

# Northlakes High School

## Annual Report



2016



8547

## Introduction

The Annual Report for **2016** is provided to the community of **Northlakes High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Merrilyn Rowley

Principal

### School contact details

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# School background

## School vision statement

Northlakes High School aims to prepare all students with enterprise and entrepreneurial skills to experience success in a supportive and co-operative environment. We value and respect individuality and talents of each student. We have high expectations and are committed to enabling all students reach their full potential.

## School context

Northlakes High School is a comprehensive government secondary school on the NSW Central Coast. The 2016 enrolment is 884. This includes a large Support Unit comprising five classes. There are strong links to the community, Muru Bulbi AECG and local universities. The school caters for the learning and welfare needs of students from diverse backgrounds, including low socio-economic status. 12% of students identify from an Aboriginal background and 6% identify as having a non English speaking background. The school appears on Monash University's list of under-represented schools, based on ICSEA, distribution of students by socio-economic status and transition to university data. Northlakes High is a Positive Behaviour for Learning school, and is utilising PBL and a new house system to devise engagement strategies and improve student wellbeing. In 2015, 35% of Year 12 students continued their studies at university or TAFE. Strategies employed saw progress in a number of key areas with a large focus placed on teacher professional learning, Quality Teaching, and use of data to inform planning and programming. In 2016, 23% of students in the school accessed learning support (literacy, numeracy and special provisions). The Learning Support, Welfare, PBL and Careers and Transition Teams support students' learning, vocational and social needs, with an emphasis on respect, responsibility and personal best. The school offers an extensive curriculum which includes Entertainment, VET and Life Skills courses, and collaborates with Universities, TAFE and industry and community groups. Aboriginal students are supported with tutoring and attend dance, didge, bush tucker garden, mentoring and other programs. The school's website, Facebook page, phone App, electronic newsletter and electric sign have increased positive exposure to the community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Teachers are supporting each other in ensuring students' needs for structured learning, effective feedback, differentiated lessons, organizational skills and consistent reporting are addressed through the use of WICOR and other AVID teaching strategies. All teachers participating in AVID have attended training in Melbourne and/or on the Central Coast, and all teachers participating in team teaching have attended five hours of training after school in addition to attending timetabled collaborative meetings once a fortnight. Student welfare needs are met early and effectively due to the collaborative teaching process. All Stage 4 teachers are involved in regular team discussions which focus on optimising school performance. This involves 43 teachers and two coordinators. Collaborative practices have been built into the timetable – teams meet once a fortnight in timetabled periods to engage in significant dialogue about teaching and learning, with a focus on engagement, consistency, alignment of school's vision and implementation of AVID strategies. This has led to a 50% decrease in negative referrals on Sentral in Year 8, 2016 (300), compared to Year 8, 2015 (600). Suspension rates decreased by 30%. When all Stage 6 students in 2016 were interviewed, their ability to discuss "best practice" regarding the efficacy of study strategies and preparing themselves for the HSC was significantly better than when students undertook the same process in 2015. In 2015 25% of these students displayed good knowledge of these skills and in 2016 45% of Stage 6 students demonstrated that they were aware of and utilizing the skills needed for success in the HSC. Staff are implementing school's 'non-negotiables' across all year groups. All staff have participated in professional dialogues and have set goals in accordance with Australian Professional Standards for Teachers. Disengaged students are accommodated in an alternative educational structure specifically designed to meet their needs. A review of learning spaces has led to significant changes to the structure of the library, Aboriginal teaching spaces and support unit classrooms. The library has been reconfigured to incorporate 21st Century learning spaces (including Smart TV, some lounge furniture and two additional banks of computers) and incorporates the senior student learning centre, which is staffed from RAM funding. A new Aboriginal community room and Aboriginal study area with five computers has been opened in 2016. Support classrooms have been configured to accommodate the use of digital media and group collaboration.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further

improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Excellence in Student Learning

#### Purpose

To provide a learning environment that has high expectations and actively builds educational aspiration. A strategic and planned approach supports students in becoming successful, independent and resilient learners. Students will be equipped to engage as 21st Century learners developing enterprise and entrepreneurial skills through the explicit teaching of skills using evidence based teaching practices.

#### Overall summary of progress

All school programs address the cultural, social and academic needs of individual students, and school systems incorporate staff consultation, professional development and monitoring of outcomes. A focus is on all staff developing the skills to ensure a range of strategies is used to improve all student outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff utilise qualitative and quantitative data to develop teaching and learning programs which aim to improve all students' learning outcomes and prepare them for the future	Review of data for alternative classes. Deputy principals monitor all documentation. Deputy principals report to staff every term. Staff modify all programs to ensure all students' needs are met and school priorities are addressed.	Low SES funding for Quicksmart, house rewards and PBL \$57,000
All school programs address the cultural, social and academic needs of individual students, and school systems incorporate staff consultation, professional development and monitoring of outcomes	Executive document and provide feedback on classroom observation and on results of assessment of monitoring folders. Responses to TTFM inform school direction.	TPL and school funding
Comprehensive systems and structures focus on wellbeing and cultural inclusion	House system and PBL successfully engage students in an inclusive and supportive structure.	RAM and school funding

