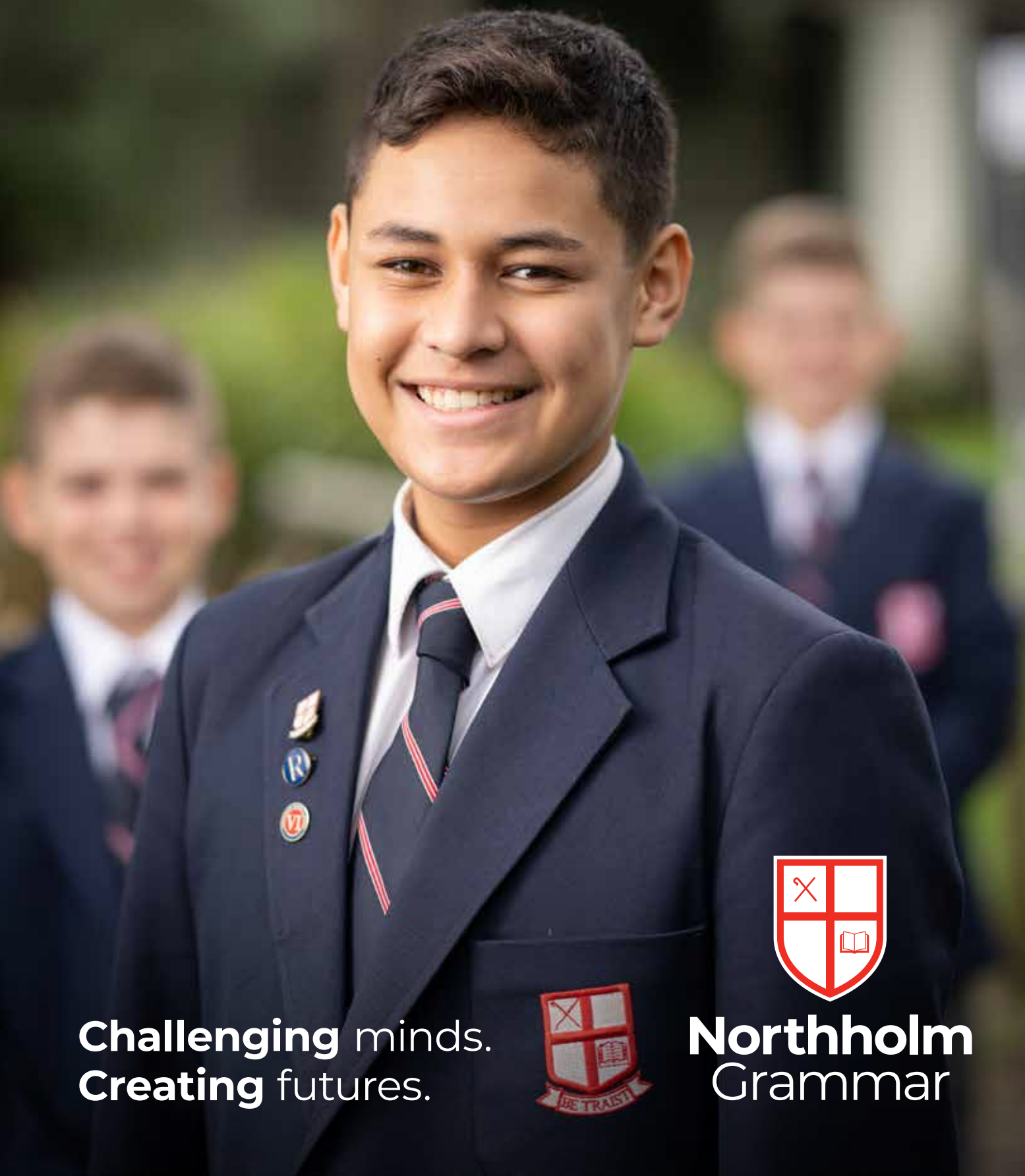


# Annual Report 2022



**Challenging** minds.  
**Creating** futures.



**Northholm**  
Grammar



“

As a community, we should be incredibly excited by our journey of *growth, renewal and excellence* combined by our commitment to focus on the growth of each student as a learner and a person.

”

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# Message from key School bodies

## A Message from the **Principal**

**The Annual Report celebrates Northholm Grammar's accomplishments in 2022 and the continuation of our vision as a caring school which fosters the worth of the individual, encourages academic and sporting excellence and promotes 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.**

At Northholm Grammar, we have learned much over the past four years about recognising and responding to the new social contract of today's learning, for tomorrow's world and how it calls on us as educators to think through and make choices about what really matters in our shared work in cultivating an environment where our students can become the best versions of themselves.

You will know already of our firm belief at Northholm Grammar that every learner is home to a unique life and that, when we are at our best, we honour this potential through building the character of the learner, enhancing the expression of this character through the related competencies to learn, live, lead and work, and grounding of all this in the physical, psychological, emotional, intellectual and spiritual wellness of a thriving learner. Central to the design and delivery of a vibrant learning community, therefore, is building a knowledge architecture organised around the attainment of an agreed set of graduate outcomes tailored

to the needs of a school community that promote learner confidence and personal responsibility and that, in themselves, constitute thriving. Thriving means human beings applying their character, competency and wellness to learn, live, lead and work well in a world that needs them to become men and women of character.

