

# Northern Beaches Secondary College Cromer Campus

## Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Northern Beaches Secondary College Cromer Campus** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

Northern Beaches Secondary College Cromer Campus

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Cromer, 2099

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### Message from the Principal

It has been a great year at Cromer Campus in 2016. At the beginning of the year we had a very successful open night. It was very well attended and has culminated in a healthy enrolment for next year's year- 7. We expect that this pattern will continue in the coming years. This has been the result of a lot of hard work by staff and students alike and focussed on 2 key areas.

The first area is literacy where the school in 2016 implemented a 20 minute per day focussed literacy lesson for every student in the school. After only a few short months of running this program we were able to look at our Yr9 NAPLAN results and found that improvements were already visible in reading, writing, and spelling. This was not expected so early and I think it is testament to the quality of the program and of course the hard work of our students and teachers and of course the literacy team led by Ms Elizabeth DeMontfort that have been the driving force behind this whole school improvement.

The second focus area has been on PBeL. Positive behaviour engaged learners. In this area we have also seen some incredible work. A reinvigorated merit system, new signage around the school and in every learning space, and many other positive changes that have greatly enhanced student engagement at school. The PBeL team, the welfare team, the Deputy Principals and our student year advisers led by Ms Fiona Bird have done an incredible job and as a result what we call negative incidents have decreased every term over the last two years. The result of all of this work is that students at Cromer Campus are more engaged and learning more in their classrooms.

Other accomplishments this year have included the release of our parent portal, a huge increase in the membership of our facebook site, and a real reinvigoration of student leadership opportunities at Cromer Campus. Thanks for these initiatives must go to Mr Taylor, Ms Bonello and Mrs Norvill.

A highlight of this year has been the growth in our music program. We now have a wonderful concert band, quartets, guitar groups, rock bands in most year groups, and a choir. The school is blessed with some very talented students including but not limited to percussionists, vocalists, guitarists and students playing a vast array of instruments. This program has grown to now be a strength of our great school. Next year the students and teachers are again looking forward to the many performance opportunities, camps, tours and in school concerts. Also next year every student in year 7 will be introduced to the violin as the foundation of future string groups in the school. I would like to acknowledge the very hard work of Mr McKee who has been the driving force behind this, Ms Masi for her work with the choir and our band director Miss Rachel for this incredible reinvigoration of music at Cromer Campus. I would also like to acknowledge the P&C band committee that have also supported this reinvigoration and sincerely thank the parents involved for their commitment and hard work. The future of music and the musical opportunities for students at Cromer is very bright indeed.

The beautification of the school has continued, the focus this year has included new signage around the school in our quadrangle, at the school entrances and most importantly in our classrooms and learning spaces. We allocated resources to our gymnasium, including its change rooms and over January some landscaping will occur in the grounds around the schools entrances.

This year and since I have been here as Principal I have spoken a lot to the students about high expectations. I am sure that students must be getting sick of me saying that I want every student to do their best and that I care about each and every student, I want every child to be successful in whatever it is they are doing now and what they are going to achieve in the future.

I conclude this report by thanking the P&C, the staff and congratulating our wonderful students for their learning and great achievements in 2016.

Justin Hong

Principal NBSC Cromer Campus

## School background

### School vision statement

Students at Cromer Campus will be successful today and prepared for tomorrow. We are committed to providing excellence in teaching and learning and in caring for our students

### School context

Northern Beaches Secondary College (NBSC) – Cromer Campus with a diverse enrolment of 635 students, including five support classes, is a Year 7–12 comprehensive, coeducational campus.

NBSC – Cromer Campus enjoys excellent college, community and parental support and has strong links with the Northern Beaches Learning Alliance.

Our school FOEI (Family Occupation and Education Index) value is 95 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. For more information about Northern Beaches Secondary College – Cromer Campus including the Annual School Report go to [www.cromer.nsw.edu.au](http://www.cromer.nsw.edu.au).

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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, Cromer Campus undertook self-assessment using the School Excellence Framework. 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.

In all three Domains of Learning, Teaching and Leading our school is delivering.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Creative, innovative and engaging teaching and learning

### Purpose

To ensure student success as active and engaged learners who will be responsible and productive citizens.

To build a culture of commitment and collaboration in teaching, where staff is actively reflecting on learning outcomes and maintain high expectations of excellence in student learning.

