

2020 Annual Report

Northlakes High School



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Introduction

The Annual Report for 2020 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

2020 will be a milestone year that we all remember. Into the future we will all reflect and tell stories about our experiences during 2020 and managing a world-wide pandemic.

As Principal, I have been impressed by our how all members of #teamNorthlakes, staff, students, parents and our wider community partners have risen to the challenges that have been part of this year. We have all had to adapt a number of times to changing conditions and the way we complete our daily routines. It has been a huge upheaval but everyone has done their personal best during these difficult times.

Congratulations to all our school community to the way they embraced 'learning from home' during the lockdown times. Our school had one of the highest on-line uptakes locally by our families which was a great achievement to all. Our staff worked extremely hard during this time shifting their teaching from face-to-face delivery to on-line in a very short amount of time and were successful in delivering quality lessons to all our students. My favourite stories from these times were some of our parents commenting that they too were enjoying participating in/listening in on some of the Zoom/Teams lessons as they were so engaging.

Congratulations also to our support staff at #teamNorthlakes as they supported the quality teaching and learning process in a very different way to usual. Whether it was the office staff who had to invent all new procedures for monitoring the entry to school of external people, to different and more complex ways of managing sick bay and attendance monitoring. Our School Learning Support Officer's (SLSOs) had to quickly adjust to supporting the learning process on-line and managing classroom environments differently with processes for sanitisation and disinfecting when we returned.

Despite all of this we have continued to provide an outstanding learning experience for all our students ensuring that we continued to have a quality inclusive learning environment that provided opportunities for all our students to excel and display our core values of respect, responsibility and personal best. We continued to provided a range of extra-curricular and well-being programs to our students, ensuring that they were safe and within NSW Health guidelines. Our students continued to access experiences in sport, creative pursuits, cultural programs, well-being initiatives, leadership development and study skills throughout the year in both on-line and face-to-face environments.

Our ASR documents our journey as a school community through this year and the excellent achievements members of #teamNorthlakes made in 2020.

Mr Warren Welham

Principal

Message from the school community

P&C 2020!

Wow what a year we have experienced this year. We started the year with the retirement of our very loyal and long serving accounts lady Mrs Juliet Hutchins. Juliet has been a volunteer with the P&C for over 30 years. Juliet's dedication and expertise over the years has been very much valued & appreciated and we would have been lost without her. We wish her a very happy retirement and thank her for her years of service to our community.

We have been lucky to form another strong committee this year and have been working together to blend into our new roles. I would like to personally thank Amy Starrett, Leigh Watling & Colleen Trees who have taken on positions this year and have done a wonderful job, in what has been a tough year.

One of our highlights of 2020 is the contribution to our new outdoor gym equipment. The P&C donated \$60,000 towards the gym and are very proud to see it being enjoyed by many.

Our canteen has also had some massive changes in 2020 successfully gaining accreditation for healthy canteen status.

A big shout out to our hard working staff Leanne, Janelle & Lyndall who have introduced new freshly cooked healthy lunches which are enjoyed by students and staff.

The canteen staff have also juggled the switch from cash to cashless this year and cope with up to 50 flexischools orders per day. Please note our school canteen will remain CASHLESS. Orders can be made via the flexischools app by 9am each morning or alternatively students can use a debit card at the counter. The canteen has waived the eftpos fee due to the changes.

Our meetings are advertised We look forward to welcoming new parents and carers in 2021

Michelle Whitehead

P&C President

Message from the students

We overcame the challenges of 2020 to be the creators of our own tomorrow. Fires and flood interfered with our fun. COVID stole our soccer match, yet its greatest failure was the inability to take our desire to learn. The search for knowledge is a journey no one can steal. Life turns out best for those who make the best out of the way life turns out. Thank you #teamNorthlakes for the endless opportunities.

Love, Class of 2020



Year 12 2020

School vision

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 2020 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 eight classes supporting students with a range of disabilities based within the Adaptive Learning Centre and Twinlakes Centre.

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 through the Muru Bulbi Learning and Engagement Centre, with tutoring and access to 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Northlakes High School completed its external validation in 2020.

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)
Significant resources were invested in supporting teachers, students and staff with learning from home and engaging in on-line learning. On return to school investment was made in improving the technology available at school to capitalise on the gains made in improved skills and engagement. This included updating class sets of student laptops; installation of interactive AV panels etc..	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$250000.00)

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

Evaluation	Funds Expended (Resources)
Significant resources were invested in supporting teachers, students and staff with learning from home and engaging in on-line learning. On return to school investment was made in improving the technology available at school to capitalise on the gains made in improved skills and engagement. This included updating class sets of student laptops; installation of interactive AV panels etc..	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$150000.00)

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)
Review completed of learning spaces and have identified expenditure plans to replace ageing smartboard/projector systems with Interactive AV panels and roll-out of screen-beams.	\$100,000

Progress towards achieving improvement measures

A number of teaching spaces will incorporate class sets of laptops/chromebooks to support student learning and enhance the gains made in the use of online learning tools following our successful learning from home experience.