Understanding (and measuring) what matters in an education for character, starts with the cultivation and demonstration of these graduate outcomes of thriving. They need to be aligned with the values, dispositions, and actions associated with civic character, performance character and moral character: a sense of belonging developed in response to their meeting civic obligations, the fulfilment of individual and collective possibility through the increasing attainment of performance standards, and the capacity to reflect on what is good and right for them to do in their lives, especially in light of their ongoing moral challenges. This can be measured on a developmental continuum that moves from the expression of self-interest to awareness, to intent, to judgment, to coherence, and finally to competence. This model for the acquisition of character traces the journey from 'me' to 'you' to 'us', from self-interest to servanthood.

This is what we are called to do in our work as teachers - this is the purpose we enact through relationships that start with belonging and that equip, empower and enable learners with the self-awareness, connectedness, service and vocation they need

to become and contribute as the people they need to be. Thus, our work as educators cannot be focused simply on the 'stuff' of school, but on how we conceive of and build ecosystems for learning in which we might put into practice our purpose in the light of the thing that matters most: how students thrive. I congratulate and thank our teachers and administration staff for their care and professionalism of our students.

In the Strategic Planning Consultation Process conducted earlier in the year, we were encouraged with the positive engagement of our community and the feedback received in shaping our next Strategic Plan. The structure of the surveys was based on the following six pillars which we observe as being critical to the long term sustainability of Northholm Grammar.

**Building culture** supports the whole work of a school that develops the civic, performance and moral character of its 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.





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As Principal, I feel enormously privileged to work with such a talented and enthusiastic community. Thank you for your encouragement as we celebrate a great 2022.

”

**Building learning** supports the ongoing learning journey of a school that develops the adaptive expertise and self-efficacy of continuous learners and un-learners 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.

These six standards for high-performance allows us to best measure how our school is growing in its capacity to meet the expectations of our community and our stakeholders. As a community, we should be incredibly excited by our journey of *growth, renewal and excellence* combined by our commitment to focus on the growth of each student as a learner and a person.

The significant improvement in the school's academic performances and state ranking have been outstanding with the school moving from 308 in NSW (2018) to 111 (2019), 61 (2020) and 45 (2021). However, what is equally impressive is the growth in the school's performances in the creative and performing arts, sport, debating and public speaking, mock trial, the expansion of the Duke of Edinburgh Program and Outdoor Education, the Agriculture Program and the development of STEM and Entrepreneurship opportunities.

Throughout the pandemic, Northholm Grammar has demonstrated the resilience, courage and fortitude to be unrelenting in its educational aspirations in building *scholarship, character and community*, which has been warmly embraced by all key stakeholders – students, teachers and parents. As we enter our 40th Anniversary, Northholm Grammar continues to mature as a learning community and will remain committed in building the confidence and personal responsibility in our students so they can withstand the many negative influences within our contemporary world.

The growth of our school would not be possible without the incredible support and hard work of the Northholm Association, Anthony Wood, President of the Northholm Association, and the outstanding Executive Team. Our parent community continues to build a strong sense of community with magnificent events as well as providing advocacy for the school.

As Principal, I feel enormously privileged to work with such a talented and enthusiastic community. Thank you for your encouragement as we celebrate a great 2022. We look forward to working together in meeting the challenges and opportunities in the New Year being our 40th Anniversary.

Be Strong, *Be Traist*

**Christopher Bradbury**  
Principal

# A Message from the Chair of the School Council

**As the dawn broke on the 2022 school year and the COVID-19 related distraction of the past two years faded into the background, we, as a school community, moved forward again with an enhanced sense of optimism and confidence in our capacity to handle the unexpected and the unknown.**

Despite the challenges of the past years, we have been able to deliver on our educational objectives through maintaining the focus on the key elements of our strategy: *a belief in academic intentionality with pastoral attentiveness* supported by our four pillars of Learning through Scholarship, Caring for Others and Self, Living a Faithful Life and Contributing to the Community.

Many scholarly comments have been made over many years on the objectives of education and these insights are probably best encapsulated as:

- To develop responsible and engaged learners.
- To foster tolerance, respect and acceptance of others.
- To build each student's resilience and self-esteem.
- To provide a curriculum that is rich and relevant and allows all students to succeed.

... all of which are well reflected in our mission and values at Northholm.

The 2023 year will be one of growth and expansion, evidenced in a very overt way through the presentation of the proposed building and refurbishment work as we respond to the growth in enrolments.

An important focus of both the Board and the School Executive is to ensure we manage this growth in a sustainable way that allows us to maintain the high standard of commitment to our core values and strategic outcomes, and further enhance the education experience for our students, while maintaining the right balance between *academic intentionality and pastoral attentiveness*.

Our staff are our most important asset and our successes to date are only achieved through the commitment and support of this dedicated team.

Future success can only be achieved if we continue to invest in our staff and students through the provision of initiatives such as the Character Development Programs and staff professional development programs. A critical element within these latter programs is the establishment of The Northholm Institute.

The Northholm Institute will focus on the enhancement of teaching and learning, professional practice and leadership development. It will develop opportunities for growth in

excellence and leadership through a variety of programs and projects to improve teacher instruction and professional practice, with the assistance of leading educational experts who will work alongside our staff in the advancement of our teaching and learning initiatives.

Through the skill development of our staff and the assistance of other professionals in the area, we will be able to help students become more skilful learners; at Northholm we believe every student is capable of successful learning.

Clearly it will be another challenging and exciting year at Northholm as we focus on the important matters that enable us to encourage academic rigour and independent thinking alongside the provision of the critical support necessary for personal growth and development.

**Anthony Parle**  
Chair of the School Council



The Northholm Institute will focus on the enhancement of teaching and learning...



