

Annual Report 2023



Challenging minds.
Creating futures.

Northholm
Grammar



“

Northholm Grammar delivers a distinctive education... where each child is known, respected, cared for and cared about.

”

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Message from key School bodies

A Message from the **Principal**

Anniversaries are rich community experiences and the celebration of our 40th Anniversary is a time to reflect on the beginnings that took place and how, since our inception, changes have paved the way for success over the years. It is a time when the past, present and future of our School come together, taking vows to uplift the School to the greatest possible heights and dimensions.

In 1983, Northholm Grammar's commitment began with a vision of a dynamic, caring school that would foster the worth of the individual, encourage academic and sporting excellence and promote Christian values. It is a family-centred school which looks upon its students, parents and staff as part of a 'community' striving for a common goal.

Northholm Grammar delivers a distinctive education that offers a level of care beyond that available at larger independent schools where each child is known, respected, cared for and cared about. The images of the pioneering days clearly illustrate that our School was built by a passionate community committed to developing a wonderful educational experience for its students.

Our founders recognised that a fundamental element of a school's culture is defined by its vision and the values that are communicated within our community and promoted to students, staff and parents. A school's benchmark on how successfully the vision is embedded within our context is largely determined by the impact our values have on our students.

The values of a school provide a moral compass in establishing norms and behaviours with all key stakeholders. When students achieve, we can reflect on the effectiveness of our values in action, just as when we need to deal with inappropriate behaviour or poor effort we can be appropriately guided by those values.

Created in 1983, the School crest brilliantly represents the 'Our School' values which include: **Learning through Scholarship** represented by the open book standing for 'scholarly learning', **Caring for Others and Self** represented by the rod and staff standing for pastoral care, **Living a Faithful Life** represented by the compass of the cross, which serves to highlight that we are an inclusive Christian community and **Contributing to the Community** represented by the school motto, *Be Traist*, meaning be true to ourselves.

It is with much pride that as we celebrate our School's 40 years, we have remained committed to these values and ethos and they are as important today as they were in 1983. Our founders clearly understood that schools that develop an environment on character are compared to sticks of rock – wherever you cut them, character is at their heart. Schools are enormously influential, not just on their students and those who work there, but on the wider communities they operate in too.

A Northholm Grammar education has always been based on developing a rigorous learning environment where students can

acquire the attributes necessary for flourishing, which is the ultimate aim of a quality educational experience. The context of a school matters.

And it is for this reason that I believe there are three distinctive qualities from the foundation of the School that has provided us with the infrastructure to succeed today and meet the challenges for tomorrow.

The first distinctive quality is relationships. The purpose of a Northholm education was to create an environment in which supportive and inspiring relationships between staff, pupils and parents could flourish. A focus on character has supported the development and maintenance of positive relationships within and across the School – but also depended on them. The importance of positive relationships can be seen in practice, for example, through pastoral care. Our contemporary structure as an All-Through School has encouraged positive interactions between younger and older students, developing a support network in modelling good character.

The second distinctive quality is personalisation. Northholm Grammar supports the personalised experience of the journey for each student through reflecting our school-wide commitment to moral purpose, scholarship and high excellence in challenging, supporting and knowing every student, as well as through the development of student confidence, competence and leading towards autonomy and self-actualisation.



The third distinctive quality is community. Belonging to a school community is a deeply formative experience: it shapes students' character. 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. The vision of the School is to ensure that the vast potential that our young people have to offer to our community is maximised and celebrated. We seek to work together to make young people's contribution both possible and valued because a school where young people can make social action – defined as practical action in the service of others to create positive change – is a habit for life.

In remaining true to the foundations of the School, we continue to demonstrate in the most emphatic ways imaginable that the holistic educational experience at Northholm Grammar can be about both elevating the achievement of academic growth and excellence through learning and the development of character and service to the community.

As part of the School's educational philosophy, *academic intentionality with pastoral attentiveness*, we observe our students as both

'learners' and 'persons', highlighting our focus on 'scholarship' and 'character' within a Christian community neatly represented by our School crest.

Former Headmaster Christopher Welsh was right when he emailed me when I first arrived saying:

"It was great that the community was so receptive to forming a culture that we understand has held as Northholm's foundation. The seed was there in the original planting. It just needed careful cultivation and care."

It is our responsibility to continue to provide careful 'cultivation and care' by living out the 'Our School' values each day and continuing to be a school community based on character, relationships and personalisation.

We thank our students, staff, parents, carers and community for contributing to building a culture of resilience, courage and fortitude to be unrelenting in our educational aspirations in building scholarship, character and community. As we celebrate our 40th Anniversary, Northholm Grammar continues to be committed to building the confidence and personal responsibility in our students so they can withstand the many

negative influences within our contemporary world.

As Principal, I feel enormously privileged to work with such a caring, enthusiastic and supportive community. Thank you for your encouragement and we look forward to working together in meeting the challenges and opportunities in the New Year. We thank God for those who have led the School over the decades, the staff who have given so generously of themselves and continue to do so, our generations of families and – mostly, of course – our outstanding students.

Christopher Bradbury
Principal



The vision of the School is to ensure that the vast potential that our young people have to offer to our community is maximised and celebrated.



A Message from the Chair of the School Council

As 2023 draws to a close, it is an opportunity for the whole of our Northholm Community to reflect and ask ourselves two critically important questions:

- 1 Are we moving in the direction of achieving our longer term Strategic Objectives?**
- 2 Are we operating in a way that is consistent with our Mission and Values?**

We probably all lament the decline in trust in our social institutions that we have seen over recent years. Trust is the societal glue on which our democracy depends and, at the core of building a society that has a high level of trust, is the engaged citizen, the everyday volunteers and givers who are active in their communities, and schools which play an important role in encouraging these attributes through the values by which they operate.

At Northholm, our school values of Learning through Scholarship, Caring for Others and Self, Living a Faithful Life and Contributing to the Community, aim to equip all our students with an agreed set of educational, social and emotional outcomes that characterise the knowledge, skills and empathetic dispositions that they will need in order to thrive in our increasingly complex world.

Our longer term strategic objective is a committed focus on the growth of each student as both a learner and a person. As our Principal, Chris Bradbury, said in the opening address to students in February this year, the Northholm Journey for our students is made up of several elements:

- Knowing your purpose in life – what enthuses you, what you are good at and what excites you. We want students to think about the unique blend of abilities, attributes and passions they have, that together makes them the unique human beings they are.
- The second element is growing to reach your maximum potential. Reaching your potential requires focus and a commitment to continual improvement – each day you can become a little better than you were yesterday.
- The third element of our students' journey is helping others and doing things that give benefit to others. When you know your purpose and are growing towards your potential, you are on your way to being a person of character – the key is to link your purpose and growth to a desire to help others.

