

Northlakes High School

Annual Report



2017



8547

Introduction

The Annual Report for **2017** 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.

Warren Welham

Principal (Relieving)

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Message from the Principal

2017 was the end of an era at Northlakes High School, with the retirement of our Principal Marilyn Rowley. Marilyn completed 40 years of service to public education, 21 of those years dedicated to supporting students at Northlakes High School. Marilyn was an outstanding educational leader who successfully identified, initiated and implemented various programs that have brought significant change to Northlakes High School. The 2015–2017 Strategic Plan was very much led by Marilyn and supported by the whole school community. During this three year cycle, Northlakes High School has seen significant success with our AVID program, PBL and House structures and other specialised support programs and classes for students. We thank Marilyn for her dedication to our school community over many years and the strong place she has left it. We wish her all the best for retirement.

The end of 2017 saw the school community review and evaluate school operations in preparation for the development of the next 3 year planning cycle, 2018–2020. This annual school report reflects the achievements of staff and students throughout 2017.

Yours in Public Education,

Mr Warren Welham

Relieving Principal

Message from the school community

NorthlakesHigh School P&C is a dedicated group of parents and community members who work closely with the school and its staff to provide the best possible resources and facilities for all our students.

The P&C manages the canteen and the uniform shop, which together allow the school to provide quality products at competitive prices. All profits from both the canteen and uniform shop go back to the P&C, which enables us to contribute to the school throughout the year. In 2017 the P&C contributed over \$17,000 to our school community. Some of the resources contributed to in 2017 are:

- Support of transport fund to assist faculties in providing low cost excursions for our students;
- Donation to our Memorial Garden;
- 50 P.E cross-country singlets;
- Donation to assist students participating in Starstruck;
- Donation to assist students to attend Experiment Fest;
- Supported students who were representing their chosen sport at state or national level;
- Continued to support PBL and SRC programs;
- Contributions to our presentation days, including the RH Strike and Victoria Whitney awards.

The uniform shop is running efficiently, and it is great to see so many students wearing their uniform and taking pride in their appearance. Our uniform policy states 'skirts and shorts should be no shorter than the length of your arms' when by your side.

Our canteen is in the process of adjusting its menu to comply with The Healthy Canteen Policy, which is due to be enforced by 2019. We will be following strict guidelines to ensure we are in line with the policy, and look forward to introducing a healthier menu. Sushi is now on the menu and is well received by staff and students.

The P&C, alongside executive staff, nominated 3 exceptional staff members to receive Public Education Awards. Congratulations to Mrs Kate Pidgeon, Mrs Kerry Schneider & Mr Gerry O'Mahoney on receiving this award.

The P&C has continued to support the use of technology within the school to help engage parents, carers and community members. Our Parent Teacher Online program (PTO), Facebook page and school APP have all been well utilised by the public throughout 2017. The electronic signs gives up-to-date information and helps us stay connected to the students and community.

We continue to encourage more parents to come along and get involved within our school community. It is extremely rewarding to be part of our children's education and school life. The P&C meetings are held once a term in the R.H Strike Library and the date is announced via our Facebook page and Newsletter.

We hope to see you there.

Mrs Michelle Whitehead, P&C President

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 2017 enrolment is 865. 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. 12.2% of students identify from an Aboriginal background and 2% 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. The school has received low SES funding since 2014. 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. Advancement Via Individual Determination (AVID) was introduced as a core program in 2015. In 2016, this was expanded to include all Stage 4 and Stage 5 students with an AVID elective class in years 8, 9 and 10. In 2017, an extra Year 9 & 10 AVID elective class has been added, and an extra period attached to Year 11 English for on-teaching of AVID.

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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

The school's on-balance judgement for the elements within each domain are:

Learning:

Learning Culture – Sustaining and Growing; Wellbeing – Excelling; Curriculum – Sustaining and Growing; Assessment – Sustaining and Growing; Reporting – Delivering; Student performance measures – Working towards Delivering.

Teaching:

Effective Classroom Practice – Sustaining and Growing; Data skills and use – Sustaining and Growing; Professional standards – Sustaining and Growing; Learning and development – Excelling.

Leading:

Educational Leadership – Sustaining and Growing; School planning, implementation and reporting – Sustaining and Growing; School resources – Excelling; Management practices and processes – Sustaining and Growing.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

2017 saw AVID (Advancement via Individual Determination) strategies implemented school wide; with some students involved in dedicated AVID classes in Year 8, 9, 10 and other students experiencing AVID strategies in their mainstream classes.

Specialised classes, such as ARC and CAPP, were delivered to support students at risk of disengaging from learning.

Both NAPLAN and HSC data demonstrated student growth in many areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	<ul style="list-style-type: none">• Technology \$30,000• Paraprofessional \$60,000	Updating technology assets improved teacher's ability to develop teaching programs. Paraprofessional increased teachers' capacity to utilise data across all KLAs.
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	<ul style="list-style-type: none">• Literacy and numeracy PL \$1,000• Quality Teaching PL \$1,600• DP relief \$40,000	Deputies mentor and monitor faculties to develop programs which address cultural, social and academic needs of students.
Comprehensive systems and structures focus on wellbeing and cultural inclusion	<ul style="list-style-type: none">• Wellbeing activities \$10,000• Student assistance \$6,000• Welfare student support \$4,500• SSO \$87,000• Chaplain externally funded	House system PBL, SSO and chaplain support student wellbeing. Suspension rates have dropped and engagement has improved.