#### Next Steps

• Improve student attendance • Quality teaching evident in all classrooms • All Programs demonstrate adjustments are incorporated to meet students' profiles and identified needs • Students show improvement in literacy skills and numeracy skills on 2016 results on external testing with focus on top 2 Bands (Premier's priorities) performance measures in Quicksmart and SMART data • Students show expected growth in internal school performance measures • iSTEM class established • Continue stage 4 collaborative learning teams • Aboriginal Education Worker supports literacy and numeracy improvements for Aboriginal students • Instructional leader assists Aboriginal Education Strategy • Student consultation occurs through a variety of innovative strategies (student voice) • Embed positive teaching and learning culture through use of PBL • Implement intensive attendance monitoring program that includes active communication with caregivers • Aim High and I Believe program utilising university partnerships to improve student retention and pathways to further study continue • Targeted classes and programs that address specific student learning and behaviour needs are maintained • AVID teaching techniques are implemented in stage 4, 5 & 6 • EALD students are supported through targeted intervention program • PLP's for all Aboriginal and Torres Strait Islander students are developed in consultation with parents and students • Teaching programs reflect individual student learning needs • Teachers' accommodations and adjustments for students with disabilities are recorded each semester • All year 10, 11 & 12 students have individual learning plans to assist successful progress at school • All teaching and learning programs have embedded literacy, numeracy, AVID and Elevate strategies • Teaching programs meet BOSTES syllabus requirements and comply with School Programming Policy • Staff of English, Maths, Science and History prepare programs for new syllabus Preliminary 2018 • Staff of Technology and Japanese participate in review of BOSTES syllabus • Targeted AVID program linked to English for supports preliminary students

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

To develop a school with high levels of commitment and professionalism. Teachers effectively analyse data to implement programs and teaching practise which bring school wide improvement. Professional learning is valued by all. All members of the school community work cohesively and collegiately.

#### Overall summary of progress

Teachers are supporting each other in ensuring students' needs for structured learning, effective feedback, differentiated lessons, organizational skills and consistent reporting are addressed through the use of WICOR and other AVID teaching strategies. All teachers participating in AVID have attended training in Melbourne and/or on the Central Coast, and all teachers participating in team teaching have attended five hours of training after school in addition to attending timetabled collaborative meetings once a fortnight. Student welfare needs are met early and effectively due to the collaborative teaching process.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School leadership team creates systems to enable all staff to analyse and effectively utilise data to improve student outcomes	Head teachers and faculty complete HSC, NAPLAN, attendance, behaviour and wellbeing data analysis.	TPL \$ 15,000

#### Next Steps

- Professional learning calendar is produced responding to PDP's and in alignment with the school plan
- VET delivery meets compliance requirements
- All teaching programs comply with the Northlakes High School programming policy, and include regular evaluation
- All staff use student performance data to inform teaching practice, including information from Business Intelligence Tool
- Tell them from Me Surveys
- RAP and SMART Data
- Business Intelligence Tool
- Internal qualitative data
- Parent forums and other surveys
- Policies and procedures for management are transparent and published
- Teams for stage 4 and stage 5 are established and significant staff training occurs
- Senior studies teachers in all KLA's are demonstrating collaborative practice especially related to professional development of colleagues
- All staff have active PDP's
- Professional Learning Calendar published on regular basis
- HT's provide key focus areas for training and development based on staff PDP's
- All staff will meet requirements for accreditation and maintenance
- Professional learning budget is managed and reflects staff needs and school priorities
- Professional learning is registered with MYPL and accessed by all staff
- Programs for all teachers including those who require accreditation, probationary teachers, early career teachers, teachers aspiring to higher levels of accreditation and promotion, and teachers who are experiencing difficulty
- School expectation of professional standards explicitly outlined



## Strategic Direction 3

### Excellence in Leading

#### Purpose

To enable all teachers to be dynamic and collaborative, and committed to creating an engaged and collegial community of learners. All staff are committed to gaining the knowledge and skills to meet the demands of the 21st Century learner. All students benefit from a culture of high expectations, and community engagement and sustained school improvement. There will be shared values in a culture of inclusivity, respect, responsibility and personal best.

#### Overall summary of progress

Whole school improvement results from succession planning, leadership development, efficient management of resources and effective building of staff capacity. Teachers are lifelong learners who develop and sustain professional learning communities to ensure students are intellectually challenged, safe and respected.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All members of the school community work towards strengthening partnerships to increase student opportunities and improved outcomes	Extended executive meeting for 21C staff strengthens leadership capacity. Community Liaison Officer develops links within school community. Principal communicates milestones and timelines to school community.	RAM funding \$7,000 TPL \$10,000

#### Next Steps

- Increased partnerships with feeder primary schools
- Students have an active role in providing advice and ideas
- Student and parent communication structures are reviewed and improvements are embedded in school practices
- CLO employed
- Each faculty produces a management plan that aligns with School Strategic Plan
- Classroom environments are conducive to promote learning as shown by 'Tell Them From Me' and other student surveys
- Modifications to rooms occur to reflect increase in creative, innovative and collaborative teaching practices (Triple C)
- Support Unit re-configured to accommodate second E.D. class with loss of demountables
- Staff accumulate a range of evidence through the faculty monitoring processes
- Internal Validation team confirms progress as measured against the School Excellence Framework
- Embrace opportunities to engage in partnerships with the community to improve outcomes for students
- Leadership development is central to school capacity building
- Staff actively participate in ongoing collegial professional learning linked to their Professional Development Plan
- A succession program which encourages staff to expand their skills and leadership potential and to drive whole school improvement is in place
- An evidence driven evaluation process is maintained and communicated to the community
- Communication of timelines and milestones to school community
- Evaluation of progress against school plan, milestones mid-term and end of term
- Positive relationship with P&C
- School collaborates with stakeholders to develop 2018–2020 plan
- 21C's are identified and participate in a structures program of professional learning
- Senior Executive are trained in Business Intelligence Tools
- Identified staff work with mentors to develop leadership skills
- Review of Technology use to meet students' learning outcomes
- Ongoing review of all learning spaces to ensure optimum use and maintenance
- SLSO's participate in a program of professional learning
- School uses financial resources to implement school plan
- Assessment and Reporting policy recommendations implemented
- Deputy Principals implement a range of published faculty monitoring processes
- School continues a range of formal and informal parent engagement activities
- Successes are celebrated in weekly assemblies, formal assemblies, newsletters and on our web page