# A Message from the President of the Northholm Association

Building a strong and vibrant community

**I am thrilled to present to you the Annual Report for the Northholm Association, where our dedicated team of volunteers have been working diligently to foster a warm and welcoming community environment, promote open communication and make valuable contributions to the wellbeing of our students and their families. These pillars are at the heart of our Association's mission, and we are excited to share our progress with you.**

## **Community building and inclusion**

Our primary focus this year has been on organising a wide range of community events that bring families together, creating cherished memories and nurturing a strong sense of belonging. We take great pride in sponsoring events such as the Welcome Night, which provides an opportunity for new and existing families to connect and build lasting friendships. We were also delighted to host the Mother's Day Breakfast and Stall in May, allowing our Primary students to find special gifts for their loved ones. Later in the year, we funded and coordinated the Father's Day Breakfast, ensuring all families can celebrate this special day together. These events have consistently strengthened the bonds that unite us as a vibrant community.

## **Fostering communication and collaboration**

Effective communication is key to establishing positive relationships, not only between families but also between families and the School. The Northholm Association has been actively enhancing our communication channels through the Parent Network, ensuring that parents, caregivers and the wider community feel informed and engaged. Our General Meetings have been enriched by the presence of Mr Bradbury, who provides updates on school happenings and addresses common questions from the community. We have also utilised newsletters and social media platforms to keep everyone connected and foster a strong sense of belonging.

## **Promoting wellbeing and personal growth**

We are committed to the wellbeing and personal growth of our students. This year, in response to the suggestions of our Student Leadership, we proudly sponsored Matthew Caruana – a renowned motivational speaker – who shared his inspiring message with our students. We remain attentive to further opportunities to support and contribute to the wellbeing of our students and the School as a whole.

## **Enhancements to the Second-Hand Uniform Shop**

One of our most notable achievements this year has been the significant improvements made to our Second-Hand Uniform Shop. This provides families an affordable alternative when purchasing uniforms as well facilitating sales on behalf of others. To enhance the shopping experience, we have upgraded the store, creating a comfortable and inviting space for both volunteers and shoppers. Additionally, we have streamlined processes, making transactions easier and quicker, ensuring faster payments to families, and facilitating sales for those looking to pass on outgrown clothes.

## **Celebrating the power of volunteers**

We cannot express enough gratitude to our incredible volunteers, who selflessly dedicate their time to make all our events and initiatives possible. Our volunteers embody the spirit of community and demonstrate the power of unity. Every event we organise is run by these amazing individuals who continuously contribute to the success of our Association. If you are interested in joining our vibrant community and making a difference, we encourage you to reach out and explore the various teams within our committee, where your skills and passion can flourish.



## Looking ahead

As we reflect on the achievements of the Northholm Association in 2022, we are filled with excitement for the future. We will continue to build upon the foundations we have laid, fostering a close-knit community, enhancing communication channels, and making invaluable contributions to the wellbeing of our students and their families.

We invite you to be an active part of our Association and join our General Meetings, where we discuss important matters and collaborate on initiatives. The Association meets every third Wednesday of the month during School Terms via Zoom. We would be delighted to see you there! Simply use the following Zoom link to join: <https://us02web.zoom.us/j/84380801321>

If you have any questions, suggestions, or would like to get involved, please don't hesitate to reach out to us at [ngspandc@northholm.nsw.edu.au](mailto:ngspandc@northholm.nsw.edu.au). We welcome your input and encourage you to explore the various teams within our committee where your unique skills and passion can make a difference.

On behalf of the Northholm Association, we express our deepest gratitude to each and every one of you for your ongoing support. Together, we have created an environment where our students can flourish and families can forge lifelong friendships. We invite you to join us on this remarkable journey as we strive for excellence and continue to make Northholm a place of warmth, community, and growth.

### Anthony Wood

Northholm Association President





# A Message from the School Captains

**2022 was a very busy and exciting year across all aspects of school life, which was much-needed relief following the challenges of COVID-19 last year. The resilience and continued involvement in school life by the Student Body has undoubtedly reinforced the sense of family for which Northholm is renowned.**

The 2022 Senior Leadership Team's PPL campaign focused on *Pride, Purpose and Legacy*, with a specific focus on developing a greater sense of belonging and bringing people together within the Northholm community.

Having discussed our 2022 aspirations and goals for Northholm as a leadership team, we selected *Pride* as an element in our vision in order to encourage the Secondary Years to be proud of themselves and passionate about what they do and what they stand for. By creating a strong sense of self-worth, feeling content and grateful, our goal was for these students develop a passion for motivating and inspiring others to do the same. *Purpose* was the next element in our campaign, chosen to prompt the Secondary Years to reflect on their priorities, and in turn, dedicate themselves to a greater cause. Drawing focus on your sense of purpose fuels a sense of motivation in life, whilst also providing you with the resilience required amidst hardships, which gives life meaning and direction toward making a significant contribution in the world. The Leadership Team challenged the Secondary Years to also reflect on their *Legacy*, and how their gifts and abilities can make a difference in the lives of others, yet, more specifically, learn from the past, live in the present and build for the future.

Despite launching our campaign in an alternate and unique way through online Assemblies in Term 1 due to COVID-19 restrictions, the Senior Leadership Team overcame these obstacles, adapted to the temporary interruptions and delivered a practical and achievable goal, which promoted a school culture centred around school spirit and participation in co-curricular activities. As a team, we aimed to increase engagement within Northholm's many programs in order to create a more vibrant and enthusiastic school community.

Just as Assemblies began to transition into live gatherings, our vision began to visibly emerge through the vibrant Inter-House Competitions led by Senior Prefect, Laura Jones, and leadership of the Student Representative Council by Senior Community Prefect, Holly Behan. The Senior Leadership Team's contribution included the organisation of charity fundraisers, including Roses for Valentine's Day and A Taste of Harmony for Harmony Day. Similarly, the introduction of Prefect lunchtime duties throughout the week provided an opportunity for the Leadership Team to build connections with the Secondary Years within the school environment.

