

Northern Beaches Secondary College Cromer Campus

Annual Report

2017



8511

Introduction

The Annual Report for **2017** 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.

Justin Hong

Principal

School contact details

Northern Beaches Secondary College Cromer Campus

South Creek Rd

Cromer, 2099

www.nbscrcromer-h.schools.nsw.edu.au

nbsccromer-h.School@det.nsw.edu.au

9981 1155

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.

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, our school 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 2017, Cromer Campus is delivering in all three Domains of Learning, Teaching and Leading.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 delivering creative, innovative and engaging teaching and learning. Key elements that inform the school's planning and analysis include ongoing data evaluation of TTFM Student, Teacher and Parent surveys and Stage Focus Group discussions and feedback, as well as Naplan and HSC results data. Key areas for development and improvement are identified to inform the design and implementation of ongoing initiatives to enhance learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% Increase in the percentage of students achieving expected student growth in year 9 literacy/numeracy.	6000.00	<p>The literacy cross-KLA team continues to design, develop resources and deliver professional learning to all staff on an engaging and creative literacy program. All staff trained in effective literacy strategies and are delivering literacy strategies with increasing confidence. This has been achieved through analysis of data gleaned from subject based Literacy Review Survey and implementation of Writing and Reading assessment tasks years 7 to 10.</p> <p>Implementation of Numeracy programs in Stages 4 and 5 and subsequent evaluation of those programs. Adaption of programs ready for implementation in 2018.</p>
An upward trend in effect size for 7–9 NAPLAN is established in all areas of literacy and numeracy.	2500.00	Significant increases in Cromer Campus Year 9 Naplan results in 2017 as illustrated in the performance tables in this report. Increases across top 3 bands in Reading, Writing, Grammar and Punctuation, and top two bands in Spelling.
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	3000.00	Cromer Campus is progressing towards the nominated increase in effective learning time, relevance and rigour as well as positive teacher student relations as indicated from the TTFM Student, Parent and Teacher Surveys. Focus Group responses also reveal progression. Learning Conversations in Years 7 and 8 give voice to parents and students, reinforcing the increase in effective teaching time, relevance and rigour in the classrooms.

Next Steps

Through initiatives such as Student, Parent and Teacher focus groups and the implementation of Learning Conversations in Years 7 and 8, Cromer Campus continues to collect data to inform creative, innovative and engaging teaching and learning. Additionally the Literacy and Numeracy Teams implement, evaluate and redesign resources and present professional learning to engage and support staff in their delivery of authentic Literacy and Numeracy programs across all stages.

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

Cromer Campus is committed to developing positive initiatives that allow students and staff to flourish in a safe and supportive environment. In 2017, staff engaged in professional learning in Behaviour Management based on the research of Dr Bill Rodgers, Australian Educational Consultant. To further develop resilience through professional expertise, staff participated in professional learning in Visible Learning based on the research of Dr John Hattie. The combined NBSC Staff Development Day focused on building staff capacity in Visible Learning strategies. Students at Cromer Campus are offered opportunities in Leadership, SRC, Peer Support, Debating, Public Speaking, Dance, Drama, Tournament of the Minds, GEMS (Girls Enjoying Mathematics and Science), Duke of Edinburgh, a variety of Music ensembles and bands, plus many sporting opportunities to develop confidence and resilience. PBeL continues to support the wellbeing of Cromer Campus students through the values of Respect, Responsibility and Success. The Welfare Team participated in The Accidental Counsellor training through HeadSpace and updated MindMatters Professional learning to support the wellbeing of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in SENTRAL negative incidents by 75% from 2015 levels and decrease in suspensions to less than 10 per term.	2000.00	Reporting of negative incidents tracked from 2015 continue to decrease in 2017.
Decrease in staff absences by 20% annually.	2000.00	Staff sick leave applications have continued to decrease from Term 1 2016 to Term 1 2017
Increase in students completing stage 6 studies at Cromer Campus to 90%.	1000.00	In 2017 there was an increase in students choosing to complete Stage 6 at Cromer Campus from the previous year.
Decrease in students falling below 85%attendance.	1000.00	Cromer Campus attendance data reveals improved overall attendance. Cromer Campus attendance is 91.9%and the State is 89.6%. The schools attendance team monitors attendance and through the HT Welfare/L&S Team, make referrals to HSLO. Individual attendance plans are created in consultation with student, parents and the school.

