

Northern Beaches Secondary College Freshwater Senior Campus

Annual Report



2017



8568

Introduction

The Annual Report for **2017** is provided to the community of **NBSC Freshwater Senior 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.

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School background

School vision statement

Freshwater Senior Campus (FSC) is a unique senior learning environment where students have the freedom to learn, connect and flourish. We have a positive culture that values independence and engagement and a vibrant community that builds creative, authentic and resilient people. Freshwater Senior Campus leads in the development of innovative educational practice in a Stage 6 context.

School context

The NBSC Freshwater Senior Campus is one of five campuses in the Northern Beaches Secondary College (NBSC). Unlike any other multi-campus college in New South Wales, each campus in the NBSC has a Stage 6 (Years 11 and 12) cohort. Students from the other four campuses have the option of completing their senior studies at their existing campus or enrolling at Freshwater. Enrolments numbers remain stable. The school's total enrolment is approximately 630, with students coming from numerous schools, both government and non-government. As a number of these students studied courses at other College campuses and TAFE, the effective full-time enrolment was 595. International students represent only a small proportion of total enrolments.

The Campus provides students with the widest possible curriculum choices including a comprehensive range of academically challenging HSC subjects and an extensive range of TAFE courses. Students can select from over 80 courses. Our student leadership program allows students to take on a wide range of responsibilities that both develop individual leadership skills and support campus initiatives.

Facilities at the Campus are spectacular. They include general learning spaces encompassing seminar and break-out rooms adapted to meet the needs of senior students. A 250 seat Performance Theatre, national standard gymnasium and a music centre with adjoining practice rooms position us with opportunities to provide a breadth of quality learning experiences for our students.

Special features of the campus curriculum include the provision of a Welfare Program structured around a timetabled Student Mentoring Program involving all students. Our students enjoy the opportunity to learn in an uncomplicated environment where the level of trust developed with their teachers encourages them to take more responsibility for their learning. "Freedom to Learn", our school motto, really does encapsulate the spirit within the school and the students readiness to prosper in an environment of high expectations.

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.

The results of ourself-assessment survey indicated that in the School Excellence Framework domain of Learning that the school, on balance, is excelling. The school encourage students to be self-aware, and strive to build positive relationships across the school community. These relationships underpin a productive learning environment, and support students' development of strong identities as learners. Teachers, supported by highly effective systematic policies, programs and processes, use information about students to enable them to flourish through the provision of rich and diverse learning experiences. Through collaboration and sharing information, cross faculty projects have been successfully undertaken at FSC to enhance student learning. Effective measurement, reporting and data analysis has enabled the ongoing improvements and developments in teaching practice, and students actively use reflection on assessment feedback to plan their learning goals through z-scores. The school's educational philosophy is known by all staff and students and is recognised as highly transferable, therefore facilitating successful transitions into future learning and employment opportunities.

The results of this process indicated that in the School Excellence Framework domain of Teaching, the school is sustaining and growing. Evidence reveals that teachers demonstrate high levels of professionalism and commitment to the students and their own professional development. There is a particular focus on improved teaching methods in literacy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts. Teaching practices are enhanced by collaboration, feedback and feed-forward strategies with observation of each other's lessons, team teaching and modelling through scenarios used to drive dialogue and the efficacy of delivery. This provides the opportunities for a collective and collegial approach to improving student learning across the school and ensures all students have a clear understanding of how to improve their learning.

The results of this process indicated that in the School Excellence Framework domain of Leading, the school is sustaining and growing. The school solicits constructive feedback on school practices and procedures and addresses feedback on school performance. There is a broad understanding support for school expectations and aspirations for improving student learning across the school community. This is extended to workforce planning that supports curriculum provision and the improvement of physical learning spaces that are used flexibly.

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

Flourishing

Purpose

To develop engaged, independent and resilient students who strive to achieve their best in a culture of mutual respect and social support. To shape confident and healthy citizens who contribute to our community and develop their own wellbeing and the wellbeing of others. To create a positive and supportive community that encourages the formation of authentic individuals, positive relationships and empathy.

Overall summary of progress

Significant efforts have been made towards achieving the goals over the last 3 years. Whilst progress has been made in the areas identified below, in hindsight, some of these, such as a 50% reduction in misadventures, were somewhat impracticable and beyond the control of the school. However, our overall attendance policy and support meant that we did achieve this goal and our attendance data places us near the top of the state.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrate positive value added data across their subjects.	\$1500	HT's identify and monitor low achievers (10%). Coaching conversations targeting improvement in examinations and students ability to articulate goals.
Average student attendance over 95%	\$0	Students set meaningful goals based on self-reflection and are driven by feedback. This builds positive relationships in a culture of engagement, mutual respect and social support.
A 50% reduction in students submitting misadventure and/or Disability Provisions based on stress and anxiety.	\$5000	Significant involvement and support has been provided to identified students by the Wellbeing team, LaST, Counsellor and SLSO's.

