

Northlakes High School

2019 Annual Report



8547

Introduction

The Annual Report for 2019 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.

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Message from the principal

Northlakes High School prides itself on being an inclusive, comprehensive high school. We ensure we educate and develop the whole person so as students move from Year 7 to Year 12 they have a huge variety of opportunities and activities to participate in to develop their mind, body and spirit.

We ensure every student is known, valued and cared for and have the opportunity to develop skills and knowledge that sets them up for future success.

2019 was a very successful year for student achievement thanks to a dedicated staff and an enthusiastic school community.

Mr W Welham



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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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

Improvement Measures

School Priority: 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.

State Priority: 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)

School Priority: 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%)

Progress towards achieving improvement measures

Process 1: Strengthen and enhance the provision of high quality, research based, future-focused learning experiences.

Evaluation	Funds Expended (Resources)
Programs showed evidence of AVID strategies and student voice feedback AVID evaluation completed Student voice evaluation	STEM space Team structure TAS curriculum HT Faculties AVID implementation Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$233000.00)

Process 2: Improve access to training for highly effective use of appropriate technology to improve learning outcomes.

Evaluation	Funds Expended (Resources)
Executive minutes show development of 2020 plan Senior executive planning days have been held.	WiFi upgrade Computer hardware Computer software Funding Sources:

Progress towards achieving improvement measures

Executive minutes show development of 2020 plan

Senior executive planning days have been held.

- Socio-economic background (\$220000.00)

Process 3: High expectations and aspirations are enhanced through quality learning environments that support innovative learning practices for a wide range of student pathways.

Evaluation

Funds Expended (Resources)

Evaluate PBL progress to inform 2020 planning

Collaborative classrooms \$60,000

HT Admin and School Operations, HAL team leader \$50,000

Funding Sources:

- Socio-economic background (\$110000.00)



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

Improvement Measures

School priority: HSC results to equal or exceed State average by 2020. (2017 Average HSC score 65.31, State Average 72.41)

Premier's priority: 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%)

School Priority: 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.

Progress towards achieving improvement measures

Process 1: Teachers know their students and collegially provide well-prepared, meaningful, inclusive evidence-based learning opportunities.

Evaluation	Funds Expended (Resources)
AVID evaluation completed by AVID management team	AVID Summer Institute PL
NCCD harvest data shows adjustments are being implemented	HT Secondary Studies funded
Beginning teachers attend AVID Summer Institute – AVID spreadsheet and teacher evaluation	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$65000.00)

Process 2: School culture and pedagogy is informed by effective analysis of available data to improve student outcomes, especially in targeted literacy and numeracy initiatives.

Evaluation	Funds Expended (Resources)
Staff access Scout to evaluate Best Start and NAPLAN data to inform classroom practice – (NCCD, programs)	Quicksmart SLSO
PL reflects training is determined by analysis of data to determine needs	Data Paraprofessional
Beginning teacher PL survey	Formative assessment team
	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$102000.00)

Process 3: Teaching and non-teaching staff engage in planned, meaningful professional learning that meets identified personal, system and school needs to build capacity.

Progress towards achieving improvement measures

Evaluation

Funds Expended
(Resources)

HALT teachers' participation identified
Formative assessment evaluation Stage 6

Beginning teacher relief
Formative assessment in faculties
HALT team
Funding Sources:

- Support for beginning teachers (\$60000.00)
- Socio-economic background (\$10000.00)



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.

Improvement Measures

State priority: 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)

School priority: Parent satisfaction data via TTFM survey improves from 68% (2017) to 85% (2020)

School priority: 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)

Progress towards achieving improvement measures

Process 1: High expectations are explicitly articulated to staff, students and community in all activities, with clear pathways developed to employment and higher education.

Evaluation	Funds Expended (Resources)
2020 school plan updated on SPARO Staff planning and resource allocation updated in EFPT	Head Teacher Secondary Studies Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$33000.00)

Process 2: Developing strong, collaborative, respectful partnerships within the school community that lead to improved school culture and a valuing of education.

Evaluation	Funds Expended (Resources)
2020 budget planning spreadsheet SPARO – evidence uploaded Aboriginal education data report	Aboriginal support staff CLO Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$170000.00)• Socio-economic background (\$40000.00)

Process 3: School culture drives sustained school improvement.

