

2022 Annual Report

Northlakes High School



8547

Introduction

The Annual Report for 2022 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

2022 saw the students and staff of Northlakes High School return to a sense of normality in comparison to the previously few disrupted years of the COVID-19 pandemic. We were able to run most of our extra-curricular activities and provide a holistic education for all.

Thank you to our wider community of parents, support services, sponsors and local businesses who partnered with us to ensure that it is a whole community effort supporting our young people to mature into adults with the skills, knowledge and personal characteristics needed to be successful into the future in a rapidly changing world.

Thank you to the dedicated staff that on a daily basis ensure we provide quality education to all our students. Our school community is known for the fun, joy and excitement in learning but also the grit and determination to both face and rise to meet challenges.

We are proud of our diverse and inclusive culture that supports all students and staff to be known, valued and cared for as a member of #teamNorthlakes.

Mr Warren Welham

Principal

Message from the school community

2022 took off at a very quick pace. We were able to hold face to face meetings again for the first time in over 12 months, members & staff moved on and we undertook one of the P&C's biggest changes since being formed with the decision to hand the canteen operations over to the school.

Our aim is to continue as an active P&C and increase membership, with the focus on hosting more social events and inviting guest speakers to our meetings to provide up-to-date useful information to our families.

Our P&C continues to support our students and school with allocated funds in many areas. The transport fund has been well utilised this year now we are able to go on outings and excursions. The P&C offers subsidised or free buses to many different groups within the school to access positive educational and sporting outcomes.

Our commitment to the PBL rewards has also continued with the supply of JB HiFi and canteen vouchers for the weekly Gotcha draw. We have also supported students who have achieved either State or National level in their chosen sport, congratulations to Mia and Cooper who both travelled overseas this year to represent Australia in their chosen sport.

This year saw the retirement of Leanne Chapman - a valued P&C member and long-term canteen supervisor. Leanne

gave over 23 years to our Northlakes community ensuring thousands of students and staff were fed over the years. Leanne had a strong voice for the students she supported, always running a tight ship with the most affordable prices. Our community thanks her for her service and wishes her all the very best in her new ventures.

I look forward to working closely with our families building positive relationships within our community. Please do not hesitate to reach out and come to any meetings we offer throughout the year.

Michelle Whitehead

P&C President

Message from the students

The SRC is not just about representing the student body at Northlakes High School. Fundamentally, we are the voice of all Northlakes High School students and we take pride in upholding our school values of Respect, Responsibility and Personal Best. We strive to listen to all the students' needs and concerns to better improve our school and community to make it the best version possible. We always do our best to ensure a safe and supportive environment for all students, visitors and staff. We strive to ensure the entire school community thrives and consistently achieves their personal best.

#teamNorthlakes SRC have had a successful year representing their student body in 2022.

Max Barsby - School Captain

Jay Kilpatrick - Vice Captain

April Hemopo - Prefect

Penelope Fisher - SRC President



Senior executive team in 'House' shirts for the Athletics Carnival.

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 2022 enrolment is 815. 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 perform for the Tuggerah Lakes Education Week Awards Ceremony

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	2022 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	Sustaining and Growing

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

Low level adjustment for disability: \$372,040.00

Socio-economic background: \$256,802.00

Professional learning: \$13,000.00

Summary of progress

In 2022, Northlakes High School continued to focus on our three initiatives of writing, reading and numeracy to enhance student growth and attainment as part of a five-year strategic direction. Upon completing our second year of this strategy, we observed significant growth in HSC results and Aboriginal student achievement around literacy and numeracy domains. Northlakes High School's focus on enhancing extended writing responses has seen our average writing score in Year 9 NAPLAN rise 22.6 points from 2021 data, which is our highest achievement since 2017. Furthermore, our HSC Top 2 band results lifted from 8.5% to 14.95%, which exceeded our targeted growth. Likewise, our HSC top three band results have lifted from 32.14% in 2021 to 44.85% in 2022. The consistent writing approach across the school is seeing enhanced improvement in students' achievement of national writing standards. Our focus for the future is to further develop targeted writing strategies, which enable our students to achieve band six results in the HSC.

As part of our reading initiatives, staff completed professional learning and embedding of critical reading strategies within all classes across the school. Northlakes High School continues to invest in withdrawal reading programs and reading software to facilitate growth and development. NAPLAN results indicated that our Aboriginal and Torres Strait Islander students continue to demonstrate growth beyond our targets, which reflects the work our Muru Bulbi Learning Centre and staff are achieving with students. Our whole school achievement, in the Top 2 bands for NAPLAN Reading, indicates a modest improvement of 2% from 2021. While we continue to remain below our intended target for students achieving in the Top 2 bands for Reading, our 2022 results exceed all results since 2016. Throughout 2022 we implemented literacy blitzes, which our check-in data indicates growth in targeted skills for our students. During 2023, we aim to expand literacy blitzes and in-class supports to develop reading skills across all cohorts.