As we near the end of our service, we would like to wish the Class of 2022 all the best in their future endeavours, as well as acknowledge all members of the Northholm community for their continued support.

**Amber Garth and Oscar Henderson**  
2022 School Captains

## The Senior Leadership Team

### School Captains:

Amber Garth and Oscar Henderson

### Senior Prefects:

Holly Behan and Laura Jones

### School Prefects:

Henry Gierak, Shreya Narain, Sophie Oates, Mason Parle, Caitlin Stebbins and Rachel Wong





“

The resilience and continued involvement in school life by the Student Body has undoubtedly reinforced the sense of family for which Northholm is renowned.

”



# 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 has been increasing the 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 2022 NAPLAN results are available on the My School website: [myschool.edu.au](https://myschool.edu.au)



Our culture of scholarship values each learner and the learning environment created so that each student can reach their potential.



# Senior **Secondary outcomes**

**Our Graduate Aim is aspirational in the pursuit of Excellence. This should not be confused as only seeking to maximise high academic outcomes at the expense of all else. On the contrary, it is about learner efficacy and the intentional promotion of teaching practice to see students reach their best. Our culture of scholarship values each learner and the learning environment created so that each student can reach their full potential.**

Therefore, it is with great joy that we honour the achievements of our class of 2022, placing Northholm Grammar 117 in New South Wales standings of best performing schools. 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.

The return to a 'new normal' following long periods of lock down throughout the global pandemic posed many new challenges for our students. The legacy of the pandemic was one of great sacrifice and postponement of much of what makes the schooling journey fulfilling and enjoyable. The ability to return to the sporting field, the workshop, be the lead role in the musical, the choir or band and so much more, was alluring after such a lengthy period of exclusion. The most challenging aspect of this was again learning how to find balance and prioritise between these important social events and activities, while pursuing excellence in the classroom. Our students confronted this challenge with tenacity, care and great character.

Four 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.

Students that have been interviewed relayed a great sense of gratitude and respect to their teachers for their unwavering support, expertise and above all care in guiding them through the complexities of their final year of school. 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.

Students also reference the pastoral attentiveness from their Heads of House and Tutors in caring for them along the way. This is testament to Northholm Grammar's strong culture of learning and our nurturing community is, as always, at the heart of what we achieve. The continued growth in our HSC results over the past four years are indicative of our academic intentionality with pastoral attentiveness.

The 2022 HSC results are the outcome of dedication, courage, tenacity and spirit, particularly in the context of the challenges arising from the COVID-19 pandemic and its fallout. We also acknowledge our community – parents, friends and family – for their support of the Year 12 students, in contributing to these 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 2022, 3 students were awarded a RoSA credential.

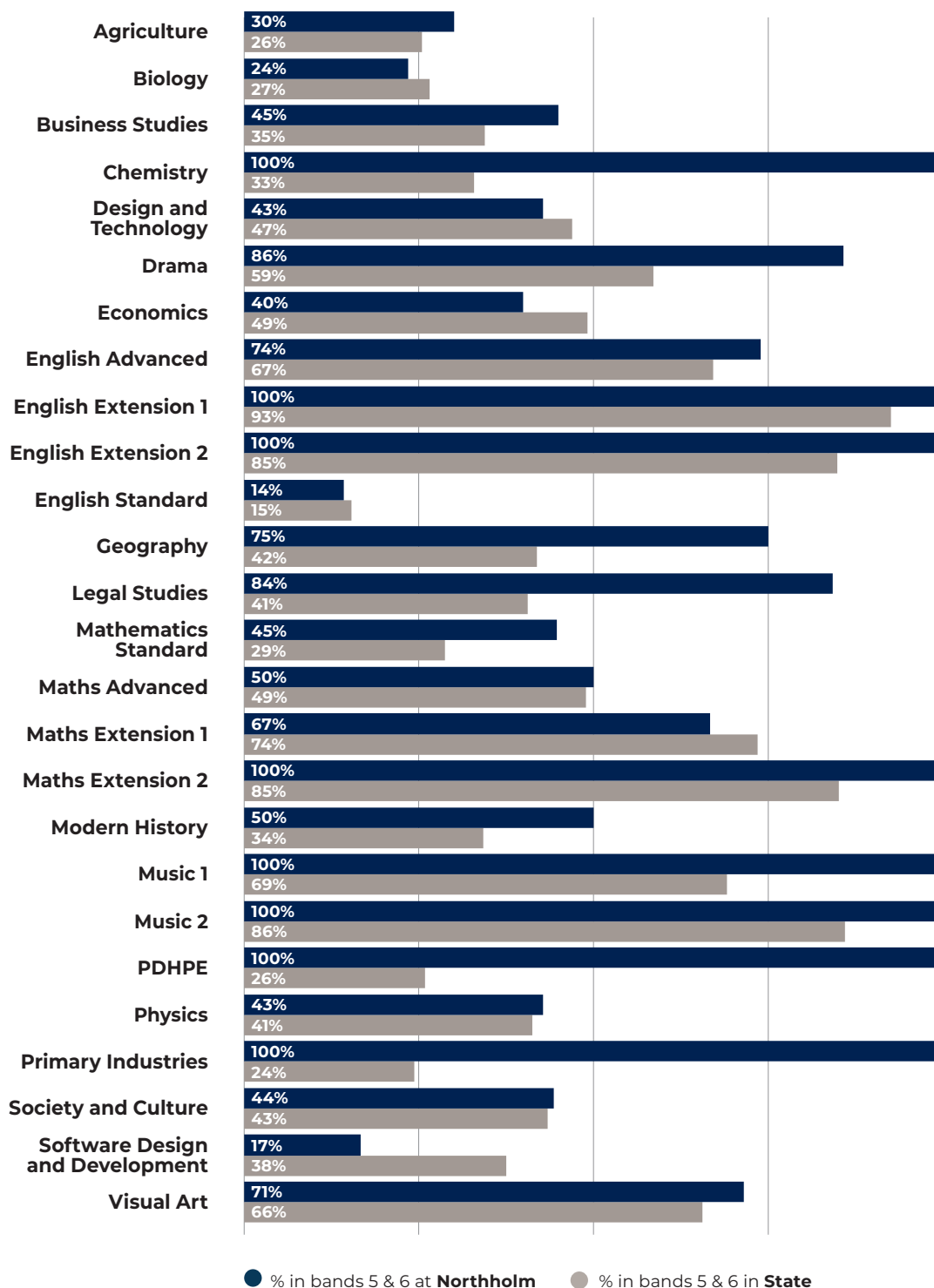
## **The Higher School Certificate Examinations 2022**