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Socio–economic background</b>	Using the AVID model of teaching and a wide range of Positive Behaviour for Learning strategies and employing additional SLSOs has increased students' engagement in learning and improved outcomes.	Socio–Economic Background Funding \$468,687
<b>Support for beginning teachers</b>	All teachers maintaining their accreditation have up–to–date logging of hours and a PDP that reflects future needs.	Support for beginning teachers \$48,925
<b>Aboriginal background loading</b>	Norta Norta funding and Aboriginal background funding enabled personalised academic support for Aboriginal students through the use of in class tutors, Aboriginal learning hubs, Quicksmart numeracy program and whole staff training in cultural awareness. Engaging with community remains a school priority beyond 2016 and significant investment in the Aboriginal Community Room in the school will facilitate this.	Aboriginal background loading \$170,482
<b>English language proficiency</b>	A program focusing on writing skills and academic English was delivered to students identified as needing support using the EAL/D Learning Progression and the Literacy Continuum. This program is designed to work in alliance with the whole school approach to writing across all KLA's while actively lifting achievement in all areas of the curriculum.	EALD teacher \$4,700
<b>Low level adjustment for disability</b>	All students requiring support have a Personal Learning Plan, Individual Learning Plan, Behaviour Plan or Risk Assessment. NAPLAN growth data reflects significant growth through targeted programs	Low level adjustment for disability funding \$116,039
<b>Flexible Wellbeing</b>	Students access a wide range of support structures	Flexible wellbeing \$48,295



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	548	543	508	466
Girls	539	527	482	412

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.9	89.1	90.3	88.4
8	87.5	87	85.9	86.7
9	84.8	85.4	82.2	83.8
10	85.8	83.3	78.3	81.5
11	86.7	82.1	81.4	77.3
12	87.3	85.8	82.3	81.6
All Years	87.1	85.3	83.3	83.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	21	14
Employment	1	9	20
TAFE entry	1	5	24
University Entry	0	0	39
Other	5	0	1
Unknown	0	0	2

44% of year 12 were eligible for an ATAR. Students receiving university offers includes students taking Newstep. This cohort of 114 included students who were on Life Skills. These students have been matched with employment agencies.

### Year 12 students undertaking vocational or trade training

VET at Northlakes High School again proved to be a popular option for students, with 41% of Year 12 studying one or more VET or Trade Training courses in 2016.

Industry Curriculum Frameworks delivered included Construction (Pathways), Engineering, Furniture Making, Hospitality, Kitchen Operations, Retail Services and Sports Coaching.

In 2016 NHS continued to maintain a high level of compliance with Macquarie Park RTO and the Australian Skills Quality Authority (ASQA), highlighting our school's ongoing commitment to quality vocational education.

All VET staff have industry recognised qualifications and regularly participate in professional development activities such as industry workshops, careers markets, course upgrades, workplace visits including student supervision and liaising with employers to maintain industry currency.

We continued to work with our local work placement provider (Youth Connections) to co-ordinate all VET placements. All VET students complete the DoE Work Ready program at school before going onsite for work placement.

In 2016 we continued to develop and nurture our relationship with the Lakes Community Trade Training Group. We again delivered the Certificate II in Kitchen Operations course onsite, with students in the intensive program completing four units of study in one year. Students from Lakes Grammar and Gorokan High School also participate in this exceptional opportunity.

### Year 12 students attaining HSC or equivalent vocational education qualification

99 students from Northlakes High School were awarded the HSC in 2016, and eight students attained a ROSA.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	44.5
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	16.97
Other Positions	8.1

\*Full Time Equivalent

8% of the workforce identifies as Aboriginal.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	22

## Professional learning and teacher accreditation

Northlakes High School invested the Teacher Professional Learning budget of approximately \$72,641 in priority areas identified in the Northlakes High School Strategic Directions 2015–17 as outlined below:

Excellence in Student Learning – Investment in developing staff to plan and implement a program of student independent thinking which was embedded in Stage 4. The Advancement Via Individual Determination (AVID) system was selected and there are now 100% of staff formally trained, further enhancing AVID implementation across the school. The Nationally Consistent Collection of Data (NCCD) processes which staff were trained in enabled Northlakes High School to meet policy implementation requirements and timeframes, as well as improved teacher focus on the level of classroom adjustment required for individual students in each classroom. Further strategic investment in Literacy and Numeracy provided ongoing focus for areas previously identified under National Partnerships funding including; Quicksmart, Stage 6 Extended Writing Network and Focus on Reading to allow closer engagement with

partner primary schools and support transition.

Excellence in Teaching – A core focus on sharing best practice across faculties and improving pedagogy occurs in team meetings and additional professional development. In addition, teachers seeking accreditation or maintaining their accreditation were supported with their individual needs being met through a range of professional learning structures to accumulate the required hours in certain areas. Every teacher seeking maintenance or accreditation was successful.

