

2021 Annual Report

Northlakes High School



8547

Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

School contact details

Northlakes High School

Brava Ave

San Remo, 2262

<https://northlake-h.schools.nsw.gov.au>

northlake-h.school@det.nsw.edu.au

4390 0555

Message from the principal

What a year 2021 has turned out to be! It will be the year that we all remember for a very long time for a whole host of reasons!

It is the year that humanity first sent people into space as tourists!

It is the year that flying cars were achieved!

It is the year that action on global warming and climate change really became serious!

It is the year that video calls and conferencing became the normal method of communication!

It is the year where we learnt the value of family and close friends!

It is the year that we learnt that education and learning can take many forms and doesn't always have to be in a classroom!

Throughout all the above (and of course COVID-19!) I have been enormously proud of all members of #teamNorthlakes who showed determination and resilience in ensuring that quality education continued throughout the year. This annual school report is evidence of the various programs that we run to support students. It shows how the support of our students continued throughout the lock-down period through the hard work and dedication of a committed staff.

The skills our students developed this year in completing their studies are highly valued by employers - the problem solving, critical thinking, resilience that they have demonstrated will be skills for life.

I am extremely proud of the efforts of all staff, students and families who partnered like never before to ensure quality educational outcomes were available to all in a very difficult year.

Yours in Public Education,

Mr Warren Welham

Principal

School vision

Northlakes High School has high expectations and is committed to enabling all students to reach their full potential. Our students experience success in an inclusive, supportive, co-operative environment where they demonstrate our core values of respect, responsibility and personal best. We foster a strong sense of belonging in our students and ensure our staff are empowered with contemporary approaches to education and well-being.

School context

Northlakes High School is an inclusive, comprehensive government secondary school on the NSW Central Coast. The 2021 enrolment is 855. 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. 19% of students identify from an Aboriginal and Torres Strait Island background and 9% 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.

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.

A comprehensive situational analysis and external validation process has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local Muru Bulbi AECG and our P&C. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a comprehensive range of initiatives supporting student wellbeing and development of core skills in literacy and numeracy, to support HSC attainment and successful transitions to employment or further study.



Didge Group

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve the fundamental skills of our students through explicit research-informed practice, which ensures strong growth and continued development. Our teachers will use assessment data to inform teaching practice and embed critical skill development into everyday practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Writing
- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$17,000.00

Socio-economic background: \$167,500.00

Summary of progress

In 2021, Northlakes High School embarked on improving students' growth in three key focus areas of writing, reading, and numeracy. Throughout the year, staff embarked on developing a consistent paragraph writing approach using TEEL. A specific team focused on collecting student writing samples while all staff participated in professional learning on explicit teaching of TEEL. This focus is a part of a long-term plan to improve students' extended writing responses. The consistent writing approach seeks to improve students' achievement on national writing standards, which should have a long-term positive effect on HSC results by lifting the percentage of students achieving in the top 2 and 3 bands.

As part of our holistic approach to enhancing student achievement in literacy and numeracy, Northlakes High School continues to employ a paraprofessional to support classroom teachers to analyse, monitor and inform teaching practice to achieve our Reading and numeracy targets. Thorough analysis of Year 7 Best Start Assessment, Year 7-9 Check-in and Year 7 and 9 NAPLAN Reading data indicate a number of our students are performing below National Minimum Standards. NAPLAN specific data indicates Northlakes High School was 4.9% below achieving our 2021 target of increasing the percentage of students achieving in the Top 2 bands for Reading. Our goal is to prioritise Reading by embedding critical reading skills across all Key Learning Areas to lift student achievement. During 2021, Northlakes High School has piloted Renaissance Reading across year 7 and Plan 2 for students involved in intensive literacy groups. We aim to expand these initiatives during 2022, with an increased focus on the explicit teaching of reading skills, and further data analysis to reverse current data trends in National Minimum Standards.

Northlakes High School continues to focus on lifting students' numeracy skills with withdrawal programs for Quicksmart and intensive small groups. Our data indicates we are on track to achieve our 2022 school target of increasing the percentage of students achieving in the top 3 bands for Numeracy. However, we remained focused on increasing the number of students in the top 2 bands and achieving expected growth for all students in the numeracy domain. We are committed to implementing a numeracy literacy program in 2022 and developing problem-solving skills for students across all Key Learning Areas.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading: <ul style="list-style-type: none">• Increase % of students achieving the top two bands in Reading from 6.5% to 12.1% by 2021.• Increase % of students achieving the top three bands in Reading from 17.3% to 23.5% by 2021• Increase % of students achieving	In 2021, Northlakes achieved an increase in the percentage of Aboriginal students achieving in the top two and top three bands for Reading in NAPLAN. This reflects the focused engagement with Aboriginal students in the Muru Bulbi Learning Centre and indicates we are on track to achieve our targets related to Aboriginal students. However, across the wider school, we have further work to do in increasing the percentage of students achieving top two and top three bands in Reading by 2022. Continued focus on small group withdrawal programs and explicit teaching of reading will