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)
Executive undertook review of curriculum structures as part of extended executive meeting. Cost analysis undertaken and alternate models discussed for 2021. AVID has demonstrated that it has been highly successful in raising the achievement levels of students and will be maintained as a key program. The focus on formative assessment strategies being used in Stage 6 has lifted student achievement, particularly moving students from the lower bands into higher bands in the HSC.	\$64,000

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)
External Validation demonstrated that NHS has highly effective systems and practices in place for analysing data to improve student outcomes, particularly in regards to core literacy and numeracy initiatives.	\$70,000

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

Evaluation	Funds Expended (Resources)
All staff have completed their Professional Development Plans.	\$80,000

Progress towards achieving improvement measures

Professional learning throughout the year has been linked to and supported staff PDP goals.



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)
Student retention and attendance data reflects improvement. Student tertiary enrolments have increased. Direct employment from school into apprenticeships/traineeships has increased.	\$110,000 - Transition Advisor

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)
Wellbeing team completed extensive review and made adjustments, however were unable to implement many new ideas due to COVID-19 restrictions. Some processes converted to online such as school virtual tour and uniform shop bookings were well received by community. PBL program and House system program highly valued by school community. BETTA Boys program has demonstrated significant results in supporting student retention and decreasing negative behaviours.	\$150,000

Process 3: School culture drives sustained school improvement.

Evaluation	Funds Expended (Resources)
Reflection and outcomes of External Validation and Situational Analysis to inform development of school improvement plan for 2021-2024.	\$10,000

Key Initiatives	Resources (annual)	Impact achieved this year
Flexible funding for wellbeing services	SSO now funded in staffing allocation. Funding Sources: • (\$0.00)	Student support officer implemented programs to improve student wellbeing, referred students to agencies and supported individual students in improving wellbeing.
Integration funding support	SLSOs employed to support planned adjustments for students with a disability in the mainstream setting. Funding Sources: • Integration funding support (\$444 063.00)	Students with Integration Funding Support have improved participation in school learning and other activities
Professional learning	Funding Sources: • Professional learning (\$79 655.00)	PL records demonstrate teaching and non-teaching staff have participated in relevant professional learning throughout the year.
Aboriginal background loading	AEO SLSOs Cultural tutors Teaching resources Aboriginal garden Funding Sources: • Aboriginal background loading (\$183 737.00)	Funding has enabled personalized academic support for Aboriginal students. Aboriginal growth data is above state level. TTFM data shows that Aboriginal students feel valued and that their culture is recognized and supported in the school.
English language proficiency	Funding Sources: • English language proficiency (\$2 100.00)	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: • Low level adjustment for disability (\$148 511.00)	NAPLAN growth data reflects significant growth of targeted students.
Socio-economic background	Additional teaching and support staff employed to allow executive and teaching staff to meet the challenges of teaching and learning. Additional staff employed to support student wellbeing. Spending on technology increased to meet online teaching and learning needs. Students are supported to participate in activities that would otherwise be out of reach for families. Funding Sources: • Socio-economic background (\$945 428.00)	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. All students participate in on and off site activities such as excursions and sporting activities. Student wellbeing is supported.

<p>Support for beginning teachers</p>	<p>Beginning teacher mentor</p> <p>Release time</p> <p>Professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$43 433.00) 	<p>Beginning teachers are successful in accreditation at proficient level.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	440	458	433	446
Girls	390	373	381	379

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.8	86.7	85.9	85.5
8	91.6	81.5	83.1	78.3
9	89.8	80.1	77.8	82.3
10	87.6	78	77.6	83.1
11	86.3	71	78.4	78.5
12	87.8	82.1	79.8	87.1
All Years	89.2	79.8	80.7	82.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	0	10
Employment	30	20	27
TAFE entry	10	6	7
University Entry	0	0	29
Other	50	22	4
Unknown	10	52	23

Year 12 students undertaking vocational or trade training

43.82% of Year 12 students at Northlakes High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

93.8% of all Year 12 students at Northlakes High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



NHS operates a successful Hospitality Trade Training Centre

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	53
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,090,017
Revenue	13,353,446
Appropriation	13,214,977
Sale of Goods and Services	3,957
Grants and contributions	133,437
Investment income	810
Other revenue	265
Expenses	-13,395,906
Employee related	-12,091,474
Operating expenses	-1,304,432
Surplus / deficit for the year	-42,460
Closing Balance	1,047,557

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.