The road to success in school and in life is very much a journey and you will never exhaust your capacity to grow towards your potential.

This focus encapsulates what our mission is as a school community, in giving our students the encouragement, support and passion to be the best version of themselves that they can be. But it can only be achieved with the commitment of the students, the teachers and the parents.

The students must have the belief in themselves and the commitment to challenge and extend themselves. Our teachers need to constantly inspire, motivate and encourage our students. In addition, our parents need to continue to be learning partners with their sons and daughters.

When we all work in unison, we stay on track to achieving this core strategic objective of helping our students grow to be the best version of themselves that they can be.

As we say goodbye to 2023, I would like to recognise the great contributions of the members of our Northholm community:

To my fellow Directors for the guidance and support you so willingly volunteer for the School.

To our Principal Chris Bradbury and his team of dedicated professionals for their enduring commitment, support and belief in our students.

To our Parents, Carers and friends of Northholm, thank you for your ongoing support, patience and commitment to the cause.

And most importantly to you, our students. It is your dedication, resilience and desire to be the best version of yourself that inspires us all.

As we look to 2024 and beyond, I sense a great level of hope and optimism for Northholm.

Anthony Parle
Chair of the School Council

A Message from the President of the Northholm Association

Being newly appointed into the position of President of the Northholm Association, I am honoured to present the Annual Report for the Association, outlining the achievements and contributions, made during my tenure and prior, and exploring our plans for 2024.

It is with great excitement that I carry forward with the vision of building a strong and vibrant community, initiated by a group of volunteers who work diligently to foster a welcoming community with the primary focus of organising valuable contributions to our School through dedication to community events, wellbeing, support and growth.

It is through this Association, which has always provided a warm and welcoming environment, we have been able to achieve the incredible results we have for many years. Throughout the year, our team works tirelessly to uphold the values of excellence, integrity and inclusivity, striving to enhance the overall school experience for every student and their families. I wish to thank our previous Presidents who have fostered this nurturing community and the Association's dedicated team of volunteers, who all deserve to be acknowledged for their outstanding commitment and contribution.

The Association strives to create long lasting memories whilst creating a strong sense of belonging. We look forward to welcoming more families to be a part of our community.

"Individually, we are one drop. Together, we are an ocean."
Ryunosuke Satoro

Achievements

In 2023, the Association committed to stage lighting in the Lincoln Centre and, at the end of the year, presented the School with a donation of \$30,000. We have committed to contribute \$6,000 in 2024 towards the equipment for the Food Technology Department.

Events

2023 commenced with the incredible event of bringing families together, welcoming new families and reconnecting with older families, with the Annual Welcome Drinks Night, held at the commencement of the new School year. The Association sponsored this event, and with the team of volunteers, presented it to our School community. It is always a wonderful and engaging evening that presents the year ahead with such vibrance and enthusiasm and provides a great opportunity for our families to meet and connect.

Following from this, we held the Mother's Day stall that gives all our Primary Years children the chance to purchase a gift. This was followed by our Mother's Day celebration, held before school in the Lincoln Centre. There is no sweeter way than to start the day with a hot beverage, a nice baked good and time with the family. Similarly, later in the year we also celebrated our Dads with the Father's Day Breakfast. Each of these events brings so much joy to our families and is an honour for us to host. All aspects of each event were supported by volunteers.

We look forward to presenting more events in 2024 including the Northholm Country Fair.

Second-Hand Uniform Shop

The success of the Second-Hand Uniform (SHU) Shop is an incredible achievement from all the dedicated volunteers who ensure this service is continually available to our school community. The store provides our families with an affordable alternative when purchasing uniforms.

Harnessing the power of volunteers: building stronger communities

Volunteers are the backbone of our thriving community, embodying the spirit of selflessness, compassion and solidarity. Each contribution, whether big or small, has a transformative impact on the wellbeing of our school community. We express our deepest gratitude to our incredible volunteers. These events are run selflessly by our volunteers; they embody the spirit of our community and strive to create an environment that nurtures and supports all of our children as they journey through school. Every event is run by volunteers, who only wish to bring our community the best experience, and they are credited to the success of the Association.

We invite you to join our team; any contribution is impactful, appreciated and rewarding. Please contact us should you wish to be a part of the committee, participate in one of our events, attend our meetings or be a part of the discussion. We welcome you and your visions and value your input.

The Northholm Association can be reached via email at: ngpandc@northholm.nsw.edu.au

Katie Melides

Northholm Association President



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Volunteers are the backbone of our thriving community, embodying the spirit of selflessness, compassion and solidarity.

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A Message from the School Captains

It is only appropriate that in Northholm Grammar's 40th celebratory year, the Senior Leadership Team had a focus on building connections within the cohorts of the School, and connections to the School community.

Our One School, One Culture, One Community campaign had a strong focus on building support networks across the different year groups of the School. This was designed to foster the creation of lifelong friendships and empower students to find a sense of belonging, connecting them to Northholm throughout their future.

As a Leadership Team, we agreed it was important to communicate the Our School values in a way that clearly highlighted what it means to be a Northholm Student now and in the future. As a result, we created The Northholm Way manifesto to reflect the School's commitment to nurturing outstanding young men and women of character. It emphasises and celebrates the Our School values of Learning through Scholarship, Caring for Others and Self, Living a Faithful Life and Contributing to the Community.

With the support of the Northholm Association, we were able to organise a guest speaker, Matt Caruana, to come and speak to Senior students at the School. Matt's presentation assisted students in understanding the support networks they have available to them and encouraged them to reach out to those who can help them in times of adversity. The feedback from his presentation was overwhelmingly positive and provided students and staff with reminders about the importance of having hope and seeking help when its needed.

Our commitment to supporting student wellbeing also inspired us to pilot the Year 12 Retreat. The Retreat, which ran over three days on the School campus, began with Legacy: The Northholm Way, a session with Principal Christopher Bradbury and 2021 Alumna Olivia Charlton. Their discussion highlighted the importance of focusing on the process to achieve success, a message pertinent to Year 12 following Trial Examinations. The session run by the Student Leadership Team aimed to strengthen relationships within the Year 12 cohort as we undertook our final weeks of schooling. Sessions run by Optimum Experiences and Elevate Education rounded out the Retreat, strengthening students' teamwork, problem-solving and study skills. Achieving our aims of revitalising student motivation after the Trial Examinations and building a sense of camaraderie within the year group, the Retreat fostered a culture of support within the Year 12 cohort which we hope will be continued in future year groups.