Evaluation	Funds Expended (Resources)
Faculty evaluation documents/plans Resource budget aligned to school plan and house structure evaluation	House support and PBL Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability

Progress towards achieving improvement measures

Impact of Strategic Services Project – document

(\$60000.00)

Creating Chances review document



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$212 359.00) 	Funding has enabled personalised academic support for Aboriginal students. Aboriginal growth data is above state level.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$3 842.00) 	Students with a language background other than English fully participate in schooling and independently pursue further education and training.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$137 804.00) 	NAPLAN growth data reflects significant growth of targeted students.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$761 340.00) 	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.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$127 170.00) 	Beginning teachers are successful in accreditation at proficient level.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	466	440	458	433
Girls	411	390	373	381

Student attendance profile

School				
Year	2016	2017	2018	2019
7	88.4	91.8	86.7	85.9
8	86.7	91.6	81.5	83.1
9	83.8	89.8	80.1	77.8
10	81.5	87.6	78	77.6
11	77.3	86.3	71	78.4
12	81.6	87.8	82.1	79.8
All Years	83.1	89.2	79.8	80.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	20	12
Employment	N/A	6	45
TAFE entry	2	6	4
University Entry	N/A	N/A	28
Other	15	9	N/A
Unknown	N/A	N/A	9

Year 12 students undertaking vocational or trade training

39.42% of Year 12 students at Northlakes High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

89.9% of all Year 12 students at Northlakes High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	50.2
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.08
Other Positions	3

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,248,819
Revenue	12,541,528
Appropriation	12,327,863
Sale of Goods and Services	12,230
Grants and contributions	190,641
Investment income	3,115
Other revenue	7,680
Expenses	-12,700,330
Employee related	-11,635,238
Operating expenses	-1,065,092
Surplus / deficit for the year	-158,801

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,565,079
Equity Total	1,647,034
Equity - Aboriginal	148,418
Equity - Socio-economic	1,092,160
Equity - Language	1,862
Equity - Disability	404,594
Base Total	7,578,204
Base - Per Capita	206,890
Base - Location	0
Base - Other	7,371,314
Other Total	770,546
Grand Total	11,560,864

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

There was a 6.3% increase in the number of Aboriginal Year 7 students in the top two bands in Literacy and Numeracy. No Year 9 Aboriginal students achieved results in the top two bands in Literacy and Numeracy in 2019.

Spelling results show that both Year 7 and Year 9 cohorts have increased average scores in Spelling and Grammar and Punctuation, and are trending above similar schools.

Value added results indicate that the school is achieving benchmarks for Value-added Years 7–9 across all domains.