### Overall summary of progress

Cromer Campus is committed to creative, innovative and engaging teaching and learning. Evaluation of the Tell Them From Me Survey and information from the NAPLAN and HSC results were key elements in the school's analysis and planning of creative and innovative teaching and learning strategies. By focusing on key areas for improvement, the school designed and implemented ongoing initiatives to enhance learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% Increase in the percentage of students achieving expected student growth in year 9 literacy/numeracy.	All staff engaged in Professional Learning focusing on effective literacy strategies. More than 54% of Year 9 students achieved equal to or greater than the expected growth in Naplan Reading, Spelling, Grammar and Punctuation.	6000.00
An upward trend in effect size for 7–9 NAPLAN is established in all areas of literacy and numeracy.	Staff Professional Development in Numeracy was implemented in Term 4. Numeracy will be taught in 2017 during dedicated periods by mathematics teachers to ensure the upward trend in effect size in Years 7 to 9 NAPLAN numeracy.	3000.00
20% Increase in “effective learning time”, “relevance”, “rigour” and “positive teacher–student relations” from the “Tell Them From Me” surveys. Pre and Post interviews of sample staff and students	<p>The school is progressing towards the desired increase in effective learning time, relevance and rigour as well as the positive teacher student relations as indicated by the increase in The Tell Them From Me Surveys.</p> <p>Effective learning time</p> <p>Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.</p> <p>In this school, students rated Effective Classroom Learning Time 6.7 out of 10. The NSW Govt norm for these years is 6.3.</p> <p>Relevance</p> <p>Students find classroom instruction relevant to their everyday lives. In this school, students rated Relevance 5.9 out of 10. The NSW Govt norm for these years is 5.8.</p>	3000.00

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% Increase in “effective learning time”, “relevance”, “rigour” and “positive teacher–student relations” from the “Tell Them From Me” surveys. Pre and Post interviews of sample staff and students	<p>Rigour</p> <p>Students find the classroom instruction is well–organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. In this school, students rated Rigour 6.2 out of 10. The NSW Govt norm for these years is 5.8.</p>	

## Next Steps

Cromer campus continues to collect data to drive teaching and learning initiatives. The literacy cross–KLA team and Numeracy Team continues to design, develop resources and deliver professional learning to all staff on an engaging and creative literacy program and an innovative and authentic numeracy program for all students. Learning Conversations between teachers, students and parents will increase opportunities for communication to drive future planning.



## Strategic Direction 2

Valued, equipped and confident staff and students.

### Purpose

To develop holistic wellbeing initiatives that allows staff and students to flourish in a safe and supportive school community.

To develop a positive approach to staff and student wellbeing resulting in a valued and resilient school community.

### Overall summary of progress

In 2016 Cromer Campus staff engaged in a NBSC initiative, The Resilience Doughnut. This wellbeing program supported staff resilience and positive mental health. Leadership at Cromer Campus offers students opportunities to develop confidence and responsibility. SRC and Peer Support, debating and public speaking as well as sporting endeavours are well accessed and student involvement is high. PBeL continues to support student confidence and resilience through the school values of Respect, Responsibility and Success.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease in SENTRAL negative incidents by 75% from 2015 levels and decrease in suspensions to less than 10 per term.	Reporting of negative incidents continue to decrease from 2015 levels of 800 per term to 350 per term at the end of 2016.	2000.00
Decrease in staff absences by 20% annually.	Total sick leave applications have decreased in 2016 from 90 in Term 1 2015 to 50 in Term 1 2016.	4000.00
Increase in students completing stage 6 studies at Cromer Campus to 90%.	50% more students in 2016 chose to complete Stage 6 at Cromer Campus than in 2015.	1000.00
Decrease in students falling below 85%attendance.	Cromer Campus attendance data reflects the state average. The schools Attendance Team monitors attendance and makes appropriate referrals to HSLO. Individual attendance plans are created in partnership with students , parents and school.	1000.00

### Next Steps

Staff are encouraged to continue accessing the Resilience Report to monitor and support their wellbeing. A second snapshot is planned for 2017 to drive wellbeing initiatives across NBSC. Cromer Campus will continue to analyse the Tell Them From Me and School Leavers Exit data to inform the school's strategic direction of student and staff wellbeing.

### Strategic Direction 3

Authentic, transformative and sustainable community partnerships.

#### Purpose

To establish and continue to build authentic relationships with all stakeholders in our school community establishing Cromer Campus as the co-educational school of choice.

To build partnerships with the whole school community to expand and enhance learning opportunities for our students.

#### Overall summary of progress

Cromer Campus continues to build positive community relationships and partnerships with the local primary schools. Primary links programs and NBSC primary enrichment programs have further developed quality partnerships within our local environment. Connections to local businesses have been enhanced through student work experience programs and relationships with community agencies continue to support Cromer Campus students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in parents attending school tours, open nights and exploring schools online communication resources.	Cromer Campus facebook page continues to receive increased visits and "likes". The Year 7 new parents evening was well attended – significant increase from 2015. The school's Open Night was attended by over 200 prospective families and community members.	2000.00
Increase in students completing stage 6 at Cromer Campus to 90%.	50% more students in 2016 chose to complete Stage 6 at Cromer Campus than in 2015.	1000.00
Increase in year 7 student enrolments by 15% annually.	Cromer Campus continues to focus on engaging the local community and promoting Cromer Campus as the school of choice.	3000.00