Next Steps

- Continue to be an AVID school with explicit teaching strategies embedded in all teaching and learning activities.
- Improve access to and training in appropriate technology to support student learning.
- Continue stage 4 team structures and focus on collaborative teaching practice.
- Maintain highly effective wellbeing and support structures.

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

All teaching and learning programs throughout the year were comprehensively reviewed and adjusted.

Significant professional learning was delivered through Twilight sessions throughout the year.

All teaching staff engaged successfully with the DoE PDP process.

Internal and external data was analysed and staff implemented effective adjustments to teaching and learning activities to improve student outcomes.

All staff complied with NCCD requirements and ensured appropriate adjustments were made to support students with disabilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School leadership team creates systems to enable all staff to analyse and effectively utilise data to improve student outcomes	<ul style="list-style-type: none">• Career development \$25,000• Twilight TPL \$4,000• ICT salary \$3,700	All staff are trained in WICOR techniques. Staff evaluation of twilights very positive. All PDPs submitted.

Next Steps

- Expand PDP process to all non-teaching staff.
- Continue to employ paraprofessional to assist staff with training in and use of educational data.
- Review CESE best practice case models and implement appropriate strategies.
- Implement new HSC syllabus documents in English, Maths, Science and HSIE.



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

A succession program which encouraged staff to expand their skills and leadership potential and to drive whole school improvement was further refined resulting in four staff members being appointed to substantive and relieving executive positions.

Assessment and Reporting Policy recommendations were adopted and implemented.

Modifications to learning spaces occurred to reflect an increase in creative, innovative and collaborative teaching practices.

School collaborated with stakeholders to seek feedback on future directions to shape the development of the 2018–2020 strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All members of the school community work towards strengthening partnerships to increase student opportunities and improved outcomes	<ul style="list-style-type: none">Community consultation \$8,700	All staff have completed the PDP process. TTFM data reflects improved communication. CLO employed two days a week.

Next Steps

Continue to build the capacity of all teachers, and facilitate the development of aspiring educational leaders, through the provision of high quality professional learning and opportunities to implement and evaluate initiatives which will lead to improved outcomes for students.

Increase the number and resourcing of collaborative learning spaces to accelerate the opportunities for teachers to enhance student centred learning opportunities, with a focus on AVID strategies.

Seek feedback on the draft version of the 2018–2020 strategic directions prior to submitting for endorsement.



Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$704,628 to support various initiatives and interventions across the school, including AVID, teams, PBL, senior support and specialist classes.	HSC results improved, with Northlakes High School students performing better than those from similar school groups. Programs such as Quicksmart improve students' numeracy skills and confidence. Suspension rates decreased.
Support for beginning teachers	\$8,161	Beginning teachers attended AVID conference.
Aboriginal background loading	<ul style="list-style-type: none"> • \$107,410 to employ a paraprofessional and an Aboriginal SLSO to support Aboriginal students and families. • Norta Norta \$30,000 	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 2017.
English language proficiency	\$2,775	Students with a language background other than English are supported to develop their language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.
Low level adjustment for disability	\$102,000 to employ two SLSOs to work with students in supported classes. <ul style="list-style-type: none"> • Low level adjustment for disability (\$15 000.00) 	NAPLAN growth data reflects significant growth through targeted programs.
Flexible Wellbeing	\$82,667 to employ a Student Support Officer.	Flexible wellbeing funding provided significant support for students experiencing hardship.
AVID	<ul style="list-style-type: none"> • \$50,000 from low SES funding supported the expansion of the AVID program across the school. 	Expansion of AVID program significantly improved school culture with decreased negative Sentral entries, decreased suspension rate and improved learning culture.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	542	508	466	440
Girls	525	481	411	390

School enrolments demonstrate a pattern of decline with the local area showing signs of gentrification. The proportion of Aboriginal students and students with an EALD background continue to increase. Boys outnumber girls in a number of year groups, which has led to the implementation of a number of targeted boys education programs within the school.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	89.1	90.3	88.4	91.8
8	87	85.9	86.7	91.6
9	85.4	82.2	83.8	89.8
10	83.3	78.3	81.5	87.6
11	82.1	81.4	77.3	86.3
12	85.8	82.3	81.6	87.8
All Years	85.3	83.3	83.1	89.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Northlakes High School has an active team of staff who monitor attendance and follow up with families issues of non-attendance. Each year group has an additional 'orange' card monitor who manages partial truancy and implements strategies with students to improve attendance.

