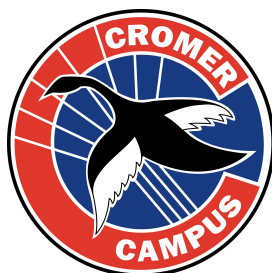


# Northern Beaches Secondary College Cromer Campus

## Annual Report

2018



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## Introduction

The Annual Report for **2018** is provided to the community of NBSC Cromer Campus is 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

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## 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 that fosters resilient, passionate and accomplished lifelong learners.

### School context

Northern Beaches Secondary College (NBSC) – Cromer Campus with a diverse enrolment of 605 students, including six 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 91 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, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Our self-assessment and the external validation 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

### Quality teaching and learning

#### Purpose

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

To foster the culture of commitment and collaboration in teaching, where staff are actively reflecting on learning outcomes and maintaining high expectations of excellence in student learning.

#### Overall summary of progress

Cromer Campus is committed to providing quality teaching and learning through creative, innovative and engaging programs. By focusing on key areas – Literacy, Classroom management and Visible learning, the school analyses data from NAPLAN and HSC 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
Maintain above state average percentage of students achieving expected student growth in year 9 literacy/numeracy. (SMART – School analysis – student growth report)	6000.00	<p>Literacy continues to be a strategic focus at Cromer Campus. The Cross KLA Literacy Team designs, develops resources and delivers professional learning to all staff in effective, engaging and creative literacy strategies.</p> <p>The program is data driven from Writing and Reading Assessment tasks in years 7 –10 as well as Literary Review Surveys to staff conducted throughout the year.</p> <p>Numeracy programs continue to be planned for and implemented through timetabled mathematics classes.</p>
Achieve and maintain above state average percentage of students achieving proficiency in Yr9 NAPLAN. Achieve and maintain percentage of students below national minimum standard at below state average levels. (SMART – School Summary)	3000.00	Continued staff Professional learning to ensure expert delivery of Literacy and Numeracy programs.
Decrease in lateness and partial absence by 20% from 2017 levels.		Established Attendance Team to engage students and parents. DoE attendance policy included in every school newsletter. Attendance data indicates a decline in late arrivals and partial attendance in 2018.
Upward trend continues in Yr9 NAPLAN data as reported in SMART. (SMART –School analysis – Trend)		Continued emphasis on Literacy/numeracy in stages 4 and 5. Ongoing staff professional development to develop Literacy and numeracy expertise.
Decrease in N–Award warnings for stage 5/6 students by 20% from 2017 levels.		Data indicates a decrease of 30% of N warnings for stage 5 and 6 students in 2018. Senior Review panel meetings and the Principal's Improvement Program have supported students, teachers and staff in this positive process.

#### Next Steps

Cromer Campus continues to collect data through student, teacher, parent and community initiatives to inform and drive teaching and learning to improve student outcomes.

## Strategic Direction 2

Self-Confident, resilient staff and students

### Purpose

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

To foster 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 and delivering programs and initiatives that support and enhance the resilience and self confidence of staff and 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 and suspensions by 10% per year from 2017 levels.	4000.00	Professional Learning delivered at Executive Meeting, Staff meeting and Year Adviser Conference. Spotlight is on Bullying. Updated School Policy, Flowcharts and resources to be rolled out at start of 2019. This also includes Wellbeing Resource placed on school website.  Analysis of data indicated a drop in student suspensions by 50%. Negative incidents also had a 70% drop
Maintain students completing stage 6 studies at or above 90%.	2000.00	2017 data indicates that 85% of students completed stage 6. Indicators show students left school to pursue apprenticeships or vocational pathways.
Increase in % of students above 85% attendance from 2017 levels.	2000.00	Attendance data did not show an overall improvement.

### Next Steps

Cromer Campus will continue to be informed by parent and student focus groups, P&C, staff surveys to drive the school's strategic direction of student and staff wellbeing.