#### Next Steps

Cromer Campus will continue to focus on communication strategies to build authentic, transformative and sustainable community partnerships with the local and wider community. Learning links with local primary schools will be further developed and strengthened through improved communication at Cromer Campus level and also through College programs. Communication strategies will include new look school newsletter and parent access to the school portal in 2017. Stronger links within our community will be achieved mentoring programs and cultural awareness initiatives as well as enhancing vocational pathways through TAFE, Links to Learning and Work Experience programs.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Aboriginal perspectives are integrated throughout the academic curriculum and extracurricular activities to ensure students and staff develop an understanding of Indigenous culture.</p> <p>Welcome to Country, the acknowledgement of the Traditional owners of the land, is a feature of fortnightly assemblies and whole school events. Each year National Aboriginal and Islander Day Observance Committee(NAIDOC) week is acknowledged through school wide events, as well as during assembly. In 2016 Cromer Campus students created 'Message Sticks' for Narraweena Public School to use for NAIDOC week. In all 460 timber message sticks were cut, one for each student in the primary school to decorate and were given to the students in a special ceremony.</p> <p>A new case study which focused on the Australian Aboriginal soldiers involvement during both World Wars was implemented for Year 9 HSIE as apart of their continued dedication to integrate indigenous culture into newly developed programs.</p>	\$2,252.92
<b>English language proficiency</b>	<p>Qualified ESL teacher supports all EALD students, with dedicated ESL classes in Years 10,11,12. The ESL teacher supports staff to make teaching and learning programs accessible to all EALD students. Extra curricular assistance available to EALD students through the teacher directed Homework Club once a week. The International Students Team focuses supports students through academic</p>	\$21,519.14
<b>Low level adjustment for disability</b>	<p>Funds were used to engage a full time SLSO to support year 7 students in their first year at high school. The SLSO supported the students across all KLA's as part of the transition 6-to 7 program implemented at Cromer Campus. An additional SLSO was employed to support students identified by the learning and support team.</p> <p>In order to build teacher capacity to support students with disabilities in the mainstream funds were allocated to release staff to attend training courses and planning days. In2016, twelve teachers attended the <i>"Online Australia: Supporting Students with Autism Spectrum Disorder"</i> Training conducted over three days at Cromer. The Learning and Support Team held a planning day to reflect on processes and practices. The learning and support teacher participated in a three half-day "train the tutor" professional learning activity on supporting students with Dyslexia and significant reading difficulties. As a result teachers will have access to this course in 2017.</p>	\$44,388.00

<b>Support for beginning teachers</b>	Cromer Campus supports and encourages Beginning Teachers through individual mentoring, classroom support and Induction programs at campus and NBSC levels.	\$4080.73
<b>Targeted student support for refugees and new arrivals</b>	<p>A small number of students attending Cromer Campus hold refugee status. In 2015 funding was provided for these students to attend both school camps and school excursions.</p> <p>Through an HSIE department initiative, all Cromer Campus students from 9–12 took part in a refugee forum presented by the Refugee Council of Australia in Term 2. The speakers gave students a clearer understating of the current refugee situation, both globally and within Australia, and the supportive work being done by the RCA.</p>	\$2580.00
<b>Literacy</b>	The Literacy Program was introduced at the start of 2016. For twenty minutes four times a week, the school stops and all students and staff work intensively on developing their literacy skills. The program is driven by a dedicated team with subject representatives from across the school who collaborate on developing resources and expanding the knowledge and skills of the students and staff. The program continues to be developed and fine tuned leading to greater confidence and awareness in staff and students alike.	\$5,000.00

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	439	382	353	284
Girls	301	286	266	244

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.9	93.8	94.3	92.5
8	94.3	90.8	89.6	90.3
9	91.4	90.6	88.2	86.4
10	90.8	89.3	90.2	87.5
11	90.4	88.1	92.1	89.2
12	87	86.9	93.1	91.4
All Years	91.5	89.7	91.2	89.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

In 2016 student attendance rates at NBSC Cromer Campus reflect the State DEC average.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	2	0	16
TAFE entry	10	6	13
University Entry	0	0	15
Other	0	0	0
Unknown	0	0	10

Cromer Campus 2016 Year 12 students:

Fifteen students were offered university placements for 2017. One student has deferred an offer to study a B Commerce and opted to undertake a Diploma through the UTS In Search program in order to transfer into a preferential bachelor degree. Two students are taking a 6–12 month deferral before commencing university studies. One student is undertaking a bachelor degree through a private college (ICMS, Manly). Three students are investigating second semester entry into university.

A total of thirteen students have enrolled in a TAFE course. Five students were successful in attaining apprenticeships in carpentry, hospitality, mechanics and plumbing.

