



Northholm
Grammar

Annual Report 2021



Challenging minds. **Creating** futures.



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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**

The Annual Report celebrates Northholm Grammar's achievements in the 2021 reporting period and pays tribute to our students and the community who has supported them. The future of Northholm Grammar appears positive as we continue to embrace our journey of 'renewal, growth and excellence'.

We live in a time of unprecedented change, an increasingly complex and varied society, constant development of research and technology, the challenges of a global pandemic and the continued difficulty of attaining equality of opportunity. These are all factors which will continue to significantly shape educational goals.

For educational institutions – particularly schools – there are several consequences. The community is reacting to changed circumstances by expecting more of schooling. There is a growing appreciation of the fact that schools have a responsibility to address the needs of the whole range of students.

If the School is to be genuine, then it cannot take a neutral position in society. We are committed to both the Christian view of the world and an education based on *academic intentionality with pastoral attentiveness*, maintaining values that are positive and liberating.

In considering these challenges, questions that call for answers are:

- How can schooling be of more benefit to all students?
- What can schools do to prepare students for a world constantly changing in unpredictable ways?
- Where does our School, an independent comprehensive school of the Anglican tradition, situate itself amongst these challenges?

More than ever, there is a need to articulate and reaffirm the partnership between our parents and educators. You the parents and we the School are both working towards the same goal: to help your child grow to full maturity. What is needed on both fronts – both home and school – is openness, honesty, goodwill, commonsense and as much honest feedback and dialogue as possible. Not all failures are on the part of the home. No Principal is foolish enough to think that the School cannot make a mistake. It can and it does.

As a community, we have adjusted to the changing landscape of the pandemic and worked collaboratively to provide a positive and supportive learning experience for our young men and women. We have seen during the crisis what people are capable of. We have also considered how we value friendships, our neighbours, our communities and the connections that we have with each other. As we have lived through this lockdown, we feel great empathy for our young people. It is for this reason that schooling has never been more important.

Northholm Grammar should be incredibly proud of our collective ability to remain connected and maintain a sense of belonging within our community. Communication has been achieved, with greater clarity in many cases, between staff, students and parents. From a teaching and learning perspective, our teachers have been able to pivot and adapt to new circumstances. They have developed confidence in their professional practice, achieving what they could never have imagined previously. It has allowed the School to move forward with the fundamentals and deliver a strong education remotely that meets the same high expectations of the face-to-face environment. We appreciate that some students have found the new learning environment harder than others, however a unified approach to working together established a sound foundation for the eventual return to school.

The lockdown provided a unique opportunity to reflect and assess our current progression in meeting the current strategic 'critical challenges' we established at the beginning of 2020. As a result, we established an additional critical challenge being the *Impact of uncertainty and ambiguity during COVID*. The School has developed an operational plan to ensure that we are better at handling the conditions during the COVID-19 pandemic (and other future disruptions) because we are small and nimble.



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The future of Northholm Grammar appears positive as we continue to embrace our journey of renewal, growth and excellence.

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We know that our size is truly an advantage in these situations as we can better meet the safety regulations required to look after the wellbeing needs of our students and staff. In addition, we are far more agile and adaptable in making decisions and leading change compared to larger schools.

The aim of Northholm Grammar is to be a great school with a positive and identifiable character. The achievement of this aim requires a lively sense of commitment from all members of our School community – students, staff and parents. Let us be honest with each other and supportive of each other. Let us continue to strive for an atmosphere of openness and goodwill along the journey as we all work for a noble aim: the total education of the young men and women placed in our care. Your support, your encouragement and your advice will be critical as we answer the challenge of education in this ongoing pandemic era.

The commitment to building this environment has been demonstrated beyond expectation by our staff – the teaching faculty, the administration staff and the Senior Leadership Team of our School. I publicly acknowledge their professionalism and dedication well beyond what is expected of them during the pandemic.

Our staff continue to support and mentor our students through the challenges that both school and life brings them. Their focus on learning ensures the School maintains its attention on *academic intentionality with pastoral attentiveness*, while being proactive in developing a culture of continuous improvement to ensure we mature as an All-Through educational environment.

To the parents, I can report with pleasure a high level of involvement by parents in the past year including:

- Parent and Teacher Evenings at all levels were well attended. Likewise, Information Evenings, Sharing Our Learning events and the Prue Salter Study Skills Evening were appreciated as very important occasions.
- The Northholm Association contributed much to the wholesomeness of our School by providing honest feedback as well as social and financial support for the School community.
- Parent support and leadership in the organisation of social events, such as the Cocktail Evening and the Mother's Day Breakfast, were highlights in building a continued sense of community.
- The Second-Hand Uniform team continues to provide a valuable service to our Northholm families and enormous support to the School.

The School Council maintains its commitment to drive good governance and leadership. Just as the School has experienced a recent period of growth and change, so too has our Council. We thank John Hayes as our former Chair of Council for his strong leadership over the past few years and we welcome and congratulate Tony Parle, who knows our School exceptionally well, as the newly appointed Chair.

Finally, to the student body itself, thank you for your dynamism, your respect for each other, your cooperation and sense of community. During the extended lockdown, you demonstrated resilience beyond your years and worked collaboratively with your teachers to ensure a strong learning culture was maintained remotely.

In particular, our Year 12 students led themselves and the School exceptionally well during these difficult times. We are enormously proud of your commitment to learning and your positive approach. The 2021 HSC results were outstanding and Northholm Grammar has now cemented itself as a leader of learning and an environment that truly fosters scholarship and academic care.

By way of conclusion, I thank the Northholm Association for your generous support for our endeavours throughout 2021. I gratefully acknowledge the support and the generosity of so many who so readily collaborated in giving new expression to *The Northholm Way*, thereby maintaining the School as the centre of a happy and life-giving community.