- Northholm achieved a ranking of 117th in the State in the Better Education 2022 HSC School rankings.
- 16 students recognised as NSW Distinguished Achievers.
- 81% of students gained at least one Band 5 or Band 6.
- 96% of courses achieved above State Average marks.
- 37% of students gained at least one Band 6 or equivalent.
- Northholm's highest ATAR was 98.30, achieved by Rachel Wong.



# 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

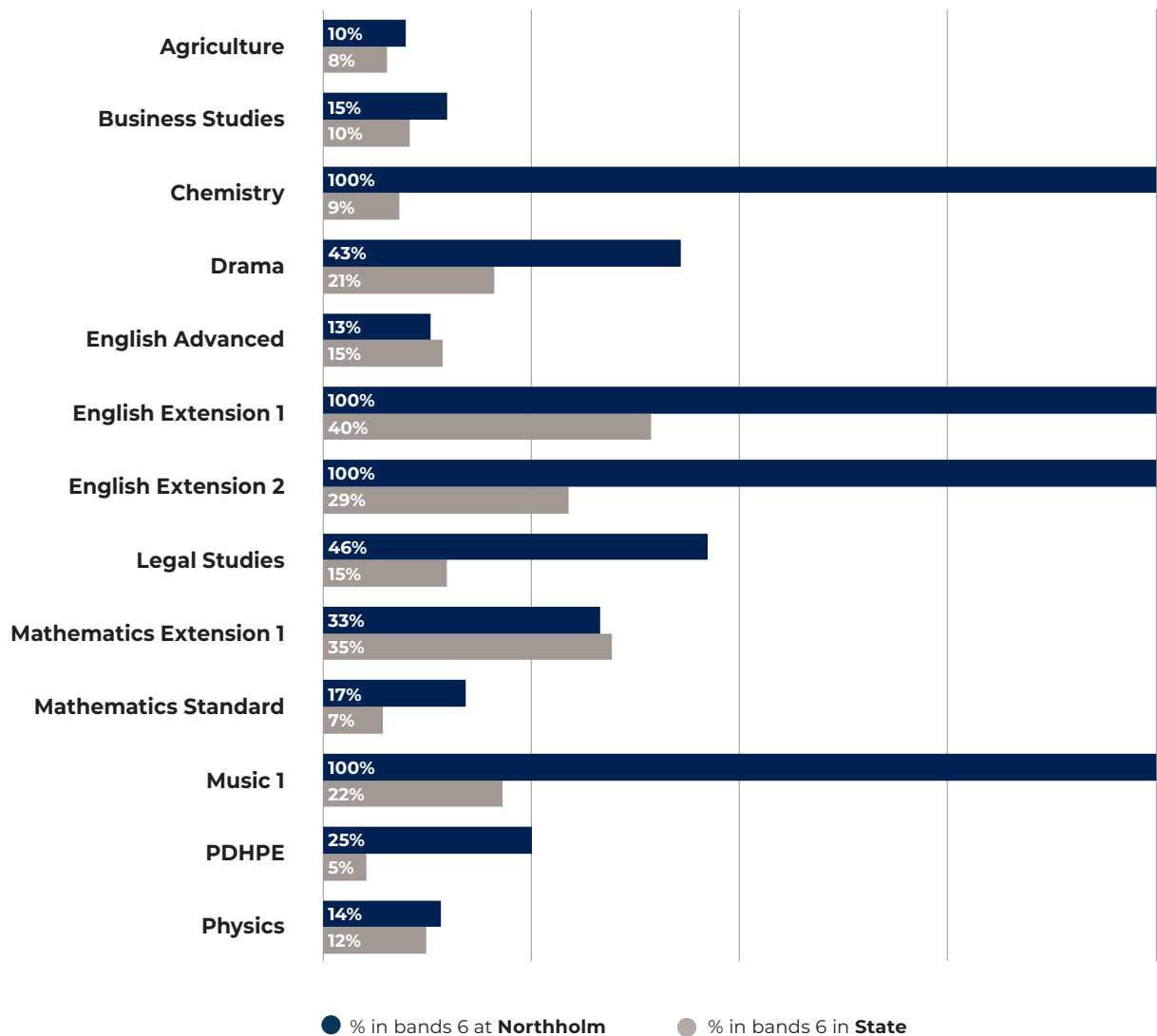
**Distinguished Achievers identify students who achieved a result in the highest band (Band 6 or E4) for one or more course.**

In 2022, there were 31 Band 6 results from 16 students and 8 students achieved more than one Band 6 (E4) result. The following students received a Band 6 or E4 result in the following subjects, meaning they scored over 90%.

