

# Northlakes High School

## Annual Report



2018



8547

## Introduction

The Annual Report for **2018** 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

### School contact details

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### Message from the Principal

2018 has seen a new era start following the retirement of Mrs Marilyn Rowley as principal at the end of last year, with myself appointed as principal and Ms Simone Byrnes appointed as deputy principal, joining Mr Matt Boake as deputy principal. With this new leadership team we are striving to build upon the success already achieved with the implementation of our Advancement via Individual Determination (AVID) program, Positive Behaviour for Learning (PBL) and our house system.

We have crafted, with extensive consultation, a new 3 year strategic vision focused on cultures of high expectations and future-focused learning underpinned by investment in professional knowledge.

We support our students and staff to ensure that Northlakes High School is more than just what happens in the classroom. We provide an inclusive environment that delivers a comprehensive education to all. Northlakes High School is producing future-focused learners with a range of enterprise and entrepreneurial skills encapsulated within an ethos of respect, responsibility and personal best.

Our students are highly resilient, determined individuals who currently make, and will continue to make, valuable contributions to the wider community.

## 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 the individuality and talents of each student. We have high expectations and are committed to enabling all students to reach their full potential.

### School context

Northlakes High School is an inclusive, comprehensive government secondary school on the NSW Central Coast. The 2018 enrolment is 838. There are strong links to the community, Muru Bulbi AECG, the Wallarah Learning Community and local universities.

The school caters for the learning and wellbeing needs of students from diverse backgrounds, including low socio-economic status. 15% of students identify from an Aboriginal and Torres Strait Island background and 6% identify as having a non English speaking background. There are six classes supporting students with a range of disabilities.

Northlakes High School is a Positive Behaviour for Learning (PBL) school, and is utilising PBL and a successful house system to devise engagement strategies and improve student wellbeing. There is 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, and has since been implemented school-wide. Stage 4 students are taught collaboratively to increase student engagement and successful transition to high school.

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 VET and Life Skills courses, and collaborates with universities, TAFE and industry and community groups. Aboriginal students are supported with tutoring and attend a range of cultural activities, mentoring and other programs. The school continues to strengthen positive relationships with its parent body and the whole school 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 – Sustaining and Growing; Curriculum – Sustaining and Growing; Assessment – Sustaining and Growing; Reporting – Delivering; Student performance measures – 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 – Delivering; School planning, implementation and reporting – Sustaining and Growing; School resources – Sustaining and Growing; 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:



## Strategic Direction 1

### Culture of Future-Focused Learning

#### Purpose

*To provide a learning environment that has high expectations and actively builds educational aspiration. A strategic approach supports students in becoming successful, independent and resilient learners. Students will be equipped to engage as future-focused learners developing enterprise and entrepreneurial skills. There will be shared values across the school community in a culture of inclusivity, respect, responsibility and personal best.*

**SEF V2 – Learning:** Learning Culture, Wellbeing. **Teaching:** Effective Classroom Practice. **Leading:** School Resources

#### Overall summary of progress

AVID (Advancement Via Individual Determination) continued to be a key driver of Future Focused Learning. Continued investment in teaching teams for Stage 4 has provided opportunities for staff and students to connect learning across subject areas, with a specific focus on WICOR (Writing, Inquiry, Collaboration, Organisation and Reading).

Specialised learning environments continued to be a focus to support the learning needs of all students. CAPP, ARC and our CALM program all provide a degree of variation in the curriculum either as a short term intervention, or a transition readiness program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>School Priority:</b> Increased proportion of students indicating via TTFM survey data – a sense of belonging to the school (2017 School 44%, NSWGN – 66%) and experiencing success at school (2017 School 6.3, NSWGN 7.0) and to exceed NSW Government School Norms by 2020.	<ul style="list-style-type: none"><li>• \$10,000 PBL and House structure.</li><li>• \$100,000 Teams structure</li></ul>	<ul style="list-style-type: none"><li>• Stronger alignment between PBL and House Structure increased student connection to reward system.</li><li>• Teaching teams provided increased opportunities for tracking of individual student academic and wellbeing progress.</li></ul>
<b>State Priority:</b> All young people finish school well prepared for higher education, training and work. (2017 Baseline data – University entry 34%, Employment 26%, TAFE entry 9%. 2020 Targets – University entry 45%, Employment 30%, TAFE entry 15%)(Destination Survey)	<ul style="list-style-type: none"><li>• \$50,000 Staffed Senior Study Area</li><li>• \$60,000 CAPP Class</li><li>• \$5,000 Stage 6 transition and tracking interviews</li></ul>	<ul style="list-style-type: none"><li>• Year 11 and 12 students have access to career and curriculum support through a staffed specialised study area.</li><li>• Transition interviews by Career and Transition Team provided support at key intervals for student goal setting, career aspiration and future pathway planning for every student in Yrs 10, 11, 12.</li></ul>
<b>School Priority:</b> Increased proportion of students indicating via TTFM survey data – that they are intellectually engaged and find learning interesting, enjoyable, and relevant; to exceed State Government School Norms by 2020. (2017 School 33%, NSWGN 46%)	<ul style="list-style-type: none"><li>• \$60,000 AVID site license, Summer and Winter institutes.</li><li>• \$10,000 Formative Assessment introduction.</li></ul>	<ul style="list-style-type: none"><li>• 100% of permanent and majority of temporary teaching staff participated in significant AVID PL event.</li><li>• Teaching staff introductory PL on Formative Assessment provided to work alongside AVID strategies in tailoring learning experiences to individual student need.</li></ul>

#### Next Steps

- Improve collaborative teaching practice through participation in Quality Teaching Rounds in 2019.