Be Strong, *Be Traist*

Christopher Bradbury
Principal

A Message from the Chair of the School Council

It is a great honour to present the 2021 Report from the School Council - my first as Chairman of the Northholm Grammar School Board. 2021 was a challenging year for the School. The pandemic events took us all by surprise, as we saw the traditional paradigms that gave consistency, routine and comfort to our lives taken away and replaced with uncertainty, confusion and, at times, fear. COVID-19 had a major impact, not only on the School, but on the world as we knew it.

Lockdowns, loss of job security and fundamental changes to what we previously accepted as normal created a tenuous situation for many of our stakeholders. The consequential flow-on impacts presented us with many unprecedented challenges, not the least of which was the remote learning environment.

The support and patience shown by our parent and carers, the empathy and flexibility offered by our teaching and support teams and the commitment, discipline and resilience demonstrated by our students was truly inspirational.

This great demonstration of community united behind a common cause, supplemented by strong leadership from Chris Bradbury and his team, allowed us to maintain commitment to our guiding principles of continuing to deliver quality education outcomes for our students and created an environment of calm and control, giving some sense of comfort in an unfamiliar world.

Throughout the year, behind the scenes, the School Council also continued to support the School. However, we find that many people often enquire, what is the role of the Council?

To put some context to that question, it is helpful to understand that Northholm Grammar is an independent school that operates under the structure of a Company limited by guarantee and, as such, is subject to the same basic legal framework under which all Australian companies operate – the Corporations Act. One requirement under the related legislation is for the appointment of a Board of Directors. Northholm currently operates with a Board (the School Council) of ten Directors who contribute to the School on a voluntary basis.

The Directors are drawn from both the parent/carer stakeholder group and from external sources, depending on the skill set required at the time. The Council cohort comprises Directors with skills and expertise in Law, Finance, Risk, Community Engagement, Education, and People and Culture. The work of the Council is supplemented and supported by sub-committees that give detailed consideration to appropriate matters while maintaining the ultimate decision-making control of major strategic matters.

The School Council must undertake several functions to fulfil its legal requirements, the expectation of regulators and the School stakeholder groups, as well as having an overriding responsibility for the good governance of the School. Good governance refers to the systems, processes and structures that are put in place to monitor and control (govern) an organisation. Importantly, good governance must also be effective governance, necessitating a structure that still allows an organisation to create value through innovation and expansive thinking – freedom within a framework.

Beyond this responsibility for governance and the critically important role of selecting and appointing the Principal, the Board is also responsible for:

- defining the respective roles of the Board and management in setting the strategy of the School.
- ensuring appropriate systems are in place for the monitoring, implementation and operation of
 - the School strategy
 - risk management
 - adherence to legal and regulatory requirements, and
 - all aspects of the School operation.
- ensuring all relevant policies are in place and approving the content of major policies, and
- setting the risk parameters, including the School's risk appetite.

As highlighted by Chris Bradbury in the Principal's Report, the aim of Northholm is to be a great school with a positive and identified character. We see evidence of our progression towards 'greatness' in the many improvements achieved by Northholm over the last few years and in all aspects of school life – academically, socially, environmentally and financially.

2022 has started positively and as a Board and Management group, we are working on the development of our next Strategic Plan and the associated Master Plan which will take Northholm forward and enhance our capacity to continue to support our students to achieve their goals and prepare them for life beyond school.

Anthony Parle
Chair of the School Council



A Message from the President of the Northholm Association

2021 was an exciting year for the Northholm Association (P&C). 2020 caught everyone by surprise with the changes it introduced but in 2021 we took what we had learnt and adapted, continuing to build toward our goals of Community, Communication and Contribution.

Across the eight General Meetings and one AGM we had more than 20 families join us and, collectively through the year, we spent more than 103 hours together as a team and community to move things forward. In addition to these formal meeting times, we recognise that there were many more hours and families engaged in coordinating our two major events in 2021.

The first event was the Annual 'Welcome to Northholm' drinks night, coordinated closely with the School Council and staff, which saw our families and friends come together for a fantastic evening of socialising. The second Association event was the beautiful Mother's Day Breakfast in the library, which was so successful, we repeated the experience for Mother's Day in 2022. A very big thank you to our Events Coordinator and all the volunteers who brought these two events to life.

Continuing to adapt to the changing lifestyle, we moved more events online in 2021. General Meetings were conducted via Zoom, class coordinators managed catchups for families via technology at times when in-person meetings were not possible and the planned Father's Day Breakfast became a photo competition and scavenger hunt.

Throughout 2021, we gave back to Northholm with donations totaling \$47,717 which was allocated towards several initiatives including the new Entrepreneurial Workspace, refurbishments to the Canteen including new cookware,

installation of water fountains and continuing our annual Wellbeing initiative towards the Digital Citizenship program.

These donations have been made possible through Members Fees, fundraising initiatives and the sales from the Second-Hand Uniform Shop (SHU Shop). The wonderful volunteers and helpers at the SHU Shop deserve a special mention for their work, in not only selling the donated items, but selling items on behalf of our families and sharing the profits with them. In 2021, we were able to help over 200 families sell almost 900 items on to other School members and returned over \$15,000 back to our community in the way of bank transfers. We welcome all families who have uniforms no longer needed to reach out for an easy way to turn them into a little bit of money for yourself and the School.