We would like to wish the class of 2023 all the best in their future endeavours and thank the Northholm community for their unwavering support over the last year.

Calum Fraser and Holly Lawton
2023 School Captains

The Senior Leadership Team

School Captains

Calum Fraser
Holly Lawton

Senior Prefects

Sienna Arena-Milne
Jack Dawson

School Prefects

Ryan Baxter
Ryan Freame
Abigail Kafkis
Jack Street



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...we created The Northholm Way Manifesto to reflect the School's commitment to nurturing outstanding young men and women of character.

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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 which 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 reading, writing, spelling, grammar and numeracy. We are seeing an improvement in our students' performance with all domains moving into the above and well above categories. This has been made evident in our HSC results in Humanities and Mathematics courses, and other measures that track student progress, such as Allwell testing and our internal assessments.

The 2023 NAPLAN results are available on the My School website: myschool.edu.au

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

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Senior **Secondary outcomes**

It is with a great sense of pride we announce that Northholm Grammar is ranked 45 in New South Wales standings of best performing Schools in the HSC for the second time in three years. 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!

Our Graduate Aim is aspirational in the pursuit of excellence. This should not be confused with 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 potential. So it is with great joy that we honour the achievements of our class of 2023.

Five years ago, Northholm Grammar made a commitment to building a stronger culture of academic rigour and intentionality to elevate student achievement and provide the best platform for students to become the best versions of themselves. Now woven into the fabric of a Northholm education, this cultural shift has become an integral part of the School's distinctive offering.

Investment in developing professional practice through a targeted professional learning program, characterised by an unrelenting focus on explicit teaching, engaging in deliberate practice and delivering regular feedback through effective assessment practices, has significantly strengthened the expertise and effectiveness of teachers, resulting in enhanced student learning outcomes and overall educational excellence.

A strong relationship between the teacher and student is critical to achieving academic intentionality with pastoral attentiveness. Teachers not only impart knowledge in various subjects like Mathematics, Science and English, they also nurture individuals. Education embodies a sense of connection, belonging and being relational. Cultivating a strong sense of relatedness and connectedness empowers students to embrace challenges, set ambitious goals, and foster high expectations, driving them towards continuous growth and motivation.

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

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)

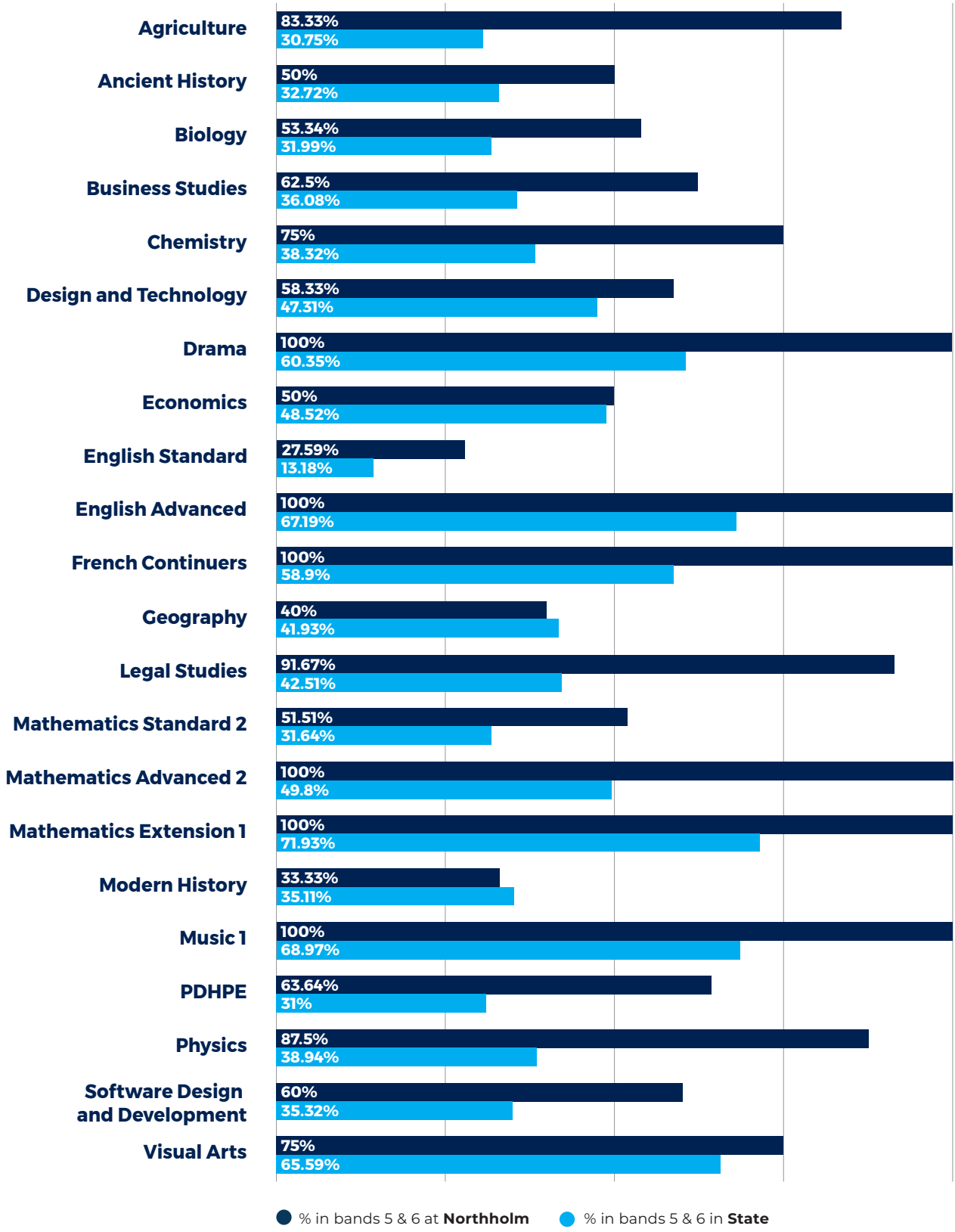
The Record of School Achievement (RoSA) was an Australian qualification introduced in 2012 to record a student's academic achievements whilst studying senior courses. It is issued by the NSW Educational Standards Authority (NESA). This credential is available to students who leave school prior to receiving their HSC. In 2023, four students were awarded a RoSA credential.