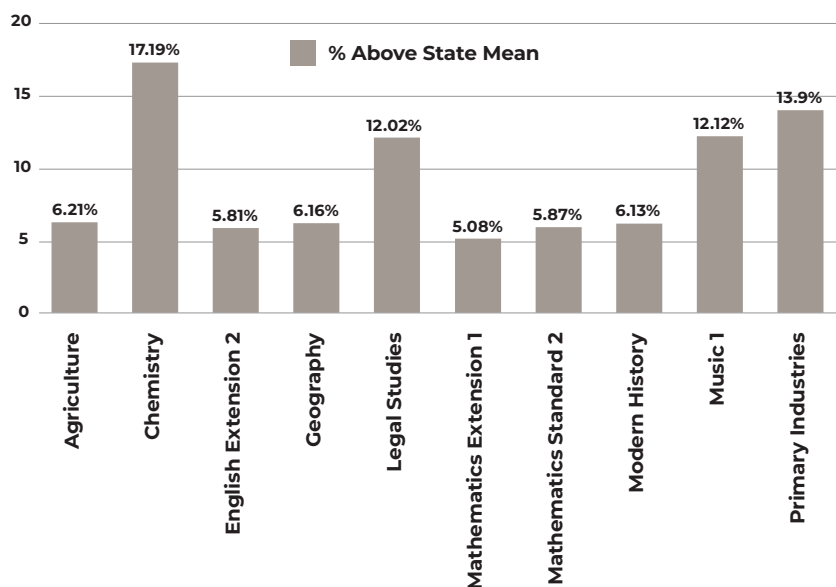
Holly Behan	Business Studies, English Advanced, Legal Studies
Wade Coltman	Music 1
Caleb Eveniss	Legal Studies, Mathematics Standard 2
Amber Garth	English Advanced, English Extension 1, English Extension 2, Legal Studies
Henry Gierek	Drama
Laura Jones	Personal Development, Health and Physical Education
Shreya Narain	Business Studies
Vanessa Norris	Mathematics Standard 2
Sophie Oates	Drama, Mathematics Standard 2, Music 1
Mason Parle	Agriculture, Business Studies, Legal Studies
William Toohey	Legal Studies
Aidan Venegas	Drama, Legal Studies, Mathematics Standard 2
Eli Whicker	Mathematics Standard 2
Connor Wilson	Chemistry, Mathematics Extension 1
Rachel Wong	Chemistry, English Advanced, Physics
Elouis Wright	Music 1

# 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 2022, 6.6% of Year 12 students participated in Vocational or Trade Training courses.



Northholm's highest ATAR was 98.30, achieved by Rachel Wong.

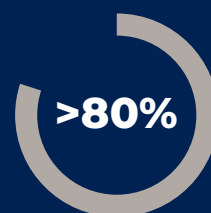


## Students in top bands

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



Chemistry, English Extension 1, English Extension 2, Mathematics Extension 2, Music 1, Music 2, PDHPE, Primary Industries



Drama, Legal Studies



English Advanced, Geography, Visual Arts





# 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 a key focus under the *Challenging Minds, Creating Futures Strategic Plan 2020-2023*:**

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.
  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.
- 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. The whole staff completed their CPR qualifications and Child Protection training.

## 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.	48
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	48	45.8
Non-teaching	24	18.3

# Student attendance and retention rates in secondary schools

## Attendance rates for students

Year Group	2022					2021
	Overall	Male	Female	Indigenous Male	Indigenous Female	Overall
Kindergarten	91.70%	92.30%	91.10%	88.00%		98.00%
Year 1	92.90%	92.30%	93.80%			96.50%
Year 2	92.50%	93.10%	91.80%			94.50%
Year 3	93.70%	93.80%	93.50%	94.50%		94.90%
Year 4	90.30%	89.90%	90.50%			96.70%
Year 5	90.20%	87.80%	94.00%			94.50%
Year 6	90.20%	91.90%	88.70%			95.20%
Year 7	92.30%	92.50%	92.10%			95.80%
Year 8	90.10%	91.80%	89.00%			92.60%
Year 9	88.90%	90.20%	87.60%			95.60%
Year 10	89.30%	90.30%	87.70%			94.50%
Year 11	91.40%	91.70%	91.10%			94.90%
Year 12	91.40%	91.30%	92.20%			94.50%
<b>Average</b>	<b>91.17%</b>	<b>91.39%</b>	<b>91.01%</b>	<b>91.25%</b>		<b>95.25%</b>

### Whole School Rates:

On average, 91.17% of students attended School each day in 2022. This was a decrease compared to the average daily attendance in 2021 (95.25%). The attendance rate for males was 91.39% and for females 91.01%.