Excellence in Leading – Investment in a succession program aimed at supporting staff who are nominated as second in-charge of faculty. This aims to expand their skill set and leadership potential and to drive whole school improvement. Continued investment in teacher training to support the implementation of Positive Behaviour for Learning (PBL) ensured increased staff understanding and ownership while also raising the profile of the program.

The BoSTES Principal School and Teachers Report for Northlakes High School indicates that 9 staff are at Provisional level, working towards accreditation at Proficient. 38 staff are at Proficient Teacher level. This is 50% of staff.

2016 Staff Development Days in Semester One focused on improving the explicit teaching of extended writing, AVID strategies for implementation, NCCD compliance and PBL. Staff underwent a range of 'Twilight' professional development activities to further enhance their understanding of AVID. Staff also undertook an Aboriginal immersion activity and all were trained in 8 Ways of Learning. The Tell Them From Me survey results indicated that 80% of 69 staff surveyed had engaged in classroom focused professional learning by the time the survey was taken in term three. All teaching staff presenting for duty on staff development days either presented or participated in professional learning.

As evident on MyPL, professional learning experiences for beginning teachers focused on improved classroom management strategies, student engagement and collaborative professional practices within the school, such as Positive Behaviour for Learning training. This was further enhanced through participation in staff development days and compliance training.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>557 030.09</b>
Global funds	724 479.40
Tied funds	1 244 748.06
School & community sources	181 674.02
Interest	15 024.37
Trust receipts	217 738.95
Canteen	0.00
<b>Total income</b>	<b>2 940 694.89</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	246 847.74
Excursions	58 292.64
Extracurricular dissections	45 714.50
Library	2 594.02
Training & development	90.90
Tied funds	1 244 072.15
Short term relief	287 151.85
Administration & office	118 271.25
School-operated canteen	0.00
Utilities	113 313.47
Maintenance	132 331.74
Trust accounts	264 892.87
Capital programs	0.00
<b>Total expenditure</b>	<b>2 513 573.13</b>
<b>Balance carried forward</b>	<b>427 121.76</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

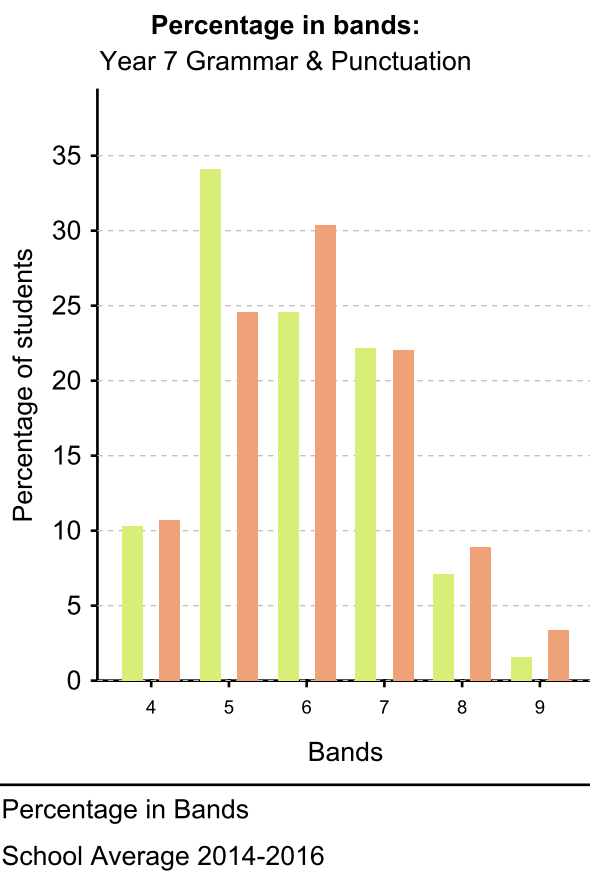
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The number of Year 9 students below NMS dropped significantly in all aspects of literacy testing, with a sixteen percent decrease in the number of students in

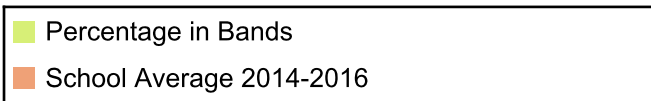
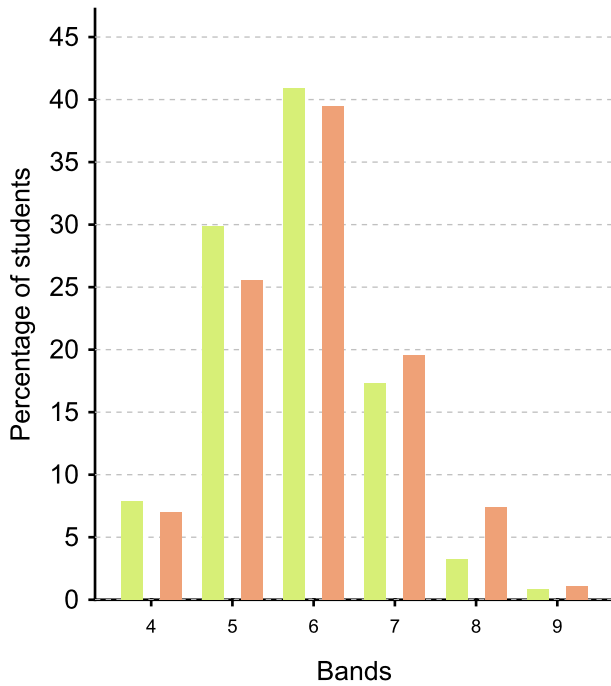
the bottom band for Writing. The number of students in the top three bands showed the most improvement in Writing, with an increase of seven percent. Year 7 students have also performed better in writing than in previous years.