<p>expected growth in Reading from 53.7% to 61.2% by 2021</p> <ul style="list-style-type: none"> • Increase % of Aboriginal students achieving in the top 3 bands in Reading from 12.5% to 17.9% by 2021. 	<p>hopefully see additional growth and achievement.</p>
<p>Numeracy:</p> <ul style="list-style-type: none"> • Increase % of students in top 2 bands in Numeracy from 6.5% to 12.4% by 2021 • Increase % of students in top 3 bands in Numeracy from 14.4% to 20.4% by 2021 • Increase % of students achieving expected growth in Numeracy from 62.7% to 65% by 2021 • Increase % of Aboriginal students achieving in the top 3 bands in Numeracy from 12.5% to 20.4% by 2021 	<p>Northlakes High continues to focus on Numeracy development across the school. During 2021, we exceeded our 2022 target in increasing the percentage of Aboriginal students in the top three bands for Numeracy. However, we have additional work to achieve our whole school targets of increasing the percentage of students in top 2 bands in NAPLAN Numeracy. The school continues to invest in Quicksmart withdrawal programs and MathsOnline to enhance student growth and achievement.</p>
<p>HSC:</p> <ul style="list-style-type: none"> • Increase % results in Top 2 HSC bands from 8.1% to 14.5% by 2021 • Increase % results in Top 3 HSC bands from 32.2% to 39.3% by 2021 	<p>HSC data indicates a decline in students achieving in the top 3 and top 2 HSC bands from our 2020 cohort. While this cohort was adversely affected by COVID lockdowns, we have identified trend data demonstrating student growth from the lowest two bands into bands 3 and 4 over the past 4 years. Further analysis indicates an increased focus on student extended writing responses into the future will see an increased percentage of students achieving in the Top 3 and Top 2 HSC bands over the coming years.</p>



Targeted tutoring of students

Strategic Direction 2: Belonging

Purpose

Northlakes High School ensures that all students feel known, valued and cared for by ensuring that educational inclusion is embedded in all aspects of school life. This will be achieved through an active student voice, respected and supported cultural initiatives and effective wellbeing policies and practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$761,461.20

Integration funding support: \$68,101.00

Aboriginal background: \$191,286.00

Professional learning: \$2,500.00

Muru Bulbi Learning and Engagement Centre: \$214,999.00

Summary of progress

Annual reflection: Wellbeing

Northlakes High School offers extensive wellbeing programs and activities to support a diverse range of students in inclusive education. During 2021 we focused on enhancing our PBL values of respect, responsibility and personal best, embedding student voice, creating cultural connections, building community partnerships and developing a sense of belonging. Student attendance and attendance procedures were comprehensively reviewed and streamlined. To support wellbeing, Northlakes High School employed seven additional staff members to monitor the delivery of quality wellbeing programs and systematic administrative procedures to build trust and a sense of belonging for staff, students, parents and the wider community to #teamNorthlakes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
% of students attendance above 90%increases fro a baseline of 36.5%.	<p>Although overall attendance has had significant growth, we have fallen short of 2022 targeted benchmark. Target is currently sitting at 30.55%.</p> <p>Attendance has improved overall due to improved practice, processes, structures and supports .The employment of a SAO was invaluable in supporting the tracking of student attendance and therefore Northlakes High School saw improved attendance outcomes.</p> <p>Initially the SKT Team provided support, advice and professional learning around improving NHS attendance monitoring/ attendance recording procedures through face to face meetings with the Snr Exec, Exec and SAS staff. Attendance procedures were collaboratively developed with the SKT team to support consistent and systematic processes.</p> <p>The implementation of refined processes and systems has seen more accurate attendance marking and student attendance .</p>
% of students reporting positive outcomes by TTFM indicators increase from baseline of 52.7%.	<p>Establishing collaborative wellbeing policies, programs and practices, ensuring that educational inclusion (through student voice, cultural connection, consistent PBL values and partnerships with parents and community) is embedded in all aspects of school life giving students,</p>

% of students reporting positive outcomes by TTFM indicators increase from baseline of 52.7%.	<p>parents and staff a sense of belonging to #teamNorthlakes.</p> <p>Due to impacts of COVID-19 and significant time 'learning from home' the percentage of students reporting positive outcomes by TTFM indicators decreased to 48.51%</p>
Maintain % of students completing HSC at 42%	2020 saw 109 students transitioning into the senior school in Year 11, with 53 students completing their HSC in 2021 (48.6%), as opposed to 2019 data of 151 students transitioning to Year 11 with 68 completing their HSC in 2020 (45%). This was due to literacy and numeracy support and the CILSP 10-12 program.
Increase the proportion of Aboriginal students attaining year 12 by 15% while maintaining their cultural identity- Premier's Priorities.	20 Aboriginal and Torres Strait Islander students started Year 11 in 2020 with 6 completing their HSC in 2021 - 30% completion rate. This was due to the implementation of the Muru Bulbi Aboriginal Learning and Engagement Centre which focused on Literacy, Numeracy and assessment support. In 2020 14.7% of Aboriginal and Torres Strait Islander students completed their HSC. Northlakes High School exceeded this target.
Improve student advocacy as measured by TTFM from a baseline of 42% to meet state average.	TTFM was completed within school time using a team that coordinated lessons for completion. In 2021 615 students from 853 completed the TTFM survey (74%). In 2021 student advocacy as measured by TTFM was 44.39% which is an improvement from our baseline measure.