Next Steps

The 2018–2020 School Plan will allow us to continue building on previous successes to maintain them at levels meeting our expectations. Monitoring and improving student and staff wellbeing will also continue to be a focus and we continue the support the school community through an increasing difficult and challenging societal change.

Strategic Direction 2

Connecting

Purpose

To foster strong relationships between students, staff and wider community to embed creative and collaborative practices in and beyond the classroom. Through effective communication and integration of ICT, our focus is to develop a learning culture and environment of high expectations which promotes self-aware critical thinkers.

Overall summary of progress

Ongoing staff improvement has been significant focus over the last 3 years. With the preparation, planning and resource development for the implementation of new syllabi across several Key Learning Areas, considerable time and resources have been spent to ensure that the teachers are in the best possible position to drive student learning and achievement. The Professional Standards for Teachers is at the core of approach to teaching and learning and feedback from parents and the community reveals they believe that we are working in the best interests of the students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in staff and students incorporating 21st Century skills in their learning.	\$25,000	Professional learning promotes integration of learning outcomes, syllabus content, application of skills and ICT. Assessments embed real world experiences and skill acquisition that enhanced critical thinking.
100% parent satisfaction on communication Survey.	\$1000	Collaboration promoted improvement in products and practices; and systems of communication were established and improved within the entire school community
Every staff member has an individual Professional Development Framework (PDF) informed by Australian Professional Standards for Teachers.	\$0	All 2018 PDP's have explicit links to Teaching Standards; and every staff member has recorded at least ONE Accredited and ONE Teacher Identified Professional Development Experience

Next Steps

All teachers in the school have now been accredited and are on the maintenance cycle. Ongoing professional development that focuses on teacher and school identified need will be promoted and encouraged. Appropriate teachers will also encouraged and supported to apply for higher levels of accreditation.

Strategic Direction 3

Mastering

Purpose

Mastering skills, developing knowledge and applying understanding to shape: Reflective learners (staff and students) who are flexible and creative in their thinking and can apply their learning in purposeful ways. Motivated learners, who seek to reach their full potential, enjoy their learning and contribute in a meaningful way throughout their lives. Self-directed learners who are in control of their learning and can persevere with challenging learning goals.

Overall summary of progress

Formative assessment strategies are now embedded in preliminary assessment schedules. Students are able to track their own progress through training in and utilisation of z-score data. Teachers continued to refine their practice around the school's teaching and learning philosophy(ALARM).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Freshwater Senior Campus will become a top 100 school in relation to percentage of Band 6 results.	\$10,000	Staff produce challenging and engaging assessments with formative processes embedded where feedback improves understanding and performance. Staff access PD opportunities and SMART data to drive improvement
Relative performance of value added data for lower, middle and higher achieving students to be at 50% above same school groups	\$10,000	All teachers and students engage with ALARM, collaborate and reflect on its use in practice. Data is used to identify and drive individualised and differentiated learning goals and opportunities

Next Steps

All teaching staff to undertake ALARM 1.0 and ALARM 2.0 accredited courses in 2018. Value added data to be used to identify any particular student groups that may be underachieving and specific strategies put in place to target these groups. Opportunities for collegial support in relation to the new curricula sourced and delivered.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$629	1 Indigenous student subsidised financially through these funds.
English language proficiency	\$65,805	Employment specialist ESL teacher to support student learning. All students from an EAL/D background
Low level adjustment for disability	\$76,387	Employed SLSO to target and support students. All targeted students successfully completed the HSC demonstrating positive value-added data.
Socio-economic background	\$21,591	Employed SLSO to target and support students to reduce inequity of opportunity. All targeted students successfully completed the HSC demonstrating positive value-added data.
Support for beginning teachers	\$10,788	Extra professional development opportunities were provided to support these teachers

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	256	229	207	205
Girls	346	377	392	391

Student attendance profile

School				
Year	2014	2015	2016	2017
11	94.6	94.7	95.1	94.9
12	94.5	95.6	96	95.2
All Years	94.6	95.1	95.6	95.1
State DoE				
Year	2014	2015	2016	2017
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	89.5	89	89	89