The Higher School Certificate Examinations 2023

- Northholm achieved a ranking of 45th in the State in the *Sydney Morning Herald's* 2023 HSC School rankings.
- 64 Honourable Mentions on the NSW Distinguished Achievers list (Band 6 results).
- 85.7% of students gained at least one Band 5 or Band 6.
- 100% of courses achieved above State Average marks.
- 56% of students gained at least one Band 6 or equivalent.
- 2 students on the All-round achievers list.
- Every student in Drama achieved an Individual and Group OnSTAGE nomination.
- Northholm Grammar was 13th in NSW for Mathematics Standard.
- 100% of students achieved Band 6 results in French Continuers, Music 1 and Mathematics Extension 1.
- 11 students achieved an ATAR over 90.
- Northholm's highest ATAR was 99.80, achieved by Calum Fraser (School Captain and Dux of Year 12).

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 All Rounders

The following students achieved Band 6 results across all their subjects.



Calum Fraser



Ziran Ren

HSC Distinguished Achievers

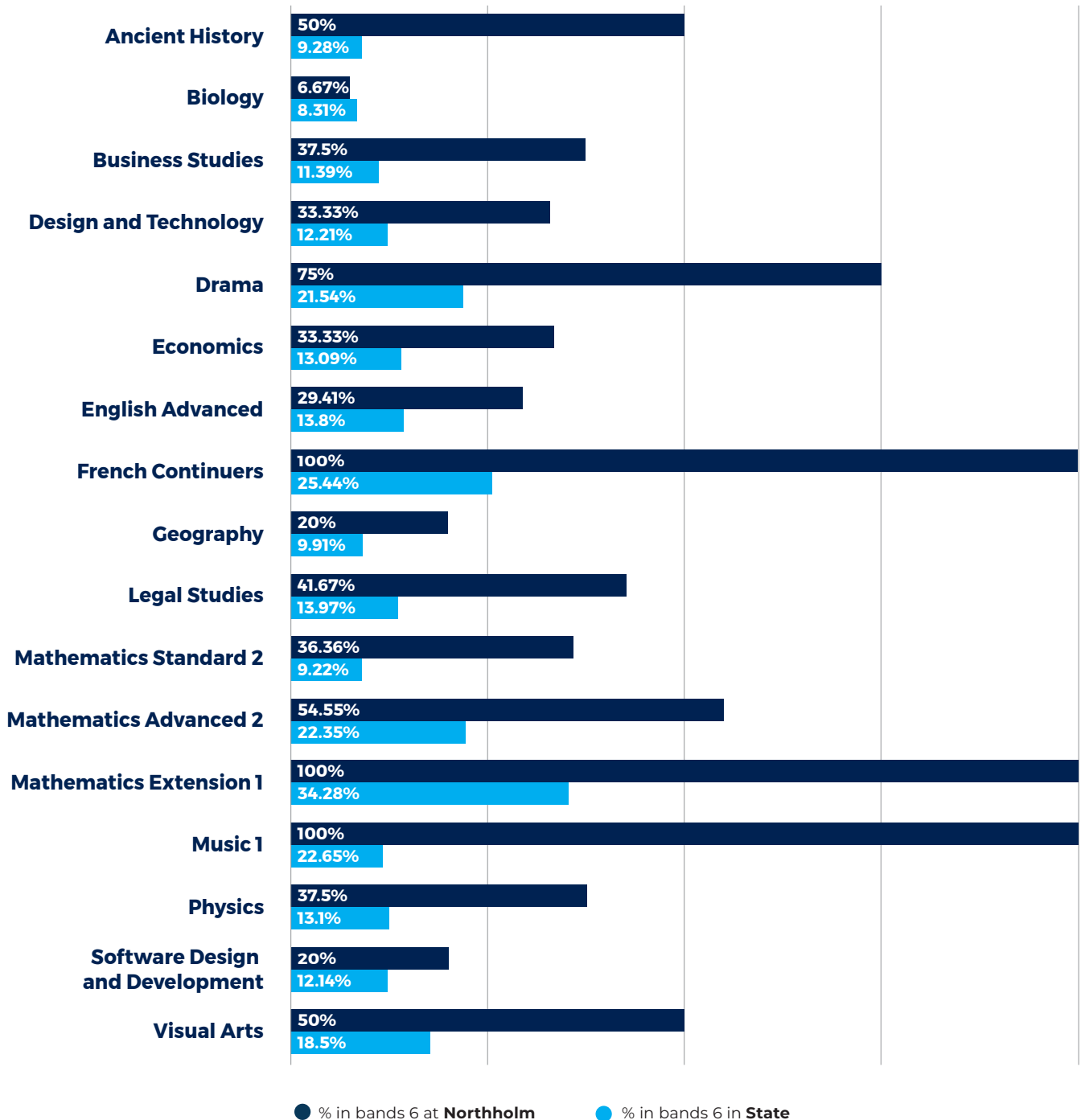
Distinguished Achievers identify students who achieved a result in the highest band (Band 6 or E4) for one or more course. In 2023, there were 64 Band 6 results from 16 students and 18 students achieved more than one Band 6 (E4) result.

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

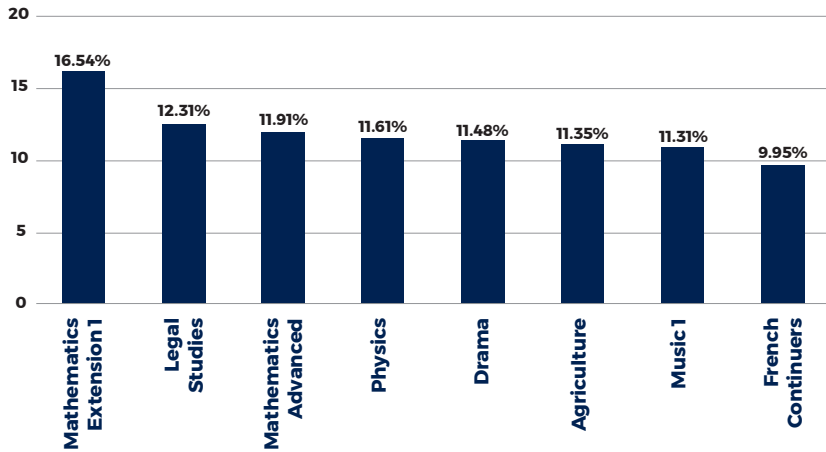
Thomas Abbott	Economics, English Advanced, Mathematics Advanced, Mathematics Extension 1, Software Design and Development
Jasper Allen	Mathematics Standard 2, Design and Technology
Sienna Arena-Milne	Business Studies, Mathematics Standard 2
Caitlin Bastian	Mathematics Standard 2
Ryan Baxter	Biology, Drama
Ella Beckhaus	Design and Technology, Legal Studies, Mathematics Standard 2
Nikola Bratkovic	Ancient History, Visual Arts
Jessica Cooper	Design and Technology
Rose Crouch	Legal Studies
Jack Dawson	Drama
Jack Donaldson	Business Studies, Mathematics Standard 2
Max Fletcher	Mathematics Standard 2, Music 1
Calum Fraser	Business Studies, Economics, English Advanced, Mathematics Advanced, Mathematics Extension 1, Physics
Ryan Freame	Drama, Mathematics Standard 2
Matthew Gray	Mathematics Standard 2
James Greensill	Business Studies, Mathematics Standard 2
Declan Gunther	Ancient History, Mathematics Standard 2, Music 1
Gabriella Imad	Business Studies, Food Technology, Mathematics Standard 2
Katelyn Johnstone	Design and Technology
Abigail Kafkis	Visual Arts
Holly Lawton	Legal Studies
Kalan Lee	Mathematics Advanced, Mathematics Extension 1
Jayden Oliver	Mathematics Standard 2
Anna Onozuka	Business Studies, English Advanced, Geography, Visual Arts
Ziran Ren	English Advanced, French Continuers, Mathematics Advanced, Mathematics Extension 1, Physics, Visual Arts
Jackson Roberts	Legal Studies, Mathematics Advanced
Mai Linh Stolee	English Advanced, Legal Studies, Mathematics Advanced, Mathematics Extension 1, Physics