Strategic Direction 3: Empowering Staff

Purpose

Hattie (2019) lists Collective Efficacy as the number one factor that influences student achievement. This Strategic Direction seeks to build a supportive and non judgemental culture where staff feel empowered to critically interrogate their practice, and together, learn and develop high quality approaches to enhance student learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collective Efficacy
- Professional Learning Community (PLC)

Resources allocated to this strategic direction

Socio-economic background: \$212,271.00

Professional learning: \$31,000.00

Summary of progress

In 2021, Northlakes School focused on 'Empowering Staff' through collective efficacy and professional learning. Despite remote learning, key teams were formed such as Middle Leadership Team, Technology Team, Professional Learning Leadership Team and Curriculum Team. All teams examined existing systems and processes, set directions reflecting on our Strategic Improvement Plan and began working toward achieving these directions through the delivery of professional learning.

While some planned activities such as Barang Bandimayi and learning walks were postponed due to the lengthy remote learning period in 2021, more attention was given to building a professional learning community, utilising aspirant and key staff to develop robust teams and procedures. A positive to arise from remote learning was more opportunity to regularly engage with colleges and supervisors via Zoom, at a higher prevalence greater than usual. This supported our goal of collective efficacy and had a positive impact on staff job satisfaction, according to People Matter Survey. In 2022, we will continue to build capacity in our teams to deliver targeted and high impact professional learning. Reflecting on the positive impact of remote learning in terms of collective efficacy, the senior executive staff will modify our practices to more frequently engage with our teams.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
2024 Target towards improving job satisfaction	People Matter Survey indicated an 18% (76% in 2021 compared to 58% in 2020) increase favourable score in Job Satisfaction 2021.
2022 Target of improved engagement with professional learning	Staff actively engage with, evaluate and discuss targeted professional learning to improve staff performance and student outcomes. The formation of the middle leadership team and their professional learning guided this team in developing the a Professional Learning Community (PLC). Northlakes High School's PLC along with the newly formed Professional Learning Leadership Team began planning and developing structures to deliver targeted professional learning that aligned with our Strategic Improvement Plan in 2022. Whole school professional learning events were evaluated by attending staff to provide feedback to the Professional Learning Leadership team. This data was used to gauge satisfaction with professional learning through the use of netpromoter scores and to guide future professional learning. Due to the lengthy remote learning period, School Development Days were not delivered as planned, however, this period provided the opportunity for staff to engage in online professional learning. Term 4 2021 saw 28 staff and Term 3 2021 saw 19 staff engage in externally provided online professional learning, and all school staff

2022 Target of improved engagement with professional learning	participated in 3 of the 4 modules of the Trauma Informed Practice professional learning.
2024 Target of improving collaborative practice	The People Matter survey indicates an increase favourable score by 12% in 2021 compared to 2020. Focus on improving the collective efficacy of executive staff - making use of the lengthened executive meetings, the senior executive team conducted executive evaluations which gave staff the opportunity to provide feedback. Based on feedback that aligned with our Strategic Improvement Plan, the senior executive team planned and delivered targeted professional learning to build the collective efficacy among staff at an extended executive meeting. The Extended Executive meeting 2021 focused on building collaboration within the executive team. The agenda items targeted the role of middle leadership within Northlakes High School and provided professional learning directly relating to leadership and management, such as time management, recognising quality classroom practice, managing difficult conversations and leading community engagement. During this meeting the executive team also collaborated to develop a whole school yearly calendar, as communication around whole school events was an area identified for improvement in the executive evaluation. The calendar has become a foundational communication tool to planning school events and has been embedded to support collective efficacy. Evaluation data from 2021 extended executive meeting shows a positive netpromoter score +57
2023 Target of increasing the number of staff achieving higher levels of accreditation.	Staff interest in achieving higher levels of accreditation has been delayed due the impact of COVID.
2023 Target of increasing the number of staff achieving permanency or promoted in permanent leadership roles	2021 saw six temporary staff achieve permanency within the Department of Education. Five teaching staff achieved head teacher positions, one of which via the Fast Stream program. One head teacher achieved a deputy principal position. One teacher achieved 0.5FTE deputy principal position as the Quality Teaching Advisor for HSC Business Studies.