Thank you to all the support for the 2021 Team:

Tim Mann - Vice President (outgoing)
Bianca Meredith - Secretary
Alan Martin - Treasurer
Yasmin Old - Second-Hand Uniform Coordinator (outgoing)
LeeAnne White - Second-Hand Uniform Shop Supervisor
Melissa Greensill - Events Coordinator
Melissa Greensill - Year Group Coordinator (outgoing)
Jenni Wray - Commemorative Pavers Program (outgoing)
Michelle Button - Grants Coordinator

And Welcome to our new Committee members for 2022:

Frances Gary - Vice President
Rebecca Foster - Year Group and Communications Coordinator
Cecilia Pavior-Smith - Second-Hand Uniform Shop

The Association General Meetings are held the 3rd Wednesday of the month during School Terms, with a mix of online and face-to-face meetings at the Dural Country Club. Details of upcoming events are announced in the School calendar and The Record newsletter. Meeting minutes and information about the Association are saved in the Northholm P&C Sharepoint page. We invite anyone interested in getting involved to contact us at ngspandc@northholm.nsw.edu.au

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 2022.

Anthony Wood

President of the Northholm Association

A Message from the School Captains

2021 has proven to be a rigorous test of our character, determination, resilience and, most importantly, our leadership.

With the world around us in constant change, our appreciation of the importance of the role that Northholm Grammar plays in our lives was heightened, as well as the significance of the family-orientated values for which the School stands. Reflecting upon the last 12 months, we are proud of our growth and the challenges we have overcome, both as students and as a school.

Our 2021 CUP campaign encapsulated the Senior Leadership Team's endeavours to strengthen student life at Northholm through the key areas of Confidence, Unity and Pride. The importance of our vision was amplified through these unprecedented times as the need for genuine connections and interactions grew.

Through Northholm's inaugural Amazing Race and the Inter-House Olympics, we encouraged students to step out of their comfort zone to develop their teamwork skills through healthy competition. This focus on united collaboration across the School fostered the formation of new relationships and the achievement of common goals while striving for individual growth. This growth was achieved through encouraging every student to embody *The Northholm Way*: for students to have pride in who they are and for these attributes to extend beyond the School grounds.

The reintroduction of the Student Representative Council also contributed to developing student pride. The SRC worked alongside the Senior Leadership Team to help foster an inclusive school environment where students can make a lasting contribution to the community around them.

The unique challenges that the COVID-19 pandemic restrictions placed on us through remote learning paused many ambitions and plans heading into Term 3. However, the adaption to this new virtual environment holistically displayed the tightly woven community upon which Northholm is grounded.

As we complete our year of service as School Captains, we particularly wish to acknowledge the Class of '21 as they embark on the next chapter of their lives and we give our best wishes to all members of our Northholm family.

Tyler Old and Ethan Reiss
School Captains 2021

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...[the] focus on united collaboration across the School fostered the formation of new relationships and the achievement of common goals

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Contextual Information

About Northholm Grammar

Northholm Grammar School is an independent co-educational 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

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian schools in 2008. Each year, all students in Years 3, 5, 7 and 9 are assessed in May using national tests in Reading, Writing, Language Conventions (Spelling, Grammar, and Punctuation) and Numeracy.

During the past few years, Northholm Grammar has focused on Literacy and Numeracy, which has translated into an overall improvement in these domains.

The School is now moving to focus on writing. We are already seeing an improvement in our student's performance in these domains. This has been made evident in our HSC results in Humanities courses, and other measures that track student progress, such as Allwell testing and our internal assessments.

The 2021 NAPLAN results are available on the My School website: myschool.edu.au

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Every child enrolled with us travels their own learning path within an all-through school framework from Kindergarten to Year 12

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Senior **Secondary outcomes**

It is with a great sense of pride we announce that Northholm Grammar is now ranked 45 in New South Wales standings of best performing Schools in the HSC. Our continued achievements in scholarship through our HSC results is recognition of our vision and commitment to academic growth and developing the character of each student.

Positioned in the Top 50 Schools in the State is a stunning result!

With the global pandemic heavily influential in the background of their final year of schooling, our students were amazing in meeting the challenges of the HSC Examinations. The sacrifices were many including the postponement of significant rites of passage and the sudden adjustment to the changing landscape of face-to-face teaching to the 'remote learning experience'. However, they did all of that and more with enormous resilience and character throughout the year.

During our conversations with Year 12 students over the course of the past few weeks, a strong sense of collegiality within the cohort, as well as their teachers, were relayed as key factors for the student's extraordinary success. Northholm Grammar's strong culture of learning, and our nurturing community are, as always, at the heart of what we achieve. The continued growth in our HSC results over the past three years are indicative of our exceptional teachers and rigorous educational programs.

Three years ago, Northholm Grammar made a commitment to embrace a stronger professional learning program in developing our professional practice, as well as an unrelenting focus on explicit teaching, engaging in deliberate practice and delivering regular feedback.

A strong relationship between the teacher and student is critical to achieving *academic intentionality with pastoral attentiveness*. Teachers don't just teach disciplines (Mathematics, Science, English, etc), they teach people. Education is about connectedness, belonging and being relational. From a learning perspective, a strong sense of relatedness and connectedness better positions students to take on challenges, set positive goals and establish high expectations that extend and motivate them.

These results are the outcome of incredible commitment, courage, grit and ambition, particularly in the context of the challenges arising from the COVID pandemic over the past two years.

We also acknowledge our community – parents, friends and family – for their support of the Years 12s, in contributing to these excellent results.