Three students have commenced full-time work (Bainbridge International, Perpetual, PLAYTEC). One graduate will be heading overseas for Camp USA. Of the remainder of students engaged in casual or part-time employment (in retail, hospitality, labouring work, sport and recreation), a number displayed an interest in undertaking a TAFE course later in the year.

### Year 12 students undertaking vocational or trade training

In 2016, the following number of students completed vocational or trade training : 10 – Construction, 10 – Hospitality, 1 – Tourism, 1 – Automotive Motorcycle School Based Apprenticeship and 1 Hospitality School based Apprenticeship.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	30.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	13.48
Other Positions	8.4

\*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 there were no members of staff identifying as being of Aboriginal descent.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

During 2016, over \$45,000 was spent on professional learning for Cromer campus Staff. Professional learning was aligned with the school plan, strategically focusing on Literacy, Numeracy, Quality Teaching, Technology and Staff and Student Wellbeing. Five Staff development days, including a whole Northern Beaches Secondary College Development Day, offered varied professional learning opportunities for all staff in 2016. Three members of Cromer Campus Staff are engaged in the process of seeking accreditation at LEAD level.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>351 120.78</b>
Global funds	0.00
Tied funds	432 315.81
School & community sources	419 732.18
Interest	10 024.44
Trust receipts	14 421.84
Canteen	0.00
<b>Total income</b>	<b>1 797 136.78</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	139 384.40
Excursions	131 216.20
Extracurricular dissections	109 405.50
Library	8 826.80
Training & development	5 374.66
Tied funds	347 013.59
Short term relief	160 328.38
Administration & office	192 220.70
School-operated canteen	0.00
Utilities	107 803.11
Maintenance	42 971.08
Trust accounts	17 885.48
Capital programs	26 692.98
<b>Total expenditure</b>	<b>1 289 122.88</b>
<b>Balance carried forward</b>	<b>508 013.90</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

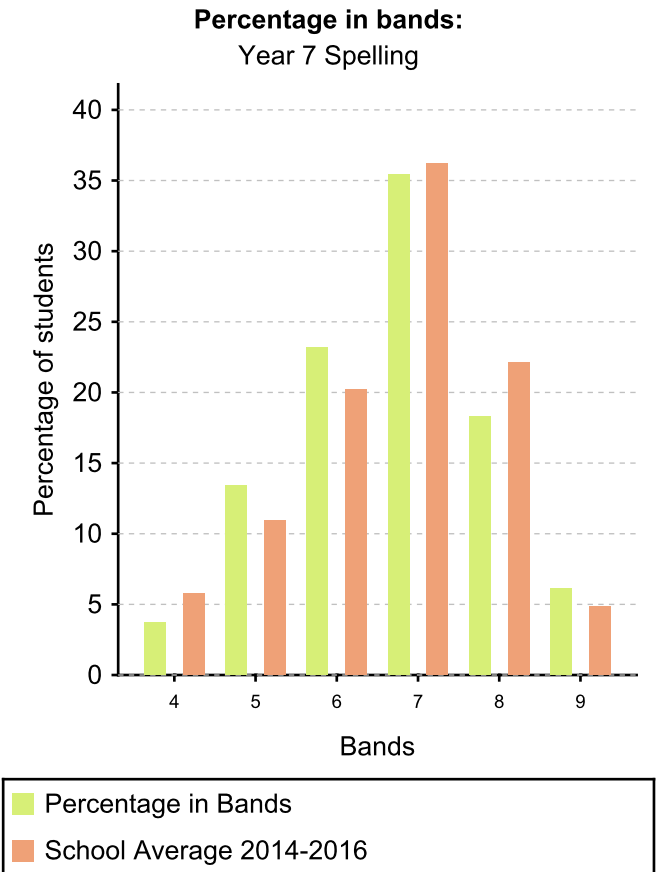
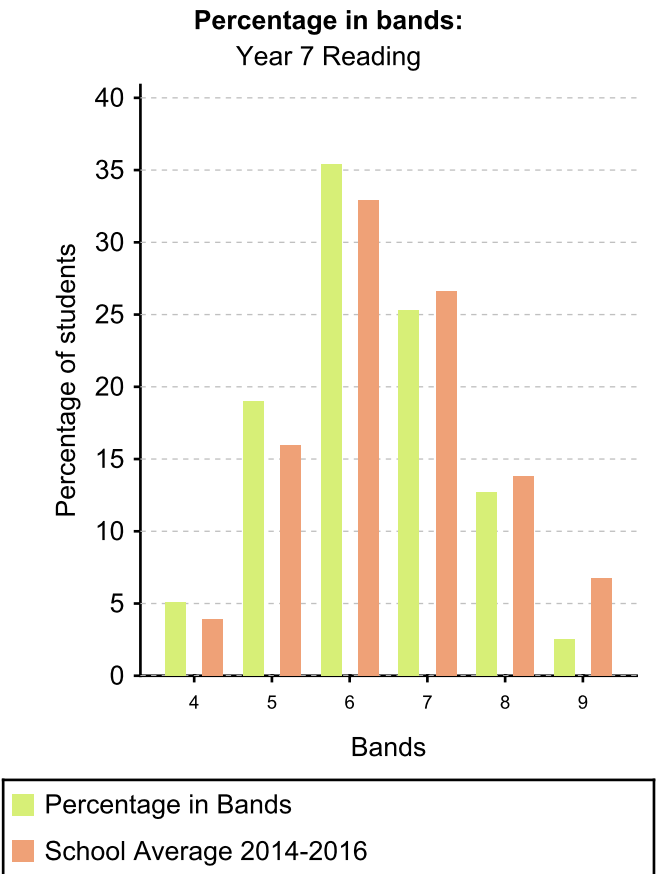
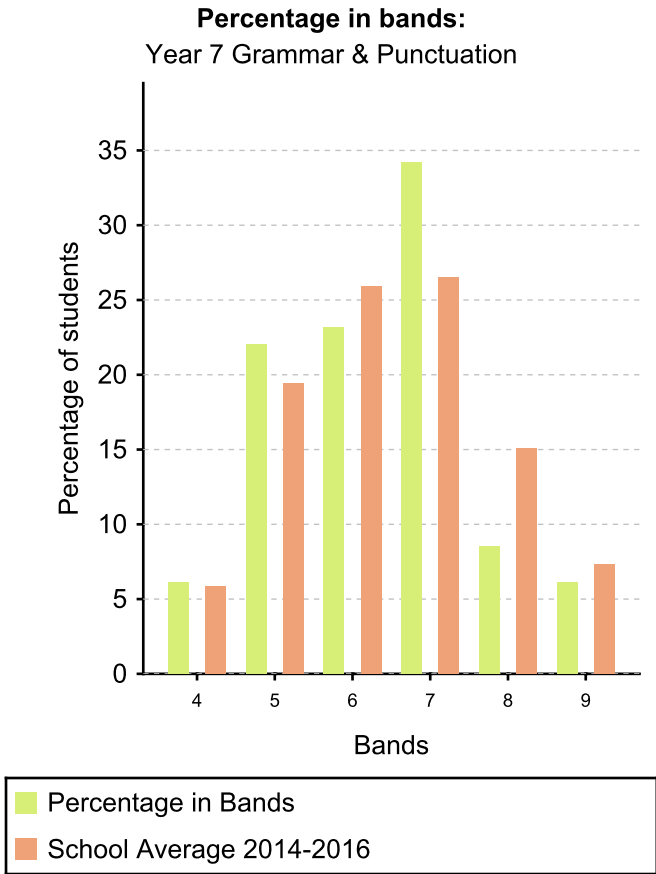
## School performance