The school employs SAS staff whose focus is calling home and seeking information about non-attendance

and providing support and strategies to families to encourage better attendance. Our Head Teacher Wellbeing works closely with the Home School Liaison Officer (HSLO) to ensure chronic cases of non-attendance are addressed and supportive measures are implemented to return students to school. 2017 data showed a 6.1% increase in attendance for the year.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	34	15
Employment	5	25	23
TAFE entry	2	4.5	7.6
University Entry	0	0	31
Other	13	1	2
Unknown	1	0	9

58 students sat for mainstream HSC in addition to four students from the support unit.

The number of students receiving university offers increased this year even though we had a smaller number of students sitting the HSC than in previous years.

This figure includes students taking Newstep and alternative university pathways and those attending private universities such as Notre Dame and the Conservatorium of Music. TAFE applications decreased this year due to the higher enrolments into university.

Trades and other courses plateaued this year along with the number of students applying to the Australian Defence Force Academy (ADFA). The higher number of students enrolling at university resulted in a fall in full time employment and a rise in part time employment. We also arranged for students who exited school early to meet and discuss their future with employment agencies.

Previous HSC students from Northlakes High are involved in the mentoring program offered by Newcastle University at this school.

Year 12 students undertaking vocational or trade training

VET at Northlakes High School proved to be a popular option for students, with 59% of Year 12 students studying one or more VET or Trade Training courses in 2017.

Industry Curriculum Frameworks delivered included Construction (Pathways), Metals and Engineering, Business Services, Hospitality – Kitchen Operations, Retail Services and Sports Coaching. In 2018 we will be offering a Financial Services course.

Northlakes High School continues 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 and course upgrades. Staff participate in workplace visits including student supervision and liaising with employers to maintain industry currency.

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

We continue to develop and nurture our relationship with the Lakes Community Trade Training Group. We deliver the Certificate II in Kitchen Operations course onsite in our state-of-the-art Hospitality facility to students from Northlakes High School, Gorokan High School and Lakes Grammar School.

The following qualifications were achieved by our Year 12 graduating students:

- Certificate II in Construction Pathways (9 attained full qualification)
- Certificate III in Live Production and Services (6 attained full qualification)
- Certificate II in Kitchen Operations (7 attained full qualification; 7 received statement of attainment)
- Certificate I in Engineering (3 attained full qualification; 1 received statement of attainment)
- Certificate II in Furniture Making Pathways (7 attained full qualification)
- Certificate I in Sports Coaching (2 attained full qualification; 1 received statement of attainment)

Year 12 students attaining HSC or equivalent vocational education qualification

62 students attained the HSC or equivalent qualification at Northlakes High School in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	49.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	3.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	16.08
Other Positions	3

*Full Time Equivalent

7% 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

Professional learning targeted key areas of program development and syllabus implementation, improved teacher practice through the AVID program and faculty identified needs through the Performance and Development Plan process.

Investment in teaching teams, faculty twilight sessions and a strong second in charge (2IC) development program supported staff at all stages of their teaching career.

Four aspirational teachers completed an Aspiring to Leadership program, which saw them conduct action research within the school to improve an identified area of need.

Supporting all staff transitioning onto the maintenance cycle of their Teacher Accreditation in 2018 was also a priority.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

\$3340.50 was collected in voluntary school contributions in 2017.

Receipts	\$
Balance brought forward	427,122
Global funds	387,268
Tied funds	726,542
School & community sources	76,494
Interest	5,025
Trust receipts	2,856
Canteen	0
Total Receipts	1,198,185
Payments	
Teaching & learning	
Key Learning Areas	97,757
Excursions	39,271
Extracurricular dissections	11,643
Library	727
Training & Development	0
Tied Funds Payments	400,030
Short Term Relief	43,397
Administration & Office	62,329
Canteen Payments	0
Utilities	48,667
Maintenance	63,828
Trust Payments	8,377
Capital Programs	0
Total Payments	776,026
Balance carried forward	849,281

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary

includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,135,151
Appropriation	1,994,276
Sale of Goods and Services	1,098
Grants and Contributions	138,923
Gain and Loss	0
Other Revenue	0
Investment Income	854
Expenses	-1,268,238
Recurrent Expenses	-1,268,238
Employee Related	-810,345
Operating Expenses	-457,893
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	866,913
Balance Carried Forward	866,913

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Northlakes High School maintains a finance committee which manages and reviews the school's income and expenditure on a regular basis.

At the end of 2017, monies were held over for electricity, trade waste and telephone expenses for November and December 2017 totalling \$10,515, an outstanding CEPS payment for staff wages of \$84,000 and outstanding Sundry Tax invoices for November and December 2017 totalling \$25,147.

The finance committee also carried forward monies for planned expenditure in 2018 based on the draft

strategic planning for 2018–2020.