Next Steps

In 2018, Cromer Campus has secured Dr Bill Rodgers to deliver a day of Behaviour Management Staff Professional Learning to further consolidate staff wellbeing in the classroom. Additional support of staff through professional learning in Visible Learning with particular focus on authentic feedback is scheduled in 2018. Cromer Campus will continue to analyse and evaluate data from Learning Conversations, TTFM, Student, Parent and Teacher focus groups to drive the school's strategic direction to promote a positive and active approach to student and staff resilience.

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

In 2017, Cromer Campus has prioritised strengthening meaningful communication with our whole school community through extensive market research which led to the development of key messages that define our school. In addition to College programs, Cromer Campus has initiated communication meetings between the high school executive and the feeder primary school executive each term. Furthermore, Cromer Campus executive attend and participate in the NBLA Principal and DP meetings to reinforce commitment to these partnerships. Communication with our school community has improved through parental access to the school portal and reinvigorated school newsletter. Strong links with our community continue to be strengthened through mentoring programs, cultural awareness initiatives, and vocational pathways through TAFE, Links to learning and Work Experience Programs. The position of Careers Transition Adviser has further enabled community links between school and employers, training and tertiary education providers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in parents attending school tours, open nights and exploring schools online communication resources.	2000.00	In 2017, Cromer Campus had increased attendance at the Year 7 New Parents Evening compared to 2016. The school's facebook page continues to attract positive visits and "likes". Again, the school's 2017 Open Night generated interest from over 200 prospective families and community members. The Parent Portal was launched in term 4 2017 and parent access is increasing.
Increase in students completing stage 6 at Cromer Campus to 90%.	1000.00	In 2017 there was an increase in students choosing to complete Stage 6 at Cromer Campus from the previous year.
Increase in year 7 student enrolments by 15% annually.	3000.00	Year 7 enrolments in 2017 increased from 2016 – Cromer Campus continues to focus on engaging the local community and promoting Cromer Campus as the local school of choice.

Next Steps

Cromer Campus will continue to build authentic, transformative and sustainable community relationships with our local and wider community to benefit our students learning outcomes. In particular, further links with our feeder primary schools will be developed through professional learning opportunities and collegial meetings to support the transition from the primary to secondary environment. The Cromer Courier will continue to be a significant link with our community so will continue to be assessed and updated to meet our community needs. Parent Portal access to student progress is a focus to develop further. The Careers Adviser, in partnership with the Transition Adviser, will continue to plan and develop programs to enhance pathways through TAFE, Links To Learning and Work Experience.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	6828.00	To promote inclusivity and understanding, Aboriginal perspectives are integrated throughout the academic curriculum and extracurricular activities.
English language proficiency	94048.00	Qualified .6 specialist EALD teacher supports students in classes across the school and collaborates with classroom teachers to model best practice in teaching and learning programs. Extra assistance is offered to EALD students through the CC Homework Club, two lunchtimes and two after school sessions. The dedicated International Students Team supports student through academic extra curricular programs.
Low level adjustment for disability	142531.00	<p>The number of students with individual adjustment and accommodation plans have increased in 2017. Funds were used to engage a full time SLSO to support students with disabilities and additional learning needs across all years – 7 to 12.</p> <p>The Learning and Support teacher held a Professional Learning Twilight session for Cromer Campus staff to inform best practice in the classroom to support students with additional learning needs.</p>
Support for beginning teachers	26900.00	Cromer Campus supports beginning teachers through New Teacher Induction program. The program includes individual and small group mentorship, classroom support, accreditation guidance and assistance, and Professional Learning in best practice. Beginning teachers are also supported through the PDP process to identify and develop pathways to achieve professional and personal goals.
Targeted student support for refugees and new arrivals	4128.00	In 2017, the number of students holding refugee status increased. Funding was provided to ensure inclusivity through attendance at school camps and excursions.
Literacy	10000.00	2017 was the second year of the Cromer Campus Whole School Literacy Program. The Literacy Team evaluated and refined the delivery of the program through student, staff and parent survey data. Additionally, the team continues to collaborate on developing across KLA literacy resources and design professional learning for staff to develop confidence and expertise.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	381	353	284	296
Girls	286	265	244	232