### NAPLAN

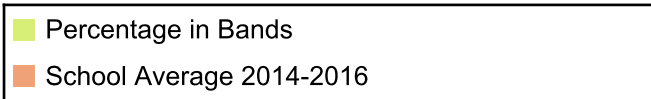
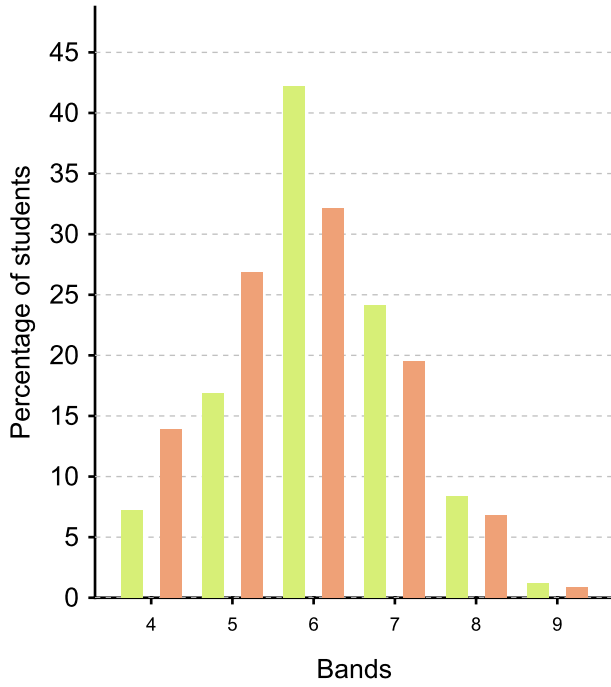
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills

and understandings demonstrated in these assessments.

