

NORTHHOLM
GRAMMAR SCHOOL



LEARN
WITH
PURPOSE
LIVE
WITH
PASSION

PROSPECTUS

WELCOME

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01

FROM THE PRINCIPAL **CHRISTOPHER BRADBURY**

Northholm Grammar School is a vibrant and supportive environment where young people can develop the knowledge, skills and personal attributes they need to live a rich and purposeful life as future global citizens. While our students enjoy the benefits offered through personalised learning and the tranquil nature of our semi-rural location, we are profoundly aware of our responsibility to ensure they are prepared for life. Northholm is strongly committed to the growth and success of each student, both in school and beyond, ensuring their wellbeing in a caring, supportive and nurturing community.

We recognise the critical importance of preparing young people with a holistic education so they can flourish academically, socially, physically, culturally and spiritually. Our students have the ability to develop caring, sensitive relationships based on strong self-discipline which enables them to not only withstand the many negative influences which our modern society holds up as worthwhile, but also to see the shallowness of these influences.

Our teachers are dedicated, passionate, motivated and inspirational educators with expertise in curriculum and relationship building capacity. They are actively involved in the many different aspects of school life and support our students experientially in diverse environments where risk is acknowledged and managed for authentic growth to occur, through both failure and success in building resilience, curiosity and courage. This approach is fundamental to the nature of our dynamic and innovative context, where learning and teaching is informed and shaped by the latest thinking in education and students are prepared for the realities of life in our world beyond school. Northholm firmly believes that the best learning occurs in an environment where students are happy, known and supported by staff.

Teachers and students are supported by parents in this three cornered partnership which has personal best as its ultimate aim. Distinctive people, values, learning spaces and experiences distinguish a Northholm education to that of its competitors. Parents and schools need to be at one in keeping school education anchored in values which promote true human dignity of the person and which help to build a just and caring society. We provide regular opportunities for parents to meet with tutors and classroom teachers to celebrate their children's achievements and discuss their changing needs through our pastoral care structure and school communication systems.

In considering Northholm as your school of choice for the education of your children, know that they will be respected for who they are and valued for what they can achieve. At Northholm, young people become successful, confident and articulate individuals with a strong sense of commitment to each other, to their community, to those who are less fortunate and to the natural environment.

I look forward to welcoming you to Northholm and sharing our exciting vision for the future as a place of quality education for all.



OUR HISTORY

Northholm opened in Arcadia in 1983 with the vision of a small, caring school which would foster the worth of the individual, encourage academic excellence and promote Christian values. It was to be a family-centred school which looked upon its students, parents and staff as part of a community striving for a common goal. This spirit was evident in the remarkable efforts of the founding parents, School Council and staff who established the school and then worked to build an impressive reputation of academic, pastoral and co-curricular achievement.

Since its establishment Northholm has remained true to its original charter by providing a comprehensive education for students of all abilities and interests irrespective of faith, culture or family background. In recent times the School has expanded its programs to include younger years and now offers the same excellence in education and high level of care for students from Kindergarten to Year Twelve. Our spirit of community and the caring nature of our teachers continue to be our most distinguishing features.



OUR GOVERNANCE

Northholm Grammar School is incorporated as a public company limited by guarantee with a Board of Directors and provision for persons associated with the school to become members of the Company. The Board is known as the School Council.

The School Council is responsible for the appointment of the Principal and the good management and welfare of the school, including provision for the maintenance and protection of the property.

Members of the School Council are selected on the basis of their skills, knowledge and experience across a range of professions. Their collective knowledge assists with the development and implementation of new plans and strategies for the School and guidance to the Principal on matters relating to both the operation and management of the School. The Principal attends all Council meetings.

OUR VISION

To position Northholm as a centre of excellence in the educational community through our unique ability to nurture young people while challenging them to excel.

OUR MISSION

To develop the intellectual, cultural, creative and spiritual capacities of young people so that they are empowered to embrace the future with confidence and compassion.



OUR VALUES

In 2015, as part of the development of the current Strategic Plan, members of the School Community were invited to articulate what they considered to be the underpinning values of the School. It was a surprisingly easy exercise as the community had a shared understanding and commitment to promoting the following values in all aspects of the School's operation. These values are now the benchmark for evaluating the School's effectiveness in meeting its obligation to all members of the school community.

RESPECT

We respect our own and others' worth and rights.

INTEGRITY

We act with honesty and do not compromise the truth.

RESPONSIBILITY

We act with concern for others and for our environment.

LOYALTY

We are supportive of each other and fulfil our commitments.

EXCELLENCE

We pursue excellence in everything we undertake.

INNOVATION

We show initiative in discovering creative solutions to problems.

PASSION

We engage in all activities with energy, excitement and determination.

PURPOSE

We seek opportunities to enrich our lives through meaningful activities.



OUR EDUCATIONAL AIMS

TO DEVELOP A LOVE OF LEARNING

TO INSPIRE

a love of learning and commitment to intellectual development in each of the core disciplines through a diverse range of learning and teaching styles including digital technologies.

TO CREATE

a stimulating, purposeful and inclusive learning environment that enhances students' engagement in the learning process and supports the achievement of their personal best.

TO ENCOURAGE

students to become independent learners who will be able to maximise the benefits of future study and diverse work opportunities.