Management of non-attendance

Student attendance is monitored using Sentral. Rolls are marked each lesson using the pxp module and SMS is used to communicate absences to parents. The wellbeing team monitor student attendance, with the Deputies and the Year Advisors being the point of contact for both students and their parents.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	0	1	28
TAFE entry	0	1	10
University Entry	0	1	50
Other	0	0	10
Unknown	0	0	0

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	2.6
Assistant Principal(s)	0
Head Teacher(s)	18
Classroom Teacher(s)	30.78
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	2
School Administration & Support Staff	9.88
Other Positions	1

*Full Time Equivalent

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	8

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	966,318
Global funds	341,341
Tied funds	120,100
School & community sources	273,935
Interest	7,056
Trust receipts	210,367
Canteen	0
Total Receipts	952,799
Payments	
Teaching & learning	
Key Learning Areas	97,950
Excursions	15,003
Extracurricular dissections	14,091
Library	2,766
Training & Development	0
Tied Funds Payments	108,843
Short Term Relief	17,176
Administration & Office	239,431
Canteen Payments	0
Utilities	53,108
Maintenance	34,224
Trust Payments	195,358
Capital Programs	47,636
Total Payments	825,587
Balance carried forward	1,093,530

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	1,948,518
Appropriation	1,505,148
Sale of Goods and Services	75,560
Grants and Contributions	364,097
Gain and Loss	0
Other Revenue	0
Investment Income	3,713
Expenses	-941,828
Recurrent Expenses	-941,828
Employee Related	-290,246
Operating Expenses	-651,582
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,006,690
Balance Carried Forward	1,006,690

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.

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	5,462,291
Base Per Capita	92,423
Base Location	0
Other Base	5,369,868
Equity Total	164,412
Equity Aboriginal	629
Equity Socio economic	21,591
Equity Language	65,805
Equity Disability	76,387
Targeted Total	221,070
Other Total	2,320,956
Grand Total	8,168,729

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.

Whilst it is mandatory in an Annual report, it is not relevant to our senior context.