### Strategic Direction 3

#### Authentic community partnerships

#### Purpose

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

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

#### Overall summary of progress

Cromer Campus has established significant community partnerships to enhance and improve student outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
15% Increase in year 7 enrolments annually. 50% Increase in local Yr 7 enrichment class applications annually.	4000.00	Enrolments at Cromer Campus in Year 7 continue to increase. Local, in area applications for the Enrichment Classes also increased
Increase in P&C membership from 2017 levels.	2000.00	P&C membership remained static in 2018.  Installation of outdoor furniture to the value of \$40,000 . Well attended working bee. Restored aging outdoor furniture. Co funded installation of outdoor ping pong table for the Integrated Studies outdoor area. Funded HSIE Award Night. Successful annual Golf Day where \$15,000 was raised.

#### Next Steps

Cromer Campus continues to develop learning partnerships with feeder primary schools to build ongoing authentic relationships in our local community. Additionally, Cromer Campus continues to forge strong links in the community through mentor programs, cultural awareness initiatives, as well as enhancing vocational pathways through TAFE, Links to learning and work experience programs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	33,000	Qualified EALD .6 teacher and a SLISO one day a week support all EALD students. Additional support is offered through Cromer Campus homework club which runs four times a week.
<b>Targeted student support for refugees and new arrivals</b>	2,718	Cromer Campus has a small number of identified refugee students. Funding is provided to these students to ensure they can access all aspects of school life, ie camps, excursions. EALD qualified teacher delivers TELL training throughout the region, STARS wellbeing program, Teaching students from a refugee background.
<b>Technology</b>	40,000.00	WiFi connectivity expansion program. Technology Team cross KLA established to drive whole school and increased BYOD take up. Focus on Year 7 2019 BYOD .



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	353	284	296	330
Girls	265	244	232	245

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.3	92.5	94.7	90.7
8	89.6	90.3	90.2	90.9
9	88.2	86.4	91	86.2
10	90.2	87.5	89.1	85.4
11	92.1	89.2	93.5	93.4
12	93.1	91.4	93.3	91.3
All Years	91.2	89.5	91.9	89.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

In 2018 student attendance rates at NBSC Cromer Campus reflect the State DoE average. Welfare Team, Learning Support Team, School Counsellor, DPs monitor and support student attendance at Cromer Campus.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	12
Employment	0	5	12
TAFE entry	3	4	16
University Entry	0	0	12
Other	0	0	5
Unknown	0	0	5

### Year 12 students undertaking vocational or trade training

In 2017 students at Cromer Campus engaged in vocational training in Hospitality, Construction, Animal Studies and Nursing.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 63 students achieved HSC or equivalent vocational education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	38.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.6
School Administration and Support Staff	14.88
Other Positions	1

\*Full Time Equivalent

In 2018 Cromer Campus did not have any staff who identified as Aboriginal.

### 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 2017, over 55,000 was spent on Professional learning and Accreditation for Cromer Campus staff. All professional learning aligns with school plan and the strategic directions of Literacy, Numeracy, Quality Teaching, Technology and Staff/student wellbeing., as well as individual Teacher PDPs . Three members of the staff are engaged in LEAD accreditation process. Three full days of staff development including one NBSC combined and four twilight sessions were attended by Cromer Campus staff in 2018.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	521,824
<b>Revenue</b>	9,054,619
Appropriation	8,472,552
Sale of Goods and Services	14,888
Grants and Contributions	540,529
Gain and Loss	0
Other Revenue	20,118
Investment Income	6,532
<b>Expenses</b>	-8,940,214
Recurrent Expenses	-8,940,214
Employee Related	-7,768,692
Operating Expenses	-1,171,522
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	114,405
<b>Balance Carried Forward</b>	636,230

NBSC Cromer Campus' financial management processes and governance structures meet 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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,830,078
Base Per Capita	111,999
Base Location	0
Other Base	5,718,079
<b>Equity Total</b>	356,234
Equity Aboriginal	10,138
Equity Socio economic	96,522
Equity Language	96,448
Equity Disability	153,126
<b>Targeted Total</b>	1,361,406
<b>Other Total</b>	368,287
<b>Grand Total</b>	7,916,005