The percentage of Year 7 students in the top two bands for literacy increased in Writing and slightly decreased in Reading, Spelling and Grammar and Punctuation. Nine percent of ATSI students in Year 7 were in the top two bands for Writing. The percentage of ATSI students in the top two bands remained the same in Reading and decreased slightly in Spelling and Grammar and Punctuation.

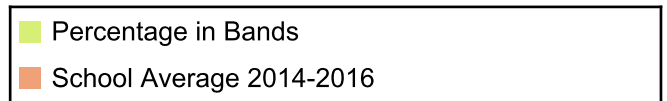
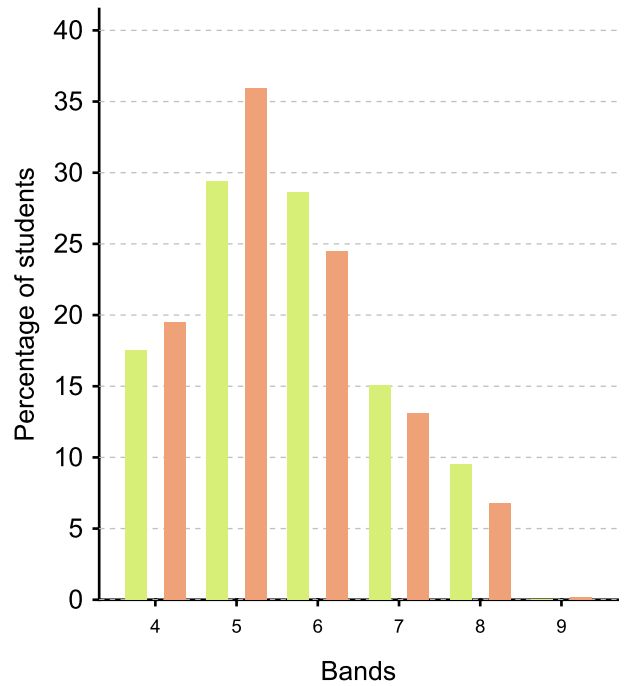
The percentage of Year 9 students in the top two bands for literacy increased in writing and slightly decreased in Reading, Spelling and Grammar and Punctuation. The percentage of ATSI students in the top two bands for literacy increased from zero percent to six percent in Reading, zero to six percent in Writing, zero to eleven percent in Spelling and zero to six percent in Grammar and Punctuation.



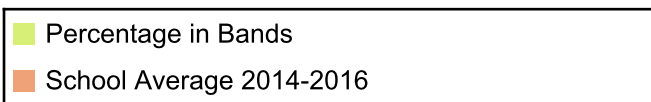
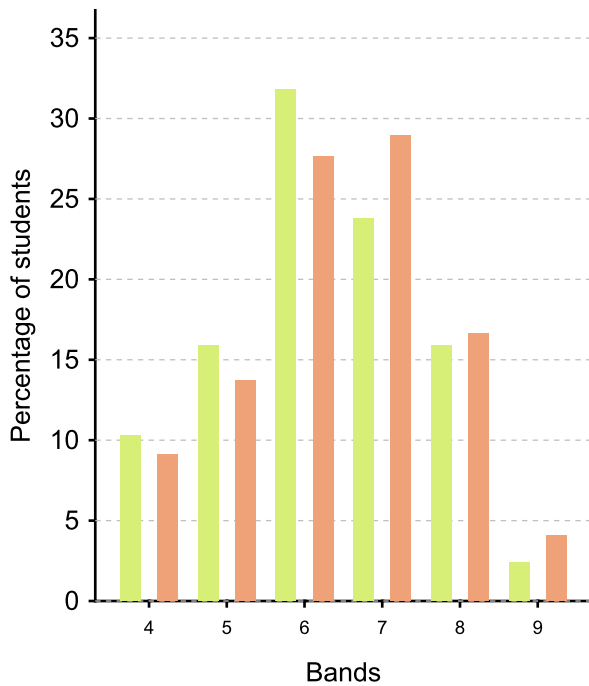
**Percentage in bands:**  
Year 7 Reading



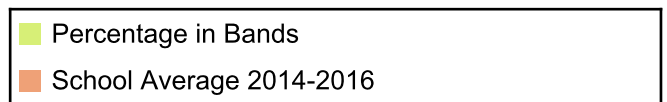
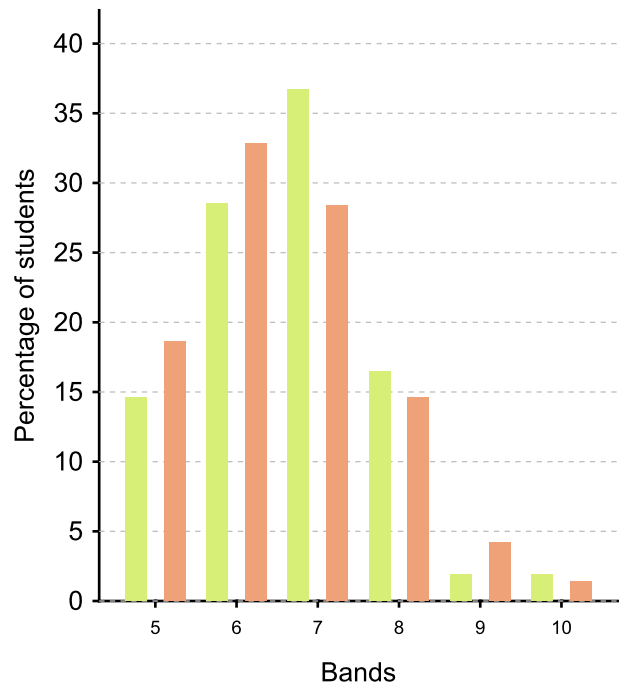
**Percentage in bands:**  
Year 7 Writing