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 at Northholm against the State average.



Northholm Grammar vs. State Mean



Vocational Education and Training (VET)

In 2023 one Year 12 student participated in Vocational or Trade Training courses.



Northholm's highest ATAR was 99.80, achieved by Calum Fraser...



Students in top bands

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



Drama, English Advanced, French Continuers, Mathematics Advanced 2, Mathematics Extension 1, Music 1



Agriculture, Legal Studies, Physics



Chemistry, 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 and continuous improvement through our professional practice initiative.
 - 1.1. The Professional Teacher Practice and Growth Model is an annual process of reflection, data-gathering, observations, evaluation, goal setting, career guidance, accreditation and professional growth planning conducted with supervisors. The overarching purpose of the Professional Teacher Practice and Growth Model cycle is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce. The Model works in conjunction with the Classroom Observation Program and the collection of student survey data.
 - 1.2. To cultivate a culture of high expectations and rigour, staff identify professional goals from their Teaching and Learning focus in the areas of formative and summative assessments, data to inform practices and feedback and feedforward. A Classroom Observation Model encourages staff to observe a lesson from another department to expose them to the different learning experiences offered at the School and to develop an understanding that classroom observation is more about observing the learning rather than observing the teaching.
 - 1.3. The New Staff Mentoring Program supports beginning and new teachers as they navigate their induction into the teaching profession, and assists and guides them as they practise new strategies in their classroom guided by the Australian Professional Standards for Teachers as a framework. The mentoring program also aims to support new teachers to refine and develop their practice, to have a direct impact on student learning and classroom instructions.
2. Developing and growing excellence in instructional and organisational leadership through our leadership development initiative.
 - 2.1. The Principal and other School leaders build 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 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. Professional Reading for Staff and Leadership groups: Implementation of a Professional Reading forum has provided a platform for academic and pastoral leaders to 'stimulate their thinking and professional knowledge and to ensure that their leadership practices are critically informed and up to date'. Professional readings also provide access to research findings and data-driven insights, fostering a culture of continual learning, sharing knowledge and contributing to collective growth and innovation.

3.2. Northholm's Best Practices in Teaching and Learning (Staff Meetings): Implementation of Best Practices has played a crucial role in enhancing student learning outcomes. These practices are based on research evidence and helped our teachers adapt their instructional methods to cater to diverse student needs. The Best Practices for 2023 focused on: Classroom Management, Explicit Teaching, High Expectations, Years 7-10 Launchpad and Deliberate Practice.

3.3. Professional Development Programs: Northholm's Professional Development Programs are designed to give our teachers opportunities to improve their teaching practices and ultimately enhance student learning outcomes. The 2023 programs focused on Learnership and Learning Agency, Differentiation and Extending for High Performance and a Staff Conference for sharing and reflecting on Best Teaching and Learning Practices at Northholm.

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	46.6
Non-teaching	23	18.4

Student attendance and retention rates in secondary schools

Attendance rates for students

Year Group	2023					2022
	Overall	Male	Female	Indigenous Male	Indigenous Female	Overall
Kindergarten	91.80%	91.30%	92.40%	93.90%		91.70%
Year 1	93.00%	92.80%	93.10%	93.40%		92.90%
Year 2	89.50%	90.00%	88.50%			92.50%
Year 3	94.50%	93.90%	95.30%	94.50%		93.70%
Year 4	93.80%	93.20%	94.90%			90.30%
Year 5	92.60%	92.30%	92.90%			90.20%
Year 6	91.00%	88.90%	94.00%			90.20%
Year 7	94.20%	94.90%	93.00%			92.30%
Year 8	92.20%	92.00%	92.50%			90.10%
Year 9	90.30%	91.30%	89.60%			88.90%
Year 10	88.70%	89.90%	87.40%			89.30%
Year 11	95.10%	95.50%	94.50%			91.40%
Year 12	95.40%	95.80%	94.80%			91.40%
Average	92.47%	92.45%	92.53%			91.17%

Whole-School rates:

On average, 92.47% of students attended School each day in 2023. This was an increase compared to the average daily attendance in 2022 (91.17%). The attendance rate for males was 92.45% and 92.53% for females.

Management of non-attendance

The Principal of Northholm Grammar maintains a register, that is Minister approved, of the enrolments and daily attendance of all children at the School. This includes information for each student as required by Section 3.8 of the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-Government Schools (NSW) Manual. Where the parents of a student of compulsory school age seeks an exemption from attendance at school or an

exemption from enrolment, the Principal will process the parents' 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.