- Enhance evidence of AVID in the classroom through 'WICOR Walk-throughs
- Evaluate Stage 4 Team structure to understand how students manage transition from Stage 4 to Stage 5 learning environments
- Continue to offer a variety of curriculum structures to cater for the full range of identified learning needs.



## Strategic Direction 2

### Professional Knowledge

#### Purpose

To develop a school with high levels of commitment and professionalism. Teachers effectively analyse data to implement programs and evidence-based teaching practice which bring school-wide improvement. All staff are committed to improving their knowledge and skills to meet the demands of learners through valuing professional learning opportunities. All members of the school community work cohesively and collegially.

**SEF V2 – Learning:** Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. **Teaching:** Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development. **Leading:** Educational Leadership, School Resources

#### Overall summary of progress

- All Year 11 and 12 teaching and learning programs and evidence folders were comprehensively reviewed by senior teaching staff and Strategic Services Curriculum Advisors with recommendations implemented.
- Significant professional learning was delivered through twilight sessions throughout the year.
- All staff engaged successfully with DoE PDP process.
- 100% of permanent staff and the majority of long term temporary teaching staff have been provided with significant AVID professional learning experience, improving consistency of practice for students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>School priority:</b> HSC results to equal or exceed State average by 2020. (2017 Average HSC score 65.31, State Average 72.41)	<ul style="list-style-type: none"><li>• \$20,000 TPL funds for new syllabus implementation and resourcing of new courses.</li><li>• \$8,000 Edrolo and Elevate.</li></ul>	<ul style="list-style-type: none"><li>• All faculties with new courses supported through targeted professional learning opportunities, networking, programming and resourcing.</li><li>• Year 11 and 12 students supported with access to online learning resources through Edrolo and study expertise through Elevate.</li></ul>
<b>Premier's priority:</b> Increase Year 9 NAPLAN results in the top 2 bands and increase Year 9 ATSI student NAPLAN results in the top 2 bands. (2017 Reading 8.6% – 2020 Target 16%, 2017 Numeracy 8.0% – 2020 Target 16%, 2017 ATSI Reading 5.3% – 2020 Target 13%, 2017 ATSI Numeracy 5% – 2020 Target 13%)	<ul style="list-style-type: none"><li>• \$60,000 Aboriginal Identified Teaching Position</li><li>• \$30,000 Aboriginal Education Worker</li><li>• \$100,000 Stage 4 Teams</li></ul>	<ul style="list-style-type: none"><li>• Teams structure continues to use SCOUT and PAT Testing data analysis to determine literacy and numeracy interventions for class groups.</li><li>• Pre and Post testing used to track the impact of interventions across the team.</li><li>• Aboriginal Education Worker delivering Quicksmart to Aboriginal students in junior years.</li><li>• Aboriginal Identified Teacher supporting students in the classroom as part of PLP implementation.</li></ul>
<b>School Priority:</b> Increased proportion of staff indicating via TTFM survey – Collaboration (School 7.6, NSWGN 7.8), Data Informed Practice (School 7.8 ,NSWGN 7.8), Effective Teaching Strategies (School 7.7, NSWGN 7.9) to exceed NSW Gov't School Norms by 2020.	<ul style="list-style-type: none"><li>• \$10,000 Professional Learning in DoE data systems and school evaluation processes.</li><li>• \$15,000 Beginning Teacher Funds expended in line with policy requirements.</li></ul>	<ul style="list-style-type: none"><li>• Professional learning provided for all staff on SCOUT with targeted PL on 'Using Data With Confidence' and 'Evaluation Essentials'. 2IC capacity building program focused on 'Evidence of What Works Best' CESE publication.</li><li>• Faculty HTs presented performance data and future directions to Director Educational Leadership and Strategic Services team.</li><li>• Beginning and early career teachers supported through release from face-to-face teaching and mentoring with targeted professional learning and peer observation opportunities.</li></ul>

#### Next Steps

- Establishment of a Secondary Studies position in 2019 to coordinate school-wide integration of AVID model in curriculum areas, as well as strengthen collaborative practice and evidence of student engagement in AVID through registration process.
- Adopting BestStart program for Yr 7 students to strengthen teacher understanding of student ability and areas for improvement.
- Online NAPLAN to be completed across Year 7 and Year 9 in 2019.



## Strategic Direction 3

### Culture of High Expectations

#### Purpose

*To strengthen the capacity of all teachers to be dynamic and collaborative, and committed to creating an engaged and collegial community of learners. Our strong community partnerships will result in a collective responsibility for quality student outcomes. The school, parents and community members will have high expectations, work together to achieve these and celebrate positive achievement.*

**SEF V2 – Learning:** Learning Culture, Wellbeing, Student Performance Measures. **Teaching:** Effective Classroom Practice, Data Skills and Use. **Leading:** Educational Leadership, School Planning Implementation and Reporting, Management Practices and Processes.