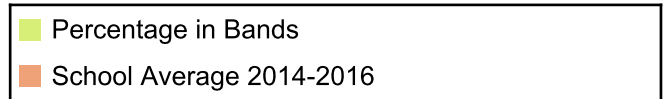
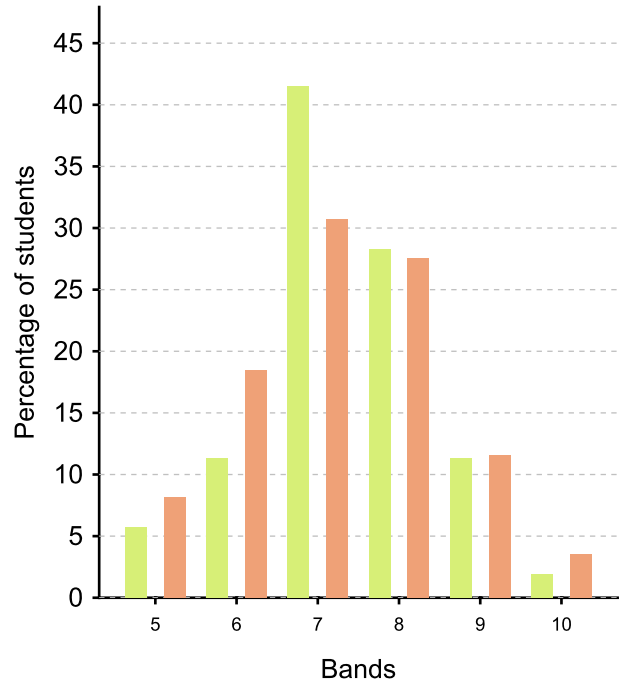
The NAPLAN – Literacy assesses key literacy areas of reading, writing, spelling, grammar and punctuation. Cromer Campus analysis of the data drives the school's teaching and learning programs to improve student outcomes.



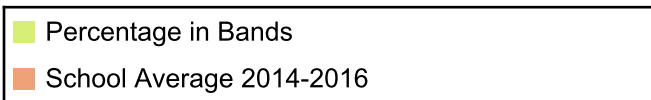
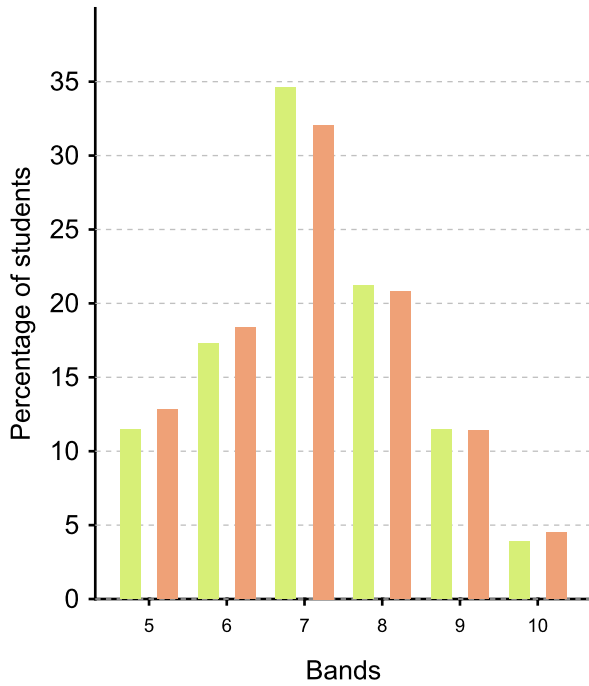
**Percentage in bands:**  
Year 7 Writing



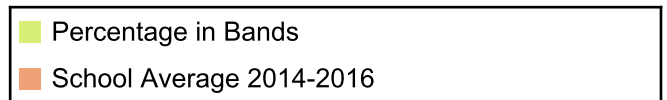
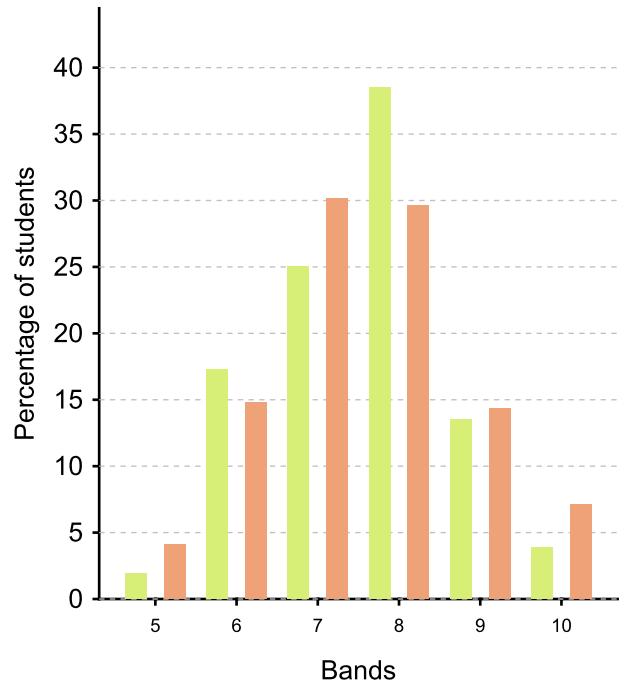
**Percentage in bands:**  
Year 9 Reading