These items included:

- Implementation of new HSC curriculum in 2018 – \$50,000
- Stage 4 Team Teaching Structure – \$120,000
- Technology investment – \$100,000

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,467,493
Base Per Capita	140,530
Base Location	0
Other Base	7,326,963
Equity Total	1,606,728
Equity Aboriginal	107,410
Equity Socio economic	1,069,507
Equity Language	2,775
Equity Disability	427,036
Targeted Total	1,332,761
Other Total	543,378
Grand Total	10,950,360

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

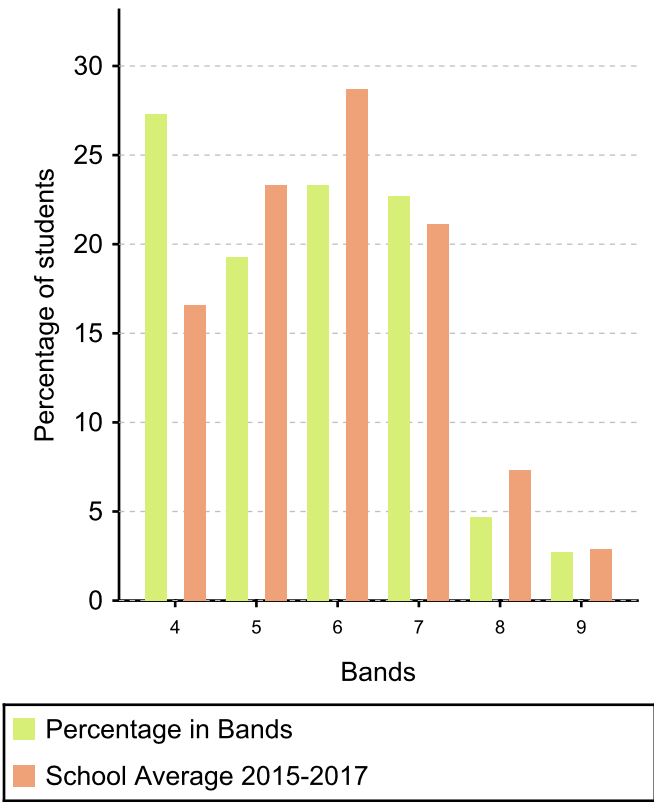
School performance

NAPLAN

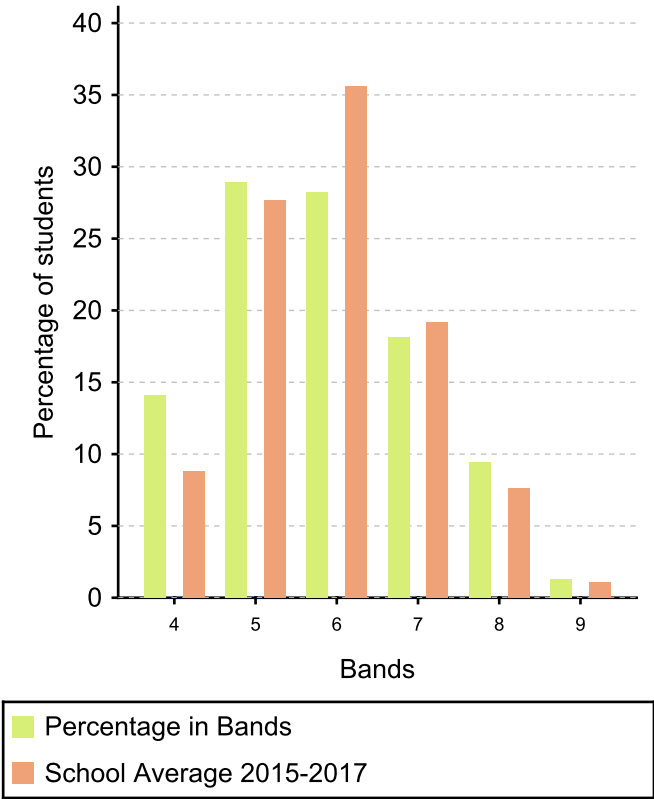
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 9 students have demonstrated a shift from the lower bands to the higher bands in Literacy. The improvements in Writing results were outstanding, with 34% of students in the top three bands in Writing compared to 20.9% in 2016 and 14.4% in 2015.

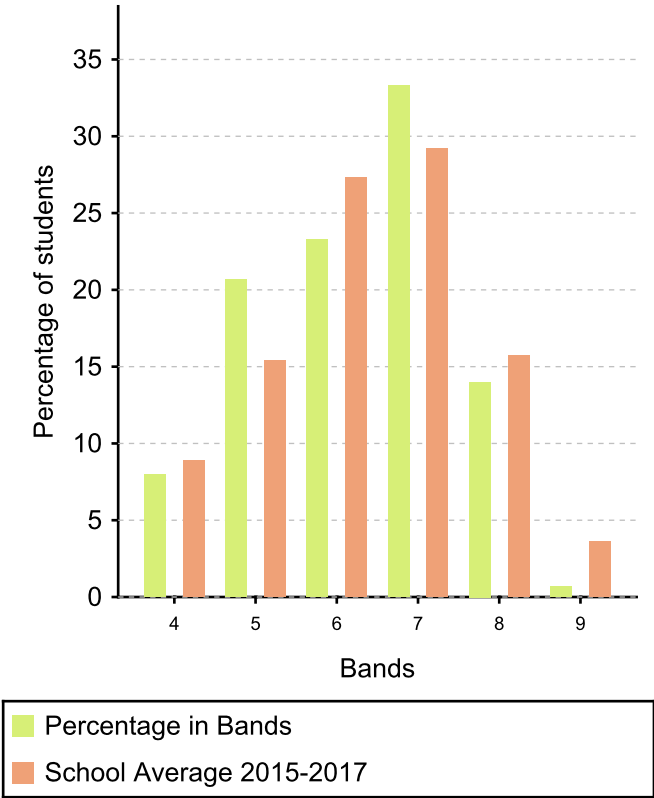
Percentage in bands:
Year 7 Grammar & Punctuation