#### Overall summary of progress

- Increased parent opportunities to understand how NHS is supporting their student and how they can partner with the school in this, particularly AVID, senior students and alternative curriculum and pathway students.
- Several staff earned a place at AVID Summer Institute through the completion of an Action Research Project which was then presented to staff.
- Recruitment process finalised to appoint a school funded Identified Aboriginal Teacher to support students and staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>State priority:</b> Student aspiration data via TTFM survey improves from 62% of students planning to finish Yr 12 (2017) to 75% of students (2020); with an increase in the proportion of students completing the HSC, Year 12 certificate or AQF Certificate II and above from 33% (2017) to 50% (2020). (Start Yr 10 to End Yr 12 retention)	<ul style="list-style-type: none"><li>• \$20,000 investment in Creating Chances program.</li><li>• \$10,000 Boys' Education initiative</li><li>• \$60,000 AVID school-wide.</li></ul>	<ul style="list-style-type: none"><li>• Creating Chances engaged to develop leadership skills and aspiration in students transitioning from Year 10 into 11.</li><li>• Boys' Education program in place to provide mentoring and educational engagement support for boys during their middle years to build momentum for their senior pathway.</li><li>• AVID University Readiness program employs former students to build aspiration and mentor current students towards university pathway.</li></ul>
<b>School priority:</b> Parent satisfaction data via TTFM survey improves from 68% (2017) to 85% (2020)	<ul style="list-style-type: none"><li>• \$500 Aboriginal and Torres Strait Islander parent and community forum</li><li>• \$20,000 improved communication with parents and community through Community Liaison Officer role.</li></ul>	<ul style="list-style-type: none"><li>• Parent and community forum provided an opportunity for parents and community to participate in decisions.</li><li>• Management of school communications coordinated across media, including Facebook page, Adobe Spark newsletter and school website.</li><li>• Learning opportunities for parents to partner with their student in learning provided at 6–7 transition, 10–11 transition and Year 12.</li></ul>
<b>School priority:</b> Increase the number of Aboriginal and Torres Strait Islander students identifying via TTFM survey data a strong sense of support for their culture within school (Baseline 54% 2017, Target 75% 2020)	<ul style="list-style-type: none"><li>• \$20,000 Cultural programs delivered in school.</li><li>• \$2,000 resource school wide recognition of significant events such as NAIDOC and Sorry Day.</li><li>• \$60,000 Identified Teacher and AEW providing daily support in classes and access to Aboriginal Community</li></ul>	<ul style="list-style-type: none"><li>• Cultural programs in didge, dance, art and bush tucker garden continued to provide a cultural connection for students and community to the school.</li><li>• School wide celebration and recognition of significant dates highlighted to the broader school community our priority of educating all students and staff about Aboriginal Cultures and Histories.</li><li>• By acting on feedback from our parent community, a school funded Identified Aboriginal teacher position was established to support students and teachers in the classroom.</li></ul>

## Progress towards achieving improvement measures

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## Next Steps

- Continued investment in cultural programs in 2019, with expansion into supporting partner primary schools through AECG connection.
- Review of Aboriginal Student support staffing to ensure identified needs of students and community are being met through current investment.
- Further cultural training for staff through twilight professional learning structure.
- Cultural camp to support stronger engagement and cultural learning for boys and girls.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$122,709	Funding has enabled personalised academic support for Aboriginal students. Cultural opportunities and awareness continue to improve.
<b>English language proficiency</b>	\$3,842	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.
<b>Low level adjustment for disability</b>	\$131,792	NAPLAN growth data reflects significant growth of targeted students.
<b>Socio-economic background</b>	\$682,347	Staff are competent in accessing data to inform teaching practice. School meets department planning, reporting and policy monitoring deadlines and complies with policy requirements. Student engagement in learning has increased and learning outcomes have improved.
<b>Support for beginning teachers</b>	\$27,572	Teachers seeking accreditation at proficient receive individualised support to complete accreditation.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	508	466	440	458
Girls	481	411	390	373

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.3	88.4	91.8	86.7
8	85.9	86.7	91.6	81.5
9	82.2	83.8	89.8	80.1
10	78.3	81.5	87.6	78
11	81.4	77.3	86.3	71
12	82.3	81.6	87.8	82.1
All Years	83.3	83.1	89.2	79.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Non-attendance at Northlakes High School is managed by a team. Parents/carers receive a text message if their student is absent from school, and are able to submit a permission note via the parent portal.

Parents/carers of students whose absences raise concerns are firstly contacted by the relevant year advisor, and referred to the Home School Liaison Officer (HSLO) for case management if necessary.

The Year 11 year advisor ran a targeted program in 2018 to improve Year 11 attendance.

These processes will continue to be refined in 2019 with the aim of improving attendance for 2019.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	40	60
Employment	5	15	6
TAFE entry	0	7	8
University Entry	0	0	23
Other	14	0	3
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

Northlakes High School delivered five vocational or trade training courses in 2018 with a total of 32 students across all courses. Northlakes High School achieved a success rate of 81% of students completing their courses and attaining their qualifications.