Numeracy

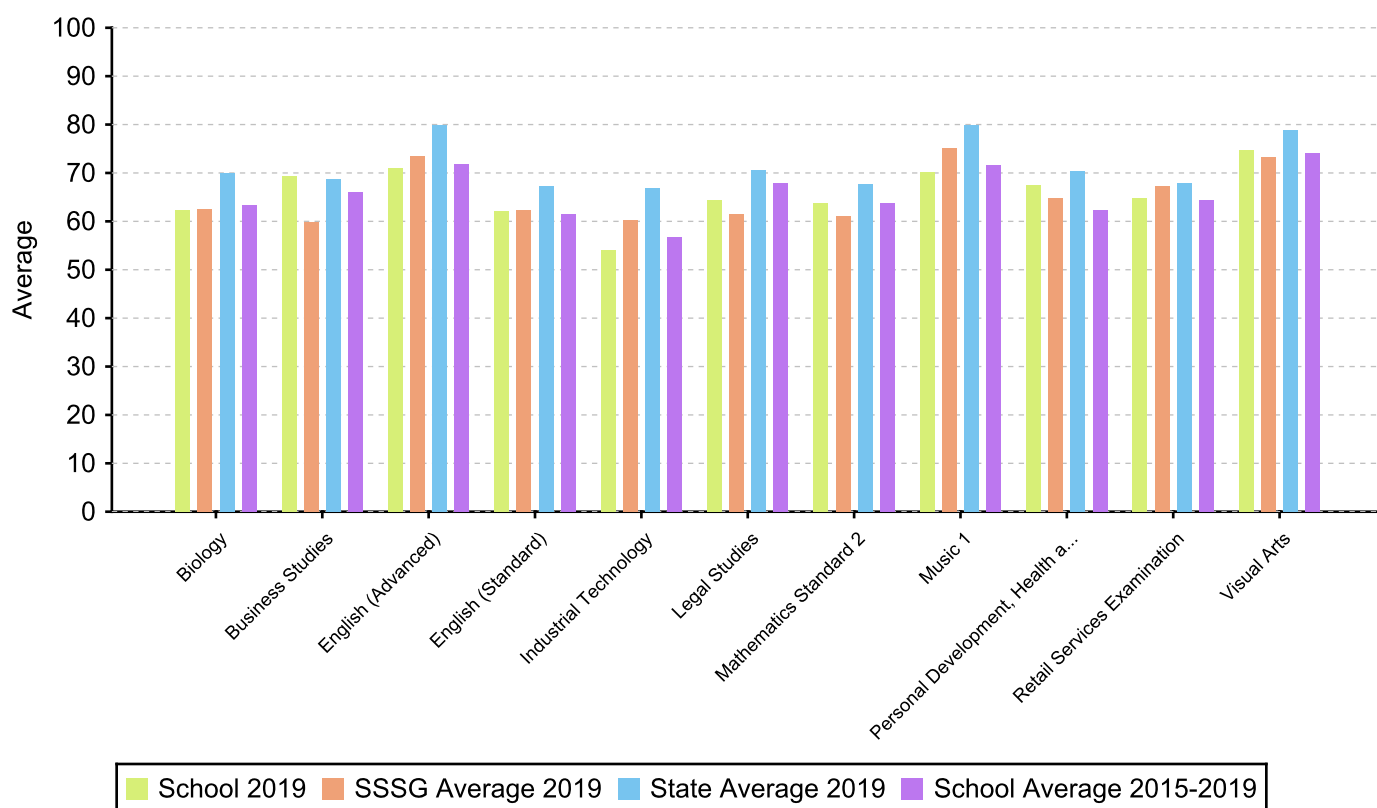
In the Year 7 cohort, 14% of students achieved in the top 2 bands in Numeracy – historically 7% achieved proficiency. Year 9 Numeracy results show that there is a decrease in the number of students below the NMS.

58% of Year 7 students achieved at or above expected growth, and 61% of Year 9 students recorded at or above expected growth. Year 9 Numeracy growth was above growth levels for both similar schools and state.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	62.4	62.6	69.9	63.3
Business Studies	69.4	59.8	68.6	66.0
English (Advanced)	71.0	73.4	80.0	71.9
English (Standard)	62.2	62.3	67.3	61.5
Industrial Technology	54.0	60.2	66.8	56.6
Legal Studies	64.3	61.5	70.6	68.0
Mathematics Standard 2	63.7	61.1	67.7	63.7
Music 1	70.1	75.1	79.9	71.7
Personal Development, Health and Physical Education	67.5	64.8	70.5	62.3
Retail Services Examination	64.8	67.3	68.0	64.4
Visual Arts	74.7	73.2	78.8	74.1

Parent/caregiver, student, teacher satisfaction

Northlakes High School continues to use longitudinal diagnostic tools such as Tell Them From Me to support genuine consultation from all stakeholders, and to provide feedback to inform future decisions. Stronger engagement with our parent community continues to be a focus, with limited numbers responding to the survey in 2018. Of those that did, there was a 14% increase in the number of parents who would recommend Northlakes High School when compared to 2018 data. 79% of respondents either agreed or strongly agreed that communication with the school was satisfactory, with the most valuable communications being teacher meetings. This was supported by improved perceptions of parents in relation to Northlakes High School supporting positive student behaviour and supporting student learning. Student feedback was captured through two snapshots of Tell Them From Me surveys, and a particular focus was Northlakes High School's Positive Behaviour for Learning model and House Points system. Feedback indicated that these were areas that students would like to see revamped and this was supported in student responses to factors that impact learning. The school will be using this insight as we approach a new strategic planning cycle. Similarly to students, staff were consulted about the House and Rewards structures, with nearly 30% of staff using them daily, and a further 30% using them weekly. Nearly 50% of staff surveyed identified a change in school culture as the biggest benefit of our House system. Staff responses to the survey, and other feedback opportunities throughout the year, will be used in preparation for the next planning cycle.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