Our focus on Numeracy has achieved outstanding growth for our Aboriginal and Torres Strait Islander students, with students in the Top 3 bands for Numeracy exceeding our targets by over 13%. However, our whole school achievement declined in the number of students achieving Top 2 bands for Numeracy to 1.75%. This was disappointing despite continuing to invest in Maths Online and Quicksmart withdrawal initiative. We are committed to implementing a literacy numeracy program in 2023 and developing problem-solving skills for students across all Key Learning Areas. The aim is to reverse current trends in achievement and lift numeracy skills for all students across the school.

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: • Increase % of students achieving the top two bands in reading increases from 6.5% to 12.1% by 2022.	In 2022, Northlakes High School achieved 6.2% of students in the Top 2 Bands for Reading. This was a 2% increase in our 2021 data. While we are 0.3% off achieving our lower bound target, this result is our highest achievement since 2017.

<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 2022. 	<p>Northlakes High School continues to exceed our targets for Aboriginal Students achieving in the Top 3 bands for Reading. Our 2022 data indicates 33.33% of our Aboriginal Students achieved Top 3 bands in Reading. This result again reflects the value of the Muru Bulbi Learning Centre to our community and the level of support Aboriginal students are receiving to lift 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 2022 	<p>Our whole school's level of achievement of students in the Top 2 bands for Numeracy was disappointing. We need to continue to refine our numeracy focus and implement strategies to develop key skills in our students. Further implementation of whole school numeracy across all faculties and a review of current practice is required to achieve our numeracy targets into the future.</p>
<ul style="list-style-type: none"> • Increase % of Aboriginal students achieving in the Top 3 bands in Numeracy from 12.5% to 20.4% by 2022. 	<p>In 2022, Aboriginal Students achieving in the Top 3 bands for Numeracy exceeded our upper target by 17.1%. This again reflects the withdrawal programs offered to Aboriginal students in our Muru Bulbi Learning Centre to develop numeracy-related skills.</p>
<p>HSC:</p> <ul style="list-style-type: none"> • Increase % results in Top 2 HSC bands from 8.1% to 14.5% by 2022 	<p>Our 2022 Year 12 cohort exceeded our target of students in the Top 2 HSC Bands. 14.95% of students achieved results in the Top 2 Bands, which was an increase of 6.85% from baseline data. This again reflects the additional support offered to our HSC students and investment in writing to lift HSC results.</p>
<ul style="list-style-type: none"> • Achieve 32.2% of students in Top 3 HSC bands by 2022 	<p>Achieved 44.85% of students in Top 3 HSC bands in 2022</p> <p>Our 2022 Year 12 cohort, exceeded our target of students in the Top 3 HSC Bands. 44.85% of students achieved results in the Top 3 bands, which was an increase of 12.61% from baseline data. This again reflects the additional support offered to our HSC students and investment in writing to lift HSC results.</p>



Students learning Japanese

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

Professional learning: \$50,000.00

Per capita: \$60,000.00

Socio-economic background: \$547,880.00

English language proficiency: \$2,400.00

Summary of progress

Northlakes High School offers extensive cultural, educational and wellbeing programs and activities to support a diverse range of students in inclusive education. During 2022 we focused on enhancing and extending our existing programs, and driving explicit delivery of our PBL values of respect, responsibility and personal best; non negotiables; new schoolwide procedures in behaviour and attendance; and AVID, through our L2L lessons. Student attendance and attendance procedures and our Behaviour Policy were comprehensively reviewed and streamlined to support new DoE requirements. To support these initiatives, Northlakes High School employed nine additional staff members to monitor the delivery of quality wellbeing programs, support students within the classroom setting, and monitor systematic administrative procedures in an attempt to develop communication, foster trust and a build a sense of belonging for staff, students, parents and the wider community to #teamNorthlakes. This has been reflected in our TTFM data where in areas we come closer to meeting NSW government norm;

Student participation in school sports - 47% school mean, just below 48% NSW govt norm

Positive teacher/ students relations - 5.8 school mean- which is above NSW govt norm of 5.7