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.8	94.3	92.5	94.7
8	90.8	89.6	90.3	90.2
9	90.6	88.2	86.4	91
10	89.3	90.2	87.5	89.1
11	88.1	92.1	89.2	93.5
12	86.9	93.1	91.4	93.3
All Years	89.7	91.2	89.5	91.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

In 2017, student attendance rates at NBSC Cromer Campus were above the DoE State average in All Years – 91.90% compared to 89.60%

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	0	0	5
TAFE entry	0	0	10
University Entry	0	0	14
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2017, 8 students completed Hospitality and 10 students completed Construction.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, Cromer Campus had 35 students attain HSC or equivalent vocational education qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	34.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	13.08
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their

workforce. In 2017 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	1

Professional learning and teacher accreditation

During 2017, over \$48,000.00 was spent on professional learning for Cromer Campus staff. Aligned with the 2015–2017 school plan, the professional learning strategically focused on Literacy, Numeracy, Quality Teaching, Classroom management, Visible learning and wellbeing. There were three whole staff development days including one NBSC development day focusing on Visible learning. Cromer Campus staff participated in four Twilight sessions which focused on new syllabus and program development, gifted and talent education, differentiation technology and literacy. Three members of Cromer Campus Staff continued their progress in seeking accreditation at LEAD level. HT Secondary Studies monitored and supported staff members seeking accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	508,014
Global funds	287,591
Tied funds	219,090
School & community sources	220,432
Interest	4,198
Trust receipts	7,283
Canteen	0
Total Receipts	738,593
Payments	
Teaching & learning	
Key Learning Areas	97,626
Excursions	68,400
Extracurricular dissections	73,836
Library	2,417
Training & Development	5,543
Tied Funds Payments	112,792
Short Term Relief	24,855
Administration & Office	96,020
Canteen Payments	0
Utilities	44,089
Maintenance	41,486
Trust Payments	3,260
Capital Programs	29,357
Total Payments	599,681
Balance carried forward	646,927

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,448,713
Appropriation	1,121,008
Sale of Goods and Services	29,463
Grants and Contributions	296,460
Gain and Loss	0
Other Revenue	0
Investment Income	1,782
Expenses	-926,889
Recurrent Expenses	-926,889
Employee Related	-339,944
Operating Expenses	-586,945
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	521,824
Balance Carried Forward	521,824

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Cromer Campus's financial management processes and governance structures reflect the DoE financial policy requirements.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	5,315,460
Base Per Capita	88,184
Base Location	0
Other Base	5,227,277
Equity Total	338,230
Equity Aboriginal	6,828
Equity Socio economic	94,823
Equity Language	94,048
Equity Disability	142,531
Targeted Total	1,126,735
Other Total	360,124
Grand Total	7,140,549

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.

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.