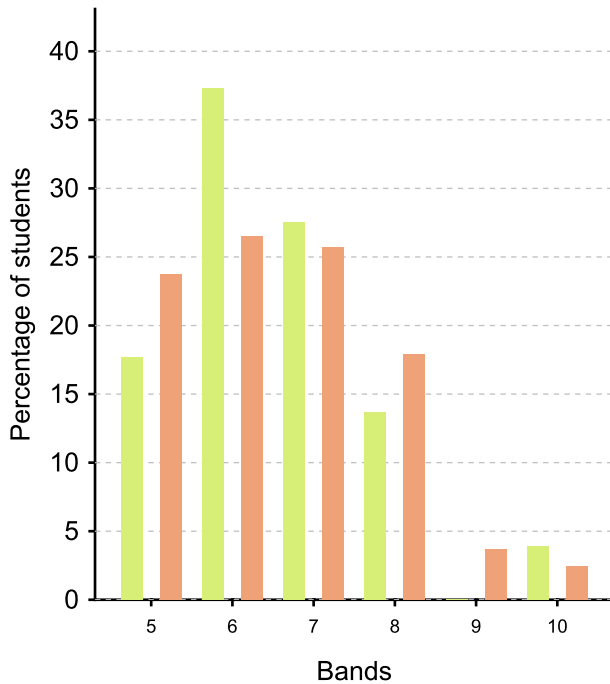
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Spelling



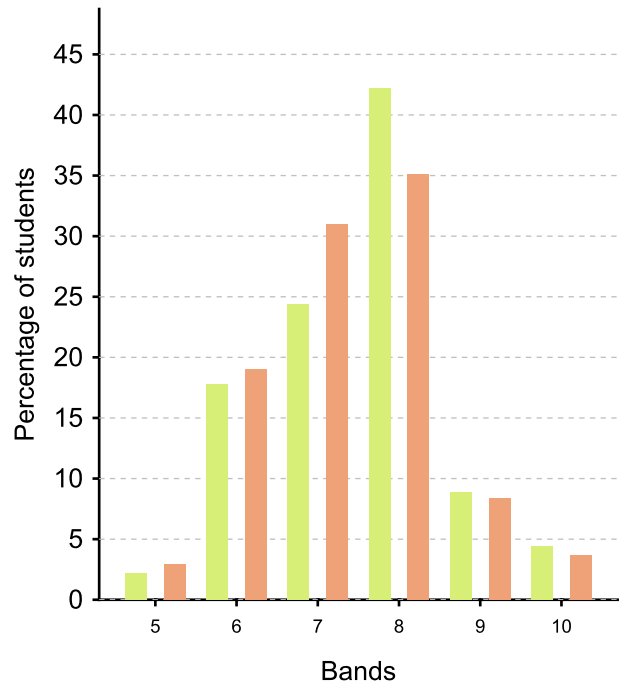
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2014-2016

The NAPLAN – Numeracy assesses key numeracy skills. Cromer Campus analysis of the data drives the school's teaching and learning programs to improve student outcomes.

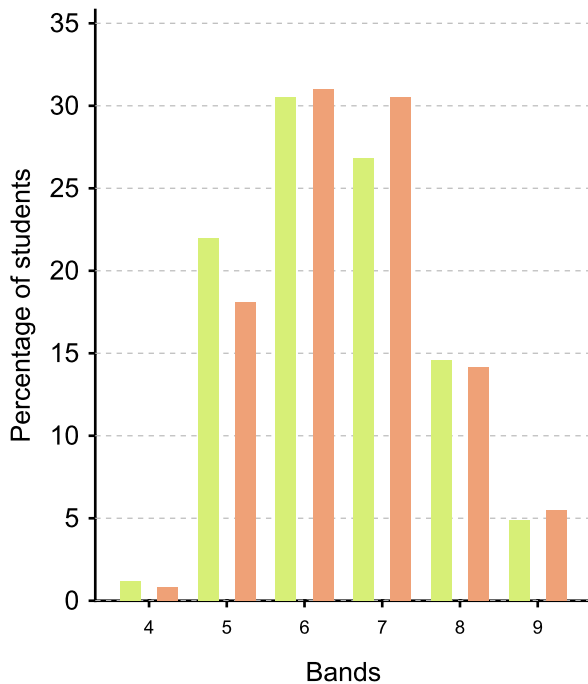
**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Northern Beaches Secondary College Cromer Campus in the Find a school and select GO to access the school data.>