Positive Learning Climate 5.6 school mean which equals 5.6 NSW govt norm

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 from baseline of 36.5% to 41.5% in 2022	<p>Although overall attendance has had significant growth overall, the top end has fallen far below the 2022 targeted benchmark. 90% and above attendance is currently sitting at 15.21%. A negative decline of 15.34%</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 from the bottom and middle bands.</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	Northlakes High School has focused on improving wellbeing policies and practices. By embedding inclusive educational programs schoolwide a

from a baseline of 52.7% to 58.1% by 2022.	<p>sense of belonging is established #teamNorthlakes.</p> <p>Students reporting positive outcomes in 2022 was 39%, not quite meeting the target of 58.1%</p> <p>Positive results in TTFM were:</p> <p>Student participation in school sports - 47% school mean, just below 48% NSW govt norm</p> <p>Positive teacher/ students relations - 5.8 school mean- which is above NSW govt norm of 5.7</p> <p>Positive Learning Climate - 5.6 school mean which equals 5.6 NSW govt norm</p>
Maintain % of students completing HSC at 50%	2021 saw 137 students transitioning into the senior school in Year 11, with 61 students completing their HSC in 2022 (44.53%), as opposed to 2020 data of 109 students transitioning to Year 11 with 53 completing their HSC in 2021 (48.6%). Although down 4%, completion rates are remaining relatively similar to last year. This could be due to the ongoing literacy and numeracy support in the ILSP 10-12 program and the support delivered to our Aboriginal and Torres Strait Islander students in the LEC.
Increase the proportion of Aboriginal students attaining year 12 by 20% while maintaining their cultural identity- Premier's Priorities.	25 Aboriginal and Torres Strait Islander students started Year 11 in 2021 with 14 completing their HSC in 2022, a 70% 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 2021 30% 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.	<p>TTFM student advocacy has continued to move over the past two years from an initial baseline of 42%. This increased in 2021 to 44.39% and in 2022 has again risen to 45%</p> <p>TTFM was completed within school time using a team that coordinated lessons for completion. In 2022 648 students from 804 completed the TTFM survey (80.6%).</p>



Girls Open Touch Football team 2022

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: \$37,000.00

Professional learning: \$8,500.00

Aboriginal background: \$12,000.00

Beginning teacher support: \$10,000.00

Summary of progress

In 2022, Northlakes School focused on 'Empowering Staff' through collective efficacy and professional learning. The Middle Leadership Team lead our Professional Learning Community (PLC) through professional development focusing on literacy, numeracy and quality teaching. In PLC groups, staff also explored 'Collective Efficacy', the research supporting this initiative, and participated in a number of relational capacity and team building activities. Our executive team collaboratively developed executive values of courage, respect, integrity and honesty to strengthen agency, collaboration, cooperation and participation.

This year we continued with our externally facilitated faculty evaluations to support executive staff in setting and maintaining faculty directions to improve student outcomes. We increased our leadership density as a school and the leadership capacity of our staff through supporting and providing professional learning specifically for our Middle Leadership Team and Faculty 2ICs. Our Middle Leadership Team also provided targeted professional learning to cross faculty groups to address whole school literacy and numeracy directions and goals. The evaluation survey data indicates that PLCs and the Middle Leadership Team are highly valued by staff as a means of delivering Professional Learning and embedding whole school priorities. They will continue 2023.

Northlakes High School's 2022 HSC results saw an improvement from 2021 in terms of average HSC score. This is the second highest average HSC result Northlakes High School has achieved since 2015. At the beginning of 2022 executive staff participated in guided and independent analysis of 2021 HSC data and determined goals to improve student performance and measures to gauge success. During an extended Executive meeting Head Teachers presented, discussed and modified faculty goals and performance measures to improve student HSC performance. This initiative will continue in 2023 as HSC results have improved.

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
People matter survey results 2021 indicate 76% favorable scores in Job Satisfaction which is much closer to the network average on 78.51%. Goal to improve this to exceed the network average by 2024.	People matter survey results 2022 indicate 71% favourable scores in Job Satisfaction. This is -7 from 2021, but +13 from 2020. The goal is to exceed network average has been achieved in 2022 with the 2022 network average being 69.8% favourable scores, whereas the school average is 71.2% favourable score. Note, using the PMES data available, this is the first time Northlakes High School has ever exceeded the network average in Job Satisfaction.
Staff actively engage with, evaluate and discuss targeted professional learning	2022 saw 16 staff attend the 3 day AVID summer institute in Melbourne. Northlakes High School professional learning and senior executive team