Professional Learning

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$780,762.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northlakes High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Employment of staff to provide additional support for students who have high-level learning needs • Implementation of targeted programs to differentiate teaching and learning programs • Intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>Targeted students have been received increased support to engage in the curriculum successfully through modified programs of learning. Students have benefited from quality relationships with staff due to the reduced staff to student ratio allowing the students to be known, valued and cared for.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to employ additional SLSO staff to support students in their classrooms. Continue with the highly successful ARC program.</p>
<p>Socio-economic background</p> <p>\$1,333,704.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northlakes High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Attendance • Writing • Reading • Numeracy • Collective Efficacy • Professional Learning Community (PLC) • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement programs and initiatives to support identified students with additional needs • Supplementation of extra-curricular activities • Equitable access to specialist resources and programs • Engage with external providers to support student engagement and retention • Professional development of staff through AVID to support student learning • Employment of Community Liaison Officer to increase community engagement • Employment of additional staff to support well-being programs implementation • Providing students without economic support for educational materials, uniform, equipment and other items • Employment of additional staff to support literacy and numeracy programs in all stages of learning

<p>Socio-economic background</p> <p>\$1,333,704.20</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Greater real-time data being available to staff to inform teaching and learning - Students increasing their sense of belonging - Students demonstrating growth in their literacy and numeracy - Support for students to access curriculum and resources for schooling - Well-being needs of students appropriately supported - Improved engagement of parents and community with the school, particularly during learning from home periods - Students provided with opportunities to develop their leadership and community participation - Enhancement of sporting, cultural and creative and performing arts initiatives to develop students skills and talents <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Increase use of 'Renaissance Reading' through school in 2022 - Continue with all initiatives related to developing students literacy and numeracy - Continue with developing data sets and staff use of the data sets, particularly use of PLAN2 - Continue with all well-being support programs and initiatives, particularly focusing on those that were impacted by COVID restrictions - Continue to support students to access specialised resources, programs and activities in an equitable manner - Continue to subsidise and fund initiatives that develop the skills and talents of students in sports, culture and creative and performing arts - Continue to employ staff to support the retention of students in Stage 6 and develop quality post-school pathways for students who may disengage - Provide staff relief to develop the next generation of school leaders by supporting HTs, 2ICs and the Middle Leadership Team
<p>English language proficiency</p> <p>\$4,200.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northlakes High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - EALD students effectively identified and timetables created for ongoing support to occur throughout 2021. - Identified students demonstrate academic growth over the year. Pre and Post testing data is used regularly to track progress of students <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue to allocate EALD periods to support EALD students.
<p>Professional learning</p> <p>\$86,656.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Northlakes High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Writing • Wellbeing • Collective Efficacy • Professional Learning Community (PLC)

<p>Professional learning</p> <p>\$86,656.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole school focus on writing with emphasis on TEEL paragraph writing scaffold and introduction of PLAN2 to selected staff to map student progress. • Professional learning and release time for staff to develop skills and knowledge in data informed pedagogy • Leadership development via: <ul style="list-style-type: none"> - supporting HALT staff - developing a PL team - implementing the middle leadership Professional Learning Community (PLC) - strengthening our effective HT 2IC program <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - All year 7-9 students within our COVID Intensive Learning Support Program have been observed and mapped within PLAN2. - All staff have completed TEEL professional learning, and writing samples collected as pre-writing intervention data. - All staff were given the opportunity to take part in an EOI process and 2IC's have been supported throughout the year with leadership opportunities. - 10 staff undertook professional learning offered by Newcastle University as part of the DoE's Middle Leadership Development Program. These staff formed the Professional Learning Community (PLC). - 6 staff have formed the Professional Learning Leadership Team to plan, coordinate and lead the evaluation of whole school professional learning events such as School Development Days. - 2021 saw an 152% increase in HT 'SCOUT' access compared to the same time last year (1/1/20 - 20/8/20: 835 vs 1/1/21 - 20/8/21: 1263) <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Further professional learning is required across the whole staff to give access to PLAN2 and further the understanding of literacy and numeracy learning progressions. - Student samples to be assessed with rubric and then introduced to all faculties through further professional learning. - 2ICs to have 1 period allowance allocated in 2022 for collaboration with HT. Re-introduce external extended professional learning day in 2022. - Modify our cycle of staff and faculty meetings to include PLC meetings where the middle leadership team will deliver targeted professional learning to cross-faculty teams. - DP and HALT mentor teacher to create a team of interested teachers and check list/ template to support staff in gathering evidence for accreditation. - HTs to continue to gather, analyse and set faculty goals to improve student performance, particularly for Stage 6 students.
<p>Beginning teacher support</p> <p>\$25,225.60</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Northlakes High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Period allowance for beginning teachers and their mentors. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - All beginning teachers supported through structured professional learning and mentoring to achieve accreditation. <p>After evaluation, the next steps to support our students with this</p>