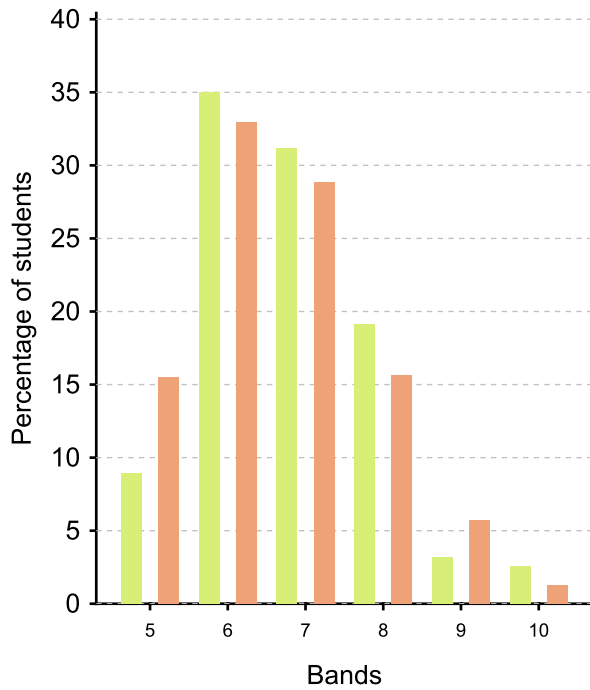
**Percentage in bands:**  
Year 7 Spelling



**Percentage in bands:**  
Year 9 Grammar & Punctuation

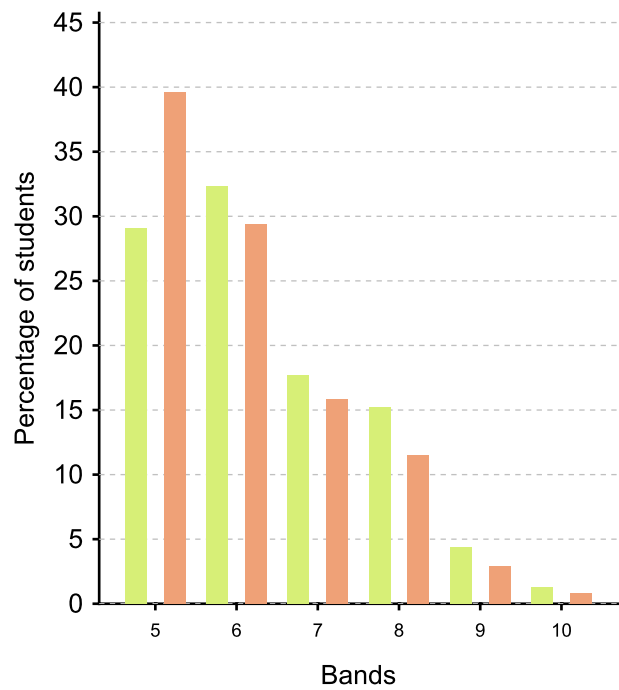


**Percentage in bands:**  
Year 9 Reading



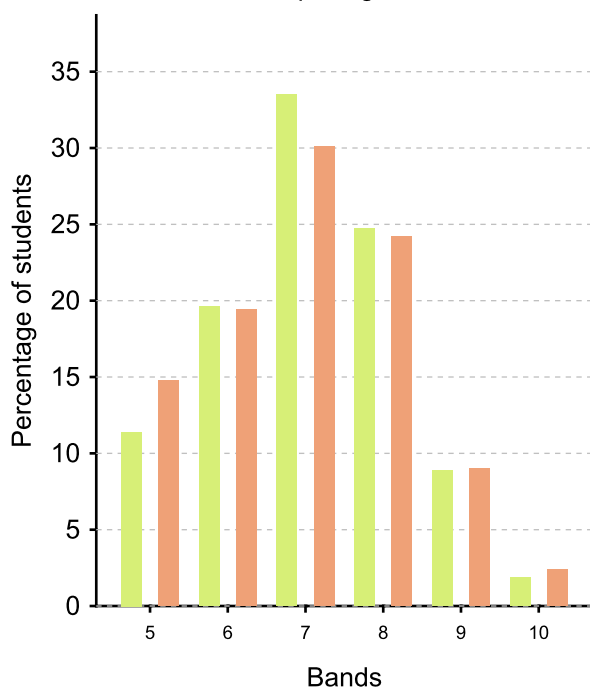
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2014-2016

Numeracy results show 93% of Year 9 students are at or above the NMS for Numeracy. The percentage of Year 9 students in the top three bands for Numeracy rose in both Year 7 and Year 9.

The percentage of Year 7 students in the top two bands for numeracy remained the same and the percentage of Year 9 students in the top two bands increased slightly.