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

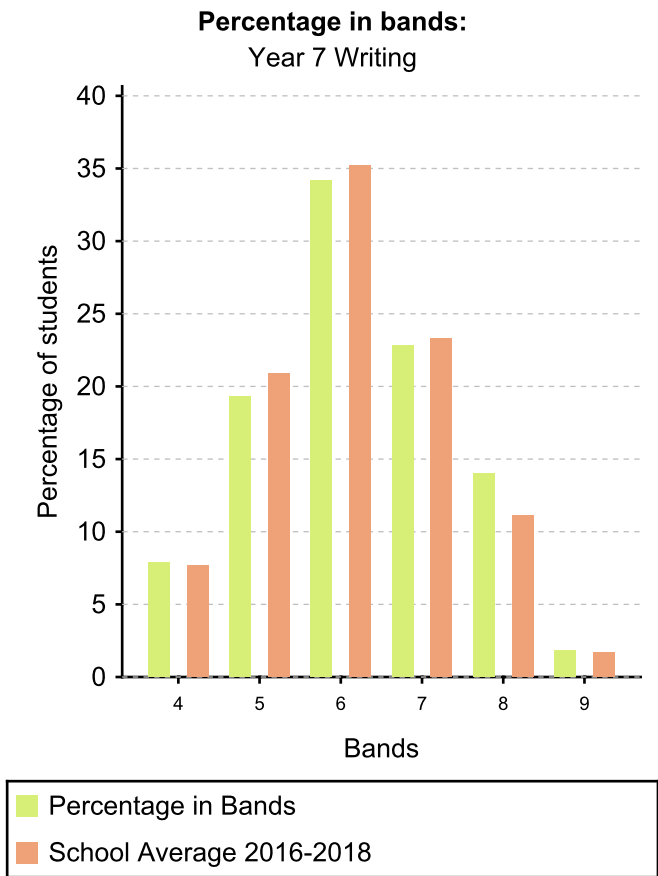
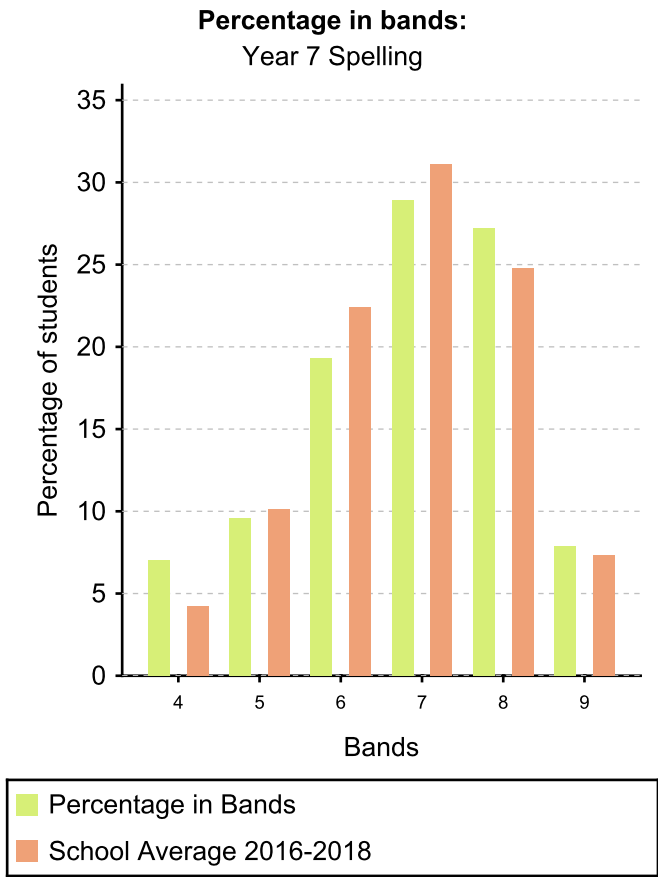
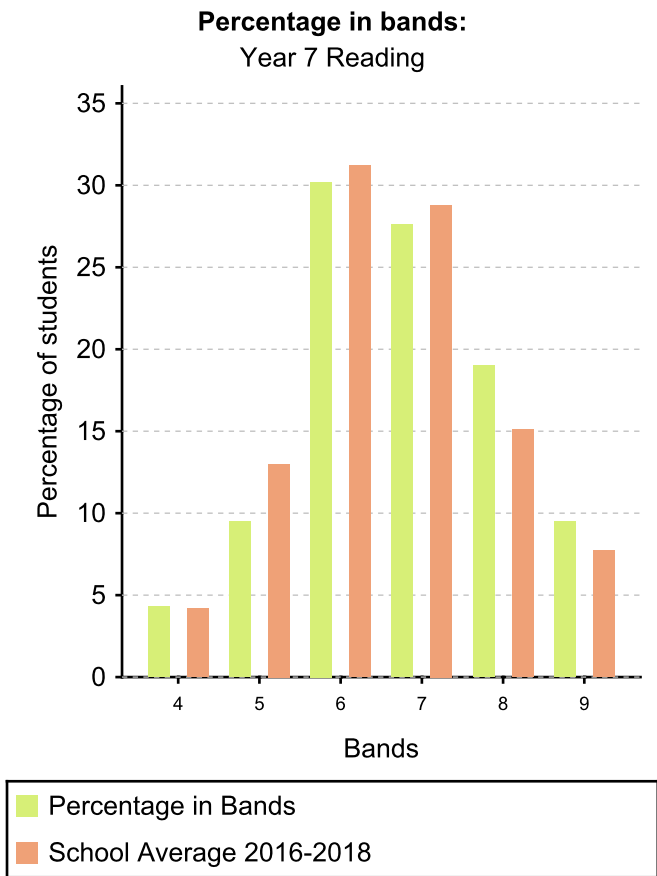
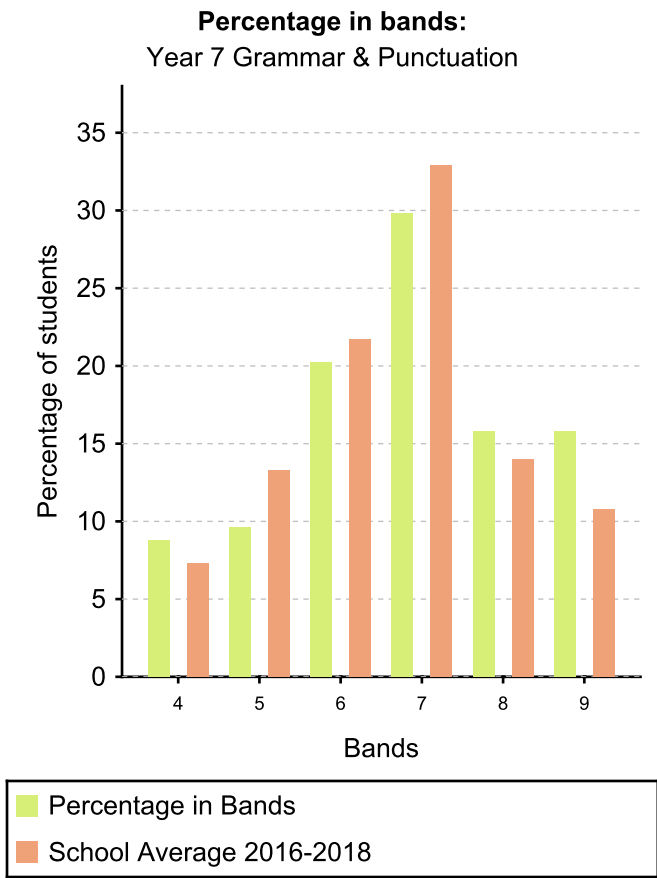
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