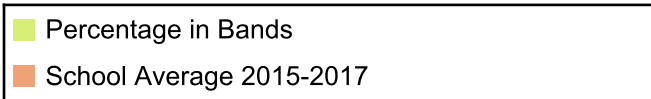
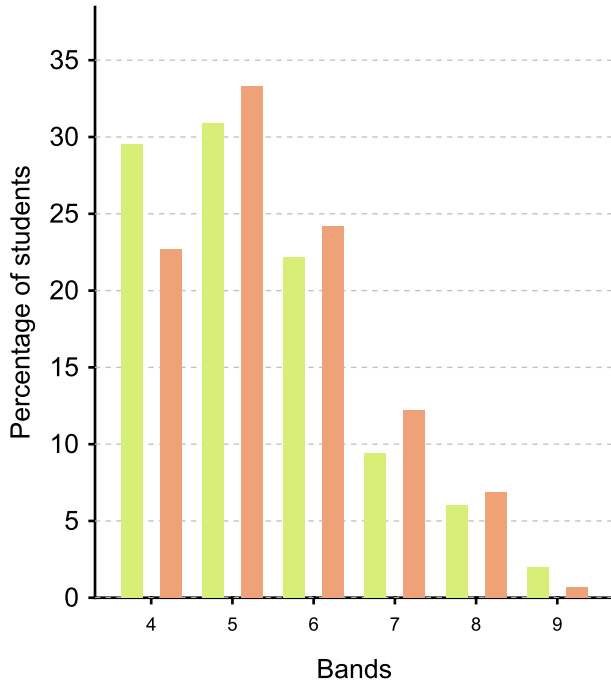
Percentage in bands:
Year 7 Reading



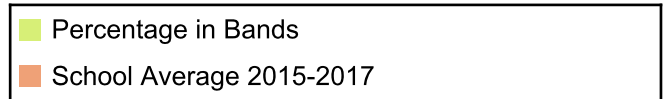
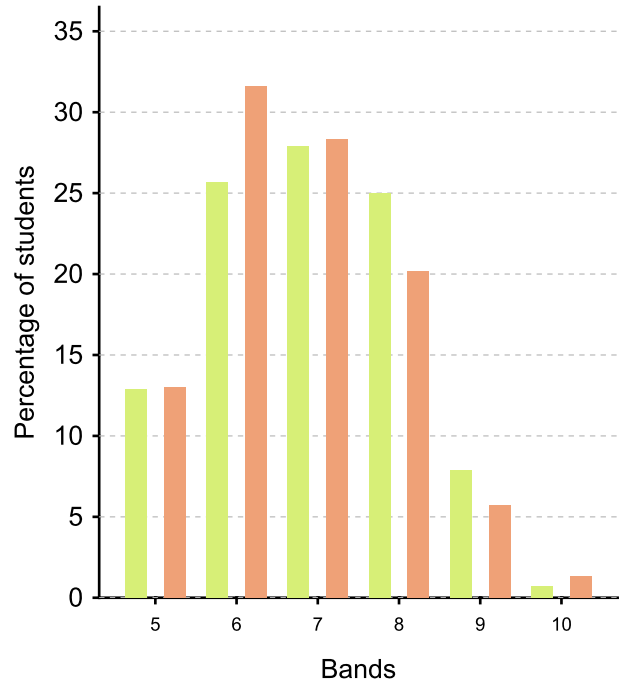
Percentage in bands:
Year 7 Spelling