**Percentage in bands:**  
Year 7 Numeracy



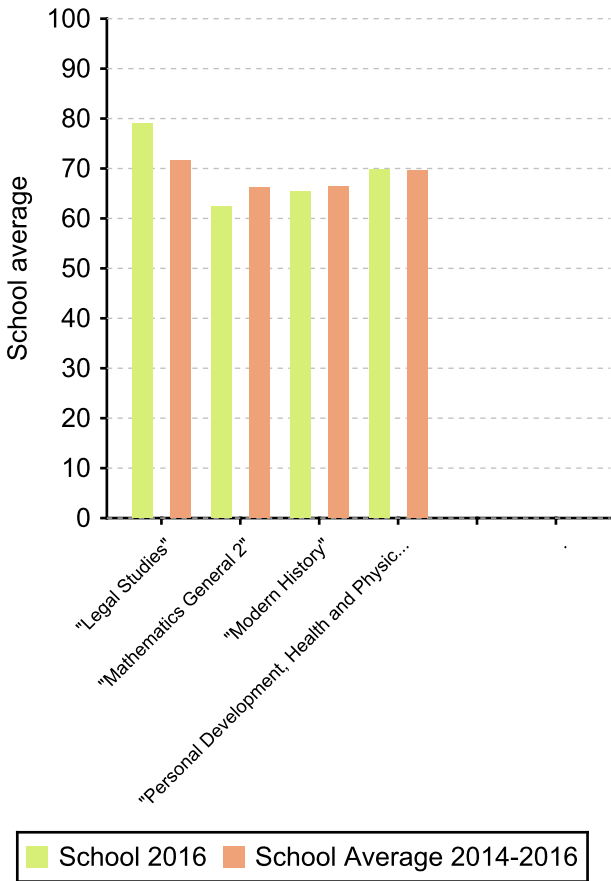
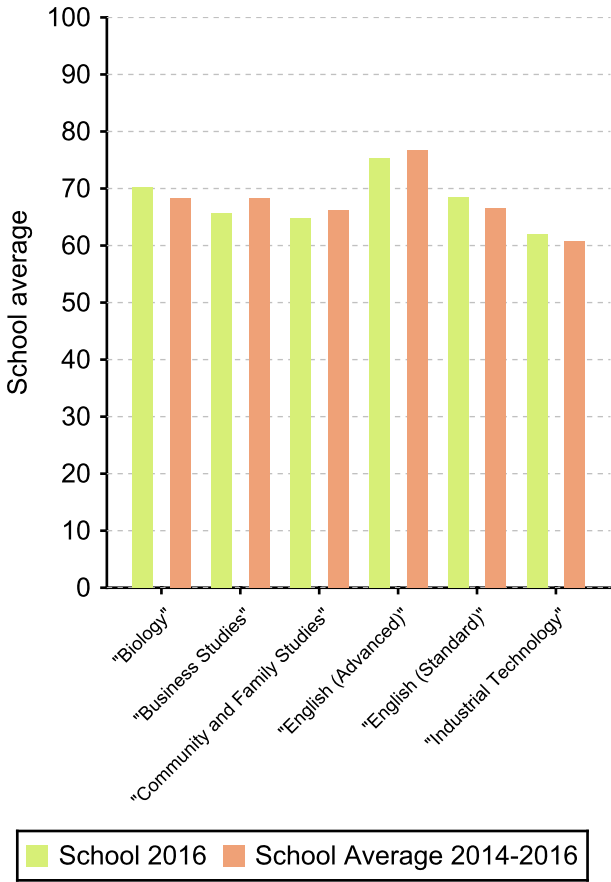
Percentage in Bands  
School Average 2014-2016

Cromer Campus recognises the importance of achievement in Reading and Numeracy and through targeted programs will continue to give priority to improve student performance in the top two bands.



Higher School Certificate (HSC)

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



Policy requirements

Aboriginal education

Cromer Campus currently has a small number of students who identify as being Aboriginal Australians or Torres Strait Islanders. The Indigenous Education Coordinator and the Learning Support Teacher, consulted with both students and their family members at the start of the year to develop individualised learning plans. These were supported with follow up meetings and ongoing home contact throughout the year.

Extra funding was provided for a number of excursions and camps throughout the year for ATSI students, enabling them to have a number of new experiences such as Band Camp and a trip to the Canberra War Memorial.

Multicultural and anti-racism education

In 2016, Cromer Campus hosted an extensive International Student Cultural Exchange Program. Students and teachers from 3 nations – Japan, China and Korea, attended classes with Cromer Campus students and visited significant landmarks and sites around Sydney. To support and engage the significant Pacific Islander community at Cromer Campus, the school partnered with Fale Pasifika to manage a mentoring program to build positive community relationships. Throughout the year, Cromer Campus whole school assemblies and Year Group Assemblies acknowledge and celebrate diversity and inclusivity through Harmony Day and NAIDOC Week.