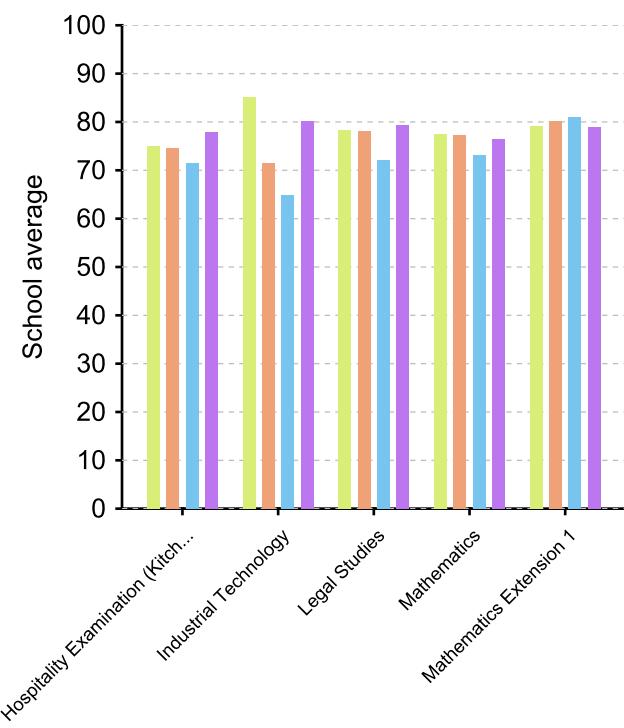
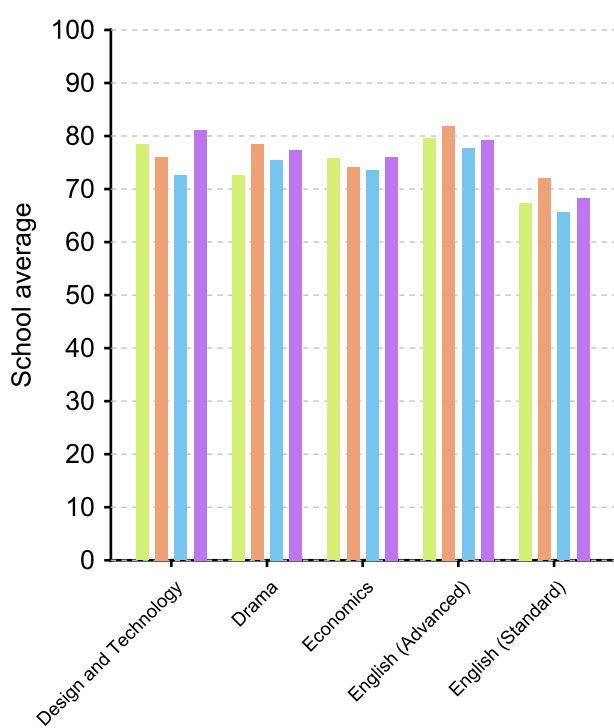
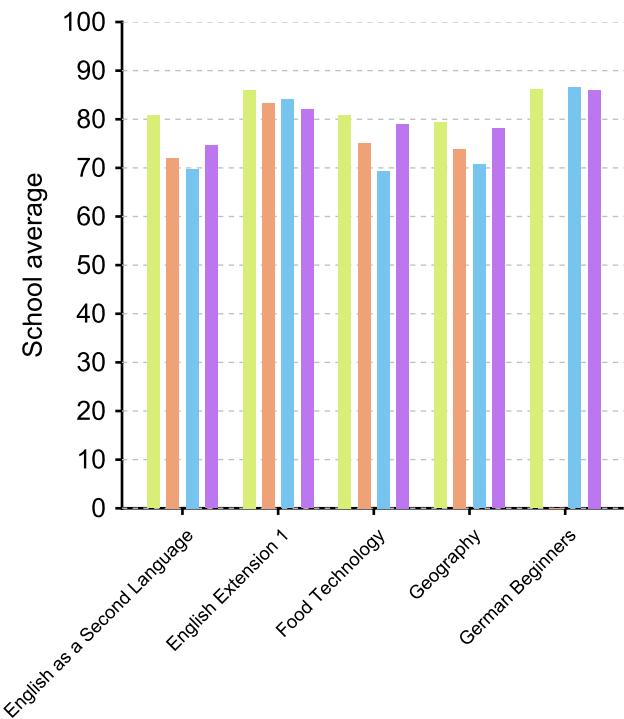
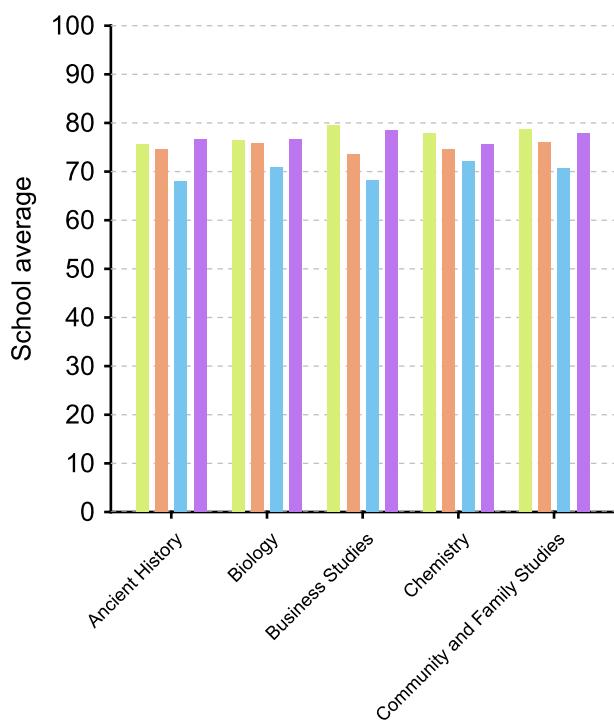
- A top ATAR of 99.20 achieved by Joy Jin and Will Carter.
- Kalliste Hardy on the all-rounders list for band 6 results in all subjects and recipient of the Freshwater Community Bank academic scholarship
- Alex O'Brien came first in the state in Industrial Technology, Ethan Neville finished second and Zane Wilcox finished tenth.
- Joy Jin finished third in the state in English as a Second Language
- Max Mayer-Rayment, Maya Williams, Isabella Kalucy and Claire Gaspar having their major works accepted for Artexpress while Andrea Gojkovic, Grace Timmins and Tiani Schaefer were nominated.
- Joy Jin and Lachlan Power were nominated for Encore in Music.
- Tiani Schaefer, Ben Douneen, Alex O'Brien, Zane Wilcox, Ethan Neville and Jordan Pepper had their major work accepted for InTech in Industrial Technology while Greg Jackson, and Gemma Moran were nominate
- Ben Douneen and Tiani Schaefer were selected for Shape 2017.
- 136 Band 6 results (results above 90%). 29 separate courses had at least one student in band 6.