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

62 students from Northlakes High School attained the HSC in 2018. 26 of these students were in our first AVID cohort of 30 students, indicating that a large proportion of AVID students achieve success in the HSC. Students achieved 24 Band 5 results and 2 Band 6 results, compared to 17 Band 5 and 0 Band 6 the previous year.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.2
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.08
Other Positions	3

\*Full Time Equivalent

Northlakes High School employed a classroom teacher on .6 of a teaching load as an Identified Aboriginal position. This adds further support to our AEW in three days per week on .6, three full time Aboriginal teaching staff and one Student Learning Support Officer.

### 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	5

### 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. A broad range of 'Twilight' professional learning opportunities were offered in 2018 with the option for staff to select those that were most relevant.

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. Staff had the opportunity to earn a place at the AVID Summer Institute by completing an action research project aimed at improving outcomes for students, and then presenting their findings to colleagues.

All teaching staff met accreditation requirements in 2018 and professional learning opportunities continue to be provided with reference to the PDP and Strategic Planning processes.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	866,913
<b>Revenue</b>	12,113,543
Appropriation	11,912,861
Sale of Goods and Services	33,695
Grants and Contributions	163,072
Gain and Loss	0
Other Revenue	0
Investment Income	3,915
<b>Expenses</b>	-11,731,638
Recurrent Expenses	-11,731,638
Employee Related	-10,844,146
Operating Expenses	-887,491
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	381,905
<b>Balance Carried Forward</b>	1,248,819

Executive staff of Northlakes High School monitor and allocate finances to meet the learning needs of students, aligning data, the school plan and current research to determine the best use of funding. The finance team meets regularly to monitor expenditure, and the team keeps up to date and complies with the department's systems and processes.

The surplus in 2018 has been earmarked for substantial improvements to technological infrastructure and equipment in 2019, additional staff to support the implementation of teaching teams across Stage 4 and Stage 5, and additional support staff to facilitate student engagement and learning and systems management.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	<b>7,541,990</b>
Base Per Capita	169,067
Base Location	0
Other Base	7,372,923
<b>Equity Total</b>	<b>1,523,722</b>
Equity Aboriginal	122,709
Equity Socio economic	1,005,097
Equity Language	3,842
Equity Disability	392,074
<b>Targeted Total</b>	<b>1,445,852</b>
<b>Other Total</b>	<b>453,184</b>
<b>Grand Total</b>	<b>10,964,748</b>

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

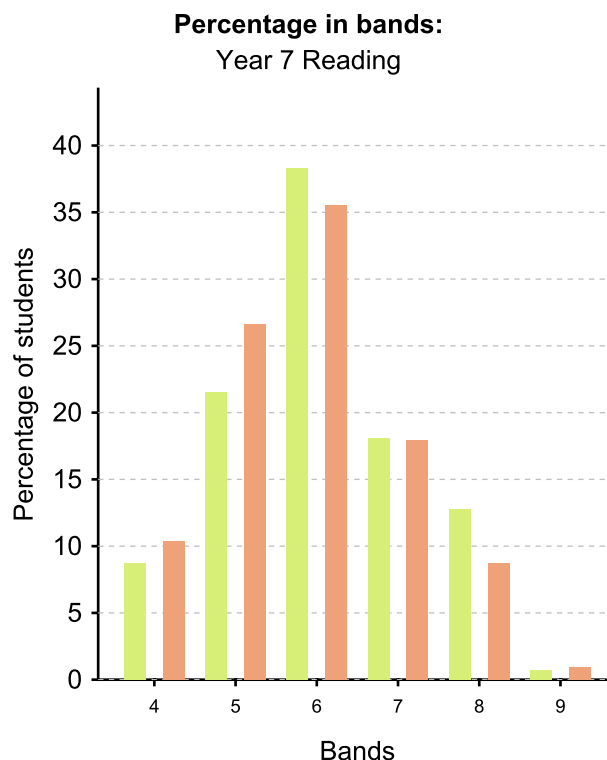
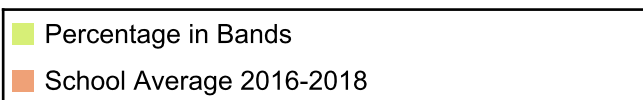
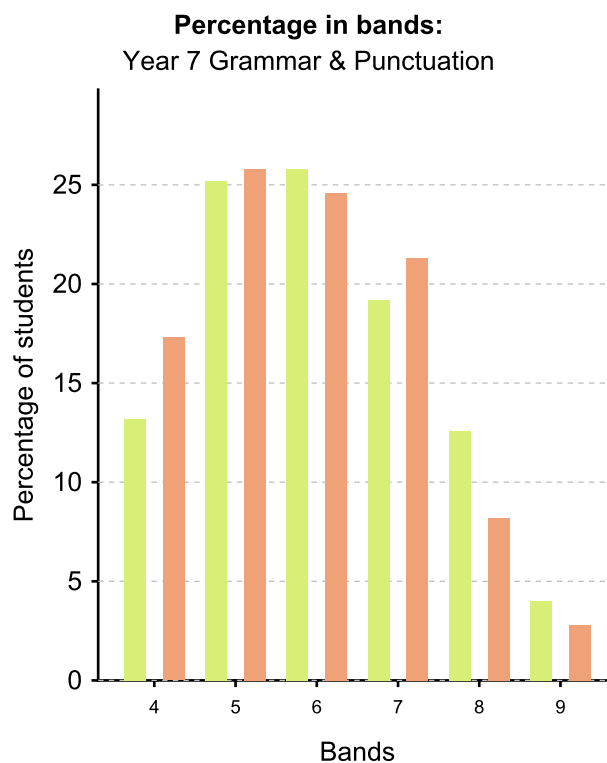
### NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