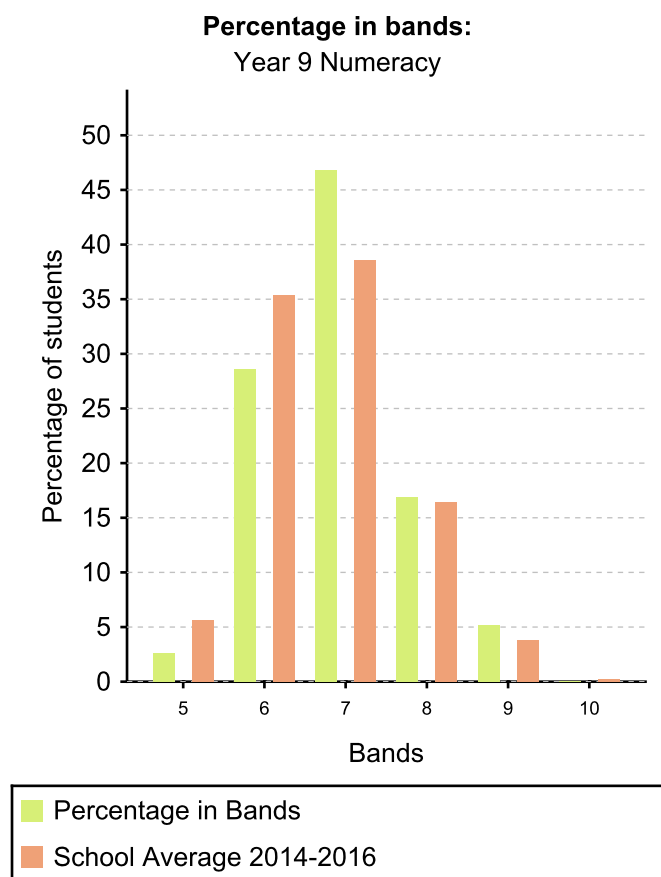
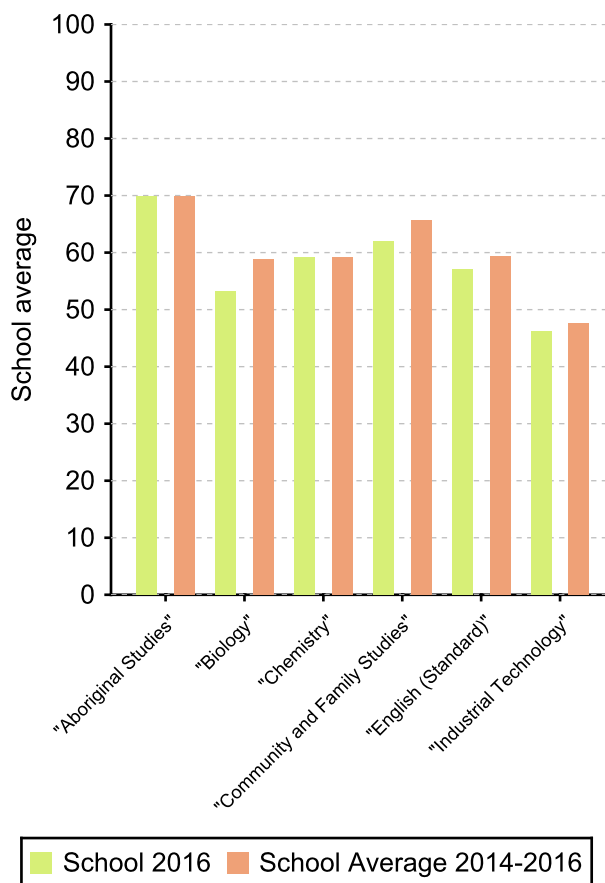
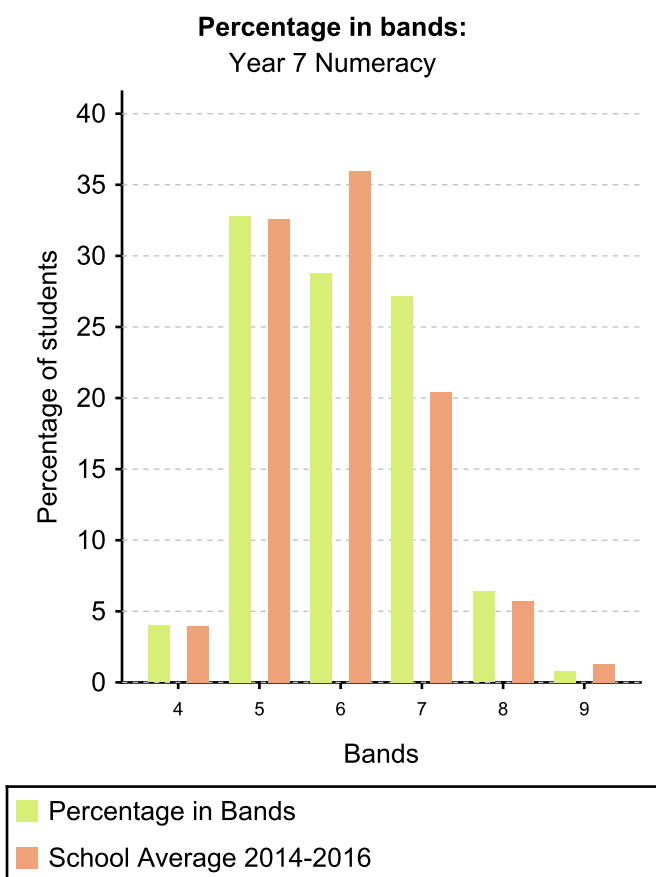
The percentage of Year 7 ATSI students in the top two bands for numeracy increased by two percent and the percentage of Year 9 ATSI students in the top two bands remained the same.