Record of School Achievement (RoSA)

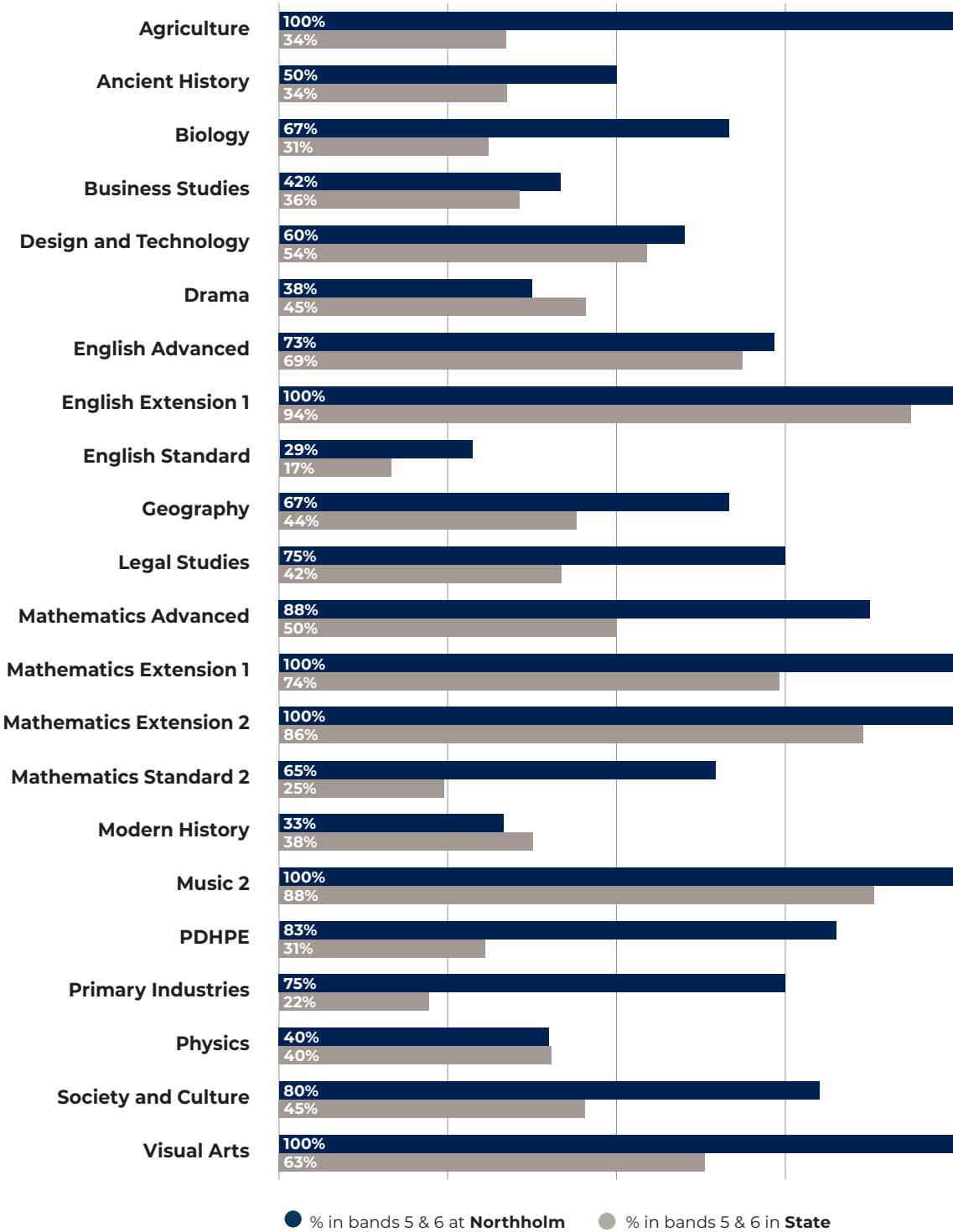
The Record of School Achievement (RoSA) was an Australian qualification introduced in 2012 to record a student's academic achievements whilst studying senior courses. It is issued by the NSW Educational Standards Authority (NESA). This credential is available to students who leave school prior to receiving their HSC. In 2021, one student at Northholm Grammar was awarded a RoSA credential.

The Higher School Certificate Examinations 2021

- Northholm achieved a ranking of 45th in the State in the Better Education 2021 HSC School rankings.
- 13 students recognised as NSW Distinguished Achievers.
- 3 students on the Honour Roll
 - Niamh Cassar
 - Tyler Old
 - Gemma Squire
- 3 State ranks
 - Joseph Clemmit – 1st Music
 - Gemma Squire – 8th Ancient History
 - Niamh Cassar – 19th Legal Studies
- 79% of students gained at least one Band 5 or Band 6.
- 88% of courses achieved above State Average marks.
- 43% of students gained at least one Band 6 or equivalent.
- Northholm's highest ATAR was 99.65, achieved by Niamh Cassar.

Performances in HSC Courses

Each student's performance in a HSC course is measured in levels, called Bands, from 1 to 6. Bands 5 and 6 are the highest levels. The table below shows some of the HSC courses studied at Northholm, comparing the percentage of students who achieved Bands 5 and 6 at Northholm against the State average.



HSC Distinguished Achievers

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

In 2021, 42 Band 6 (E4) results were achieved from 13 students and 10 students achieved more than one Band 6 (E4) result.

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

Mitchell Black	Legal Studies, Mathematics Advanced, Personal Development, Health and Physical Education
Niamh Cassar	Economics, English Advanced, Legal Studies, Mathematics Extension 1, Mathematics Extension 2
Olivia Charlton	Biology, Geography, Mathematics Standard 2, Personal Development, Health and Physical Education
Joseph Clemmit	English Advanced, Legal Studies, Mathematics Extension 1, Music 2
Brianna Cusick	Mathematics Standard 2, Primary Industries
Bodie Greatbatch Murphy	Drama, English Advanced, English Extension 1, Modern History, Society and Culture
Chelsea Harkins	Drama, Visual Arts
Tyler Old	English Advanced, Legal Studies, Mathematics Advanced, Personal Development, Health and Physical Education, Visual Arts
Ethan Reiss	Business Studies, Mathematics Advanced, Primary Industries
Gemma Squire	Ancient History, English Advanced, English Extension 1, Mathematics Standard 2, Society and Culture, Visual Arts
Faith Trestrail	Visual Arts
Imogen Williams	Agriculture
Daniel Han Xing Zhang	Mathematics Advanced