	2020 Approved SBA (\$)
Targeted Total	444,063
Equity Total	1,892,327
Equity - Aboriginal	183,737
Equity - Socio-economic	1,284,518
Equity - Language	2,100
Equity - Disability	421,971
Base Total	9,635,533
Base - Per Capita	206,939
Base - Location	0
Base - Other	9,428,594
Other Total	719,146
Grand Total	12,691,069

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

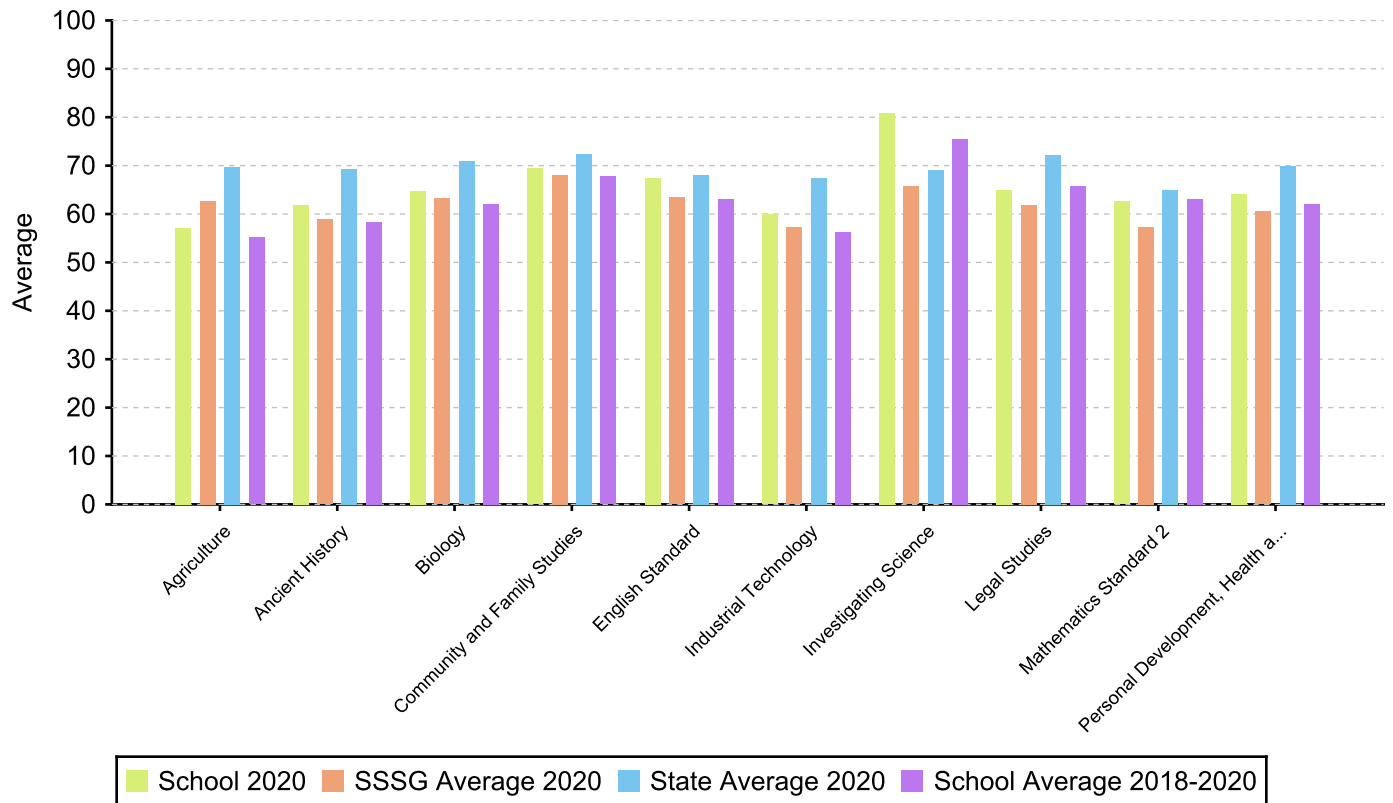
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



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 2020	SSSG	State	School Average 2018-2020
Agriculture	57.1	62.7	69.7	55.2
Ancient History	61.9	58.9	69.4	58.4
Biology	64.7	63.2	70.8	62.1
Community and Family Studies	69.4	68.1	72.4	67.8
English Standard	67.4	63.4	68.1	63.1
Industrial Technology	59.9	57.2	67.5	56.2
Investigating Science	80.8	65.7	69.0	75.6
Legal Studies	65.0	61.9	72.1	65.8
Mathematics Standard 2	62.6	57.4	64.9	63.1
Personal Development, Health and Physical Education	64.2	60.5	69.9	62.2

Parent/caregiver, student, teacher satisfaction

Northlakes High School continued to seek and act on feedback from across the breadth of the school community in 2020.