to improve staff performance and student outcomes	also planned and delivered 2 extended executive meeting, 1 extended 2IC meeting, 4 School Development Days, 5 Professional Learning Community events and numerous staff meetings. In terms of teacher identified externally provided professional learning, Northlakes High School approved 159 applications from staff to attend 90 events throughout 2022.
People matter survey results indicate a decline in working collaboratively to achieve objectives in recent years. Baseline 2017 70% favourable scores, 2019 55.1% favourable scores. 2021 saw an increase to 74.8% favourable score which aligns with our goal to meet network averages in High Performance: Collaboration by 2024	2022 People matter survey results indicate an increase in working collaboratively from 2020 to have 68% favourable score. Although this is -4 from 2021, this score is +15.9% from 2019. Since 2019, the gap between network average and school average has been consistently closing and 2022 saw the school gap only about 2% favourable score less than the network average.
No staff have completed higher levels of accreditation in 2022	Unfortunately we did not see any staff achieve higher levels of accreditation in 2022. The perception of staff is that this is a lot of work that takes away from planning quality lessons and preparing quality resources and staff do not see the benefit. This perception will have to be addressed before staff will be motivated to take on the additional work to achieve high levels of accreditation.
<p>Increase the number of staff successful in achieving permanency or promoted into permanent leadership roles within the department.</p> <p>Using 2020 as a baseline (1 Principal, 1 Deputy Principal, 0 Head teachers, 5 Classroom teacher - via Open Merit, 2 SLSOs, 0 SAOs, 1 SAM)</p>	2022 saw 1 Head Teacher promoted to the role of Deputy Principal, 4 Classroom Teachers promoted to a Head Teacher position and 1 classroom teacher permanently appointed.



Bimbimbie Staff

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$691,419.00</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"> • 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 • 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 the following impact: Improved educational and social outcomes for students Improved attendance and retention More available options for students with disabilities within the mainstream setting</p> <p>After evaluation, the next steps to support our students will be: Continue to write access request applications for students in need of individualised support or setting due to disability. Implement program delivery to targeted students in need of additional support Continue to evaluate programs to accommodate learning , environmental and social needs of identified individuals and cohorts. Support students at major transitioning times 6-7, 10-11, school to work.</p>
<p>Socio-economic background</p> <p>\$1,079,569.00</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"> • Writing • Wellbeing • Attendance • Collective Efficacy • Professional Learning Community (PLC) • Reading • Numeracy • 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

<p>Socio-economic background</p> <p>\$1,079,569.00</p>	<p>in all stages of learning</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The use of PBL common language, clearly defined expectations and systems are implemented schoolwide through explicit teaching embedded in L2L lessons . - Strengthened communication with students, parents, partner primary schools, and the wider school community. Increased awareness of school activities, excursions, special news and up and coming calendar events. - The L2L lessons have been invaluable in supporting the new behaviour strategy. School systems and school expectation (non-negotiables, positive and negative behaviour procedures, PBL values, attendance expectations) have been explicitly taught schoolwide for consistency by staff and students. - The implementation of refined processes and systems saw more accurate attendance monitoring which aligns to the DoE attendance policy. - Attendance expectations were communicated to the school community through branded materials on social media. Attendance monitoring for cohorts and individuals were tracked, recognised and celebrated where appropriate. - Staff are better equipped and more motivated to use and adapt teaching and learning strategies to engage students. Staff are willing to share their 'success stories' and advice with staff in terms of AVID. This is raising the profile of AVID within Northlakes High School while building the teaching and leadership capacity of our beginning staff. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Further training for key staff in Renaissance Reading as a resource tool and ongoing encouragement of classroom teachers to use library resources. - Further evidence-based literacy initiatives are to be developed across the school. However, a greater focus on pre and post data is required within these initiatives. - Plan 2 is an invaluable tool. However, we continue to need further refinement in whole school application. Small group withdrawals has been successful and its individual application is evident. The challenge is using this tool across all KLA's in a timely and informed manner to support teaching and learning. - It is evident that our 'inclusion' programs have a positive impact and this is reflected in school pride and an inclusive school culture. Students identified they have a sense of belonging to #teamNorthlakes and feel supported by staff (TTFM results show that students have an increased sense of belonging to NHS). Ongoing evaluation of these programs needs to occur annually. - Ensure the Professional Learning Team continue to provide targeted and purposeful PL and expand the team and leadership capacity within the team. - Continue to subsidise and fund initiatives that develop the skills and talents of students in sports, culture and creative and performing arts. - Provide staff relief to develop the next generation of school leaders by supporting HTs, 2ICs and the Middle Leadership Team.
<p>Aboriginal background</p> <p>\$191,211.00</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"> • 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"> • Staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$191,211.00</p>	<p>Personalised Learning Plans.</p> <ul style="list-style-type: none"> • Maintained successful Junior AECG through provision of leadership development activities and resources. • Community consultation and engagement to support the development of cultural competency. • Employment of specialist additional staff (SLSO) to support Aboriginal students. • Employment of specialist additional staff (AEO) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Strengthened communication and collaboration with Aboriginal and Torres Strait Islander students and their families. - 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 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>English language proficiency</p> <p>\$2,400.00</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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support as part of differentiation initiatives. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - EALD students identified and timetables created for ongoing support to occur - Pre and Post testing data is regularly used to track progress of students and support their English language progression. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to allocate EALD periods to support EALD students. - Support staff with EALD responsibilities to access appropriate professional learning and support networks.
<p>Professional learning</p> <p>\$71,500.00</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) • Reading