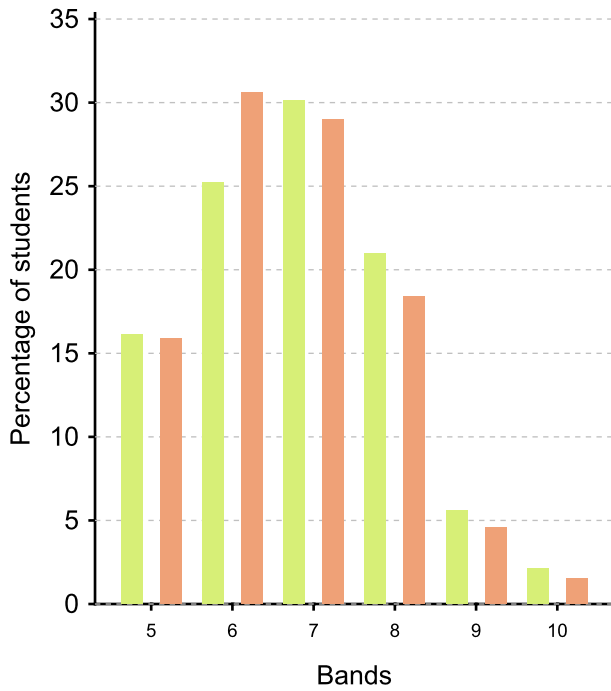
Percentage in bands:
Year 7 Writing



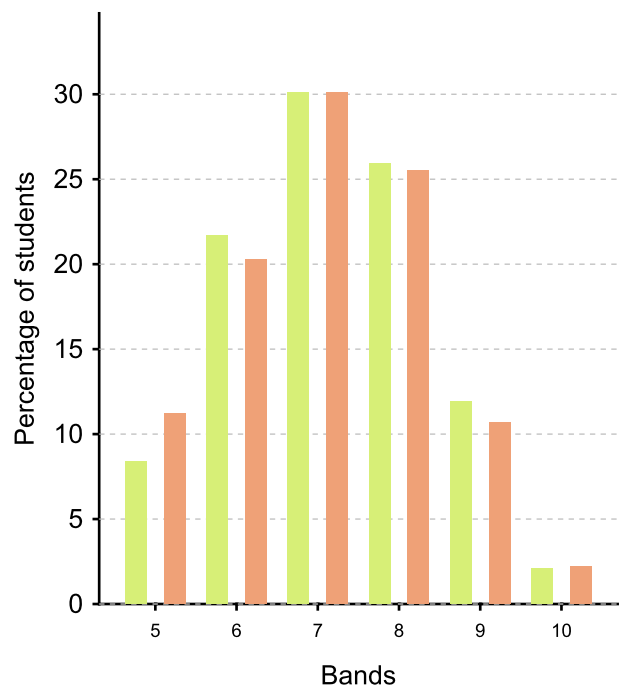
Percentage in bands:
Year 9 Reading



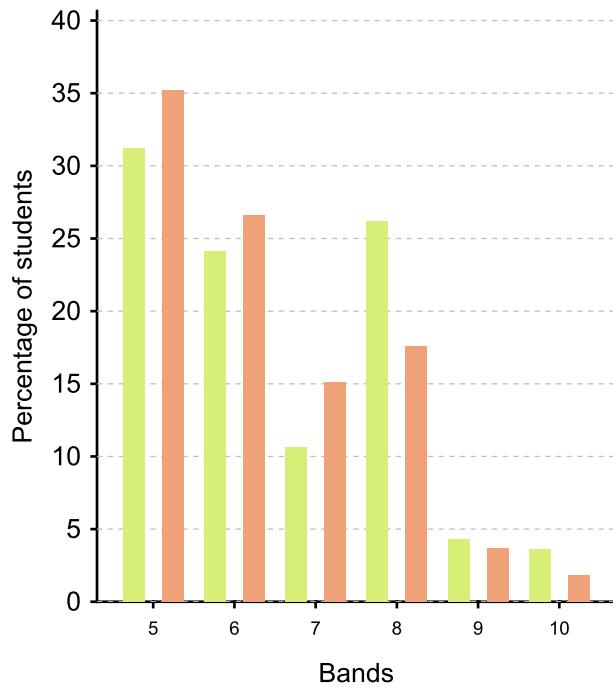
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



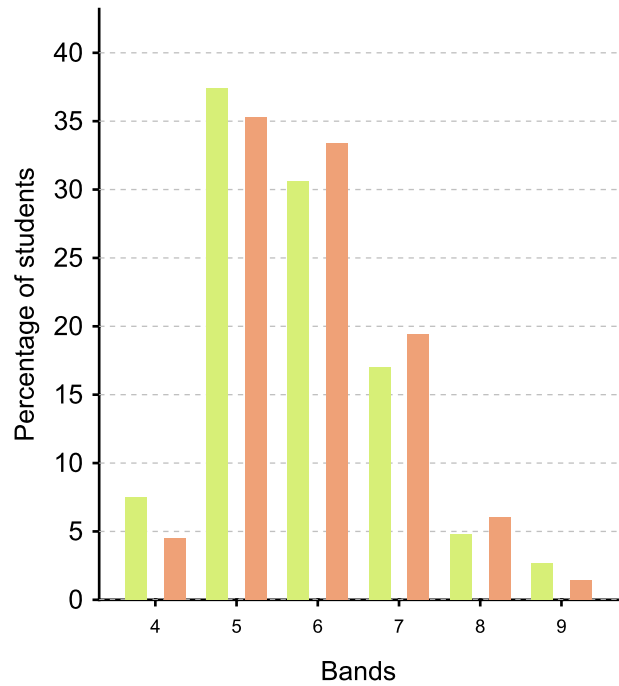
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