TO MAINTAIN

a level of care that enables students to develop an appreciation of their own and others' worth, regardless of background, culture, religion or ability.

TO NURTURE

each student's understanding of the Christian world view and to deepen their sense of selflessness and service.

TO OFFER

opportunities for mindfulness, self-reflection, stillness and prayer.

TO PROMOTE

a generosity of spirit and a commitment to service for others.

TO PROVIDE

a co-educational learning environment in which both young men and women have equal opportunities to prepare for life, work and the responsibilities associated with committed relationships.

TO DEVELOP

young people with the honesty, integrity, tolerance and independence of mind required to contribute positively to the maintenance of our democratic society.

TO FOSTER

a love of the arts and provide opportunities for students to express their creativity.

TO SUPPORT

a positive attitude to health and fitness and a love of physical activities that promote healthy competition.

TO INSTIL

an awareness of environmental issues and sustainable living habits.

TO INVOLVE

all students in a diverse school community that helps them develop the self-discipline, mutual responsibility and empathy necessary to contribute to society as global citizens.



02

LEARNING AND TEACHING

FOSTERING ACADEMIC ACHIEVEMENT THROUGH EXCELLENT LEARNING AND TEACHING AND A CULTURE THAT ENCOURAGES ASPIRATION

As a non-selective school Northholm offers a rigorous academic learning environment that challenges each student to reach their potential. The Liberal Arts (liberating the student to be an independent thinker) are the foundation of a Northholm education. In order to prepare our students for life, we understand that they need to master a body of knowledge in a variety of disciplines, and develop a set of skills that allows them to be productive citizens in the world they will help shape. From Kindergarten through to Year Twelve, our academic program provides not only a strong foundation for future learning, but as importantly, a skill set that will allow our students to navigate and contribute to their world.

This approach includes opportunities for all students to engage in activities that require higher order thinking and the ability to clearly communicate an understanding about what they have learned through a range of well formed arguments and opinions that can be applied to real life situations. The connection between lessons learned inside the classroom and what happens outside forms a critical part of Northholm's approach to learning and teaching as it enables teachers to utilise the many opportunities provided by our wonderful rural setting. .

OUR COMMITMENT TO PROVIDING FOR THE DIFFERING EDUCATIONAL NEEDS OF OUR STUDENTS IS DEMONSTRATED THROUGH:

RELATIONAL LEARNING

Our small class sizes and emphasis on community allow our teachers to form lasting, meaningful relationships with our students that instil a desire for successes and lifetime love of learning. The personalised care we can provide enables our teachers to help each student identify realistic goals for their academic, social and spiritual development.

OUR ACADEMIC PROGRAM IS INTENTIONALLY DESIGNED TO BE BOTH **CHALLENGING AND SUPPORTIVE** AND PROVIDES OUR STUDENTS THE LAUNCHING PAD THAT ALLOWS THEM TO **PURSUE THEIR PASSIONS** AND TO BE SUCCESSFUL IN ALL OF LIFE'S POSSIBILITIES.



PERSONALISED ATTENTION

Northholm is recognised for the quality of the relationships we develop between students and the teaching staff. Tutors/Class teachers meet regularly with the students in their tutor/class groups to discuss their progress and communicate to parents where there are concerns about a student's progress. This regular communication is a fundamental aspect of Northholm's more personalised approach to learning.

02

PROSPECTUS PERSONALISED EDUCATION

KNOWLEDGE OF STUDENTS

Our teachers pride themselves on their knowledge of each student's individual needs and provide a diverse range of learning experiences to accommodate the different learning styles and interests of students. Our programs, while supporting our commitment to a traditional academic program, reflect this broader perspective.

PURPOSEFUL LEARNING

Providing purposeful learning experiences that incorporate both explicit instruction and individual inquiry enables our students to develop the passion for learning and the commitment to excellence they need to fulfil their potential and realise their dreams.

DEEP THINKING

Our teachers recognise that deep thinking is the essence of creativity and a critical ingredient in every significant learning experience and seek to provide students with opportunities to resolve complex real world problems.

USE OF TECHNOLOGY

We focus on building a strong foundation in core skills and emphasise the need for academic rigour. Technology is integrated where appropriate at each level of schooling. Students are required to bring their own laptop from Year Five to Year Twelve.

HIGH QUALITY STAFF

ENSURING ALL STUDENTS ARE TAUGHT BY OUTSTANDING TEACHERS WHO ARE PASSIONATE ABOUT THEIR SUBJECT AND POSITIVE IN THEIR OUTLOOK

Our teachers enjoy the advantages of small class sizes. At the heart of our educational mission and practice is a desire for excellence in learning, both in the classroom and outside, led by outstanding educators. All teachers are qualified in the subjects they teach and have a passion for their subject and for learning. We believe this passion is critical to the success of our students.

The quality of our staff is maintained through regular teacher appraisal and ongoing professional learning in both their own subject areas as well as related areas of teaching practice. Collaborative practice, including peer observation, joint planning and team learning, is a significant aspect of this commitment and forms the basis of our learning culture.



LEARNING ENRICHMENT

CATERING FOR THE INDIVIDUAL LEARNER

Northholm caters for the individual learning needs of all students, including those with gifts and talents, in all areas including, but not limited to, academic subjects, the creative arts, social and leadership skills and sporting interests. Included in the range of opportunities we provide are programs for unique groupings of students, multi-age classes, acceleration and extra support within the classroom. Enrichment activities, an extensive co-curricular program and a range of clubs also provide opportunities for students to extend and enrich their learning experiences.