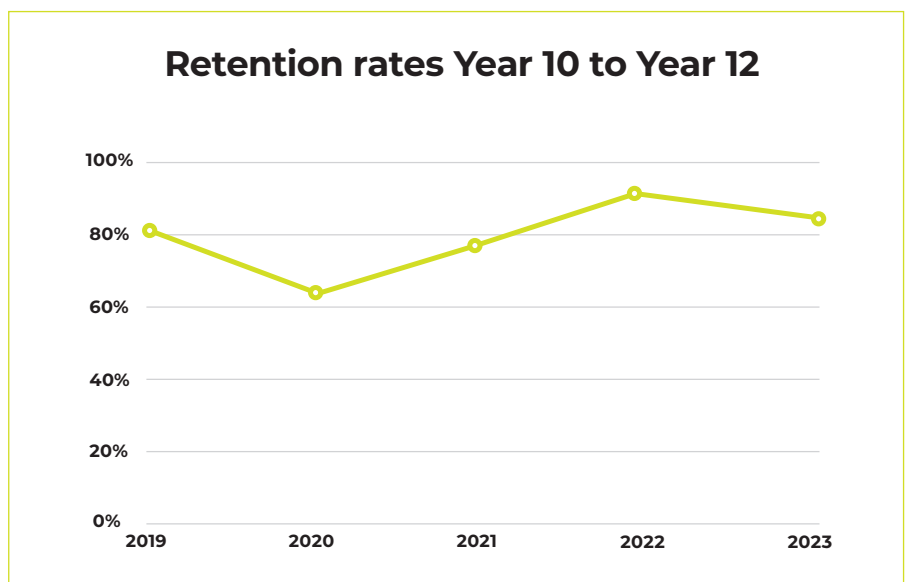
Student attendance procedures

- 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 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 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

88% of the 2021 Year 10 cohort completed Year 12 in 2023. 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, Kindergarten to Year 12 school, established in the broad Anglican tradition, welcoming students from diverse cultural backgrounds.

Northholm Grammar fosters a culture of high expectation and continuous improvement where students are academically challenged in a rigorous but supportive learning environment. This approach is reflective of the School's educational philosophy which rests on four key 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/children, 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/cares are required to complete an online 'Enrolment Application Form' accessed via the School's website (www.northholm.nsw.edu.au). The application must include a copy of the student's two most recent school reports, NAPLAN report, a copy of their birth certificate and the non-refundable application fee. This application places the student on a waitlist and does not guarantee placement.

Two years prior to the year of admission, students on the waitlist are invited to attend an interview with the School. To reinforce the family connection with the School, priority of entry is given to the children of past students, siblings of current students, children of current Staff and students who will most benefit from a Northholm education.

Admission decisions are based on careful assessment of each student's ability to learn in an environment of high expectations and 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 offer of a place, particularly when the parents/carers, having been aware of their child's specific educational needs, decline to declare those 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 support 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 and Marketing may conduct 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, students registered on the Kindergarten waitlist are invited to attend a 'Taster Day' session with the Kindergarten teacher. At this session the students are given the opportunity to experience some of the activities Northholm offers our Primary Years students and, in turn, it gives the School the opportunity to observe young students in a classroom environment.

Parents are invited to meet with the Principal or the Head of Enrolments and Marketing for a tour of campus and to discuss the many opportunities Northholm offers our students. After the 'Taster Day', students may be extended an offer of enrolment.

Years 1 to 12

Upon review of students' application, families are invited to attend an interview with the Principal and the Head of Enrolments and Marketing. For students in the Primary Years, the interview process may include an assessment test conducted by a member of the Diverse Learning Team. 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 Diverse Learning).

Following the interview process, a student may be offered a place. Where necessary, the offer of a place may be deferred to allow for further discussion of 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 student'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 the offer of an enrolment place, the parents/carers must, within seven days of receiving the offer, return the signed Acceptance of Enrolment Form (which includes acceptance by the parents/carers of the Terms and Conditions of Enrolment) along with the non-refundable Acceptance Fee of \$2,500. Failure to reply within the required time may result in the position being offered to another child waiting for entry to the School.

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

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

A student's file is compiled including learning profile and information of use to staff in understanding the background of the student. All academic reports and other relevant specialist reports are saved in the students' database system (Edumate) and a physical copy of the student's file is kept in the Business Administration Office.

The Head of Enrolment and Marketing will notify the Head of House, Tutor and appropriate teaching staff of a new arrival and date of commencement. The Head of Enrolments and Marketing provides all relevant staff with a summary of the student's background, outlining any academic and other specific needs. Where a PEP (Personalised Education Plan) has been negotiated, all relevant staff will be notified. In addition, this information will be saved in the student's database system (Edumate) for staff reference. The Head of Enrolments and Marketing 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 and assimilating to the new school environment.

Associated policies

Please note that there are a number of other School policies that relate to New Student Enrolment Policy and procedures including, but not limited, to:

- a) the **Employee Code of Conduct** which sets out information about the standards of behaviour expected of 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) the **Code of Respect Anti-Bullying Policy** which provides a definition of bullying and the procedures for responding to any incidents of bullying.
- e) the **Employee Grievance Procedure Policy** which outlines the procedures for parents and students to report a complaint or grievance.
- f) the **School Community Code of Conduct** which sets out information about the standards of behaviour expected of community members associated with the School.
- g) the **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 documentation relating to the School's Anti-Bullying Policy are reviewed regularly and the School ensures that it 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.

Student Management Policy

All 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.

Changes were made to the School Discipline Policy (2021) to become the Student Management Policy in 2023. The School complies with all mandatory requirements. The full text of the School's Student Management 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 Grievance 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 2023. The School complies with all mandatory requirements. The full text of the School's policies for Complaints and Grievances Resolution can be accessed by request from the Principal's office and are also on Microsoft SharePoint.

School determined priority areas for improvement

Northholm Grammar is committed to the realisation of the following:

Embedding academic rigour and character education by setting and achieving high expectations through a challenging learning environment.

- Maintain strong academic growth and performance through the HSC, NAPLAN and Allwell. Develop data analytical processes to assess and report student growth and attainment.
- Implement the K-12 All-Through School Educational Framework through our Secondary and Primary curricula.
- Build our established signature programs and associated strategic learning partnerships to support research, development and delivery of evidence-based programs in Character Education and Student Futures.

The implementation of the K-12 All-Through School Educational Framework through high performance wellbeing and pastoral care in our Houses and Primary classes.

- Develop and grow excellence in teaching through The Northholm Institute, especially curriculum expertise and pedagogical practice through evidence-based and research driven professional reflection and continuous improvement through our professional practice initiative.
- Professional Practice and Growth Model: Implement an annual process of reflection, data-gathering, observations, evaluation, goal setting, career guidance, accreditation and professional growth planning conducted with a supervisor. The overarching purpose of the Professional Teacher Practice and Growth Model cycle is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce. The Model works in conjunction with the Classroom Observation Program and the collection of student survey data for two teaching classes.
- Professional Goal Setting Process: To cultivate a culture of high expectations and rigour, staff identify professional goals from their Teaching and Learning focus in the following areas: Formative and Summative,

High-Quality Assessments, Data to Inform Practice, Feedback and Feedforward.