<p>Professional learning</p> <p>\$71,500.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning for staff in key areas such as literacy, numeracy and building leadership capacity • Professional Learning for staff to support the implementation of IERs policies. <p>The allocation of this funding has resulted in the following impact: The use of common language, clearly defined expectations and schoolwide systems implemented through explicit teaching embedded in L2L lessons.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Further focus on embedding whole school AVID strategies into the future. - Single focus of 'assessment' for the year to align with curriculum reform. There will also be shift in the type of participation occurring during these meeting with an emphasis on 'doing'. - Through faculty evaluations Head Teachers set directions within their faculty and facilitate change to improve areas identified by external reviewer. - Expand the Professional Learning and leadership capacity within the team to ensure targeted and purposeful Professional Learning. - Executive team to continue with HSC analysis in a similar format, however changes in 2023 will see less emphasis on the analysis of data during the meeting/presentations and more emphasis on the faculty goal setting and the measures/evidence/artefacts faculties will use to determined success.
<p>Beginning teacher support</p> <p>\$124,921.00</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"> • Professional Learning Community (PLC) • 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. • Training of staff in the supervision and monitoring of beginning teachers and enhancement of the support provided for accreditation processes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All beginning teachers supported through structured professional learning and mentoring to achieve accreditation. - Improved supervision and support of beginning teachers through capacity building of key staff in accreditation processes. - Beginning teachers empowered to use school-wide AVID teaching strategies and discuss with colleagues their implementation of AVID techniques. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue successful approach to supporting beginning teachers. - Continue to access AVID Summer Institute as an effective professional learning opportunity for our beginning teachers.
<p>COVID ILSP</p> <p>\$685,579.00</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 2022.</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</p>

<p>COVID ILSP</p> <p>\$685,579.00</p>	<p>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. • Providing intensive small group tuition for identified students who were in Stage 6. • Employing/releasing staff to coordinate the program • Development of resources and planning of small group tuition • Leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: Implementation of literacy and numeracy COVID ILSP small group tuition throughout 2022 was extremely beneficial for the involved students, as evidenced by their collective results in both literacy and numeracy tuition. After returning from remote learning, the ILSP team worked well to increase student outcomes, as evidenced by strong results in NAPLAN and HSC. Students were surveyed and comments/feedback has been extremely positive and informed the team's future direction.</p> <p>Frequent analysis of student assessment and recording of data using PLAN2 and our termly NHS report has allowed continuity of collaboration between staff and allowed data informed practice to occur. Further, COVID ILSP planned additional interventions within ILSP small group tuition and further differentiation/remediation where needed to meet the learning needs for identified students. We provided scaffolded lessons and activities to increase engagement and allow our diverse learners an opportunity for skill development in literacy/ numeracy domains.</p> <p>The team also participated in ongoing professional learning to enable consistent delivery of explicit evidence based strategies and effective classroom practice 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 will be: After analysis and evaluation regarding the impact on teaching and learning, the ILSP team will refine the 2023 Scope & Sequence, as well the teaching and learning programs. 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. We will also continue to work with students individually and as a whole class for minimum standards attainment.</p> <p>The team will continue with professional learning focused around 'What Works Best' for small group tuition and evidence based best practice to ensure consistent teaching and learning activities for preparedness and skills in areas of literacy, numeracy and assessment tasks. The program will continue to be strengthened using PLAN2, pre/post testing, teacher observations and student work samples in order to give our students the best chance of academic and social success.</p>
<p>Low level adjustment for disability</p> <p>\$429,500.00</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"> • Writing • Reading • Other funded activities