SOME STUDENTS NEED TO BE **EXTENDED BEYOND THE CORE CONTENT**, TO WORK AT HIGHER LEVELS DEMANDING GREATER COMPLEXITY OF THOUGHT. THEY NEED **CHALLENGE** AND **FREEDOM** TO EXPLORE, RESEARCH AND EXPRESS THEMSELVES SO THAT THEY CAN ACCOMPLISH WHAT THEY ARE TRULY CAPABLE OF ACHIEVING.

LEARNING ENRICHMENT

The Learning Enrichment Team works closely with the teaching staff to ensure that the individual needs of students are being catered for in the classroom from entry to Year Twelve. Their role is to provide in-class support, small group withdrawal and individual tuition in the areas of literacy and numeracy.

The Learning Enrichment Team also provides teaching staff with student profiles which outline individual students' learning needs and teaching strategies best suited to meet these needs. Student progress is monitored closely and appropriate intervention is provided as necessary. Personalised Education Plans (PEPs) are put in place for students needing an adjusted program. These are reviewed regularly, generally at the end of each term. Special provisions for examinations and assessment tasks are organised in conjunction with the NSW Education Standards Authority (NESA) for students who require additional assistance. Our comprehensive approach and focus on the individual helps ensure that our students' needs are consistently met.

OPPORTUNITIES FOR PERSONAL GROWTH ARE PROVIDED THROUGH:

A PASTORAL CARE PROGRAM

that fosters students' sense of personal worth, develops their resilience and encourages independence.

A MUSIC PROGRAM

that offers performance opportunities for students of all abilities under the guidance of highly competent musical directors.

A DRAMA PROGRAM

that includes Theatre Sports, revues and entertaining productions for students of all ages. Public speaking is also a feature of school life.

A SPORTS PROGRAM

that caters for students with different interests and abilities through a broad range of sports.

A LEADERSHIP PROGRAM

that fosters personal worth, develops resilience and encourages independence.

A SERVICE LEARNING PROGRAM

that enables all students to grow through participation in year based service initiatives, charity events, fundraising and outreach programs.

A CHAPEL PROGRAM

that enables student to explore the links between Christian values and contemporary life.

A PROGRAM OF EDUCATIONAL, SPORTING AND CULTURAL TOURS

that offers students a range of age appropriate opportunities for overseas and interstate travel.

SPIRITUAL AND PERSONAL GROWTH

PROVIDING OPPORTUNITIES FOR ALL STUDENTS TO DEVELOP THE ATTRIBUTES THEY NEED TO ENGAGE WITH LIFE FULLY AS RESPONSIBLE AND COMPASSIONATE CITIZENS.

We recognise that in an increasingly complex world young people need support in making sense of the world they will inherit. Now more than ever they need guidance in finding the personal interests and passions that will give their lives purpose. At Northholm this guidance is provided through a variety of programs that foster the intellectual, spiritual, physical, emotional and social development of all students.

This holistic approach provides our students with the self knowledge and personal strengths they need to embrace life with optimism. This optimism, together with the ability to think beyond oneself, is fundamental to the ongoing wellbeing of our young people.

PASTORAL CARE

Our pastoral care system is structured to provide a network of support, encouragement and guidance for every student in our care so that no student feels lost or overwhelmed.

Each student belongs to one of four Houses – Capell, Lincoln, Patteson or Rowland. Within this House structure, students are given the opportunity to know each other through a range of diverse activities. These activities help students understand the different attitudes and values of others and encourage friendships across the year levels.

YEARS K-6

In the Junior School the general welfare of each student is the responsibility of the class teacher. While students in these years may meet on occasion with Senior School groups for a specific purpose such as a House Meeting, the classroom teacher is the primary contact person on any matters relating to each student. The classroom teacher is also responsible for any communication with families or specialist staff relating to specific needs and issues of concern. Junior School students participate in House based activity groups once a week. This enables students from Kindergarten to Year Six to mix with different age groups and teachers whilst developing team spirit.

YEAR 7

In Year Seven the role of tutor is the responsibility of one of the student's Core Teachers who spends a significant part of each week with their tutor group. Tutors also play a critical role in helping the students in their care to identify and achieve their goals according to their interests, talents and needs. The tutor is the first point of contact for parents about issues or concerns relating to a student's wellbeing or development.

YEARS 8-9

Students are assigned to a new tutor group at the beginning of Year Eight and remain in this group for two years.

YEARS 10-12

At the beginning of Year Ten students move to a Senior Tutorial and remain in this group until they graduate at the end of Year Twelve. In Senior Tutorials the role of a Tutor changes to that of a mentor.

COUNSELLING SERVICES

Two specialist counsellors are available to assist students and their families in matters relating to their personal, academic and social wellbeing. Both counsellors have established networks of support and are able to provide advice on external service providers.

CIRCLE SOLUTIONS

In recent years all tutors have undertaken training in a program called 'Circle Solutions'. The strategies that are integral to this program ensure all students are included in tutor discussions and activities. Pastoral issues such as cybersafety, peer pressure and bullying, as well as academic priorities such as goal setting and study skills, are addressed during these sessions.