### 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.

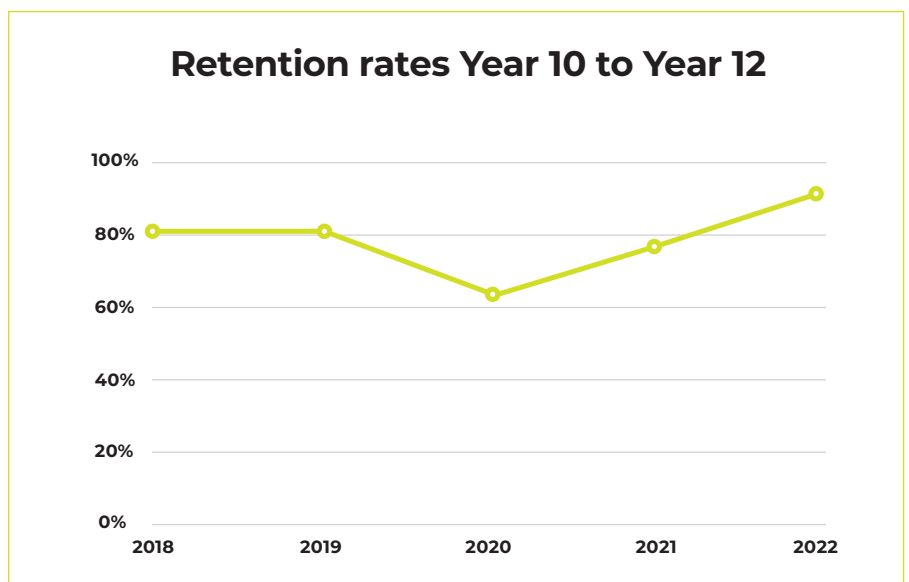
# Student attendance procedures

- 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 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 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

91.5% of the 2020 Year 10 cohort completed Year 12 in 2022. 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 Others and Self, 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](http://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

**The Strategic Intent of Northholm Grammar 2022 makes a clear statement that we are committed to the realisation of the following strategic growth arenas in developing the operational and strategic framework, so our future is based on functioning as an authentic, mature and high performing community of practice.**

## **1. Wellbeing, pastoral care and operations:**

- Implement the K-12 All-through School Educational Framework through high performance wellbeing and pastoral care in our Houses and Primary classes.
- Establish signature programs and associated strategic learning partnerships to support research, development and delivery of evidence-based programs in:
  - Character Education
  - Student Futures.
- Review and strengthen our Co-Curricular program.

## **2. Curriculum and academic performance:**

- Maintain strong academic growth and performance.
- Implement the K-12 All-through School Educational Framework through our Secondary and Primary curricula.

## **3. Pedagogy and professional practice:**

- Establish the Northholm Institute to support the recruitment, retention and growth of our staff in high performance teaching, learning, wellbeing and leadership practice that supports the implementation of the K-12 All-through School Educational Framework.
- Establish signature programs and associated strategic learning partnerships to support research, development and delivery of evidence-based programs in:
  - Enterprise and Entrepreneurship Education
  - STEM and Innovation.

## **4. Development and community engagement:**

- Strengthen planning in enrolments, marketing and communications, events and community relations.
- Explore tangible ways of engaging and deepening with our alumni.
- Implement school and community capital campaigns.
- Develop a robust transport strategy that caters for the growth of enrolments and capacity to support co-curricular involvement.

## **5. Governance, risk management and financial stewardship:**

- Execute Phase 1 of the Master Plan and refine the long-term Master Plan.
- Plan for short, medium and long term financial stability and sustainability.
- Practise sound risk management in all areas of the educational operations and experience (reputational, educational, human resources, technological and financial).
- Establish effective succession planning processes in School leadership and governance.

# 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 demand 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 Grammar during 2022 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 9 participate in a week of Service Learning in identified areas of need.
- Students in Year 9 and 10 participate in the Enterprise and Entrepreneurship Program which introduces 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.



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...we are a school that goes out of its way to support, coach and fulfil the potential of each student through strong pastoral care...

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# Student Leadership

The Leadership programs provides 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 6 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 Years 10 and 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 9 participated in a Service Learning Week in Week 8, Term 4. Through their participation in this week, students were involved in a range of experiences which exposed them 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 Northholm 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 is outlined below:

## The Primary Years

The Primary Years focused on the theme of Sustainability. Students participated in activities which directly contribute to the betterment of local community services.

These workshops included Environmentors, a mobile incursion-based environmental education program. In the *Lunches Unwrapped* workshop, students developed an understanding of waste avoidance and the significant amount of packaging used on food and explored the environmental implications of using different materials to package foods.

The Australian Environmental Education included a presentation on different groups of Australian animals and an exploration of the school grounds for the clues that animals leave behind.

## The Secondary Years

Capell and Patteson Houses focused on the issues of the impacts of human activities on our ecosystems and on women affected by domestic violence. The emphasis was on educating and upskilling our students about appropriate treatment of our landscapes, flora and fauna, and on understanding the impacts on women who are victims of domestic violence – both in the physical sense of homelessness and fiscal worries but also from a mental health perspective.

Lincoln and Rowland Houses focused on the issues of Homelessness and Mental Health. Their program concentrated on educating and upskilling students about the perils of homelessness, learning about support services for people in this circumstance, the mental health concerns associated with homelessness, and companies and institutes that support people experiencing homelessness.

In all groups, students engaged in a range of workshops, presentations from guest speakers and hands-on activities.

# Additional programs include

- Weekly Skodel check-ins to monitor students' wellbeing.
- GPs In Schools Program for Year 11 students.
- A bespoke structured program for Tutorial lessons including termly topics of Decision making, Scholarship, Resilience and respectful relationships and Leadership.
- Character Development Wellbeing Days for Year 9 and Year 10.
- Presentations by:
  - Dr Kristy Goodwin on emotional and mental wellbeing, relationships, and connection
  - Dr Lisa Maltman on the value of sleep
  - Matt Caruana on resilience.
- 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.

## Character development and community engagement

Northholm Grammar's Character Education Program strives to build young men and women who are socially aware and are capable of driving change. In doing so, students are encouraged to lead, celebrate and support a range of School and community initiatives.

International Women's Day celebrates the social, economic, cultural and political achievements of women. Keynote speaker in Assembly, Maria Kovacic, addressed students, speaking about her experiences in leadership.