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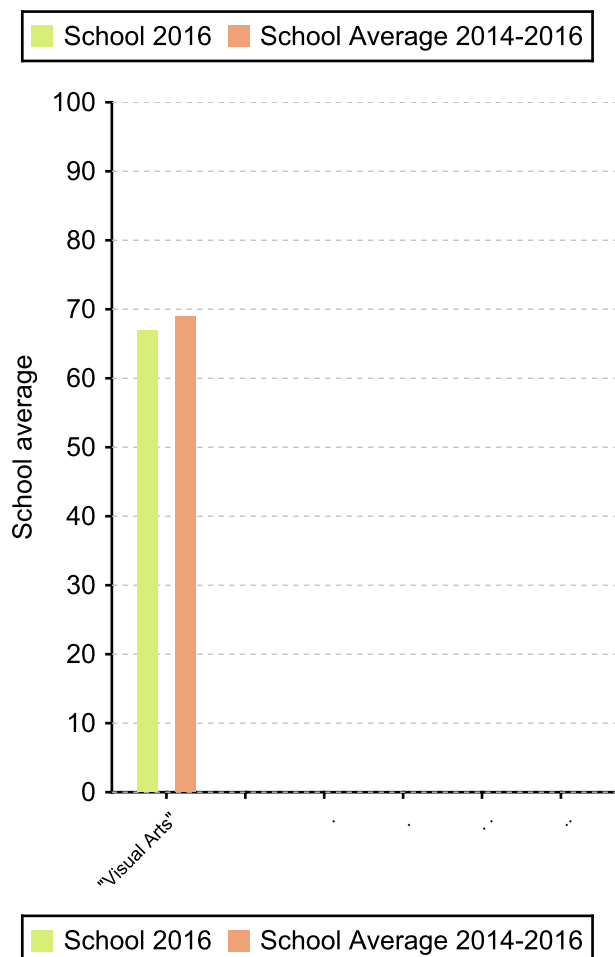
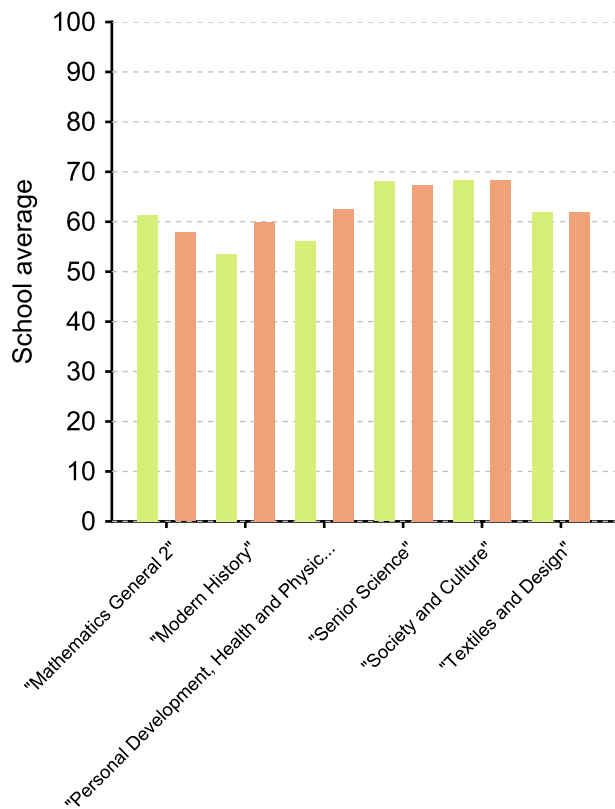
### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in Find a School then select GO to access the school data.





There was a large shift from the lower bands to the middle bands in all faculty areas for the HSC. Data analysis showed students are improving written responses.

## Parent/caregiver, student, teacher satisfaction

In Tell Them From Me in 2016, students reported significant improvements in positive homework behaviours, effective learning time, relevance and rigour of curriculum, expectations of success, a positive learning climate, advocacy within and outside of school, positive behaviour at school and students feeling interested or motivated. Of eighteen indicators, only five decreased.

Staff evaluate the Stage 4 Teams structure and the implementation of A.V.I.D. as the vehicles of most significant positive improvements in the school's learning culture.

Parents reported feeling welcome at the school, that they support learning at home, and that the school supports positive behaviour. 90% of parents had attended the school or talked to a teacher in the year.

## Policy requirements

### Aboriginal education

Aboriginal students are supported in academic and cultural programs to improve outcomes and engagement. All students have a personal learning pathway (PLP). Progress is being monitored through the use of collective and individual data. A range of alternate curriculum structures are used to meet student identified needs. Northlakes funding and Aboriginal background funding enabled personalised academic support for Aboriginal students through the use of in class tutors, Aboriginal learning hubs, Quicksmart numeracy program and whole staff training in cultural awareness. Engaging with community remains a school priority beyond 2016 and significant investment in the Aboriginal Community Room in the school will facilitate this.

### Multicultural and anti-racism education

Northlakes High School has a diversity of cultures within the school and celebrates harmony within cultures.

There is an Anti-Racism Contact Officer appointed within the school to address any issues of racism. Fortunately their services are rarely used. An ESL teacher is employed using Equity funding to assist students who are new arrivals to develop their English skills.