<p>Low level adjustment for disability</p> <p>\$429,500.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Providing support for targeted students within the classroom through the employment of Student Learning and Support Officers (SLSOs) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Student growth in writing on average, saw a 32-point increase from 2021 data. - Pre and post-data indicate some student growth in developing fundamental punctuation skills. This includes developing staff awareness of students' ability and capacity in using simplistic punctuation. - NAPLAN data and term 4 Check-in assessments indicated growth in students' ability to scan text and interpret meaning. - 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 will be:</p> <ul style="list-style-type: none"> - Continue the practice of writing workshops into the future with Year 9 students with an increased focus on providing ideas starters to provoke further writing. - Additional development of student writing into the future with a particular focus on punctuation. This will include embedding specific writing practice into their regular weekly routine in 2023. - Further evidence-based literacy initiatives are to be developed across the school. - Assist students with the transference of these skills to all Key Learning Areas.
<p>Muru Bulbi Learning and Engagement Centre</p> <p>\$266,342.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Identify all Aboriginal & Torres Strait Islander students who wish to participate in programs, tutoring, and well-being activities • Assign a year group to each member of the ALEC team who will look after attendance phone calls, check ins with students weekly • Pre/post testing with specific year groups to increase literacy and numeracy working towards HSC Minimum Standards • Provision of range of culture programs such as Dance, Didge, Garden and Art. • Provision of range of academic and mentoring support such as tutoring, HSC Minimum Standards, Quicksmart- 7 & 8, ABCN mentoring for year 9-11 and Pirru Thangkuray mentoring for Year 11. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Out of 150 Aboriginal students roughly 130 engaged in some form of cultural, well-being or academic program during 2022. - Relationships with staff strengthened, students felt a sense of belonging and engaged across the school knowing they have a support network within the school. - 100% of Year 12 students achieved HSC Minimum Standards - Improvement in reading and numeracy for Aboriginal and Torres Strait Islander students, exceeding our annual targets. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Focus on Cultural engagement for Stage 5 - Implementation of Dhinewan Mentoring for Stage 5

<p>Muru Bulbi Learning and Engagement Centre</p> <p>\$266,342.00</p>	<ul style="list-style-type: none"> - Focus on motivation and achievement for Stage 4 - Pirru Thangkurray extended to Year 11 and Year 12.
<p>Student support officer (SSO)</p> <p>\$96,058.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Support the wellbeing needs of students 7-12 • Support wellbeing program delivery • Collaborate with external agencies to help support students and their families • Deliver educational programs to enhance a sense of belonging to #teamNorthlakes and raise awareness of issues affecting young people • Collaborate with community to promote Northlakes High School <p>The allocation of this funding has resulted in the following impact: The employment of the Student Support Officer has meant students are now being supported educationally, socially and emotionally at Northlakes High School. Links are being established with external services so students are appropriately supported and a community culture of support has been developed.</p> <p>After evaluation, the next steps to support our students will be: Evaluation of current programs, looking at the needs in the community so educational programs are targeted to the needs facing youth. Ongoing support for the students and families at Northlakes High School and more collaboration with local youth and health services.</p>



Students learning soldering skills

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	433	446	431	419
Girls	381	379	351	364

Student attendance profile

School				
Year	2019	2020	2021	2022
7	85.9	85.5	81.2	79.0
8	83.1	78.3	80.2	71.8
9	77.8	82.3	75.5	73.1
10	77.6	83.1	71.3	65.4
11	78.4	78.5	73.6	67.5
12	79.8	87.1	75.6	71.2
All Years	80.7	82.2	76.5	71.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	30	38	20
Employment	30	31	32
TAFE entry	20	15	14
University Entry	0	0	26
Other	20	16	8
Unknown	0	0	0

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

Year 12 students undertaking vocational or trade training

37.63% of Year 12 students at Northlakes High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

90.9% of all Year 12 students at Northlakes High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	54.3
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.08
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	224,113
Revenue	15,800,691
Appropriation	15,556,664
Sale of Goods and Services	108,989
Grants and contributions	132,081
Investment income	2,856
Other revenue	100
Expenses	-15,670,574
Employee related	-14,286,919
Operating expenses	-1,383,654
Surplus / deficit for the year	130,117
Closing Balance	354,230

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.



Staff undertook AVID professional learning at Summer Institute

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	646,210
Equity Total	1,923,113
Equity - Aboriginal	191,212
Equity - Socio-economic	1,300,000
Equity - Language	2,400
Equity - Disability	429,501
Base Total	10,311,063
Base - Per Capita	210,416
Base - Location	0
Base - Other	10,100,647
Other Total	1,192,570
Grand Total	14,072,956

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.



We have a dedicated team of School Learning Support Officers who support our students

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.

- 2022 NAPLAN results indicated that our students were above other similar schools in our group for all domain areas in both Year 7 and Year 9. This is a great result by our students in 2022.