ANTI-BULLYING PRACTICE

The School does not tolerate bullying of any form and is proactive in its efforts to maintain a culture where students feel safe. This includes the delivery of programs and workshops to inform students of their rights and responsibilities in respect of both themselves and others.

CYBER SAFETY

The School has very clear practices in regard to cyber safety. These include the regular revision of policies to provide currency of practice, appropriate security measures for the school's IT infrastructure and regular briefings on cyber safety for staff, students and parents.

LEADERSHIP PROGRAMS

Leadership programs at each level of schooling offer our students a range of opportunities to discover and develop their leadership potential. Students are encouraged to participate in forums, debates, peer tutoring and mentoring programs, as well as service programs and outdoor experiences. These activities are carefully planned and offer age appropriate challenges for both individuals and teams.

LEADERSHIP DEVELOPMENT

All students are provided with opportunities to develop leadership capacity through roles within and outside the classroom.

PEER SUPPORT

The Peer Support Program links new students with existing students across different year groups. The Peer Support Program encourages confidence, friendship and trust among students as they settle into their new school.

JUNIOR SCHOOL LEADERSHIP

Junior School Captains run Junior School Assemblies and Chapel, support Junior students and represent Northholm at community events.

YEAR 8 LEADERSHIP

The Year Eight Leadership Program promotes the development of independence, enthusiasm and commitment by encouraging students to take responsibility for a range of school activities, including input into Years Seven and Eight Chapel services, assemblies, school events and community service initiatives.

YEAR 11 LEADERSHIP

The Year Eleven Leadership Program is a voluntary program that encourages leadership skills in young people. Students participating in this program take responsibility for the co-ordination of a broad range of service initiatives, including the organisation of charity events, assisting at school events and fundraising.

PREFECTS

The Prefects play an important role in leading the Student Body. Portfolio Prefects have particular responsibilities in the co-curricular program and House Captains promote inter-House competitions and encourage student involvement throughout the year.

STUDENT REPRESENTATIVE COUNCIL

The Prefect Team has recently established an SRC to provide students across all year levels with an opportunity to have a more authentic voice within the School. Representatives meet regularly with the Principal to discuss issues of concern to the Student Body.

SERVICE LEARNING

Northholm has established strong links with charitable organisations and community groups and encourages students to participate in community service and outreach programs. Students are actively involved in a range of community projects and have been acknowledged in both statewide and national youth awards for their contributions to charitable organisations and leadership achievements.

In recent years the School has introduced a Service Learning Week during which all teaching staff and students from Kindergarten to Year Ten are involved in a range of service activities for five consecutive days during Term Four. The aim of this week is to promote an attitude of selflessness and build greater resilience within our young people.



03

CO-CURRICULAR PROGRAM

Northholm offers its students a broad Co-curricular Program. Opportunities are provided through the Arts Program, the Sport Program, School Clubs and Outdoor Education.

MUSIC

Co-curricular music is a vital part of life at Northholm and students are actively encouraged to participate in the extensive music program. The current participation of more than one third of the school in music ensembles demonstrates an extraordinarily high level of involvement and allows the school to offer a diverse range of musical activities.

Students of any age are able to select from a broad range of instruments including woodwind, brass, string, percussion or vocal. Students can choose to join one or several of the many groups including Concert Bands, Stage Bands, Choirs and Rock Bands, as well as Flute, String, Percussion, Brass and Guitar ensembles, and are placed according to their ability.

Performance opportunities are offered through the school's three day Music Camp, Jazz Café, State Band Festivals, the Yamaha Festival, Annual Music Showcase, Carols Night and Speech Night. There are also performance opportunities at assembly, at lunchtime, in the evenings and on weekends.

AGRICULTURE CLUBS

A range of activities is on offer to Northholm students interested in Agriculture. Students in the Junior School can join the Poultry Club, while students in the Senior School can be involved in the Cattle Show Team and the Dorper Show Team.



DRAMA

Drama productions for the Junior School, Years Seven and Eight and the Senior Years are a feature of Northholm. Students are able to learn valuable skills as either members of the cast or crew. Younger students are also able to experience the benefits of drama through lunchtime groups.

ART

Additional art classes are available for students who wish to participate in art activities beyond the designated number of school hours. Classes after school or at lunchtime are given by practising artists in drawing and ceramics. Northholm students regularly receive prizes for artworks displayed at the Castle Hill Show and the Sydney Royal Easter Show.

OTHER CLUBS

Students can also participate in the Max Potential Program, Bush Regeneration, STEM Club and the Rural Fire Service Cadets. Students in Years Five and Six have the opportunity to participate in debating and represent the school in the IPSHA Debating competition. Junior School students can also participate in Lego Club, the Eco Warriors Group and Coding Club. Students from Years One to Six can attend supervised Homework Club, while those in Years Seven and Eight have the opportunity to attend Study Boost after school, where teachers are available to assist with assignments.



SPORT

Northholm encourages students to participate actively in a broad range of sports as we believe students learn a great deal about themselves through the physical and mental challenges of individual and team sports. The inclusive nature of our sports program promotes a positive attitude towards health and fitness and a love of physical activity for its own sake.