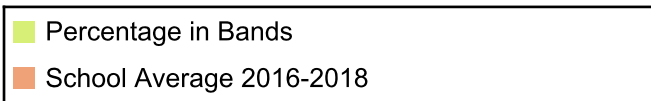
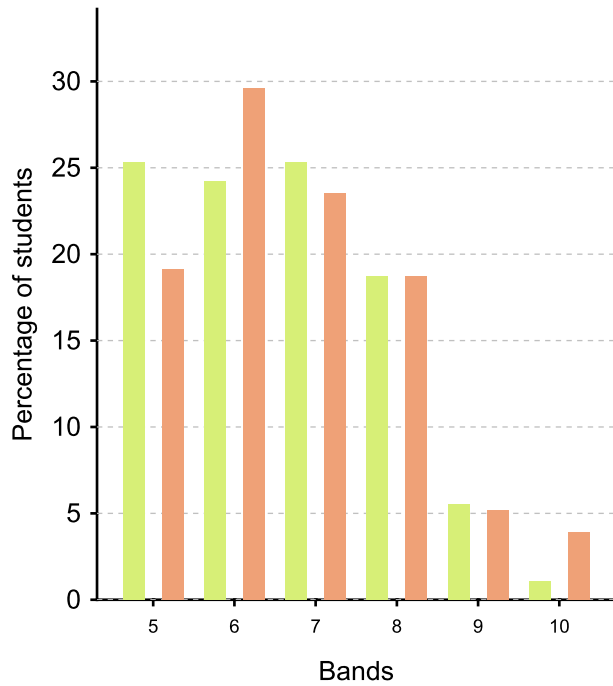
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students