- Year 9 Writing was our best result since data has been collected with our data management tool SCOUT.

- Year 9 Numeracy only had 1 student below National Minimum Standard.

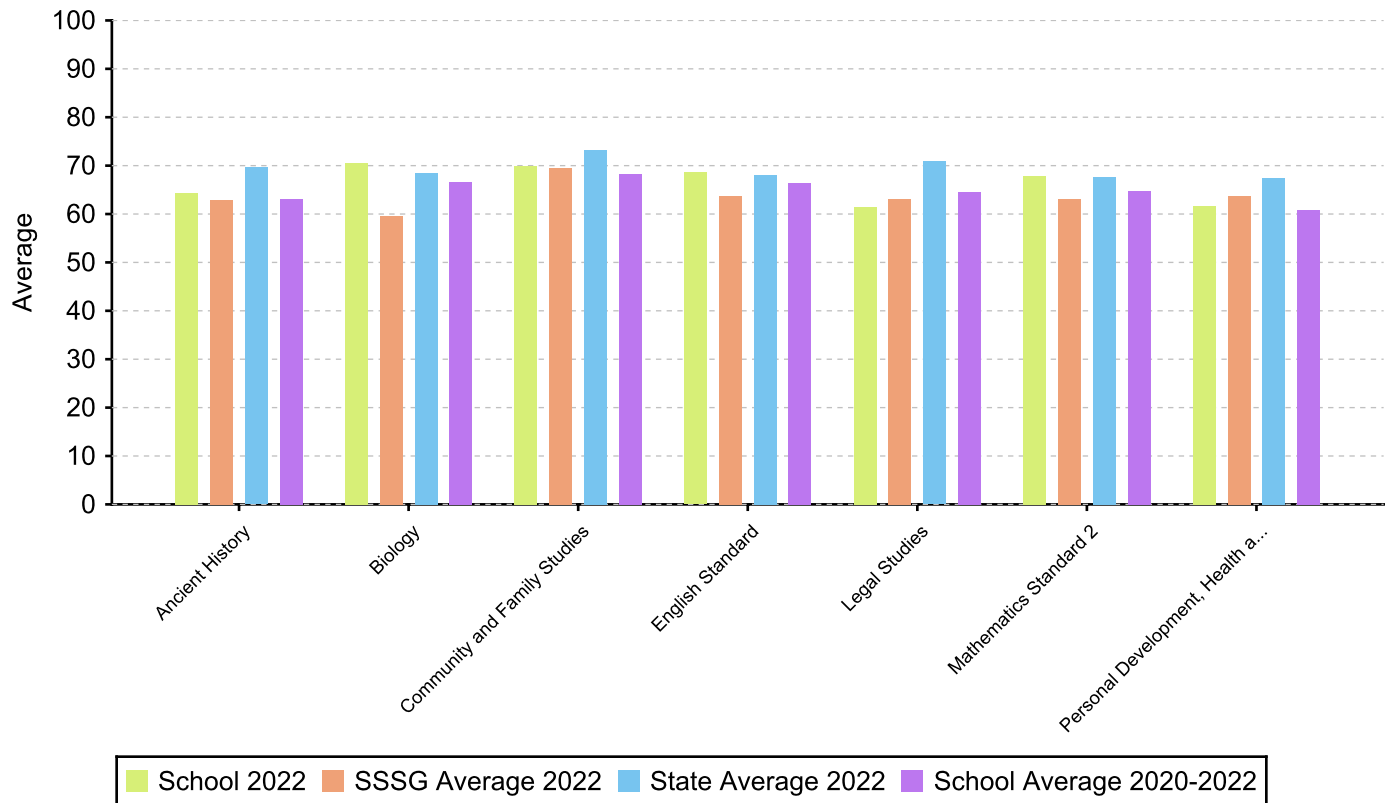


Northlakes High School Dance Company 2022

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 2022	SSSG	State	School Average 2020-2022
Ancient History	64.4	62.9	69.6	63.1
Biology	70.5	59.6	68.5	66.5
Community and Family Studies	70.0	69.5	73.2	68.3
English Standard	68.6	63.8	68.1	66.5
Legal Studies	61.4	63.0	70.8	64.5
Mathematics Standard 2	67.8	63.1	67.6	64.8
Personal Development, Health and Physical Education	61.6	63.7	67.5	60.9



Parent/caregiver, student, teacher satisfaction

Parent/Caregiver:

The 2022 '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. (7.1) - (7.4 in 2021)
- My child is clear about the rules for school behaviour. (7.8) - (8.2 in 2021)