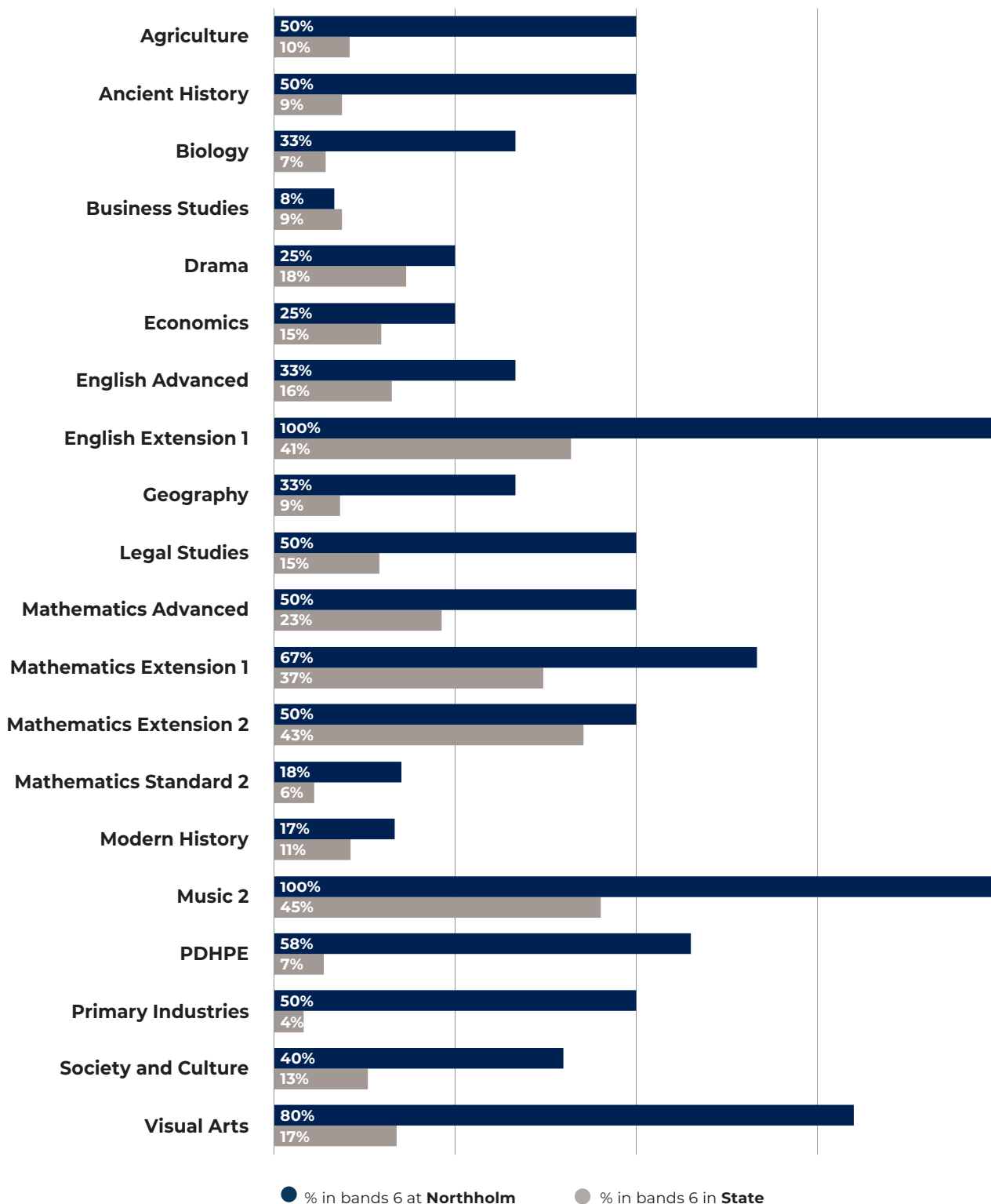


Northholm achieved a ranking of 45th in the State School rankings

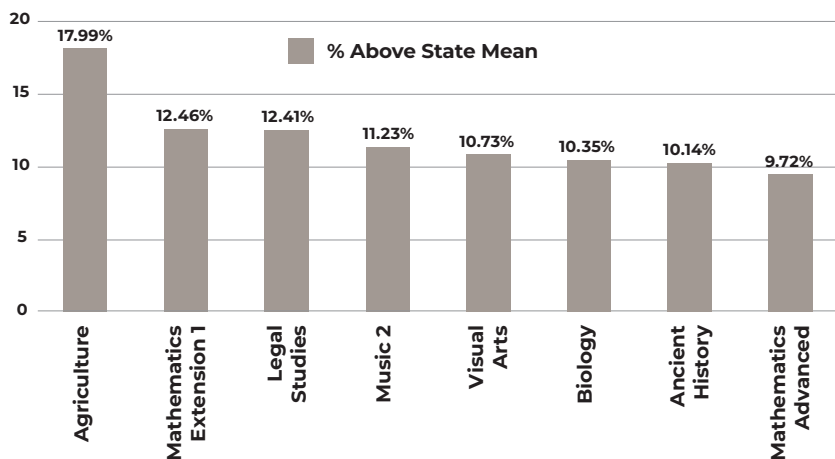


Northholm students awarded Band 6

The table below shows some of the HSC courses studied at Northholm, comparing the percentage of students who achieved Band 6 in State at Northholm against the State average.



Northholm Grammar vs. State Mean



Vocational Education and Training (VET)

In 2021, 3% of Year 12 students participated in Vocational or Trade Training courses.



These results are the outcome of incredible commitment, courage, grit and ambition...



Students in top bands

Proportion of students in the courses that achieved in the top two bands (Band 5 and Band 6).