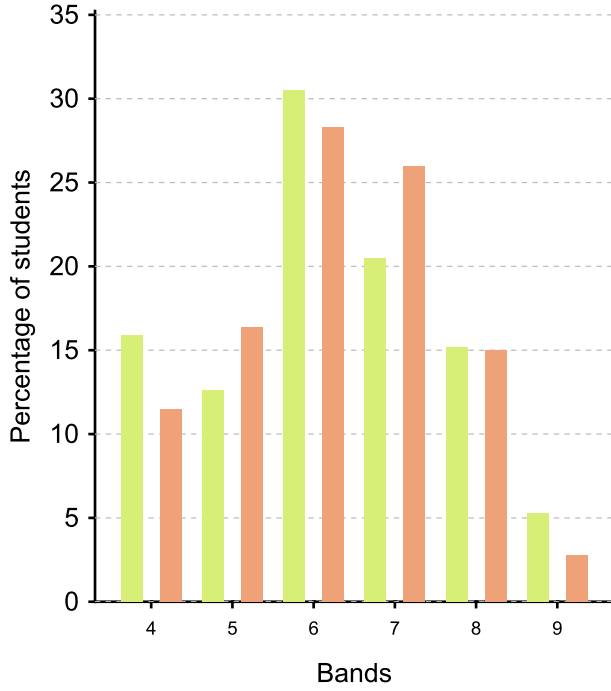
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students from Northlakes High School continue to perform better than students from similar schools group in all aspects of literacy. Value-added results are above state average. Grammar and Punctuation marks were more than 10 points above marks in similar schools.

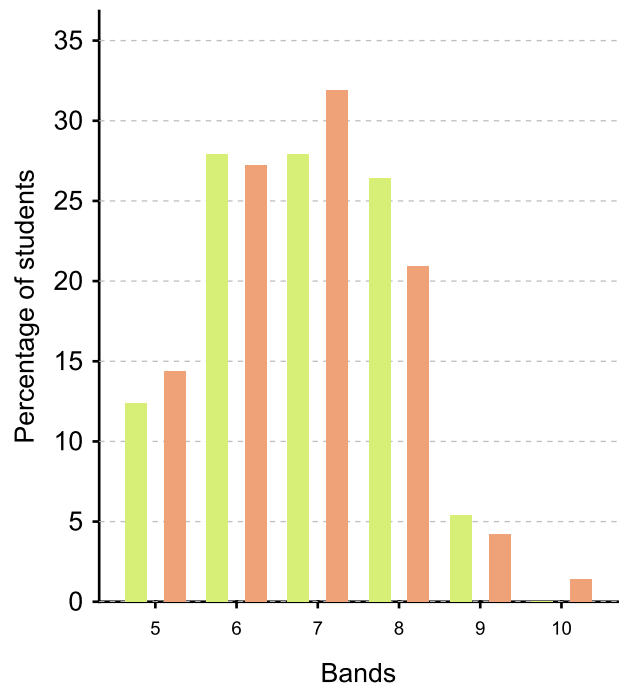




**Percentage in bands:**  
Year 7 Spelling



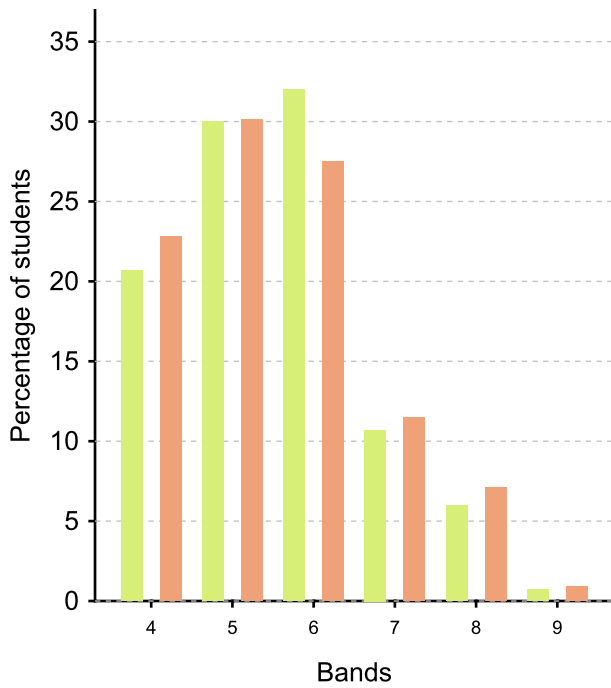
**Percentage in bands:**  
Year 9 Grammar & Punctuation