There are many opportunities for students to engage in healthy competition and the school has enjoyed a long tradition of sporting success. Northholm has been represented at state and national levels in a range of school sports including athletics, cricket, cross country, diving, equestrian, go-karting, football, orienteering, rugby union, swimming, taekwondo and triathlon.

Students are also able to pursue their own particular sporting interests through local club sports as the school does not require them to participate in a Saturday sports program. Many of our students excel in these chosen sports with some going on to participate at International level.

JUNIOR SCHOOL

Students have opportunities to develop skills in a range of appropriate sports as part of the in-school sports program. They also participate in sports carnivals for athletics, cross country and swimming at both school and representative levels wherever age permits.

Additionally they can participate in some after school sports competitions. These change according to the interest of our students.

SENIOR SCHOOL

Students are actively encouraged to participate in an extensive sports program that includes annual carnivals in athletics, cross country and swimming at both school and representative levels.

They are also able to represent Northholm in any of the team sports offered as part of the after school sports competitions. While these may change according to the interests of our students, we have traditionally participated in basketball (summer and winter), cricket, football, futsal, hockey, indoor cricket, netball, rugby union, softball, swimming, tennis, touch football, triathlon and volleyball. Additionally, students can compete in equestrian and snowsports.



OUTDOOR EDUCATION

CAMPS

Northholm aims to develop young people who are resilient, who make good decisions, who accept responsibility for their actions and decisions and who demonstrate a high degree of competence in the outdoors. This is achieved through the outdoor education program from Years Seven to Ten and in the Duke of Edinburgh's Award Scheme from Year Eight to Year Twelve.

YEAR 7

Students in Year Seven are introduced to the program through a three day camp in their third week of school in Term One. The main aim of this camp is to help students build new friendships. Students have the opportunity to enjoy a range of physical activities designed to build self esteem and to foster cooperation and team work. The balanced program also includes a spiritual element.

As part of the outdoor education component in sport, Year Seven students also take part in a hiking/canoeing experience in our local area.

YEAR 8

In Year Eight, students participate in a three day outdoor education experience. This program builds on skills learned in Year Seven and promotes greater interaction between different social groups by challenging students to move out of their comfort zones.

YEAR 9

In recent years Year Nine students have participated in an Inner City Experience, the *Urban Challenge*, to broaden their understanding of city life. Students develop a range of skills to help them navigate the urban environment.

YEAR 10

Year Ten students participate in a leadership camp. This camp expands on earlier experiences and broadens their understanding of the roles and responsibilities of Senior School Leaders through team building activities.

THE DUKE OF EDINBURGH'S AWARD SCHEME

The Duke of Edinburgh's Award Scheme, available to any student from 13 years and 9 months, is a non-competitive scheme which encourages students to take on new challenges for themselves. In each of the three levels - Bronze, Silver and Gold - students are required to complete each of the four components - service, physical activity, skills and expedition. In addition, students who wish to obtain the Gold level are required to fulfill a residential component. A school based outdoor education specialist co-ordinates the scheme and provides students with the opportunity to complete the expeditions.





JUNIOR

KINDERGARTEN - YEAR 6

04

04

JUNIOR SCHOOL KINDERGARTEN TO YEAR 6

Northholm's Junior School seeks to instil young children with a love of learning. Our learning program encourages imagination and creativity, deepens understanding and promotes independent learning while still emphasising the importance of students developing critical skills in literacy and numeracy. It is our belief that a strong foundation in these core skills is essential to every child's academic success and the development of their sense of self-worth.

CURRICULUM

The Junior School curriculum provides our younger students with a range of experiences that cater for their academic, social, physical, emotional and cultural needs.

THE HIGH QUALITY OF OUR CURRICULUM REFLECTS OUR **COMMITMENT TO THE DEVELOPMENT OF THE WHOLE CHILD**, AS WELL AS OUR VERY REAL PASSION FOR THE ROLE WE PLAY IN YOUNG PEOPLE'S LIVES.

All Junior School students have opportunities to conduct research into local and global issues of significance so that they can develop deep understanding of important concepts. This is achieved through the explicit teaching of key skills including instruction in how to apply philosophical thinking based on a Community of Inquiry approach. This approach invites students to explore BIG questions as the basis for understanding the different experiences they will encounter in life.

To achieve this, the framework for the Junior School curriculum has been designed with two core elements - units of inquiry, and subject specific learning experiences. Together these two elements provide a comprehensive and well balanced curriculum. Subject content and skills are taught in both the stand alone subject areas and the integrated program units.

UNITS OF INQUIRY

Units of inquiry include the knowledge, skills, behaviours and dispositions students will need to live and work successfully in the twenty-first century. General capabilities embedded in the Program are:

- ▶ Literacy
- ▶ Numeracy
- ▶ Information and communications technology
- ▶ Ethical understanding
- ▶ Critical and creative thinking
- ▶ Personal and social capability
- ▶ Intercultural understanding

SUBJECT SPECIFIC LEARNING EXPERIENCES

We provide a balanced curriculum that covers each of the traditional stand alone disciplines:

- English, including Information Literacy and Computing Skills
- Mathematics
- Science and Technology
- Personal Development/Health/Physical Education (PDHPE)
- Human Society and Its Environment
- Drama
- Music
- Visual Arts
- Faith and Life
- Philosophy

Including both units of inquiry and subject specific learning experiences in the Junior School curriculum encourages students to examine their experiences from different perspectives. Learning experiences cater for different capabilities and offer different levels of challenge. Strategies for problem solving, organising and sorting, thinking creatively and reflecting are an integral part of each child's learning.