Agriculture, English Extension 1, Mathematics Extension 1, Mathematics Extension 2, Music 2, Visual Arts



Advanced Mathematics, Society and Culture



Advanced English, Legal Studies, Primary Industries



Teacher qualifications and professional learning

Professional learning

Northholm Grammar is committed to building a culture of excellence in professional learning. We continue to focus on establishing a clear vision for the improvement of student learning outcomes, enhancing teacher development and the foundation of a learning environment that is consistent across the Kindergarten to Year 12 context. The School is committed to building a vibrant culture of quality teaching, where life-long learning takes place, as students become their own teachers and independent learners. Our teachers effectively lead learning when they see learning in the eyes of the student and when students see themselves as their own teachers. Our strategic focus for professional learning has been based on the 'Professional Practice' and the 'Leadership Development' initiatives.

Professional practice initiative

Aim: To develop and grow excellence in teaching, especially curriculum expertise and pedagogical practice through evidence-based and research-driven professional reflection and continuous improvement.

New teacher mentoring program:

Initial teacher induction program for all teachers new to Northholm Grammar that includes a cycle of training, observation, reflection and student feedback.

Annual professional learning program:

Organisation of a rigorous professional learning program that seeks to develop professional teacher practice, develop professional curriculum expertise and their growth plan. Professional learning through Professional Development Days and through our meeting structure.

Professional reading programs:

Annual program of professional reading conducted in support of visiting fellowships.

Best practice in teaching and learning conversations:

Standing initial agenda item at every staff, academic and pastoral meeting to discuss professional readings in support of developing and growing excellence in teaching, especially curriculum expertise and pedagogical practice through evidence-based and research-driven professional reflection and continuous improvement.

The leadership development initiative

Aim: To develop and grow excellence in instructional and organisational leadership through evidence-based and research-driven professional reflection and continuous improvement.

Supervisor coaching model:

Fortnightly one-on-one meetings with supervisor focusing on implementation of a teacher's

annual professional teacher practice and growth plan.

Executive coaching model: Internal Coaching Framework augmented by quarterly one-on-one coaching session conducted by external coach with middle and senior leaders. The external coach is a former Headmaster who mentors leaders in meeting the challenges of building high performance teams.

Professional reading programs:

Annual program of professional reading conducted in support of educational leadership for senior, academic and pastoral meetings.

Best practice in instructional leadership conversations:

Standing initial agenda item at every academic and pastoral meeting to discuss professional readings in support of developing and growing educational leadership in teaching and leadership, developing high performance teams and managing continuous improvement in both leadership and management.

Invest in resources for campus maintenance and development:

Introduced a new style of Financial Board Reporting based on Somerset Independent School Benchmarking combined with the continuing development of Finance stewardship and Information Technology improvements to best manage the COVID-19 context to ensure the School is in a strong position for the future.

Teacher standards

Teacher qualifications

Category	No. of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	42
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.	0
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.	0

Workforce composition

No member of staff reports to be of indigenous descent.

The School supports the principles of Equal Employment Opportunity (EEO) in the recruitment of staff.

Staffing	Numbers	FTE
Teaching	42	38.5
Non-teaching	24	18

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	98.00%	98.90%	96.90%			96.60%
Year 1	96.50%	97.40%	95.40%			93.40%
Year 2	94.50%	93.20%	97.50%			94.80%
Year 3	94.90%	94.20%	95.20%			93.80%
Year 4	96.70%	95.80%	97.60%			94.40%
Year 5	94.50%	93.80%	95.60%			94.40%
Year 6	95.20%	95.00%	95.40%			92.10%
Year 7	95.80%	95.90%	95.70%			93.90%
Year 8	92.60%	91.50%	93.70%			95.30%
Year 9	95.60%	96.30%	94.50%			95.50%
Year 10	94.50%	93.80%	95.60%			92.80%
Year 11	94.90%	96.00%	93.40%			91.50%
Year 12	94.50%	95.70%	93.30%			96.30%
Average	95.25%	95.19%	95.37%			94.22%

Whole School Rates:

On average, 95.25% of students attended school each day in 2021. This was an improvement compared to the average daily attendance in 2020 (94.22%). The attendance rate for males was 95.19% and for females 95.37%.

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.

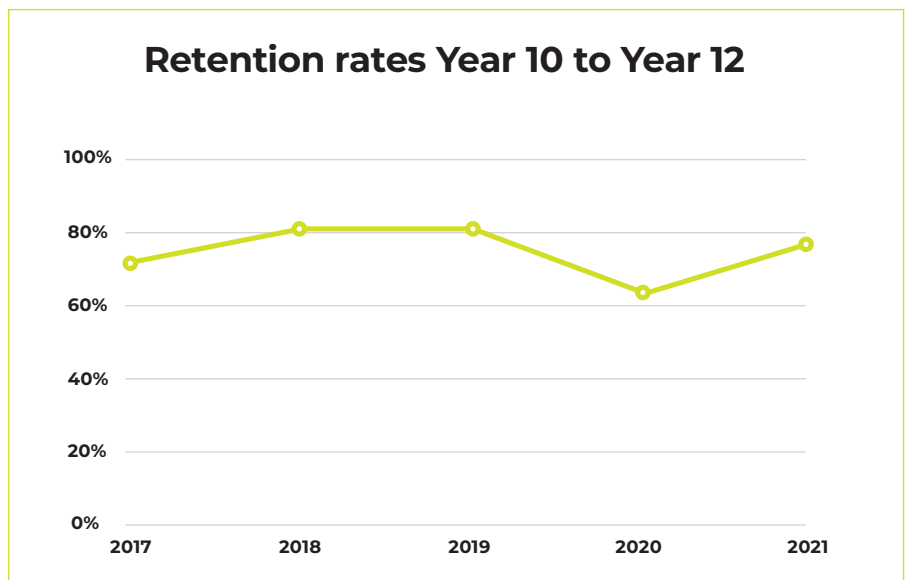
Student attendance procedures

- 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 Head of Operations and followed up, where required, by the Head of House or Deputy Principal.
- 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 Deputy Principal, 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 Deputy 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

78% of the 2019 Year 10 cohort completed Year 12 in 2021. The retention rates over the past five years have been inconsistent.