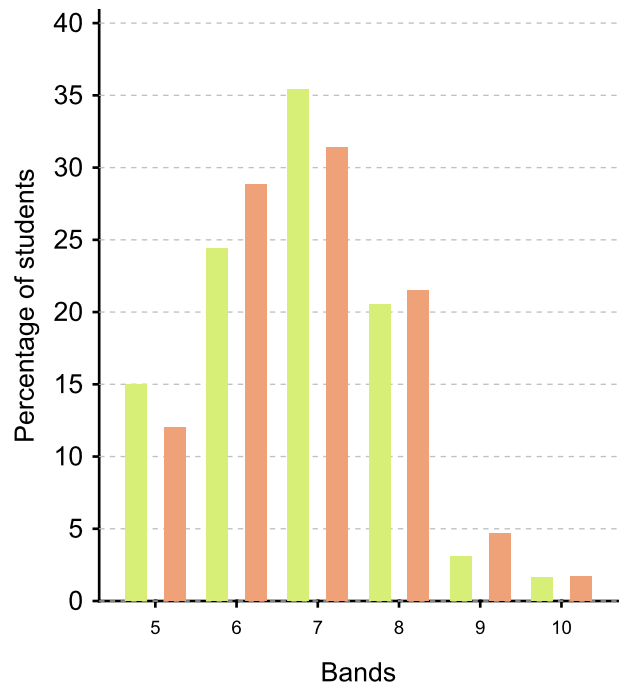
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Writing



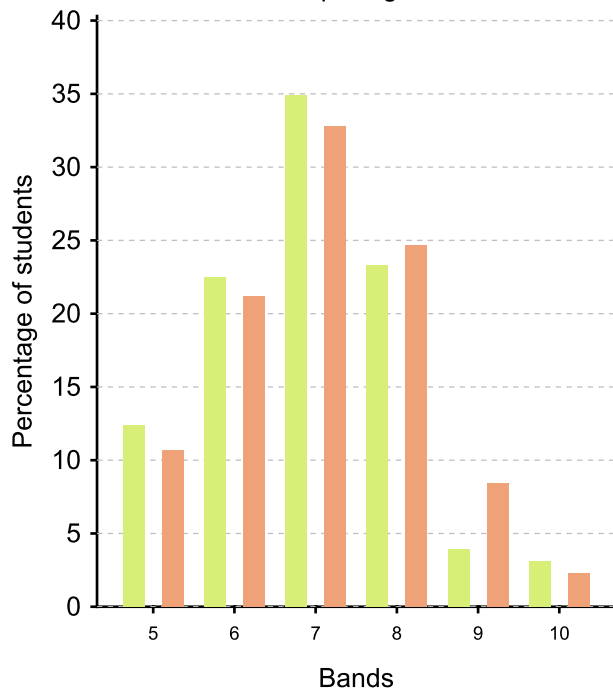
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

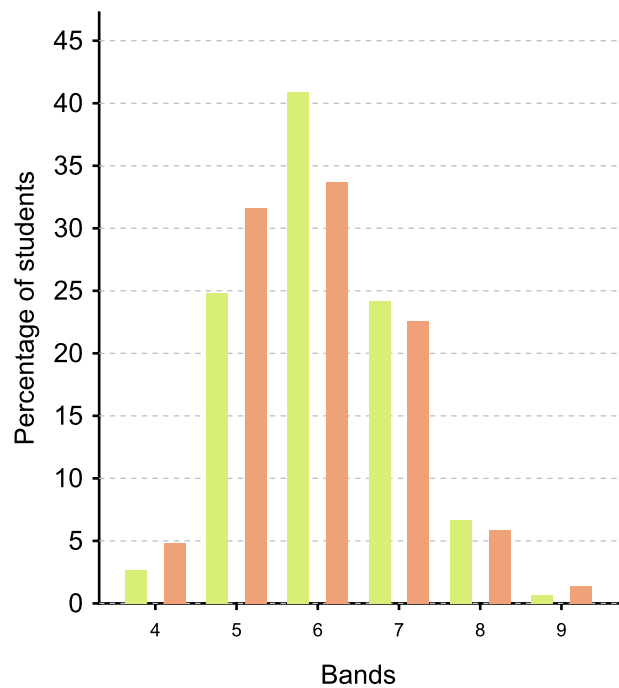
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Spelling