<p>Beginning teacher support</p> <p>\$25,225.60</p>	<p>funding will be:</p> <ul style="list-style-type: none"> - Refine practices that support beginning teachers and their mentors.
<p>COVID ILSP</p> <p>\$603,096.73</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • Providing targeted, explicit instruction for student groups in literacy/numeracy. • Employing/releasing staff to coordinate the program • Development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <p>Implications</p> <p>Implementation of literacy and numeracy COVID ILSP small group tuition throughout 2021 was extremely beneficial for the involved students, as evidenced by their collective results in both literacy and numeracy tuition. Although the COVID ILSP team worked well to increase student outcomes during the online portion of 2021, their job was made less problematic once back onsite implementing small group tuition. The online section of 2021 taught pre-service teachers how to implement best practice in small group tuition, while utilising technology. As a team, we felt this was a vital skill to continue growing, so we now use a bank of Chromebooks as a regular part of Northlakes High School's COVID ILSP. The feedback from students regarding this has been extremely positive.</p> <p>Plan for frequent analysis of student assessment and recording of data on PLAN2 and our internal spreadsheet and build in time for this information to be shared between COVID ILSP team and colleagues.</p> <p>Plan additional interventions within ILSP small group tuition and further differentiation and or remediation where needed to meet the learning needs for identified students. Provide scaffolded and differentiated lessons and activities that are sensitive to current circumstances and situations in the local and national context.</p> <p>Ensure ongoing PL has been undertaken to enable consistent delivery of explicit evidence based strategies and effective classroom practice into the last term of 2021 to ensure the best possible learning outcomes for identified students.</p> <p>Covid ILSP also implemented a tutoring program for Stage 6 with successful pre/ post testing results and work samples to indicate student achievement. Students were tutored before and after school utilising best practice for small group tuition, led by an experienced teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After analysis and evaluation regarding the impact on teaching and learning, we will refine the 2021 Scope & Sequence, as well the teaching and learning program for 2022. Deficits identified throughout the year show that we need to add more areas of focus into the literacy and numeracy programs to meet the 'point of need' for students identified for COVID ILSP tuition in literacy and/or numeracy in 2022. We also will be implementing COVID ILSP into selected whole classes throughout 2022.</p> <p>Continue with PL focused around what works best with small group tuition</p>

<p>COVID ILSP</p> <p>\$603,096.73</p>	<p>and evidence based best practice, with a focus on embedding the use of student data and formative assessment strategies to differentiate the teaching and learning in literacy and numeracy groups to effectively implement small group tuition in all Google classrooms.</p> <p>Tutoring will continue with the same structure for Stage 6, however, will expand into offering tutoring for Stage 5 AVID classes to provide support as they enter Year 11 and HSC studies.</p>
<p>Low level adjustment for disability</p> <p>\$428,806.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Northlakes High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting • Targeted students are provided with an evidence-based intervention via 'QuickSmart' and 'Gail Brown Comprehension' to increase learning outcomes in Numeracy and Literacy • Support for students in Life Skills patterns of study; Individual Learning Plans and HSC Disability Provisions. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Students with disabilities in mainstream classes have been supported to improve their literacy and numeracy outcomes. SLSOs have provided significant support to ensure that all students are known, valued and cared for, and that staff are able to implement differentiated curriculum to all students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Evaluation of the COVID ILSP interventions will be used to adjust the interventions and supports provided by low-level flexible funding for students in mainstream classes in 2022. The school will undertake a comprehensive evaluation of the LaST team and how to utilise their skills across the school in all faculties.
<p>Aboriginal background</p> <p>\$191,286.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northlakes High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employed additional Aboriginal identified staff to support students • Maintained successful Junior AECG through provision of leadership development activities and resources • Supported Muru Bulbi LEC with additional resourcing <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Strengthened communication and collaboration with Aboriginal and Torres Strait Islander students and their families, especially during remote learning

<p>Aboriginal background</p> <p>\$191,286.00</p>	<p>where student engagement and wellbeing was monitored weekly by the AEO.</p> <ul style="list-style-type: none"> - Continual tracking of students has seen an increase of participation in cultural programs, seen students interested in their heritage, an increase in academic success, retention into the senior years, completion of N warnings, completion of HSC, and rapport established between students and teaching staff. - Targeted whole school PL has increased staff confidence to deliver quality programs that embed Aboriginal histories and culture and understand cultural protocols. - Collaboration with Muru Bulbi AECG has strengthened relationships and engagement with the Aboriginal community, parents and students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue to employ additional identified Aboriginal staffing positions to support Aboriginal and Torres Strait Islander students. - Provide opportunities for staff to broaden and deepen their knowledge and confidence of local Aboriginal history and culture. - Continue to strengthen and develop a large Junior AECG student leadership program.
<p>Muru Bulbi Learning and Engagement Centre</p> <p>\$214,999.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Northlakes High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Employing/releasing staff to coordinate the program • Employment of teachers/educators to deliver the program <p>The allocation of this funding has resulted in:</p> <p>The funding of a HT and SLSO for the Muru Bulbi Learning Engagement Centre to support Aboriginal and Torres Strait Islander students culturally and educationally, has had positive impact on improving students' data on set Premier's Priorities, identified school targets and a sense of cultural awareness and belonging. This resulted in us meeting all of our targets.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Support for students, using data to inform teaching, educational and cultural programs, staff PL on cultural awareness, links to community and parents, and collaboration with local AECG has strengthened relationships and engagement with the Aboriginal community, parents and students. The establishment of the Muru Bulbi LEC has been recognised by the learning community as a significant milestone in the history of Northlakes High School and it has been well supported and achieved significant outcomes for students and their families.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	458	433	446	431
Girls	373	381	379	351

