9 participate in a week of Service Learning in identified areas of need.
- A new initiative was Year 10 students' participation in the inaugural Enterprise and Entrepreneurship Program which introduced students to important life skills such as CV writing, interviewing skills, budgeting, contracts, the world of work and entrepreneurship. Sessions on character development and Careers Education seminars were integrated into this program.
- Fundraising initiatives that are usually a regular part of school life were unable to take place due to COVID-19 restrictions.

Student Leadership

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

The Prefect Body

The Year 12 Prefect Body coordinated School activities and Assemblies.

Year 8 Leadership

Year 8 Captains and Leaders led Year 7 and 8 Assemblies and assisted at House carnivals and other school events.

Year 6 Leadership

Primary Years Captains, House Captains and Co-Curricular Captains coordinated and led Primary Years Assemblies, assisted with Primary Years Chapels and assisted at other school 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 9 participated in a Service Learning Week in Week 8, Term 4. Through their participation in this 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 staff member and was supported by a team of staff who worked with each group for the duration of the week. The focus for each group is outlined below:

Kindergarten to Year 2 – Environmental Sustainability.

Students studied the impact of waste on our environments and attended participated in the Living Things, Needs and Habitats Workshop at Featherdale Wildlife Park. They saw first-hand how different animals need different things from their habitats and how we can help to protect these animals and their precious habitats.

Years 3 and 4 – Community Connect Project.

The aim of this project was to bring happiness and connectedness to elderly residents who were disconnected from society due to the COVID-19 pandemic. Students participated in online Zoom sessions with residents from Rowland Village in Galston and prepared letters for the residents, as well as Christmas artworks and decorations for display during the festive season.

Years 5 and 6 – The Plight of Refugees and displaced persons in Australia and around the world.

Students examined the local and global state of refugees and their needs, focusing on shelter, health care and education. They participated in online Zoom sessions with guest speakers from Amnesty International and The UN Refugee Agency Australia.

Year 7 – Poverty awareness globally.

Students engaged in a range of activities to help them build an understanding of issues facing developing countries. Additionally, for 14 days prior to this week students went without one of the luxuries of the 21st century Western world to get some sense of the value we place on these luxuries and the struggle in being denied what might be considered basic needs.

Year 8 – Homelessness in Sydney.

The COVID-19 pandemic has demonstrated how an individual or family's living situation can drastically change without warning. Students partnered with Parramatta Mission, a not-for-profit organisation that provides meals, accommodation and mental health services for the most vulnerable and disadvantaged people across Greater Western Sydney.

Year 9 – Group Projects. Students created an outdoor learning space for students at West Guildford Public School in West Guildford, worked on environment/school-based projects and completed one of the components in the Silver Duke of Edinburgh Award Scheme.

Parent, student and teacher satisfaction

Northholm Grammar has implemented a number of opportunities to understand the level of satisfaction from our students, parents and teachers.

Parent satisfaction is measured in a number of ways:

- The opportunity for parents to express opinions in relation to decisions of the Principal, management of students and school programs, is afforded at any time.
- In the Principal's Report and as an agenda item of each Northholm Association meeting, which are held every month. In addition, parents are consulted on an ongoing basis to better understand their expectations of the school through surveys.
- An exit interview, usually conducted if a parent decides to withdraw a student from the school, to determine whether there are issues related to parent satisfaction.
- A new parent survey is conducted at the conclusion of the first semester.

Student satisfaction is measured in a number of ways:

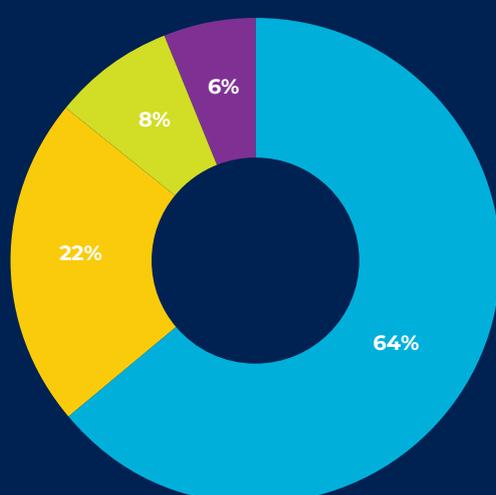
- Class surveys are conducted twice throughout the year.
- Students are typically surveyed at the end of Years 6, 9 and 12 on an annual basis to assist in determining the level of satisfaction of students with school programs.
- All Year 12, 11 and 10 students meet with the Principal individually to discuss their experiences including their academic and pastoral development.

Staff satisfaction is measured in a number of ways:

- Through exit interviews conducted with teachers and other staff who leave the school to determine whether there are areas of dissatisfaction for staff. Issues of concern may also be raised at staff meetings.
- Teachers new to the school are asked for feedback on their experience of the school after the first six months of their employment. This gives valuable insights into strengths, weaknesses and possible areas for improvement.
- Teachers have a number of avenues to raise issues with the Principal and Senior Leadership Team, including Academic Leadership Meetings, Pastoral Leadership Meetings, Department Meetings and House Meetings. The representative of the Independent Education Union brings matters of staff concern to the attention of the Principal through regular, scheduled meetings. All members of the Senior Leadership Team and the Principal maintain an open-door approach and are always prepared to meet with staff.
- Members of the Senior Leadership Team and the Principal are always prepared to meet with students and parents regarding matters of concern.

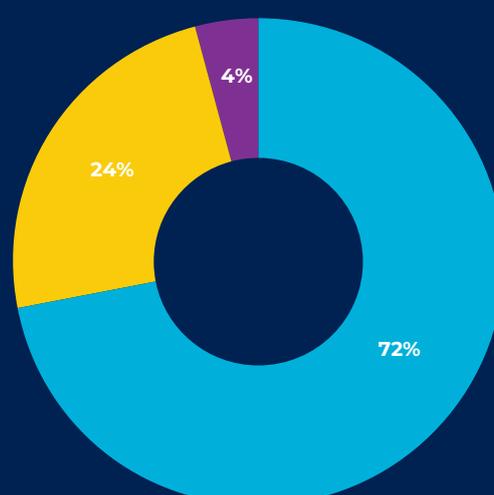
Summary financial information

School Income 2020



- Fees and Private Income
- Commonwealth Recurrent Grants
- State Recurrent Grants
- Private Capital Income

School Expenditure 2020



- Salaries, Allowances and Related Expenses
- Non Salary Expenses
- Capital Expenditure

Publication requirements

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

This annual report has been uploaded to the NESA website and is available online 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 admin@northholm.nsw.edu.au





Northholm Grammar

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