Students who have left in Year 10 have 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 2021. 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 2021. 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.



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Northholm is a community where every student is known and understood as an individual

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School determined priority areas for improvement

From its early origins, Northholm Grammar's vision was to be a caring school which would foster the worth of the individual, encourage academic and sporting excellence and promote Christian values. Northholm is a family-centred School which looks upon its students, parents/carers and staff as part of a community, striving for a common goal that will cater for the needs of the whole person.

1. Achieve Excellence and Leadership in Teaching and Learning

- Sustain the focus and attention to academic excellence in HSC performances through our 'Responsive Teaching Framework' based on high expectations, formative assessment, deliberate practice and feedback.
- Improving the delivery of and emphasis on literacy and numeracy by focusing on more formative assessment throughout the School and developing handwriting skills.
- Revision of the formal Primary Years Assessment structure for 2021 including PAT, Fountas and Pinnell, South Australian Spelling Test, Essential Assessment, SRA Reading assessment and Literacy Pro Lexile testing.
- Presentation by Dr Jared Cooney Hovarth (expert in the field of Educational Neuroscience) with a focus on learning, memory, and attention in January expanded staff understanding of the Learning Trajectory with Strategies, Computers with Learning Strategies and Stress and Management.
- Dr Prue Salter presentation in January on helping students develop effective study skills. The presentation included sharing research and ideas on how we can support our Secondary and upper Primary Years students to achieve their personal academic best by implementing efficient and effective learning strategies.

2. Embed character education and wellbeing as a cornerstone to enable students to thrive

- Implementation of a bespoke structured Program for Tutorial lessons including termly topics: Respectful Relationships, Building Resilience, the Importance of Wellbeing and Serving the Community.
- Introduction of a Character Education Program for students from Years 7 to 10: Ready to Lead, Ready to Live, Ready to Work, Ready to Learn, and Understanding Excellence for Student Leaders led by Dr Phil Cummins from CIRCLE Education.
- Introduction of our weekly Skodel check-ins to monitor students' wellbeing.
- Student and Community Character Education Program including parent webinar by Dr Kristy Goodwin (Teens and Screens), Years 7 and 8 presentation by Brainstorm on online safety and the importance of resilience and respect in building meaningful connections, as well as the introduction of GPs In Schools Program for Year 11 students.
- Growth of Pastoral Care Program with an increased focus on strategies to achieve academic, co-curricular, leadership and service goals in student goal setting at the beginning of the year and mid-year. Study Skills Program incorporated to be delivered in scheduled tutorial periods.

3. Harness a holistic educational experience through the strength of our Co-Curricular program

- Development of the Enterprise and Entrepreneurship Program for Year 9 and Year 10.
- Continued development of a school-based Careers Evening with support from Alumni and other members of the extended Northholm community for students from Year 10 to Year 12.
- Extension of student-led inter-House competitions for students from Kindergarten through to Year 12.
- Extension of the Co-Curricular Program reintroducing involvement in Mock Trial, public speaking and after-school ceramics classes, History Debating competitions, STEM Club and involvement in agriculture at the Easter Show.
- Development of the Gifted and Talented Education Program through the introduced after-school English (Canon Fire), Mathematics Enrichment groups for Years 7 and 8 students, da Vinci Program involving Years 9 and 10 students and the Science and Engineering Competition.

4. Invest in resources for campus maintenance and development

- External refurbishment of the Operation's Building, the Administration Building and the Performing Arts Building. External rendering and painting of the Gymnasium and Design and Technology Centre.
- Significant expansion of cleaning, and reorientation of classrooms, staffrooms and facilities, in order to manage the COVID-19 learning environment.
- Major refurbishment work in the Primary Years including the construction of a new Primary Years Library, installation of new lockers and lighting in the Primary Breezeway, as well as installation of new chain wire fencing around the Primary COLA.





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At the heart of our Strategic Plan is personalised learning for each student

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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 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 Grammar during 2021 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 6 to Year 10.
- Students from Kindergarten to Year 10 participate in a week of Service Learning in identified areas of need.
- Students in Year 10 participate in the Enterprise and Entrepreneurship Program which introduced them 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.

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.

Primary Years Leadership

Primary Years Captains and House Captains, as well as the SRC Chairperson and Secretary, coordinated and led Primary Years Assemblies and assisted with Primary Years Chapels and other School events.

Peer Support Program

The Peer Support Program linked students entering 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

Students from Kindergarten to Year 10 participated in a Service Learning Week in Week 8, Term 4. Through their participation in a range of experiences, students were exposed to different perspectives that challenged their thoughts and views on the world. Each group was coordinated by a Northholm staff member and supported by additional staff who worked with each group for the duration of the week. Secondary students were involved in vertical House based activities. The focus for each group was:

The Primary Years

Students from Kindergarten to Year 6 were involved in their initiative of *Heal the World*.

This included a focus on understanding the path of homelessness and the resources available to those in need. A St Vincent De Paul's Educational Liaison Officer addressed students, who then created Cards of Hope which were distributed from the Vinnies Night Patrol. Students also provided meals for distribution to the Redfern/Woolloomooloo outlet from the AOK Community Outreach, which works directly with communities to provide personal care and food to communities in need.

Students also examined the work that frontline carers do and how they respond to emergencies and disasters. They wrote letters in appreciation of the work of Doctors Without Borders, which were distributed to doctors across the world.

Finally, the Taronga Zoomobile visited Northholm to teach students the importance of caring for animals and their environment.