who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

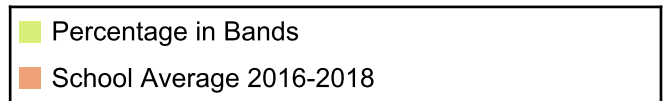
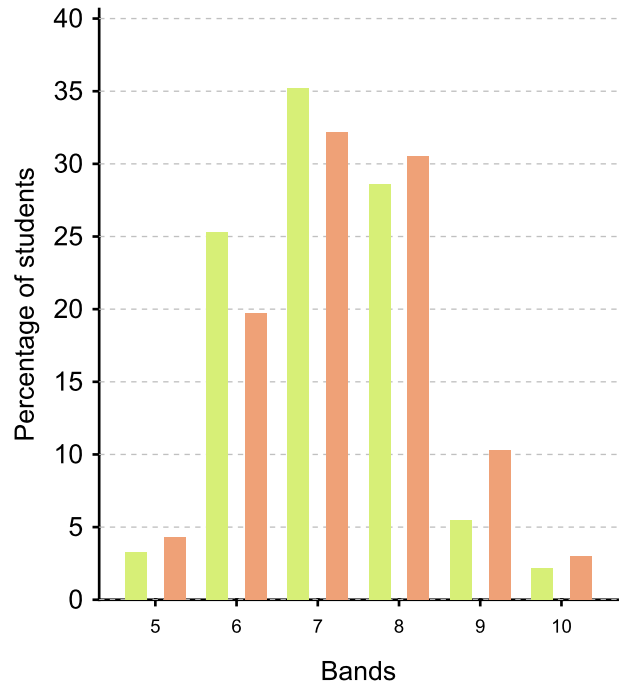
Cromer Campus is committed to improving Literacy through targeted programs across KLAS.



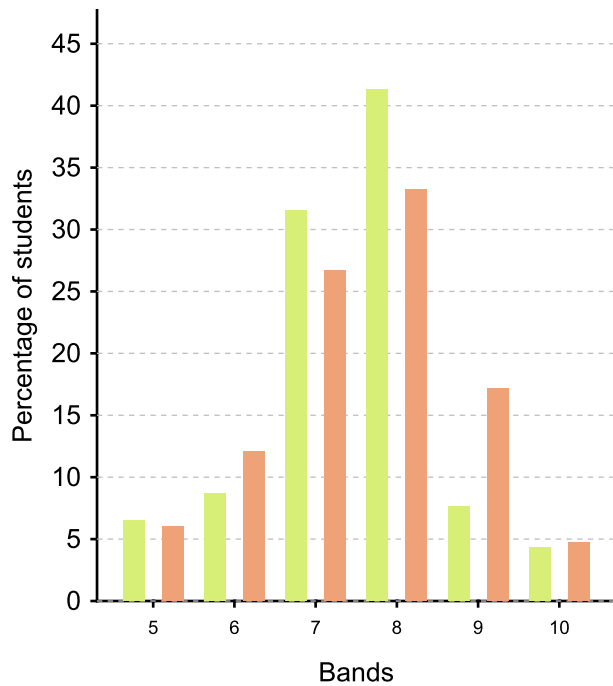
**Percentage in bands:**  
Year 9 Writing