- Classroom Observation Model: Encourage staff to observe a lesson from another department to expose them to the different learning experiences offered at the school and to develop an understanding that classroom observation is more about observing the learning rather than observing the teaching.

Developing and growing excellence in instructional and organisational leadership through The Northholm Institute Leadership Development Initiative.

- Targeted Best Practices Coaching for Staff and Middle Leaders: Mentoring sessions for Staff and Heads of Departments for school wide implementation of the Professional Practice and Growth Model.
- Executive Coaching Program: Senior and Middle Leaders working with an Executive Coach (former Principal) once a Term to work towards 2023 Goals.
- Professional Readings for Academic Staff and Middle Leaders: The aim of the Professional Reading forums is to provide a time and place for academic and pastoral leaders to “stimulate their thinking and professional knowledge and to ensure that their leadership practices are critically informed and up to date”.

Establishing explicit targets for improvement in student achievement levels that can be communicated to parents, staff and the wider community through the interdisciplinary areas of the Humanities, STEM, Entrepreneurship, Agriculture and Technology and Applied Studies.

- Develop an Oratory Program which includes involvement in the HICES Debating Competition, JA Thompson Cup for History Debating, Primary Years Public Speaking competition and external oratory competitions such as Legacy, Plain English Speaking and Soroptomist.
- Growth of the Enterprise and Entrepreneurship Program including the Designed Spaces Program (A two-day entrepreneurship workshop for the Primary Years students), Year 9 Entrepreneurship involvement through Moneyvest, Public Speaking, Generation Entrepreneur and GAP Programs and Year 10 Entrepreneurship involvement through Moneyvest, Ready for Work, Northholm MiniMBA and Northholm Industries Innovators.
- Broadening STEM opportunities through the Year 7 STEM Solar Car Challenge Program, Year 7-10 STEM Club building a solar car for the UNSW SunSprint competition, student involvement in ICAS competitions and other external competitions such as the Big Science Competition, Science and Engineering Challenge, Science

Olympiad. In addition, Sky Club for Primary Years students which focuses on extending students' expertise in an area of interest and includes research projects, coding and creative thinking.

- Growth of the Agriculture Program including the Castle Hill Show, the Hawkesbury Show and the Wingham Beef Week; students train, prepare and lead the cattle as well as engage with the public. Participation in the Greater Sydney Schools Cattle Competition (GSSCC), where a steer is fed and managed solely by students in the lead up to the judging as well as learning poultry showmanship through showing birds at the Royal Easter Show.

Cultivating the dispositions of optimism, resilience and grit by equipping our students with tools and strategies to navigate the challenges of life through our Sporting and Creative Arts Program, the Outdoor Education Program and an explicit focus on Enterprise and Entrepreneurship Education and STEM.

- Duke of Edinburgh's Award program for students from Years 9 to 12 – hiking for Bronze students; kayaking for Silver and Gold.
- Sports teams in Hills Zone competitions, basketball teams in the Hills Hornets competition and the introduction of participation in the Hills Zone Primary Years Sports Competitions for Year 5-6 and Year 3-4 students. Involvement in Aerobics district,

state and national competitions for Primary and Secondary Years students and after school Tennis Club for Primary Years students.

- Introduction of the Global Education Program with Overseas School Tours such as Classical Tour of Italy and Wonders of Greece Tour to broaden student experiences.
- Re-introduction of the Rural Fire Service Cadets Program.
- Music performances at school events and in external competitions and eisteddfods, individual tuition and participation in a variety of ensemble groups, Primary Years Production Club, Student involvement in Year 7 and 8 Drama Club. Introduction of the Secondary Years School Musical.

Initiatives promoting respect and responsibility

Educational Framework

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 to 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 2023 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.



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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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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.

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 worthy causes and promotion of service leadership and social responsibility.

The Senior Prefect Body

The Year 12 Prefect Body coordinates School-based internal activities and Assemblies

Year 6 Leadership

Primary Years Captains, House Captains and SRC Representative, coordinate and lead the Primary Years Assemblies, and assist with Primary Years Chapel and other school events.

Year 11 Leadership Program

Year 11 students apply to be part of a rigorous program in Year 11 that has them undertaking a full year of activities centred around school and community service, the leadership of a simple and complex task that caters to the School community and learning valuable lessons in managing and leading teams.

Peer Support Program

The Peer Support Program links students entering Year 7 with students in Years 9 and 10 as peer mentors. Peer Support encourages a sense of belonging, confidence, friendship and trust among students as they complete their first transitional year of Secondary schooling.

Student Representative Council

Led by the Year 12 Community Prefect, the SRC is an opportunity for students from Kindergarten to Year 12 to apply and interview to be the two representatives per year group to work together for the improvement of student engagement and the facilities across campus. It promotes horizontal leadership collaboration and facilitates and promotes student voice.

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 was 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 'lending a hand'. This encompassed lending a hand to the community, the environment and to animals. Through a range of experiences and groupings, students learned how to communicate effectively, develop leadership skills and build upon their confidence. Importantly, students actively participated in a range of workshops and hands-on activities which directly contributed to the betterment of local community services.

The Secondary Years

Capell and Patteson Houses teamed up to focus on sustainability and homelessness. The emphasis was on educating and upskilling students about sustainable environmental practices and being empathetic towards the issues facing the homeless in our society.

Lincoln and Rowland Houses worked together to focus on the issues surrounding Mental Health for our students and raising awareness about the important work of Lifeline within our community. The aim was to educate and upskill our students about self-care, mental health, resilience and support networks that they can establish and utilise at Northholm and beyond.

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

Character Education

In designing and implementing a bespoke Character Education program for Years 7 to 11, we have aimed to equip our students with the ethical, moral and social skills to not only survive a complex and ever-evolving world but to thrive and lead with courage and strength within it.

Our purpose is to provide the tools necessary for students to willingly choose the right path; to provide evidence in practice in navigating complex social issues. Ultimately, through our Character Education Program, we equip our students to take agency in their growth and development and inspire them to aspire for excellence in themselves and their personal growth for a successful life in and after school.

Our bespoke Character Education Program is annually designed with an eye on the current social context for our young students. We look at what challenges adolescents and young men and women face as they grow and develop, complete with the knowledge that these themes and contexts shift, change and are outgrown as the years progress.

At Northholm Grammar we believe that Character Education, like all education, needs to be engaging, accessible, modern in delivery, promoting and advocating for student voice, and should deliver tangible and relevant examples and experiences for all students.