Student attendance profile

School				
Year	2018	2019	2020	2021
7	86.7	85.9	85.5	81.2
8	81.5	83.1	78.3	80.2
9	80.1	77.8	82.3	75.5
10	78	77.6	83.1	71.3
11	71	78.4	78.5	73.6
12	82.1	79.8	87.1	75.6
All Years	79.8	80.7	82.2	76.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	33	10
Employment	10	47	20
TAFE entry	70	12	11
University Entry	0	0	16
Other	10	8	19
Unknown	10	0	23

*Other - includes students that have transitioned successfully to disability support services.

Year 12 students undertaking vocational or trade training

44.90% of Year 12 students at Northlakes High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.4% of all Year 12 students at Northlakes High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



HSC attainment

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	54.3
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



SASS Team

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,047,557
Revenue	14,668,357
Appropriation	14,523,803
Sale of Goods and Services	3,768
Grants and contributions	140,362
Investment income	425
Expenses	-15,491,801
Employee related	-13,731,687
Operating expenses	-1,760,114
Surplus / deficit for the year	-823,444
Closing Balance	224,113

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.



Strong sporting culture

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	780,762
Equity Total	1,922,491
Equity - Aboriginal	191,285
Equity - Socio-economic	1,300,000
Equity - Language	2,400
Equity - Disability	428,806
Base Total	9,944,261
Base - Per Capita	217,679
Base - Location	0
Base - Other	9,726,582
Other Total	896,194
Grand Total	13,543,708

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

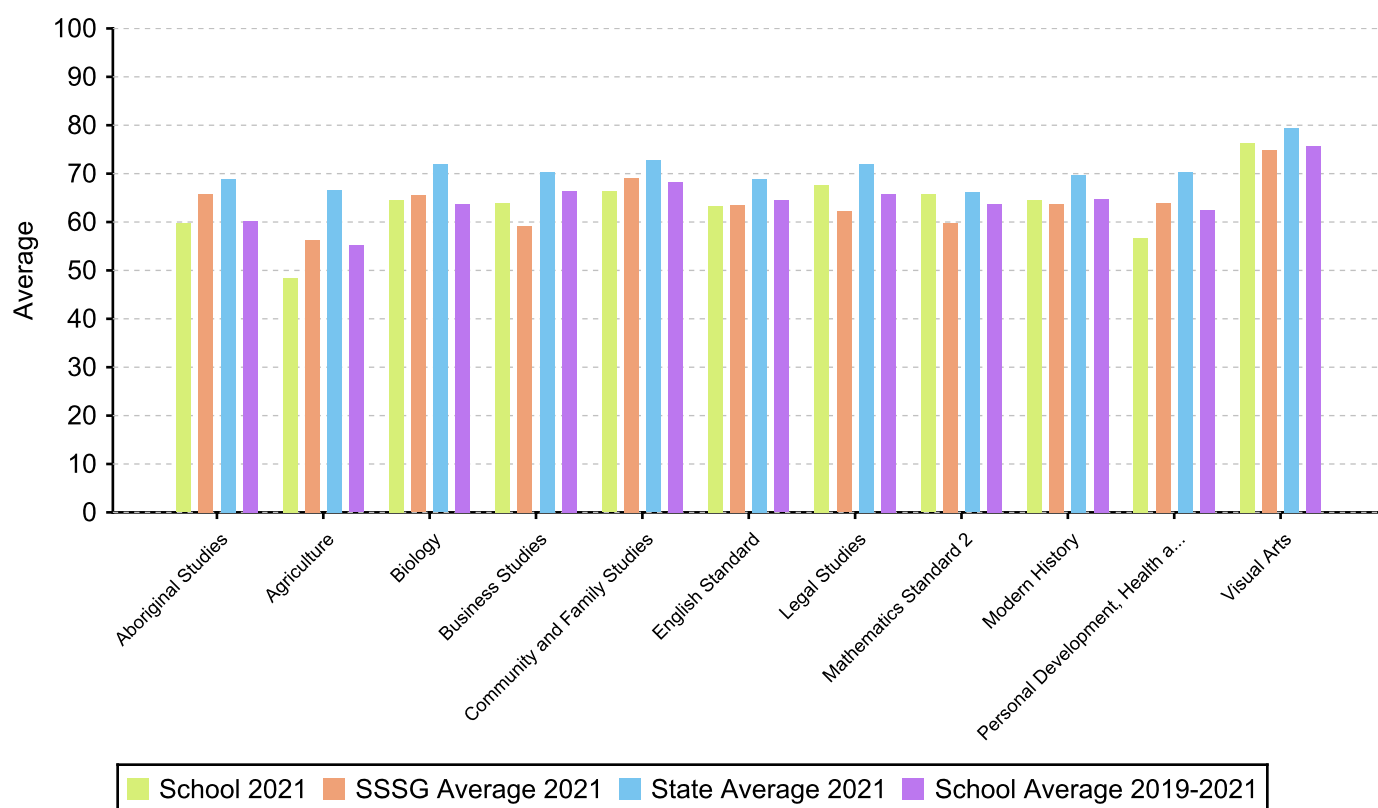
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Aboriginal Studies	59.7	65.9	68.8	60.2
Agriculture	48.4	56.3	66.7	55.2
Biology	64.6	65.5	71.9	63.8
Business Studies	63.9	59.3	70.4	66.4
Community and Family Studies	66.3	69.1	72.7	68.3
English Standard	63.3	63.6	68.8	64.4
Legal Studies	67.7	62.2	72.0	65.7
Mathematics Standard 2	65.7	59.8	66.1	63.7
Modern History	64.6	63.7	69.7	64.7
Personal Development, Health and Physical Education	56.7	63.9	70.3	62.5
Visual Arts	76.4	74.9	79.4	75.7