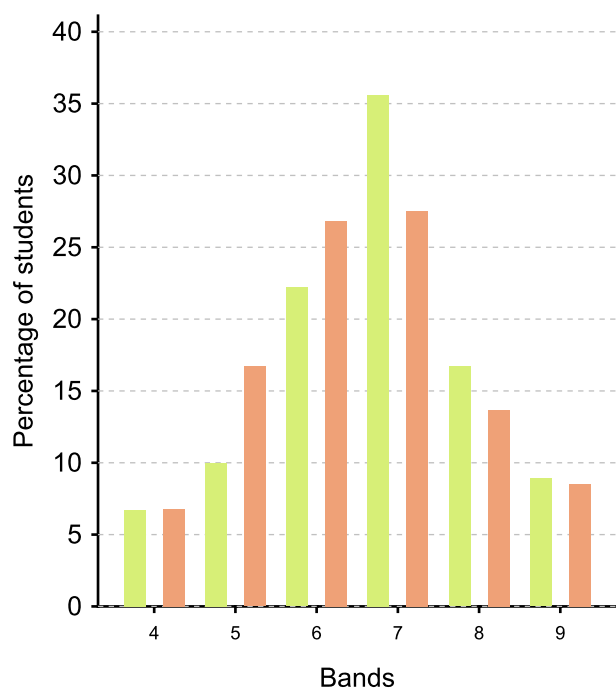
School performance

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.

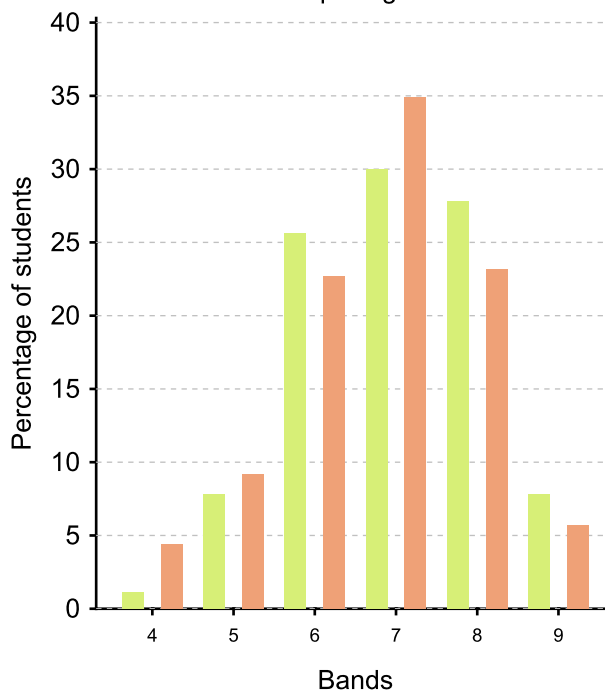
Cromer Campus recognises the importance of achievement in Literacy (including Reading, Writing, Spelling, and Grammar and Punctuation) and through targeted programs will continue to give priority to improve student performance in the top two bands.

Percentage in bands:
Year 7 Grammar & Punctuation



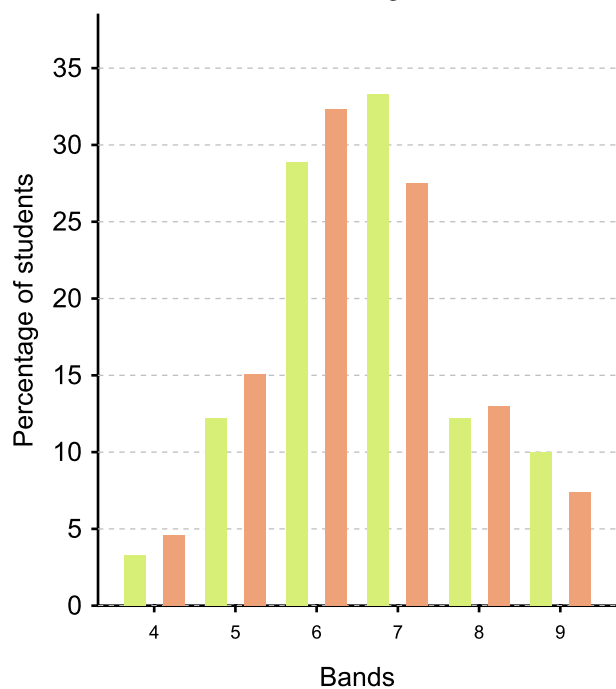
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling