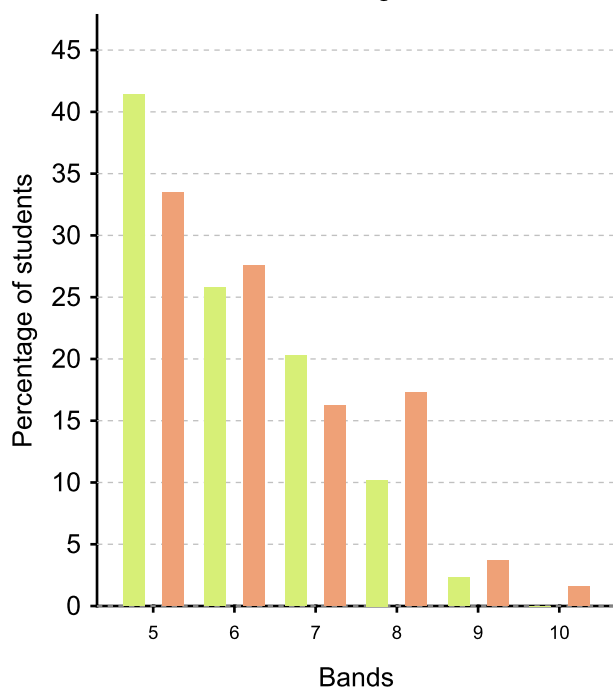
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Numeracy



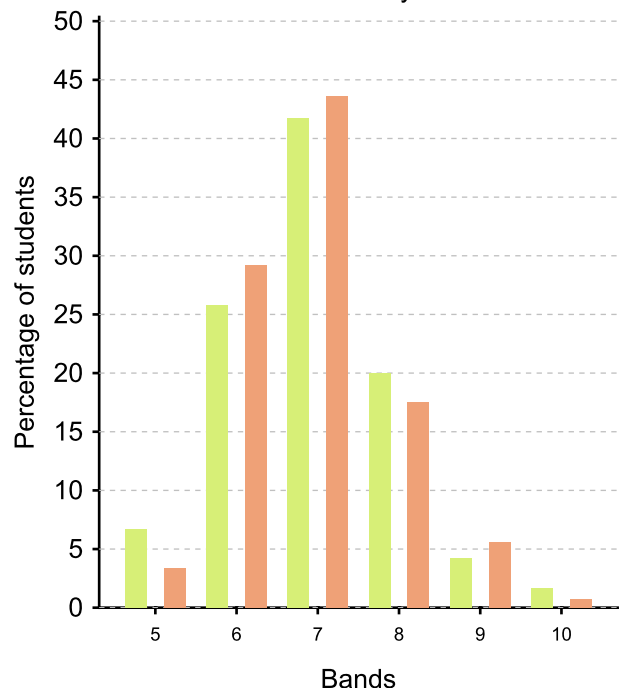
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

Student results continue to improve in Numeracy. Students are shifting from lower bands to middle and higher bands.

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.