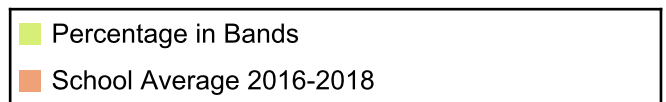
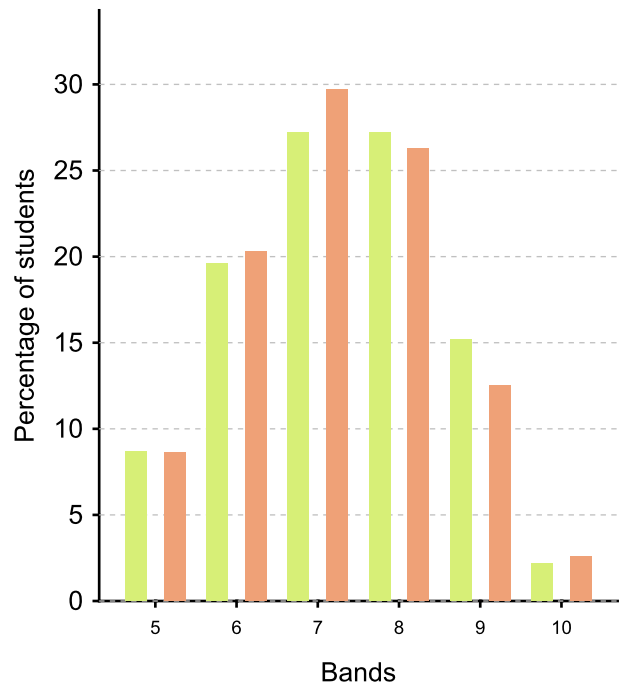
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Spelling



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

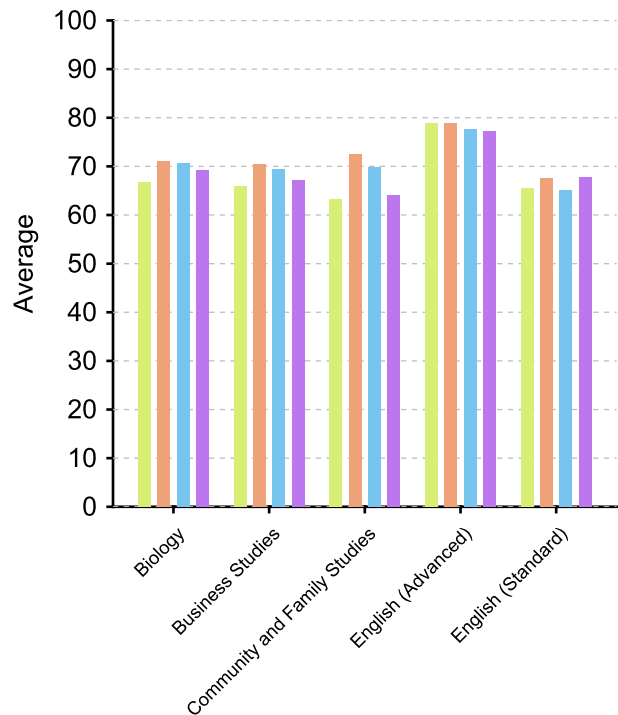


Cromer Campus is committed to improving Numeracy through targeted programs across KLAs.

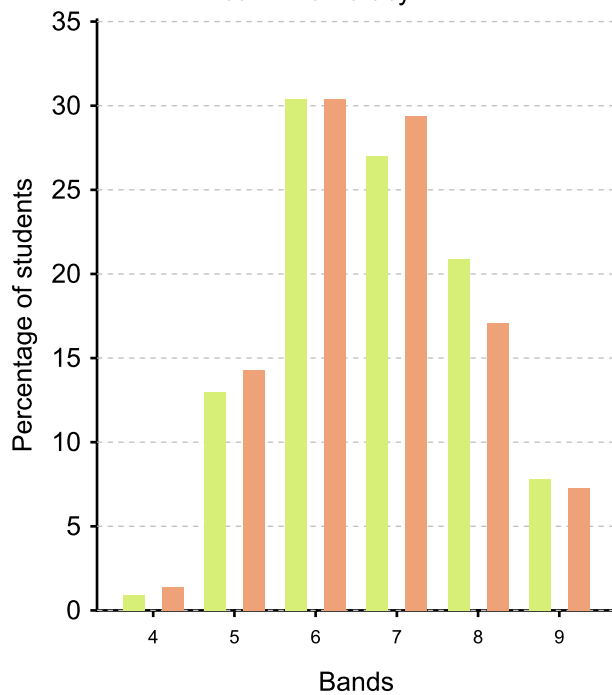
*Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.*

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Cromer Campus is committed to maximising student achievement in the HSC through quality teaching and learning.