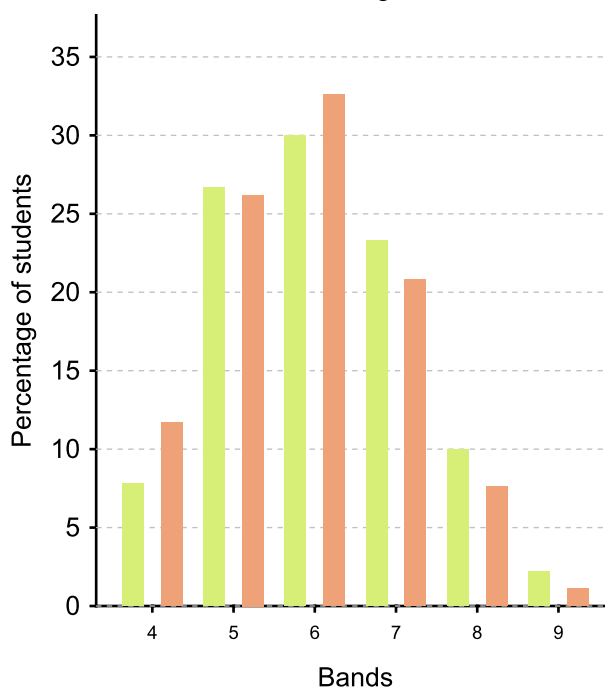
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



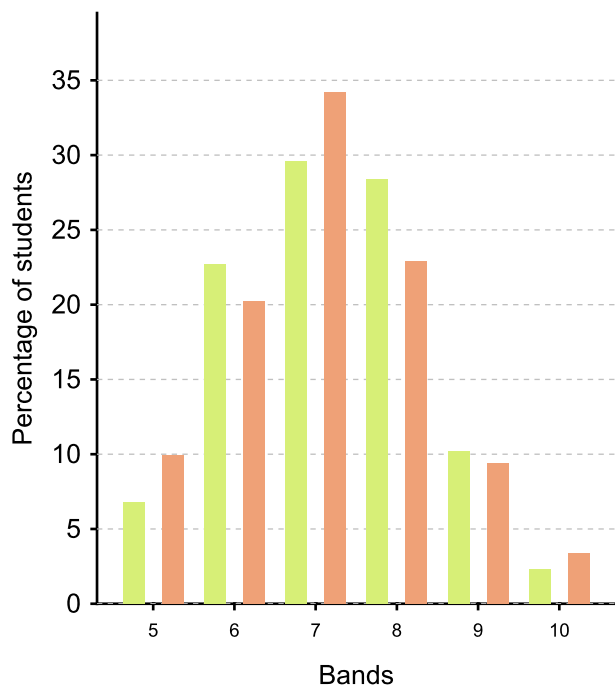
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing

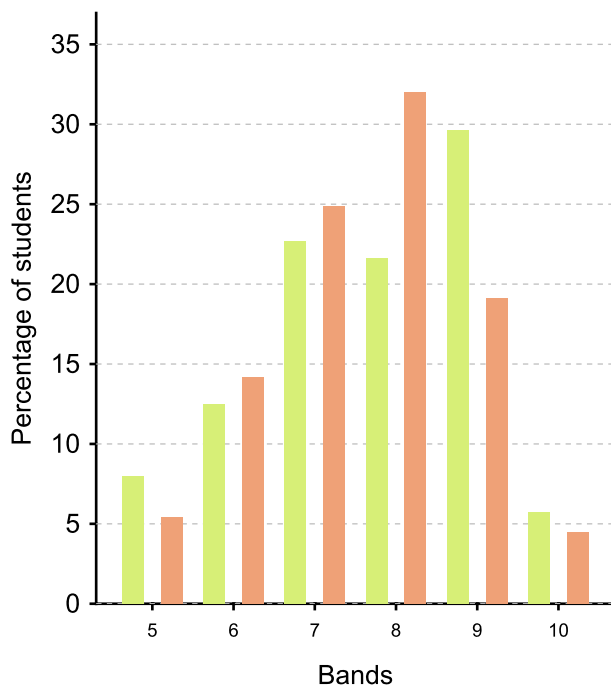


Percentage in Bands
School Average 2015-2017

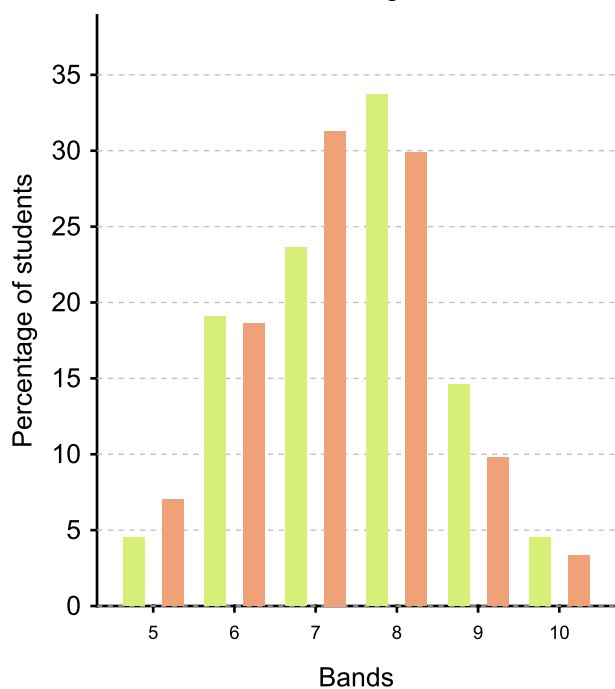
Percentage in bands:
Year 9 Grammar & Punctuation



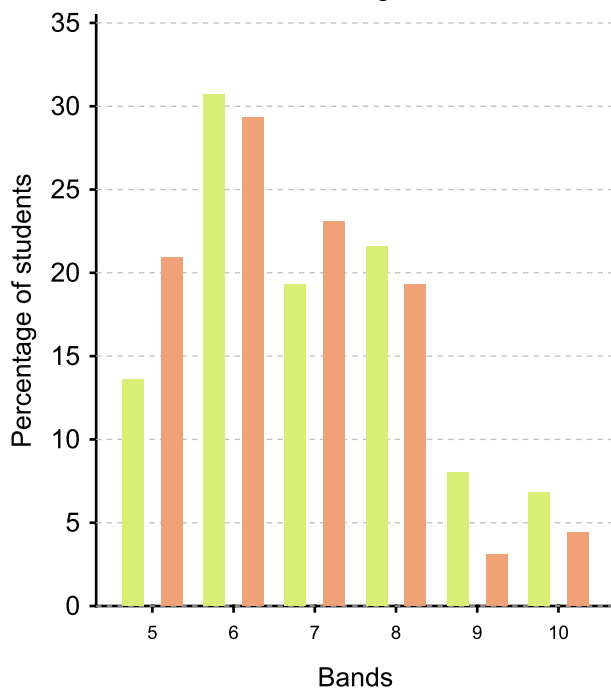
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