The classroom teacher is responsible for teaching the core subjects of English, Mathematics, Science and Technology, and Human Society and Its Environment. They are supported by specialist teachers in all other areas of the curriculum including Curriculum Support and Enrichment programs.

PHILOSOPHY

The teaching of Philosophy directly addresses many of the general capabilities in the Australian Curriculum and involves developing a Community of Inquiry that is based on the values of care and respect for all students.

Philosophical inquiry:

- enables children to participate in facilitated philosophical discussions about the big questions of life
- provides children with the skills to share ideas, thoughts and beliefs
- encourages children to develop hypotheses, give examples and reasons, build on each other's ideas, justify decisions and recognise inconsistencies in arguments
- values the ability to change one's mind in response to a justified reason
- helps children to think deeply, make reasoned judgments and deal appropriately with conflict
- allows children to apply their knowledge more effectively

Our program supports:

- student and teacher documentation of learning journeys
- classrooms which are reflective of our outside environment
- small groups of students researching questions of interest
- parents being involved in the process of learning
- high expectations of all learners
- recognition of individual learning needs and styles



SENIOR

YEARS 7 to 12

05

05

SENIOR SCHOOL YEARS SEVEN TO TWELVE

YEAR 7

The Year Seven Program at Northholm bridges the conventional primary and secondary divide by responding more effectively to the specific developmental needs of young adolescents.

We recognise that young people are happiest when their learning environment is relevant and enriching, when they are challenged by a variety of appropriate learning experiences and when they are encouraged to be responsible and accountable for their learning.

Year Seven students enjoy all of the benefits associated with small class sizes, including the more personalised attention they receive from passionate teachers whose role is to help them discover their 'essential element': that positive self-concept that enables them to engage with life in more meaningful ways ... to 'Learn with Purpose: Live with Passion'.

All of our teachers are committed to providing excellence in education for their students through a balance of spiritual, academic, cultural, physical and practical experiences and actively support every child to realise their potential by scaffolding them for success.

THROUGH THE CORE STRUCTURES YEAR SEVEN STUDENTS QUICKLY ADJUST TO THE HIGH SCHOOL ENVIRONMENT AND **BECOME A UNIFIED YEAR GROUP** WITH A STRONG SENSE OF CONNECTEDNESS AND BELONGING. THIS STRONG SENSE OF **CONNECTEDNESS AND BELONGING** ALSO FORMS THE BASIS FOR OUR LEARNING AND TEACHING PROGRAMS.



CORE PROGRAM

In Year Seven we provide additional support for our students as they transition from primary school through our Year Seven Core Program. Unlike other schools our students have the advantage of a small team of dedicated educators who work collaboratively to deliver all core subjects other than Mathematics.

The Core teachers deliver either Core A (English/History) or Core B (Science/Geography) and monitor our students' progress both academically and socially. In addition to these responsibilities, one of the Core teachers in each class is assigned as a tutor and has direct responsibility for the pastoral care of students in his/her tutor group.

The tutor also provides a direct contact for parents and provides regular and effective communication on both pastoral and academic matters.



CURRICULUM

The Year Seven curriculum focuses on the total growth and development of each student by providing learning experiences that cater for their social, physical, emotional and cultural needs. Students experience a wide range of subjects to ensure that they receive a well rounded education with opportunities to discover and develop their own strengths and interests.

Subject content and skills are taught in stand alone subject areas and integrated program units. Together these different approaches provide a comprehensive and well-balanced curriculum.

Features of the program are:

- Project Based Learning
- Authentic tasks
- Open communication
- Student reflection and voice
- Differentiation for extension and support
- Academic challenge and rigour
- Assessment for learning
- Connected learning across specialised curriculum areas
- Relationships
- Team work and co-operative learning

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. These units include the knowledge, skills, behaviours and dispositions students will need to live and work successfully in the twenty-first century.

General capabilities included in the program are:

- Literacy
- Numeracy
- Information and communications technology
- Ethical understanding
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding



SUBJECT SPECIFIC LEARNING EXPERIENCES

Subjects include:

- English/History (Core A)
- Science/Geography (Core B)
- Mathematics
- Personal Development, Health and Physical Education
- Creative and Performing Arts (Visual Arts, Music, Drama)
- Technology and Applied Studies (TAS)
- Philosophy
- Faith and Life
- Sport

OTHER KEY ASPECTS OF THE YEAR SEVEN PROGRAM

PHILOSOPHY IN THE CLASSROOM

In addition to the Faith and Life program, Year Seven students practise the skills of ordered, rigorous philosophical discussions in order to improve their understanding of the world in which they live and to develop their ability to think deeply. Through the Community of Inquiry approach, students learn that everyone's ideas are important.

Our approach to teaching Philosophy in schools encourages the development of:

- An inquiring outlook
- The ability to articulate problems and issues
- Imaginative and adventurous thinking
- The capacity to critically examine issues and ideas
- Good reasoning and independent judgement



05

PROSPECTUS SENIOR SCHOOL

TEAM BUILDING

The more integrated approach to delivering curriculum provided through Project Based Learning, in a number of key learning areas with a focus on STEAM (Science, Technology, Engineering, Arts and Mathematics, is supported supported through group work, a form of instruction that helps develop our students' capacity to work collaboratively as members of teams. This structure requires students to recognise and value each other's strengths and enables them to build relationships across the year group. These group projects are particularly popular with students who value the opportunity to work together to solve problems with real world application.