Further in the 2022 survey the following was reported:

- 68% 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 2021)
- 64% of parents were satisfied with the general communication from the high school. (79% in 2021)
- 59% of parents would recommend NHS to parents of primary school students. (72% in 2021)
- 77% of parents indicated that they are confident that their child's academic and wellbeing needs are being met at Northlakes High School. (94% in 2021)

Student:

The 2022 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. (5.8) - (5.7 in 2021)
- Students understand there are clear rules and expectations for classroom behaviour. (5.6) - (5.6 in 2021)
- Students have someone at home or community who consistently provides encouragement and can be turned to for advice. (4.8) - (4.9 in 2021)

Further in the 2022 Semester 2 survey the following was reported:

- 68% of students have friends at school they can trust and who encourage them to make positive choices. (71% in 2021)
- 80% of students indicated that they do not get in trouble at school for disruptive or inappropriate behaviour. (78% in 2021)
- 76% of students know where to seek help if bullied. (76% in 2021)
- 91% of students agreed that all my teachers teach writing strategies to develop my skills in writing extended responses. (78% in 2021)

Teacher:

In the 'People Matter Employee Survey' of 2022, Northlakes High School achieved a 71% response rate from staff.

The following was indicated:

- 89% of staff are comfortable notifying their manager if they become aware of any risks at work. (89% in 2021)
- 87% of staff found their job gives them opportunities to use a variety of skills. (93% in 2021)
- 86% of staff are confident that H&S issues raised will be addressed promptly. (90% 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) (85% in 2021)
- 84% of staff understand what is expected of them to do well in their job. (88% in 2021)

The 2022 'Tell Them From Me' teacher survey indicated that Northlakes High School outperformed the NSW Government School Norm in the following areas:

- Staff work with school leaders to create a safe and orderly school environment. (7.7) - (7.8 in 2021)
- School leaders have supported staff during stressful times. (7.4) - (7.5 in 2021)
- Staff talk with other teachers about strategies that increase student engagement. (8.1) - (8.1 in 2021)
- Staff discuss learning problems of particular students with other teachers. (8.2) - (8.2 in 2021)
- When staff present a new concept they link it to previously mastered skills and knowledge. (8.2) - (7.8 in 2021)
- Staff use two or more teaching strategies in most class periods. (8.1) - (8.2 in 2021)
- Staff discuss with students ways of seeking help that will increase learning. (8.0) - (8.1 in 2021)
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. (8.1) - (7.6 in 2021)
- Staff use computers or other interactive technology to give students immediate feedback on their learning. (7.3) - (7.6 in 2021)
- Staff help students set goals for learning new technological skills. (6.8) - (6.8 in 2021)
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. (8.0) - (7.7 in 2021)
- Staff help students use computers or other interactive technology to undertake research. (8.0) - (7.9 in 2021)
- Staff help students to overcome personal barriers to using interactive technology. (7.4) - (7.6 in 2021)
- Staff work with students to identify a challenging learning goal relevant to the use of interactive technology. (7.1) -

(6.8 in 2021)

- Staff strive to understand the learning needs of students with special learning needs. (8.4) - (8.2 in 2021)
- Staff establish clear expectations for classroom behaviour. (8.6) - (8.6 in 2021)
- Staff make an effort to include students with special learning needs in class activities. (8.5) - (8.6 in 2021)
- Staff work with parents to help solve problems interfering with their child's progress. (7.1) - (7.3 in 2021)
- Parents understand the expectations for students in my class. (7.1) - (7.3 in 2021)

Further in the 2022 survey the following was reported:

- 84% of staff stated that Northlakes HS is a welcoming and culturally safe place for all students. (95% in 2021)
- 77% of staff stated they have the knowledge required to engage with students on Aboriginal cultures and histories. (64% in 2021)
- 77% of staff stated they are confident in their capacity to meet the needs of Aboriginal students. (70% in 2021)



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 which offers 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.

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 complaints 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 'Maori and Pasifika' culture 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 School 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 fortnightly mentor program.

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. Students are also required to complete a community service component which will include supporting/volunteering at local events, engaging with the community while representing the school. Students involved in the Construction or Maths in Trade courses complete outcomes attached to the course, 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.

GRACE Girls Program:

In 2022, we have established our first 'Growth, Readiness and Creating Empowerment' (GRACE) group for our female students. The program has a strong focus on team building and positive attitudes while trying out activities that support wellbeing such as Yoga, cooking and fitness. We explore topics that promote empowerment and foster lifelong skills such as travel, budgeting and organising trips. We aim to support the transition of our students into adulthood as strong, independent women.



Didge group performing