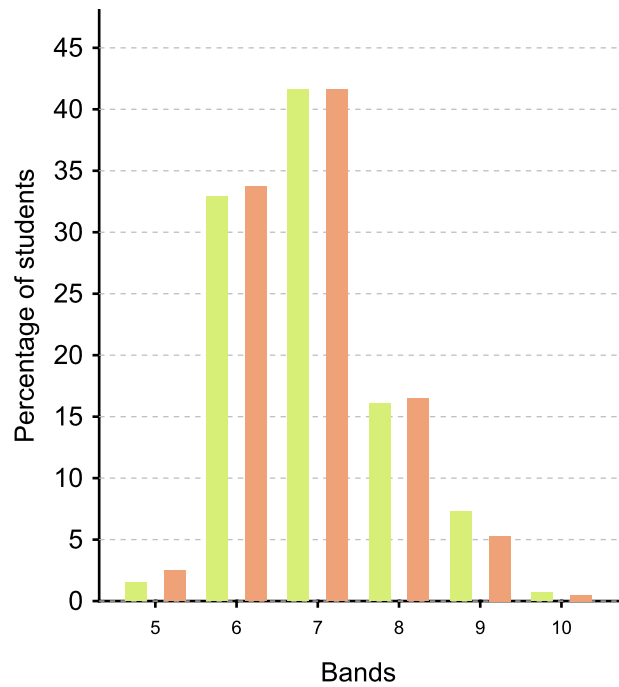
The percentage of Year 9 students in the top two bands in Numeracy increased from 5.2% in 2016 to 8% in 2017.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results: the average percentage of students in the top two NAPLAN bands across Year 7 and 9 for Reading and Numeracy has increased from 6.96% in 2014 to 8.73% in 2017.

State Priorities: Better services – Improving Aboriginal education outcomes: the average percentage of Aboriginal students in the top two NAPLAN bands across Year 7 and 9 has increased from 2.08% in 2014 to 5.21% in 2017.

The number of Year 9 students in the top two bands for Numeracy increased from 2.9% in 2014 to 8% in 2017.

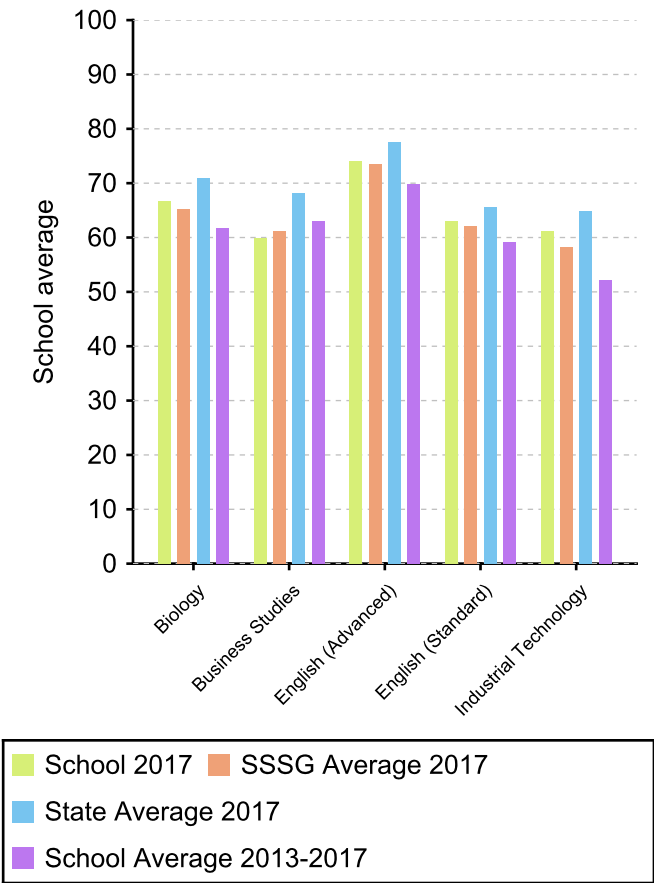
The number of Year 9 Aboriginal students achieving the top two bands on Numeracy rose from 0% in 2014 to 5% in 2017. Our Aboriginal students are performing above Aboriginal students from similar schools in Numeracy.

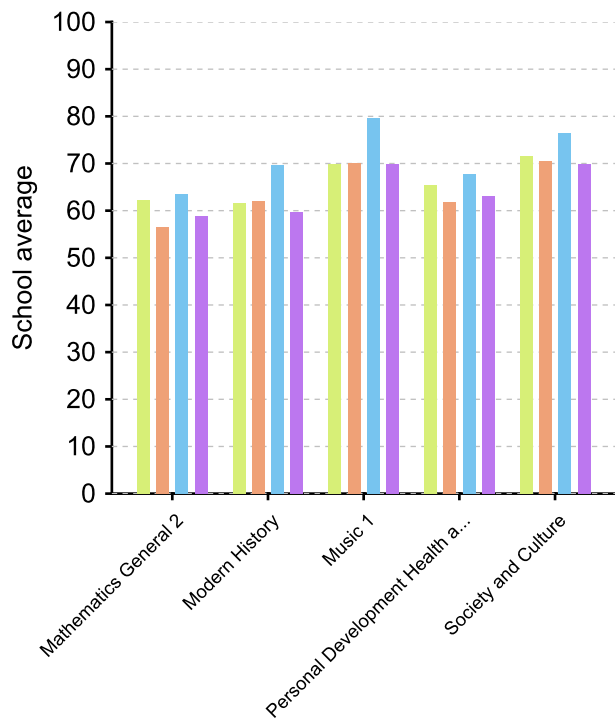
The number of students in Year 9 in the top two bands in Spelling moved from 9.6% in 2014 to 14% in 2017.