LITERACY AND NUMERACY

The Year Seven program focuses on developing key literacy skills, including vocabulary development, spelling, grammar, syntax, reading comprehension and the identification and written composition of various text types. Another area of focus is developing key numeracy skills. These skills provide students with an opportunity to consolidate Stage 3 outcomes in order to achieve at a Stage 4 level. This program is delivered by specialist Mathematics teachers in graded classes that recognise the different skill levels of individual students so that every student can experience success at an appropriate level of challenge.

TECHNOLOGY

Information and communication technologies are an integral part of our learning and teaching programs. The School has a robust wireless infrastructure supporting a range of technologies and applications. All students in Year Seven are required to bring their own devices to school. The use of these devices is at the discretion of each teacher and students receive explicit guidance in the responsible use of these technologies and all other electronic resources.

ASSESSMENT

Year Seven teachers use assessment to guide student learning as well as positive affirmation to promote a growth mindset and encourage students to apply themselves more diligently to their studies.

STUDY BOOST

Study Boost provides assistance with homework, assignments and study across all subject areas. Teachers in Study Boost also provide assistance with literacy and/or numeracy as part of this service. Students who require additional help with Mathematics can attend Maths Tutorials.





YEARS 8-12

The Year Eight to Year Twelve program builds on the knowledge students bring from earlier years providing support for their new and emerging talents. The program is underpinned by a framework for learning based on research undertaken by Harvard University. This framework builds our own 'Culture of Thinking' in which every student is encouraged to become an inquisitive (creative, collaborative, passionate); self-directed (independent, responsible, resilient); and reflective (engaged, ethical, critical) learner. To support this exciting educational development, the School Council has invested significantly in both the professional development and resources necessary to support the successful implementation of this learning journey.

LEARNING ENVIRONMENT

The Senior School provides a supportive learning environment in which passionate teachers provide learning and teaching programs that respond to the different needs of individual learners. We expect every student to challenge themselves by setting achievable goals that reflect their aspirations beyond school. By identifying what they want to achieve and understanding themselves as learners, students are more motivated to imagine, create and achieve their potential.

To support the rigour demanded by our learning and teaching programs we provide a range of opportunities that ensure students experience a balanced and well-rounded educational experience. When students experience success, both in and beyond the classroom, they are more likely to reach outside themselves and seek new challenges to maintain their interest and enthusiasm for life and learning.

The School also places a strong emphasis on the development of the general capabilities that young people need to become successful learners, confident and creative individuals, and active and informed citizens.

General capabilities are:

- ▶ Literacy
- ▶ Numeracy
- ▶ Information and communication technology capability
- ▶ Critical and creative thinking
- ▶ Personal and social capability
- ▶ Ethical understanding
- ▶ Intercultural understanding.

SUBJECT SELECTION

One of the defining features of our academic program at Northholm is the diverse range of subjects we are able to offer within the requirements of NESAs. This broad choice allows students to tailor their study to their own needs and encourages them to engage more effectively in the learning process.

YEAR 8

Year Eight students study with specialist teachers in purpose designed rooms, rather than their homeroom. This helps them prepare for their final years of education. Students continue with the same academic program studied in Year Seven with the addition of French.

YEARS 9 AND 10

Students in Years Nine and Ten complete all mandatory requirements of NESA. This includes core studies in English, Mathematics, Science, History, Geography and Personal Development and Physical Education (PDHPE). In addition to these core subjects they are able to select subjects from a broad range of electives:

- ▶ Agricultural Technology
- ▶ Commerce
- ▶ Design and Technology
- ▶ Drama
- ▶ French
- ▶ Information Systems and Technology (IST)
- ▶ Literature Studies
- ▶ Music
- ▶ Physical Activity and Sports Studies (PASS)
- ▶ Visual Arts

All Year Ten students participate in a mandatory Work Experience program in an area of their choice.



YEARS 11 AND 12

In Years Eleven and Twelve students prepare for the NSW Higher School Certificate. To be awarded this certificate, students must complete 12 units of study for the Preliminary Higher School Certificate in Year Eleven and a minimum of 10 units of study for the Higher School Certificate in Year Twelve.

While all students are required to study 2 units of English in both programs they are able to select subjects which relate to their interests and abilities for all additional units. This includes the opportunity to study a vocational course within TAFE NSW or Primary Industries at School:

- Agriculture
- Biology
- Business Studies
- Chemistry
- Design and Technology
- Drama
- Economics
- Engineering Studies
- English (Standard, Advanced, Extension 1, Extension 2)
- French (Beginners, Continuers)
- Geography
- Ancient History
- Modern History
- History Extension
- Information Process and Technology
- Legal Studies
- Mathematics (Standard, Advanced and Extension 1 and Extension 2)
- Music (Music 1, Music 2, Extension)
- Personal Development/Health/Physical Education
- Physics
- Society and Culture
- Science Extension
- Software Design and Development
- Visual Arts
- VET Primary Industries

As an alternative to full-time studies, students with special needs may elect to complete their HSC over a number of years using the Pathways option.