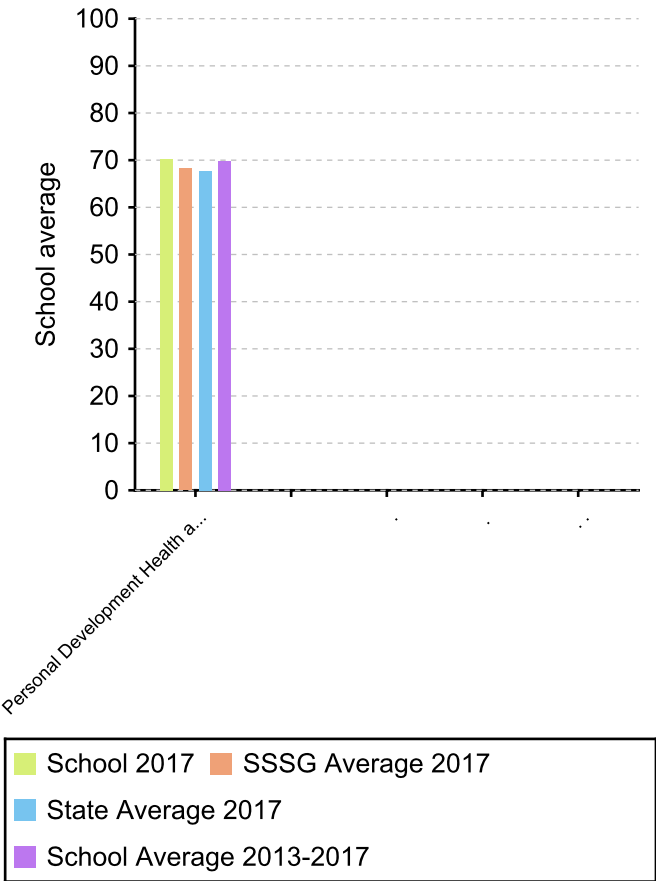
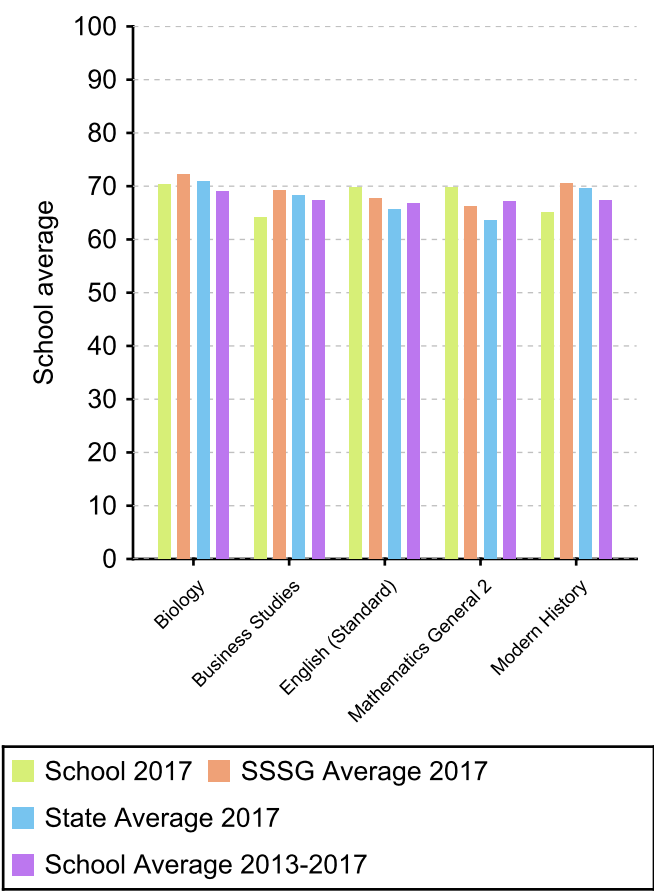


Cromer Campus recognises the importance of Numeracy and through targeted programs will give priority to improve student performance in the top two bands.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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

In 2017, Cromer Campus had a small number of student who identified as being Aboriginal Australians or Torres Strait Islanders. To support these students, the Indigenous Education Co ordinator and the Learning and Support Teacher consult with both students and their families to develop Individual learning Plans. The students are supported throughout the year with follow up meetings to evaluate and review the students progress. Ongoing contact with families reinforces the schools commitment to student success.

Multicultural and anti-racism education

Throughout 2017, Cromer Campus continued to host an extensive Student Cultural Exchange Program. Students and teachers from three nations attended classes with Cromer Campus students and visited significant cultural landmarks and sites around Sydney. Cromer Campus acknowledges and celebrates diversity and inclusivity through whole school and year group assemblies, highlighting Harmony Day and NAIDOC Week. The school's Anti Racism Officer was appointed in 2017 and has participated in best practice professional learning to support our diverse community and to ensure all students have a voice.