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 in 2020, 66% agreed or strongly agreed that they would recommend Northlakes High School to the parents of other students. 60% indicated that they agreed or strongly agreed that they were satisfied with the general communication from the school and 67% agreed or strongly agreed that the resources made available to students during the learning from home period of 2020 were beneficial.

Student voice continued to be a strong theme again throughout 2020, 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 SRC and the Junior AECG which are already well established in the school.

Specifically relating to the level of intellectual engagement students experience, it was noted that it has continued to rise since 2015 when AVID was introduced to the school. The students have indicated that they would still like more group or collaborative activities embedded in their learning.

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's 'People Matters' survey.



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.

Northlakes High School has a trained Anti-Racism Contact Officer (ARCO) to facilitate the complaints handling process and promote anti-racism education in the school. This person is Mr Costadean Lappas - Head Teacher Mathematics.

The ARCO is the central point of contact for complaints of racism. They record complaints and resolution methods, and maintain all data in line with the policy guidelines.

*The ARCO liaises with the complainant to ascertain the most appropriate complaints resolution procedure. This depends on the seriousness of the complaint or if complainant is fearful of, or intimidated by the respondent.

*If an informal resolution isn't possible, the ARCO advises the complainant of their rights and refers the matter to the complaint's manager. The complaints manager is nominated by the principal and is often an executive member of staff or the principal themselves. In line with the guidelines, they can request the ARCO's assistance.

*The complaints manager is responsible for complaints requiring a formal resolution and they lead any investigation or negotiation.

*The complaints manager makes the final decision on whether a negotiated settlement is possible. The complaints manager informs the complainant, the respondent, the ARCO and the school principal of each outcome.

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.

Northlakes High School provides a number of opportunities to celebrate and embrace cultures from around the world. We actively participate in Harmony Day every year.

Our school runs a successful 'Haka' group which supports students from Pacific Islander and Maori backgrounds to connect with and promote their cultural heritage.

Other School Programs (optional)

BETTA Boys Program:

The Boys' Education Transition To Adults has been created to fill an identified need in male education here at Northlakes High to combat disengagement and build a sense of pride, aspiration and confidence in what their future holds. It is through this program that we hope to make a real difference in the lives of the boys who are selected to be part of the BETTA program.

It is our belief that the key values of the BETTA Program reflect the characteristics of honourable men in society and that boys need to be taught the responsibilities and expectations of what it means to be a man in today's world.

To foster these concepts, the program will consist of physical activity and community involvement as a medium to deliver these lessons as well as a mentor program on a fortnightly basis.

BETTA is about working hard, physically and mentally and acting as positive role models for our school. Effort, approach and attitude lead to success in life.

PHYSICAL ACTIVITY

Once a fortnight the boys will be given an opportunity to complete physical activity in the school gym. Also students will be required to complete a community service component which will include supporting/volunteering at local events, engaging with the community while representing the school and students involved in the Construction or Maths in Trade courses to complete outcomes attached to the course and also giving them a sense of pride in our school surroundings.

EDUCATION

We want our boys to be people of character. We want all our students, whatever their age or stage of learning, to be great ambassadors for their school and for their community. We want the parents/carers and staff to know that they can rely on the boys to live up to high standards of behaviour, maturity and integrity. We want our boys to develop into men of character, and we are prepared to do everything we can to help them become great role-models and leaders.

VISION

Our boys are better for having been part of "Team Northlakes". Our objective is to create individuals who are:

- Balanced in life
- Proud of Northlakes HS
- Dedicated to personal development and life-long learning
- Self aware and self confident
- Good team members
- Respectful
- Wise and ethical decision makers

KEY OBJECTIVES

Leadership Development: To develop strong leaders who demonstrate a sense of ownership of and the ability to reinforce the philosophy of NHS, both in their school and the community.

Educational Engagement: Increase the engagement and completion rates of secondary education and VET programs.

Resilience: To equip students with the skills and knowledge to manage their schooling through their lifespan.

Social Responsibility: To deliver and reinforce consistent age and stage specific social responsibility messages at every level.

No Work, No Study, No Play: To transform the culture of boys in relation to education, employment and positive out-of-school engagements that will in turn enhance the brand of Northlakes High School.

Career Transition & Exit Strategies: To ensure every student has identified a preferred future career direction and is actively engaged in education, work experience and networking, strategic to embarking on their chosen career path when transitioning from Northlakes High School.