ROSA

Students in Years Ten or Eleven who leave school before receiving their Higher School Certificate (HSC) are eligible for the NSW Record of School Achievement (ROSA).

ONLINE OPTIONS

Further to the broad selection of school based courses, students from Years Nine to Twelve can also select from a range of online School Certificate and Higher School Certificate courses provided through the Sydney Distance Education High School and the NSW School of Languages.

CAREER GUIDANCE

A Careers Advisor provides comprehensive career guidance for students in the Senior years. In addition to individual counselling, students are able to access a career assessment program and Work Experience options to help them determine subject choices and post school courses and career options.

AT THE END OF YEAR 12

Our students are encouraged to strive for excellence in all that they undertake, both within and outside the classroom. As a result of this support, our students leave school with the wisdom to make considered decisions, the courage to stand firm on matters of importance, the compassion to serve others graciously and the academic achievement that comes from disciplined study in a supportive environment. They become young people who 'Learn with Purpose and Live with Passion'.



06

COMMUNITIES LOCATION & FACILITIES

COMMUNITIES

BUILDING PARTNERSHIPS AND FOSTERING RESPECTFUL RELATIONSHIPS

Northholm actively supports the development of partnerships between the school, the home and the wider community. The school is known for its strong sense of community and offers parents a range of opportunities to socialise with each other while providing valuable support to the school and other organisations.

PARTNERSHIPS WITH PARENTS

At Northholm, education is viewed as a partnership between school and home. Parents are encouraged to take an active part in promoting their child's learning by maintaining regular contact with their child's Tutor. They are welcome to contact other staff when appropriate.

PARENT GROUPS

The Northholm Association is an integral part of school life which actively supports the school in various ways including, fostering community spirit through social functions, fundraising and practical daily assistance in the school canteen. Through these activities, parents and carers gain a sense of deep personal satisfaction while contributing to the school's already strong sense of community.

Membership of The Northholm Association is automatic for parents or carers of students attending Northholm.

NORTHHOLM OLD STUDENTS UNION

Northholm Old Students Union (NOSU) was formed in 1992 and represents a network of graduates from all walks of life, living all over the world. The primary aim of the organisation is to help former students maintain contact with one another and the school, and to facilitate ongoing involvement in our school community.

LOCATION & FACILITIES

CREATING STIMULATING AND SUSTAINABLE LEARNING ENVIRONMENTS

LEARNING ENVIRONMENTS

Northholm enjoys the benefit of a tranquil, semi-rural setting away from traffic noise and urban pollution. Situated on 10 hectares the school is within easy reach of the Hills District, the Upper North Shore and the Hawkesbury Valley. The contained site enhances the school's sense of community and its proximity to natural bushland provides easy access to outdoor education.

FACILITIES

As the nature of schooling continues to change there is increasing pressure on schools to develop facilities that maximise learning opportunities for students. Nowhere is this more important than in the provision of specialist facilities that support different forms of learning including the integration of the latest developments in information technologies.

At Northholm our facilities include:

- ▶ Air conditioned classrooms
- ▶ An extensive computer network
- ▶ Science laboratories
- ▶ Specialist Music Centre
- ▶ Library and Information Centre
- ▶ Art Centre
- ▶ Design and Technology Centre
- ▶ Drama Studio
- ▶ Agricultural Trade Training Centre
- ▶ Working Farm
- ▶ Community Garden
- ▶ Physical Education Centre
- ▶ Extensive playing fields and outdoor courts
- ▶ Natural bushland for cross-country and outdoor pursuits
- ▶ Canteen

While we enjoy the benefits afforded by these facilities, the school is aware of its global responsibility and is actively promoting practices that will reduce our institutional carbon footprint and encourage students to develop more sustainable living habits.

TRANSPORT

Northholm attracts students from the Hills District, the Upper North Shore and the Hawkesbury Valley. Established bus links from surrounding suburbs, as well as Pennant Hills and Beecroft Stations, provide transport to and from school.

There is a bus service for families living in Berowra, Mt Kuing-gai, Mt Colah, Asquith and Hornsby areas. Also Northholm buses service the Kellyville/Rouse Hill area. There is a charge per term for the use of this service. For the most up to date timetable, please refer to www.yourbus.com.au and select Hills Bus.

ENROLMENT

Parents considering enrolling their son or daughter are encouraged to make an appointment with the Registrar for a personal tour of the school.

Entry levels are currently Kindergarten, Year Five, Year Seven and Year Eleven. Intake in other levels is dependent upon a position being available, an interview and assessment.

Priority placement is given to those students who will benefit most from an education at Northholm Grammar School. We welcome those students who will contribute positively to the life of the school, siblings of current or past students, and children whose fathers or mothers have attended the school. Where places are limited, date of application will also be considered in offering positions.

Most places are offered 18 to 12 months in advance of the year of intended enrolment. Once a place is accepted, a non-refundable Enrolment Fee is required to secure the place.

An Enrolment Application Form is required for each student wishing to enrol at Northholm. Please read the instructions on the front of the form carefully, include any relevant documentation and the Application Fee.

Northholm offers a limited number of scholarships for Year Five, Seven and Eleven entry each year. Further information regarding scholarships is available from the Registrar.



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LEARN WITH **PURPOSE** LIVE WITH **PASSION**