The Secondary Years

Capell and Patteson students visited Fagan Park, where they participated in a series of workshops and practical experiences of planting in Sydney Turpentine-Ironbark Forest, a rare native vegetation community. Students were also involved in bush regeneration projects at School.

Lincoln students rotated through three different activities. In the Youth Issues and Wellbeing Forum they utilised the resources available from Kids Helpline, exploring ways they could help others in the community. Secondly, students participated in the construction of possum boxes which were delivered throughout the local community. For their third activity students, Lincoln students were involved in bush regeneration projects around the campus.

Rowland students supported RizeUp Australia and the Hornsby Kuring-Gai Women's Shelter. Through a range of presentations from guest speakers, workshops and creating artwork and donation packages for their identified charities, their emphasis was on educating and upskilling students about respectful relationships, promoting decision-making in public life, and understanding the impact of domestic and family violence within our community.

Students also attended a workshop by Consent Labs, which provided them with practical tools to boost their confidence, as well as their understanding of healthy relationships and how to navigate consent respectfully. They worked in groups to create mini-Podcast episodes about their Service Learning projects, focusing on support networks, their charities and how to model respectful relationships.

Other Initiatives

New initiatives introduced in 2021 included:

- Weekly Skodel check-ins to monitor students' wellbeing.
- The GPs In Schools program for Year 11 students.
- Implementation of a bespoke structured Program for Tutorial lessons including termly topics: Respectful Relationships, Building Resilience, the Importance of Wellbeing and Serving the Community.
- The parent webinar by Dr Kristy Goodwin - Teens and Screens.
- A Character Education Program for students from Year 7 to Year 10: Ready to Learn, Ready to Work, Ready to Live, Ready to Lead and Understanding Excellence for Student Leaders led by Dr Phil Cummins from CIRCLE Education.
- Increased focus on strategies to achieve academic, co-curricular, leadership and service goals in student goal setting at the beginning of the year and mid-year.
- Development of the Enterprise and Entrepreneurship Program to include Year 9.



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...we are a school that promotes in each student a strong sense of belonging and service to the community

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Parent, student and teacher satisfaction

Northholm Grammar engaged in a community consultation process to understand the progress the school is making under our Challenging Minds, Creating Futures Strategic Plan 2020-2023. The survey allowed parents, students and teachers to comment on the following areas:

Building culture supports the whole work of the school to develop the civic, performance and moral character of our learners in a deliberate way so that they might become good people of integrity who know the way, go the way and show the way forward on the pathway to excellence.

Building leadership supports the construction of a compelling narrative about the progress of a school from yesterday to today to tomorrow that prepares future builders to help others to interpret and navigate through complexity, particularly through their capacity to communicate.

Building learning supports the ongoing learning journey of the school that develops the adaptive expertise and self-efficacy of continuous learners and unlearners to grow in character, competency and wellness, achieve success in the school's graduate outcomes, and thrive in their world.

Building performance supports the establishment and maintenance of a culture of high-performance in which solution architects learn how to ask the right questions to produce evidence-based and research-driven answers to multi-dimensional problems.

Building strategy is about using future-fit thinking to create and implement a strategy that will ensure the attainment of the School's preferred future by encouraging the responsible citizenship of learners with the perspective to balance the needs of their local, regional and global communities.

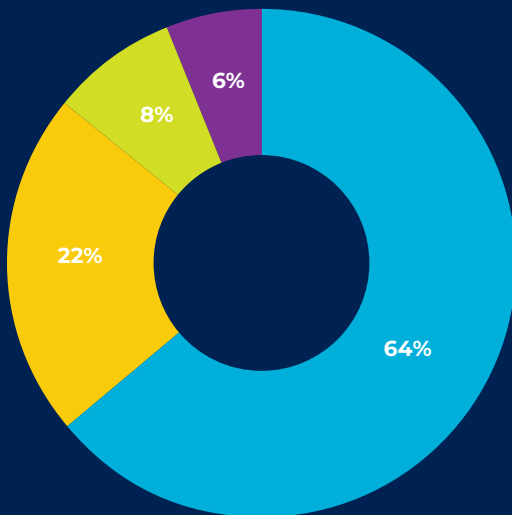
Building systems and operations is about refining the knowledge engine of a school so that it becomes a community of inquiry and practice focused on improved outcomes for learners who collaborate with each other as team creators.

In addition, Northholm Grammar continues to actively measure satisfaction through the following ways:

- Year 12 Exit Surveys and Interviews.
- Student Satisfaction Surveys through the Student Representative Council and Academic Classes.
- New Parent Surveys at the conclusion of Term 1, combined with an annual Year 6 and Year 9 Parent Survey.
- All members of the Senior Leadership Team and Principal are always prepared to meet with parents regarding matters of concern.
- At the conclusion of every School event such as information evenings, parent teacher evenings and special occasions a short pulse check survey is conducted to gain feedback on strengths and opportunities for improvement.

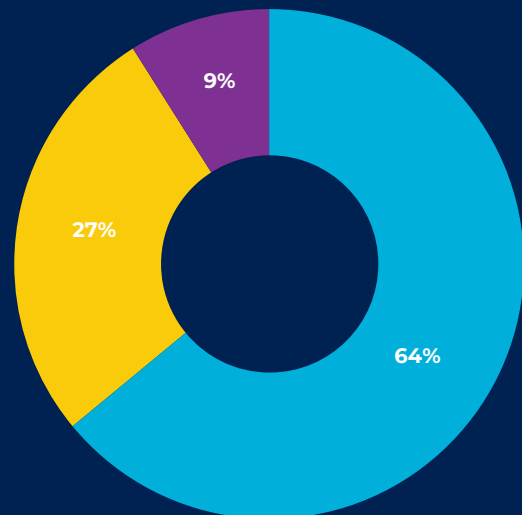
Summary financial information

School income 2021 from all sources



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

School Expenditure 2021 on all purposes



- 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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