We work hard to promote connection with external providers as specialists in the fields of relationships, respect, cyber-safety and positive communication, decision-making, self-leadership and personal and mental health, amongst other themes, and align peer monitoring to student development across the year groups.

We have endeavoured to align our Assembly and Chapel services to our quarterly themes to embed our Character Education messaging. Furthermore, we have ensured that we promote student leadership of these key messages through our House meetings, House Chapels, and House Assemblies and Inter-House competitions.

Most importantly we believe in the importance of the Tutor/Student relationship. As such, our Tutors are trained in the delivery of our Character Education program so they

can build strong, open and trusting relationships with their Tutees around concerns and personal queries that naturally arise in the personal development journey of our young men and women.

Additional programs include

- 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.
- Presentations by:
 - David and Katie Kobler addressing issues that students face in today's digital generation and the skills needed to foster connections with their peers and families.
 - Daniel Merzer, with a program that aims to empower, inspire and equip young people to become the leader of their life.
 - Matt Caruana on mental health and resilience.
 - Lisa Maltman, from The Sleep Connection, to talk about sleep health.
 - Senior Constable Lynda Hart of the NSW police to talk about cyber-safety.
 - Prue Salter, providing study skills and planning advice.
 - Paul Wade, one of Australia's greatest Socceroos, to present to students about the traits of leadership.
- 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.

Community Engagement

Other community engagement initiatives include:

- International Women's Day, with guest speaker Maria Kovacic to share her wisdom and expertise in the field of women's leadership.
- Harmony Day, which focuses on inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background. Northholm celebrated our culturally-diverse School community at Chapel and, at lunch and recess, students shared their cultural or traditional foods.



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Year 12 students meet with the Principal in small consultation groups...

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Parent, student and teacher satisfaction

In 2023, parent, student and teacher satisfaction was measured in a number of ways.

Parent satisfaction

- All members of the Senior Leadership Team and the Principal are always prepared to meet with parents regarding matters of concern.
- An opportunity for parents to express opinions in relation to decisions of the Principal, management of students and School programs is given in the General Business Agenda Item of each Northholm Association meeting held every month. In addition, parents are consulted on an ongoing basis to better understand their expectations of the School through surveys and focus groups.
- The School has a Parental Concern Procedure for handling parental complaints, as well as complaints from other members of the public.
- If a parent decides to withdraw a student from the School, an Exit Interview is usually conducted to determine whether there are issues related to parent satisfaction.
- The School annually conducts a New Parents' Survey after 100 days at the School, as well as Year 6, Year 9 and Year 12 Parents' Surveys.

Student satisfaction

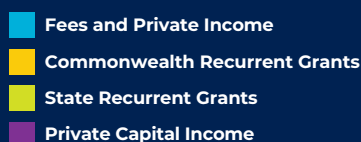
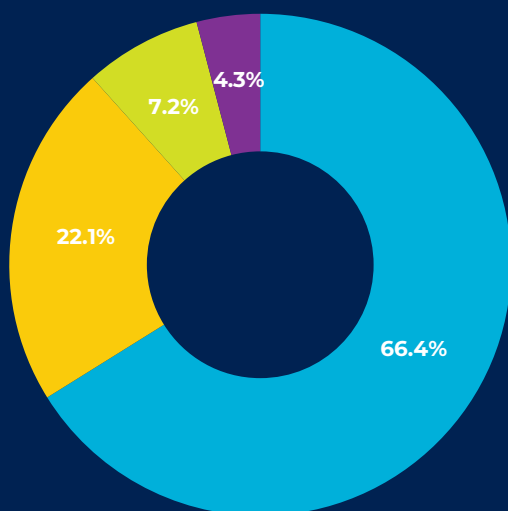
- All members of the School Leadership Team and the Principal are always prepared to meet with students regarding matters of concern. The Principal meets with every Year 12 student in May to work through their academic goals and discuss opportunities for continuous improvement in the School.
- Students are represented by the Student Representative Council and have an opportunity to present grievances to the Principal and Deputy Principal.
- Student surveys assist in determining the level of satisfaction of students with School programs. Students are typically surveyed at the end of Years 6, 9 and 12 on an annual basis. Teachers have two of their classes complete surveys on their teaching and learning practices biannually.
- In Term 3, Year 12 students meet with the Principal in small consultation groups to give feedback on what they have valued about their experience of Northholm Grammar and what we can do better.
- All Northholm Year 12 students are invited to complete an Exit Survey detailing their experience at Northholm upon completion of their final year of schooling. All areas of the survey received positive results and indicated students had a positive schooling experience. The highest performing areas included: Teaching and Learning, Pastoral Care and Co-curricular Activities.

Staff satisfaction

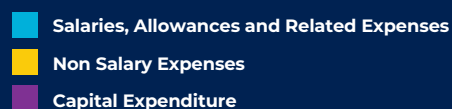
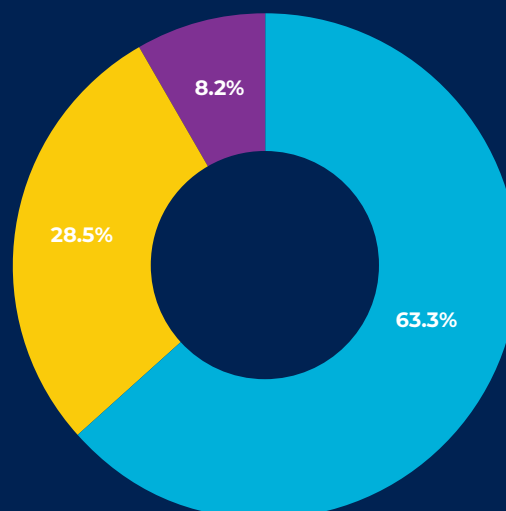
- Exit interviews with the Principal are offered to all teaching and support and operational staff who leave the School. This is an opportunity for these staff to share what they enjoyed about working at Northholm and also if they had any suggestions for improvements.
- Informal feedback is provided during staff meetings. Staff meetings are held regularly. Teaching staff meet weekly and all staff meet twice a term.
- Teachers new to the School meet with the Principal after they commence at Northholm. They are asked for feedback on their experience of the School to date. This gives valuable insights into strengths, weaknesses and possible areas for improvement.
- Teachers have a number of avenues to raise matters with the Senior Leadership Team and the Principal. Teachers can raise matters in department meetings, pastoral team meetings and may also request an individual meeting with a member of the Senior Leadership Team or if needed, the Principal. All members of the Senior Leadership Team and the Principal maintain an open-door approach and are always prepared to meet with staff.

Summary financial information

School income 2023 from all sources



School Expenditure 2023 on all purposes



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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