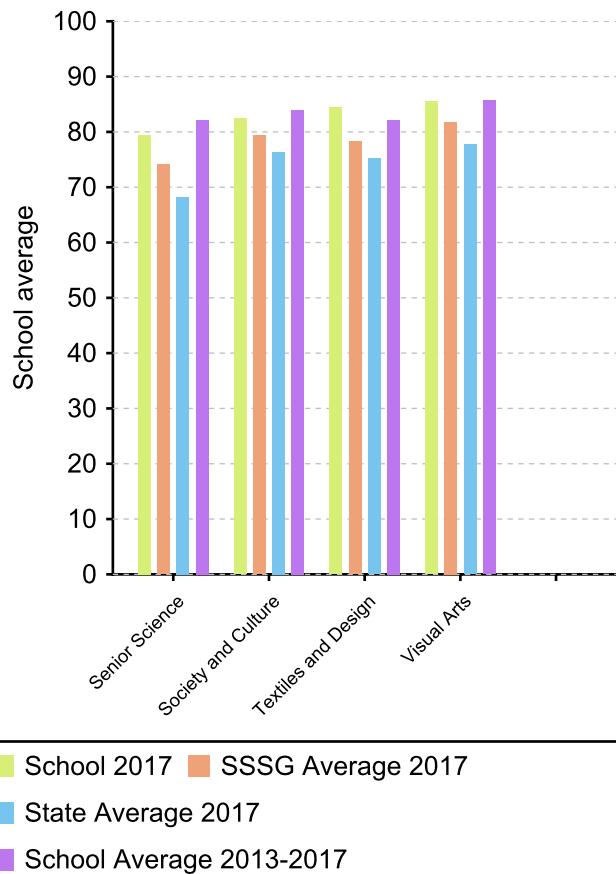
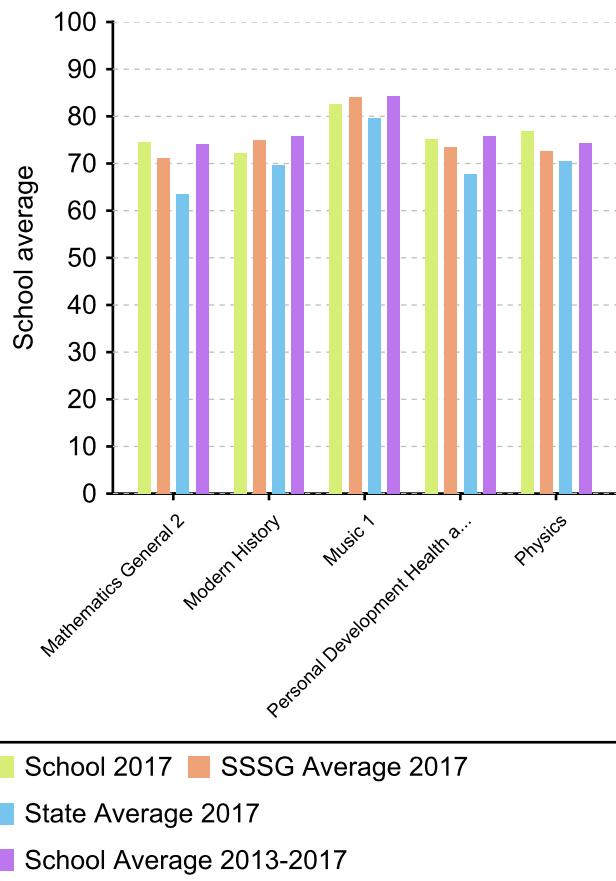
Higher School Certificate (HSC)

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

The 2017 HSC results were excellent and once again provided a strong acknowledgment of the wonderful teaching and dedicated learning of our students. Below are the highlights of the 2017 HSC results.

Highlights of our 2017 HSC results include:





transition, curriculum provision, wellbeing and engagement.

Policy requirements

Aboriginal education

Appropriate Aboriginal content has been included in all relevant teaching programs and at formal events at the Campus. There was one student who identified as Aboriginal at the campus in 2017. The school continues to be committed to providing a curriculum that will cater to the needs of Aboriginal students. Any Aboriginal students in the school will be supported by Ms. Charlotte Green who is our dedicated contact person.

Multicultural and anti-racism education

The Campus curriculum included ESL classes in both Years 11 and 12 that provided excellent learning opportunities for those students whose primary language is not English. The ESL teacher, who works at the Campus two days per week, assists in the delivery of these courses. They also worked closely with a number of teachers of other courses to ensure that the linguistic challenges faced by these students in these courses were carefully considered and catered for. Additionally, the school employs Student Learning Support Officers who also support the learning of students from a non-English speaking background.

Parent/caregiver, student, teacher satisfaction

Students, Parents and Teachers are surveyed as part of an ongoing desire to gain insight and provide ongoing improvements across the school. Survey data reveals significantly positive results in the areas of