Harmony Day focuses on inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background. Northholm celebrated our culturally-diverse School community at Chapel, where students in the Primary and Secondary Years shared their cultural experiences, and at lunchtime when students set up stalls to sell tasting dishes of their cultural or traditional foods.

Jersey Day raises awareness about the importance of organ and tissue donorship. Students were encouraged to wear their favourite sporting jersey at school to show their support of starting conversations about organ donorship.

## Year 11 Leadership Development Program

This program provides Year 11 students with the opportunity to engage in a complex task, allowing them to grow in their leadership capabilities.

One of the complex tasks was the School Trivia Night raising \$5,000 for Kids Helpline.

Another fundraising initiative was to aid Camp Quality, which supports children aged 0-15 years who have terminal cancer. A Year 11 student, with help from her peers, coordinated a series of fundraising and educational activities to raise awareness, the final event being a Masquerade Dinner. Attended by 200 people from the community, more than \$40,000 was raised.



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90% of the School community agreed that the mission and values of the School live in tangible and accountable ways across all programs, activities and interactions...

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# Parent, student and teacher satisfaction

**In 2022, we consulted with students, parents, teachers, alumni and community members to check our progress and inform our thoughts as to the completion of our existing Strategic Plan and the preparation for the next one. Key findings from the Community Consultation and Satisfaction Survey included:**

There was strong affirmation of the building of culture and the impact this has had on the School's reputation with over 96% of stakeholders agreeing with this statement. It was evident that the purpose, core values and aspirations of student character and achievement were clearly defined, well communicated and known by everyone in the School community.

90% of the School community agreed that the mission and values of the School live in tangible and accountable ways across all programs, activities and interactions that impact upon all students' learning and development. Although that's a great result, we want to close the gap and achieve better by investing in the execution of quality programs.

We also realise that while we have taken great steps in improving the physical environment of our campus, we still have a little way to go until we can say that the artefacts in the spaces and on the walls of the School symbolise the School's purpose, values and aspirations of student character and achievement across many endeavours.

In terms of communication, over 80% of all stakeholders agree that the School communicates well, is effectively led on a consistent basis and that we will continue to work hard in this area.

In terms of learning, there was an exceptionally strong endorsement that the School aims to equip all students with an agreed set of educational outcomes that characterise the knowledge, skills and dispositions they will need in order to thrive in their world.

While 62% feel strongly that the School has a special knack for unlocking the sense of purpose, interests and motivations of all students by building learning relationships that guide and support them on their pathway to excellence, the next stage of the Strategic Plan needs to focus on the efforts of the Pastoral Care System and the All-through School Educational Framework on a more personalised approach that helps more students to:

- Be inspired, challenged and supported to find their voice.
- Forge a personal narrative for their growth in character during their time at School.
- Encourage each other to become the best versions of themselves.
- Learn and apply critical inquiry and creative problem-solving skills.

72% agree or strongly agree that all students receive a variety of timely, effective and tailored feedback and at developmentally appropriate levels. Students are able to understand and reflect on what they should be working on to improve their growth, achievement and success to thrive at

School and beyond. A similar number are either satisfied or very satisfied with the School's capacity to meet the needs of today's students for tomorrow's world.

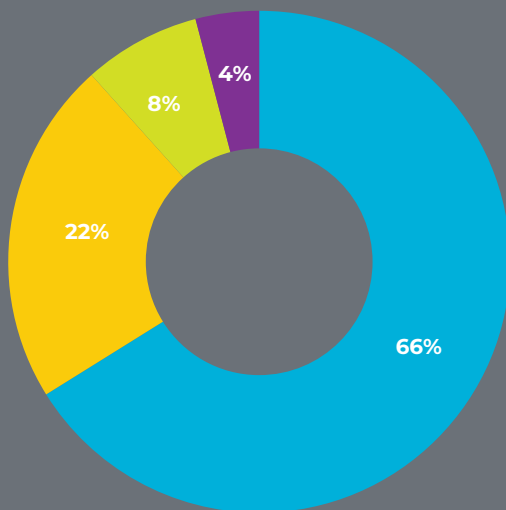
84% strongly endorse the statement that the School achieves excellent results, particularly in academics. Nonetheless it's very clear that we have a lot more work to do in the development of co-curricular, sport, outdoor education and character education to match this level of achievement. Over the next few years, as we project growth in enrolments and seek to grow the quality of our educational offering across all of these areas, we should become more competitive and the experience should become even richer for Northholm students.

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

- Year 12 Exit Surveys and Interviews.
- 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.

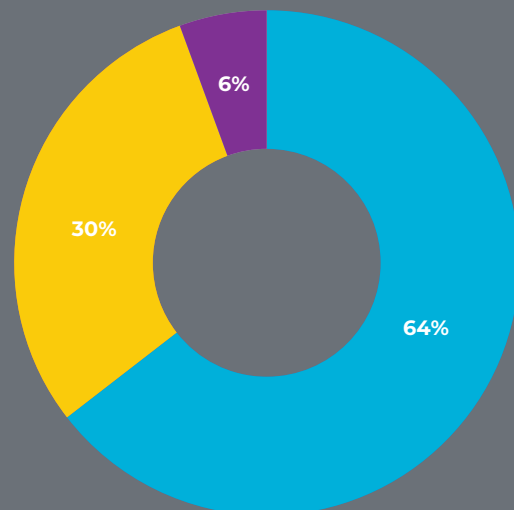
# Summary financial information

School income 2022 from all sources



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

School Expenditure 2022 on all purposes



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

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## 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](mailto:admin@northholm.nsw.edu.au)







# Northholm Grammar

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