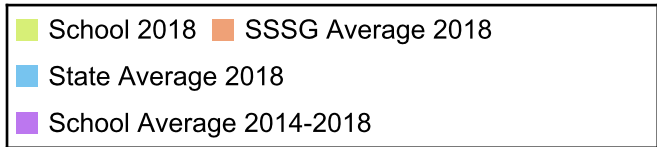
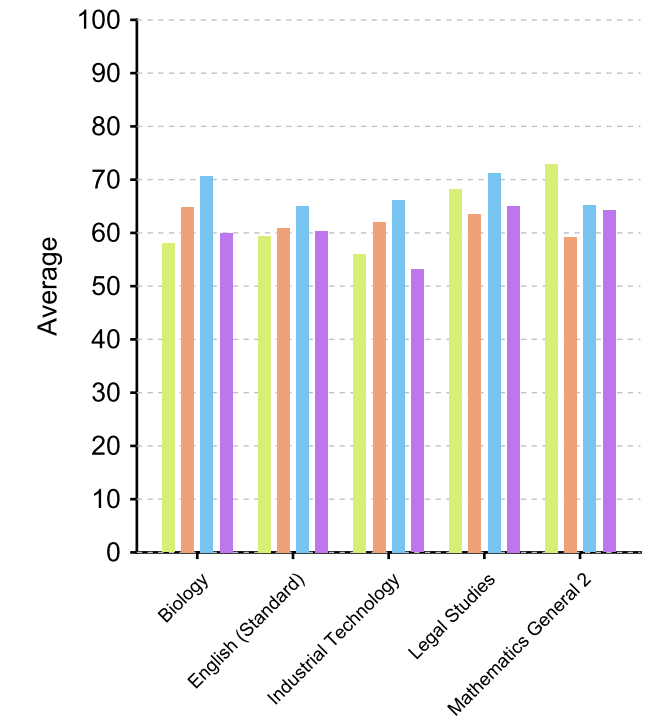
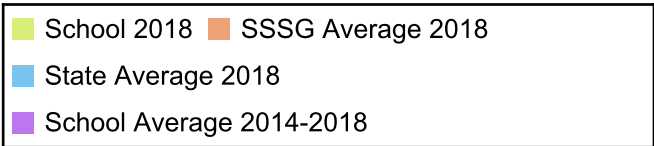
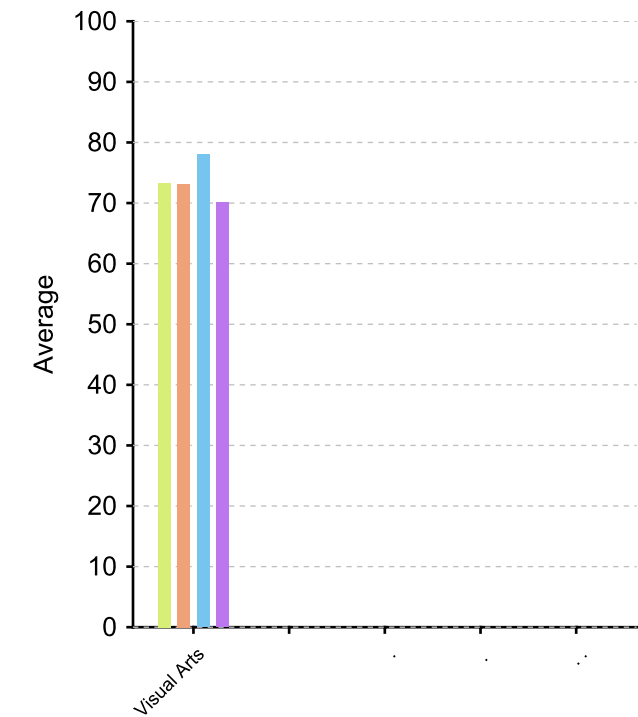
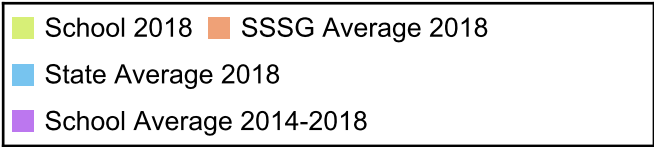
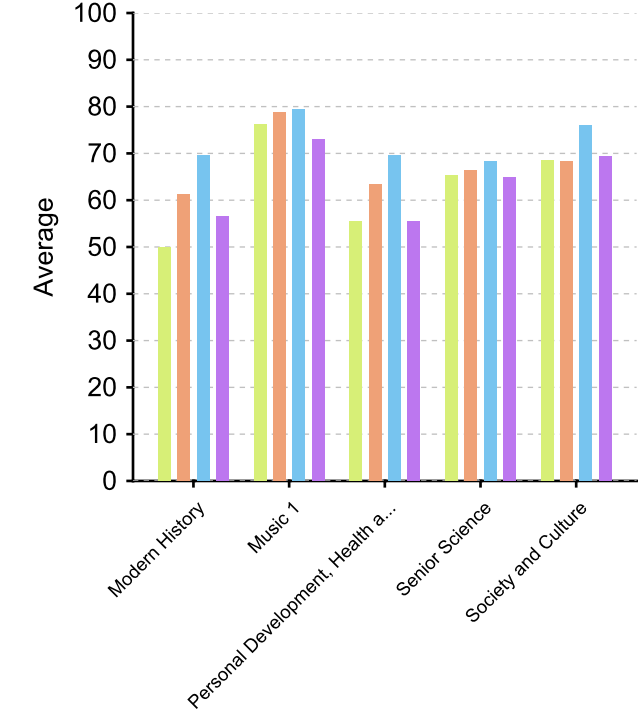
*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal*

education outcomes for students in the top two NAPLAN bands: the percentage of Aboriginal students in the top two NAPLAN bands has risen from 2.9% in 2016 to 5.75% in 2018. Northlakes High School will continue to support Aboriginal students' learning.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Student results continue to improve in most subjects.

Students of Business Studies, Design and Technology and Mathematics General scored above State average, and students of Society and Culture, Senior Science, Hospitality, Construction, Legal Studies, mathematics and Mathematics Extension 1 scored above the average for similar school groups.



HSC results at Northlakes High School continue to improve. The percentage of Year 12 students achieving ATAR scores above 50 has risen from 29% in 2015 to 43% in 2018.

## Parent/caregiver, student, teacher satisfaction

Northlakes High School continued to seek and act on feedback from across the breadth of the school community in 2018.

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, 79% attended the school for a meeting or event throughout the year, while 81% 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, 55% 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 60 completed the survey, with 98% stating that they are not part of any committee or group linked to the school.

Student Voice continued to be a strong theme again throughout 2018, 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 was a factor in the development of collaborative learning spaces during 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 and the NSW Government 'People Matters' Survey.

## Policy requirements

### Aboriginal education

Northlakes High School has a strong connection to culture, with 120 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 the end of 2018 and beyond, we had the additional support of Mr Troy Hawkins as Aboriginal classroom teacher, working with our staff and students side by side in the classroom to support learning.

Northlakes High School continued to provide opportunities for our students to connect to cultural programs, and opportunities for some of our staff to experience the AECG coordinated Connecting to Country course during 2018. Didge, dance, art and bush tucker garden all had strong student participation and both the didge and dance groups performed at community and partner school events.

Our Aboriginal Community room continued to serve as a hub for coordinating programs, hosting parent meetings and a drop in centre for students to connect with both Troy Hawkins and Jo Spain. This team also lead the celebration of several key events throughout the year such as Reconciliation Day and NAIDOC, as well as several excursions.

Northlakes High School is regularly represented at Muru Bulbi AECG meetings, working with our local Aboriginal community and working towards stronger connections.

Our annual parent forum again attracted good support from local community, with smaller, more frequent planning meetings held as a result of feedback.

### 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 as well as identifying opportunities to work with student groups proactively.