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver:

The 2021 'Tell Them From Me' parent survey indicated that Northlakes High School outperformed the NSW Government School Norm in the following areas:

- Reports on my child's progress are written in terms I understand. (7.4) - (6.9 in 2020)
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. (7.6) - (6.0 in 2020)
- I am informed about my child's behaviour at school, whether positive or negative. (7.4) - (5.9 in 2020)
- The teachers would inform me if my child were not making adequate progress in school subjects. (7.1) - (5.1 in 2020)
- I am well informed about my child's progress in school subjects. (6.7) - (5.1 in 2020)
- My child is encouraged to do his or her best work. (7.3) - (6.5 in 2020)
- Teachers expect homework to be done on time. (7.4) - (7.1 in 2020)
- Teachers expect my child to work hard. (7.3) - (6.8 in 2020)
- Teachers expect my child to pay attention in class. (8.3) - (8.3 in 2020)
- My child is clear about the rules for school behaviour. (8.2) - (8.3 in 2020)
- My child feels safe going to and from school. (7.7) - (6.9 in 2020)
- Teachers help students who need extra support. (6.7) - (6.1 in 2020)
- School staff take an active role in making sure all students are included in school activities. (6.7) - (6.4 in 2020)

Further in the 2021 survey the following was reported:

- 69% of parents indicated they had talked with a teacher about their child's learning or behaviour on more than 2 to 3 occasions. (69% in 2020)
- 79% of parents were satisfied with the general communication from the high school. (60% in 2020)
- 72% of parents would recommend NHS to parents of primary school students. (66% in 2020)
- 94% of parents indicated that they are confident that their child's academic and wellbeing needs are being met at Northlakes High School. (new measure in 2021)

During our 'Learning from home' period in 2021 school parent surveys indicated that parents valued our approach to supporting students learning from home and in particular liked the student care packs, wellbeing Google classroom and Zoom classes and tutorials that were provided.

Student:

The 2021 Semester 2 'Tell Them From Me' student survey indicated that Northlakes High School outperformed the NSW Government School Norm in the following areas:

- Students feel teachers are responsive to their needs and encourage independence with a democratic approach. (5.7) - (6.0 in 2020)
- Students understand there are clear rules and expectations for classroom behaviour. (5.6) - (5.8 in 2020)
- Students have someone at home or community who consistently provides encouragement and can be turned to for advice. (4.9) - (4.8 in 2020)

Further in the 2021 Semester 2 survey the following was reported:

- 71% of students have friends at school they can trust and who encourage them to make positive choices. (69% in 2020)
- 78% of students indicated that they do not get in trouble at school for disruptive or inappropriate behaviour. (73% in 2020)
- 76% of students know where to seek help if bullied. (74% in 2020)
- 78% of students agreed that all my teachers teach writing strategies to develop my skills in writing extended responses. (new measure in 2021)

Teacher:

In the 'People Matter Employee Survey' of 2021, Northlakes High School achieved a 95% response rate from staff.