The number of Year 9 students in the top two bands in Writing improved from 2.2% in 2014 to 7.8% in 2017.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). HSC results at Northlakes High School continue to improve, with our students performing better than students from similar schools in most subjects.





Student Voice continued to be a strong theme again throughout 2017, with focus groups representing the diversity of the student body holding feedback sessions to provide deeper insight into Tell Them From Me survey responses. This supported the work of the Student Representative Council which is already well established in the school.

Specifically relating to the level of intellectual engagement students experience, it was noted that it had risen since 2015, and AVID was a contributing factor, however the students would still like more group or collaborative activities in their learning. This has been a factor in the development of collaborative learning spaces for 2018.

Staff input and feedback was received through various channels, ranging from the Performance and Development Plan process to consultation on future school planning and survey instruments such as Tell Them From Me. While 'Tell Them From Me' feedback was largely on trend with previous years, the areas of School Leadership and Technology showed improvement from the perspective of staff. Across the eight domains assessed due to their impact on improving outcomes for students, we remain similar to the state-wide average.

Aboriginal students completing the HSC at Northlakes High School performed better than Aboriginal students from similar schools and from across the state.

Parent/caregiver, student, teacher satisfaction

Northlakes High School continued to seek and act on feedback from across the breadth of the school community in 2017.

The 'Tell Them From Me' survey is one of the most useful instruments in seeking feedback from stakeholders, as it is longitudinal, allowing for tracking of strategies implemented on the basis of feedback across a number of years.

From the perspective of parents and carers who did complete the survey, 74% attended the school for a meeting or event throughout the year, while 73% identified speaking to a teacher regarding their child's learning or behaviour throughout the year. It is also evident in community feedback that face to face meetings and phone calls home are valued more strongly than reports and informal meetings.

In terms of advocacy for the school, 43% of parents agreed or strongly agreed that they would recommend Northlakes High School to the parents of other students.

While this snapshot is useful, it also drives our commitment to stronger engagement with parents and carers, as only 40 completed the survey, with 96% stating that they are not part of any committee or group linked to the school.



Policy requirements

Aboriginal education

Northlakes High School has a strong connection to culture, with 119 Aboriginal and Torres Strait Islander students accessing a broad range of learning opportunities and cultural programs. There are many aspects to Aboriginal culture which can be experienced in school. During 2017 we had the additional support of Mrs Sam McEvoy, (Highly Accomplished Teacher, Premier's Targets) working with our staff and students to support meaningful learning strategies and experiences being provided across the school to support measureable student growth.

Our investment in having all staff professionally developed in the '*8 Ways of Learning*' and then a staff member trained to facilitate future training, means that the level of cultural awareness and competence demonstrated by staff continues to impact all students through the genuine inclusion of Aboriginal perspectives across the curriculum. Feedback from staff during 2017 highlighted the value of the 2016 Cultural Site Study professional learning undertaken by staff, as well as the '*8 Ways of Learning*', as reflected by requests for more professional learning relating to local Aboriginal culture and learning from community.

The pedagogical practices were supported through a number of school-wide events marking the anniversary of Kevin Rudd's Apology to Australia's Indigenous Peoples, National Sorry Day and NAIDOC Week celebrations among others. This gave our Aboriginal students the opportunity to showcase their talent and pride in their culture at a school and community level. This contributed to some improvement in survey results from students when asked how they feel about their culture while at school.

As part of our ongoing partnership with community, regular reports were presented at Muru Bulbi AECG meetings, community feedback was sought to shape future school planning through our Aboriginal Community Meeting and opportunities for recognition of students improved through our Aboriginal Achievement Recognition Showcase.

Personalised Learning Pathways continued to be developed and implemented in consultation with family and community meetings. Our Aboriginal studies senior students were supported through access to the Aboriginal education and engagement officer at Gosford office.

Quicksmart was delivered to students to support numeracy development and results indicate a 5% increase in the number of Aboriginal and Torres Strait Islander students in the top 2 bands of NAPLAN Year 9 Numeracy.



Multicultural and anti-racism education

Northlakes High School strongly supports anti-racism and multicultural education. There are a range of programs and events which acknowledge and celebrate the different and diverse cultures within the school.

Northlakes High School is committed to the elimination of racial discrimination through our school's curriculum, policies and working environment. Staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs.

In his role as Anti-Racism Contact Officer (ARCO), Mr Lappas assists parents, staff and students who have complaints regarding racism and facilitates the complaints handling process.

An ESL teacher, Ms Bayly, is employed using Equity funding to assist students who are new arrivals to develop their English skills.