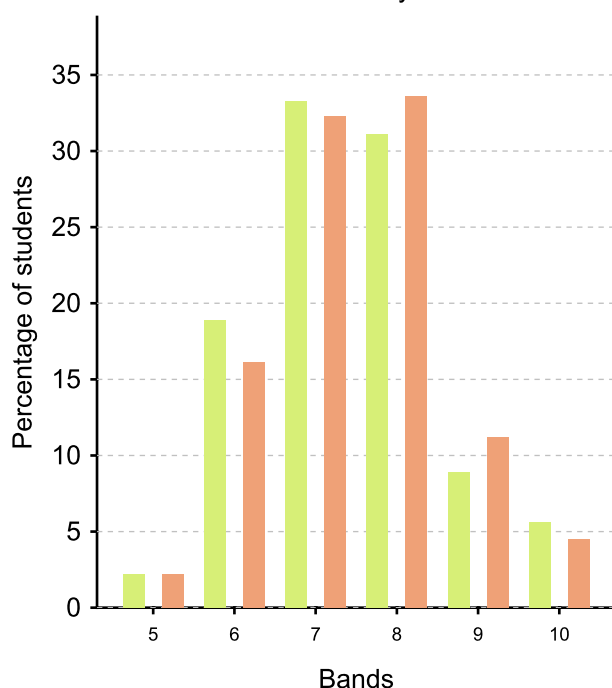


**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

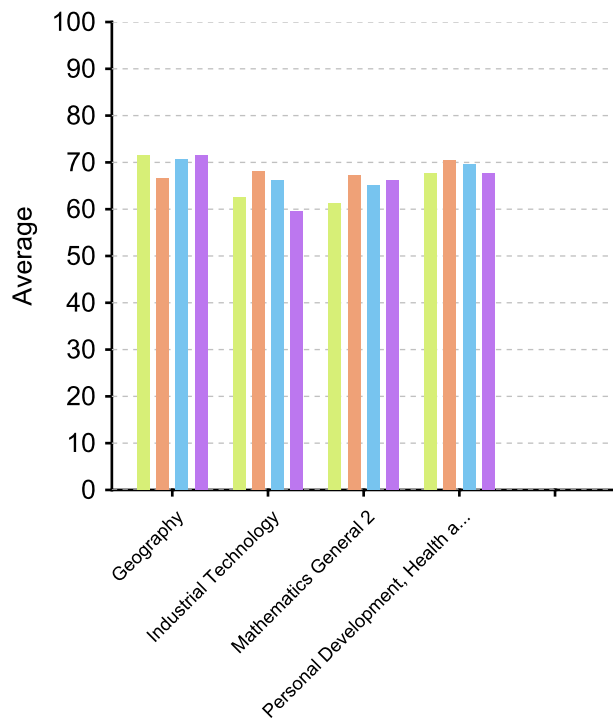
**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

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.>

Cromer Campus is committed to the *Premier's Priorities: Improving education results and State*



## Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher satisfaction is monitored through forums and surveys. The data gleaned is analysed and informs future planning to enhance and improve outcomes.

## Policy requirements

### Aboriginal education

Cromer Campus has a small number of students who identify as being Aboriginal Australians or Torres Straight Islanders. These students are consulted with their parents/community members to develop IEPs. Follow up meetings and ongoing home contact further support students throughout the year. This support is co ordinated by the school's Indigenous Education officer and Learning Support Team.

### Multicultural and anti-racism education

In 2018 Cromer Campus embeds tolerance and acceptance in whole school well being programs years 7 –12. This is further supported through the acknowledgement and celebration of diversity and inclusivity in Harmony Day and NAIDOC week. The school also established the position of Anti Racism Officer and provided professional learning support to the role.