The following was indicated:

- 93% of staff found their job gives them opportunities to use a variety of skills. (new measure in 2021)
- 91% of staff stated 'there are people at work who care about me'. (65% in 2020)
- 90% of staff are confident that H&S issues raised will be addressed promptly. (new measure in 2021)
- 90% of staff believe that student needs are considered when planning work. (new measure in 2021)
- 85% of staff believe personal background is not a barrier to participation at Northlakes HS (eg. cultural background, age, disability, sexual orientation, gender) (95% in 2020)
- 76% of staff have a strong personal attachment to Northlakes HS. (80% in 2020)

The 2021 'Tell Them From Me' teacher survey indicated that Northlakes High School outperformed the NSW

Government School Norm in the following areas:

- School leaders have provided guidance for monitoring student progress. (7.1) - (6.2 in 2020)
- Staff work with school leaders to create a safe and orderly school environment. (7.8) - (8.0 in 2020)
- School leaders have supported staff during stressful times. (7.5) - (6.9 in 2020)
- Teachers in our school share their lesson plans and other materials. (7.8) - (7.8 in 2020)
- Staff talk with other teachers about strategies that increase student engagement. (8.1) - (7.9 in 2020)
- Staff discuss assessment strategies with other teachers. (7.8) - (8.1 in 2020)
- Staff discuss learning problems of particular students with other teachers. (8.2) - (7.9 in 2020)
- Staff monitor the progress of individual students. (8.2) - (7.9 in 2020)
- Staff are effective in working with students who have behavioural problems. (8.1) - (7.6 in 2020)
- Staff set high expectations for student learning. (8.2) - (8.4 in 2020)
- Staff use two or more teaching strategies in most class periods. (8.2) - (8.2 in 2020)
- Staff discuss with students ways of seeking help that will increase learning. (8.1) - (7.9 in 2020)
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations staff give them an opportunity to improve. (7.9) - (7.4 in 2020)
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. (7.6) - (6.5 in 2020)
- Staff use computers or other interactive technology to give students immediate feedback on their learning. (7.6) - (7.0 in 2020)
- Staff help students set goals for learning new technological skills. (6.8) - (7.0 in 2020)
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. (7.7) - (6.3 in 2020)
- Staff help students use computers or other interactive technology to undertake research. (7.9) - (7.5 in 2020)
- Staff help students to overcome personal barriers to using interactive technology. (7.6) - (7.1 in 2020)
- Staff work with students to identify a challenging learning goal relevant to the use of interactive technology. (6.8) - (6.8 in 2020)
- Staff strive to understand the learning needs of students with special learning needs. (8.2) - (7.9 in 2020)
- Staff establish clear expectations for classroom behaviour. (8.6) - (8.9 in 2020)
- Staff make an effort to include students with special learning needs in class activities. (8.6) - (8.0 in 2020)
- Staff work with parents to help solve problems interfering with their child's progress. (7.3) - (7.0 in 2020)
- Staff use strategies to engage parents in their child's learning. (7.0) - (6.4 in 2020)
- Staff make an effort to involve parents and other community members in creating learning opportunities. (7.1) - (6.6 in 2020)
- Parents are regularly informed about their child's progress. (7.1) - (6.7 in 2020)

Further in the 2021 survey the following was reported:

- 89% of staff indicated that they were well supported to deliver online learning. (67% in 2020)
- 95% of staff stated that Northlakes HS is a welcoming and culturally safe place for all students. (new measure for 2021)



Outstanding creative and performing arts

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.

Aboriginal Education - School statement

Northlakes High School prides itself on its strong Aboriginal and Torres Strait Islander supportive culture. This is represented through the Muru Bulbi Learning and Engagement Centre, focusing on attendance, retention and HSC attainment, along with our Aboriginal office and the community room situated in C block. Offering a calm and positive atmosphere where the students are supported and nurtured through their schooling journey from 7-12.

Our Aboriginal education team and Aboriginal Education Officers ensure that all students have the opportunity to connect to culture and build meaningful relationships with our community. When attending Northlakes High School students have the opportunity to be involved with Aboriginal Art, Dance, Didge and garden programs. We support student connection to culture through a variety of excursions including boys and girls cultural camps, surf camps and sport camps. We continue to excel in bridging the gap of education by delivering tutoring programs, in-class assistance, and supporting the transition beyond school into further education or the workplace. The staff at Northlakes High School have a broad range of expertise available to support our students and their families in all aspects of school life.

In 2021, Northlakes High School was recognised for outstanding work in the field of Aboriginal and Torres Strait Islander education by ABC News with national media highlighting our programs and achievements.

<https://www.abc.net.au/news/2021-10-14/closing-the-gap-on-indigenous-high-school-year-12-completion/100535878>

Anti-Racism Policy

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

Anti-Racism - School statement

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 are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

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 consists 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 are given an opportunity to complete physical activity in the school gym. Also students are 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 "#teamNorthlakes". 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.



Strong partnership with Muru Bulbi AECG