

Northern Beaches Secondary College Freshwater Senior Campus

Annual Report



2018

FRESHWATER
FREEDOM TO LEARN
Freshwater
SENIOR CAMPUS

8568

Introduction

The Annual Report for **2018** 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.

Frank Pikardt

Principal

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School background

School vision statement

Our students have the freedom to learn, connect and flourish. We value independence, engagement and a consistent, contemporary approach that builds creative, authentic and resilient citizens. Our students can articulate how they learn.

School context

The NBSC Freshwater Senior Campus is one of five campuses in the Northern Beaches Secondary College. The school's total enrolment is approximately 630, with students coming from numerous schools, both government and non-government. Students have an opportunity to study courses at other campus and TAFE.. The Campus provides students with the widest possible curriculum choices, including a comprehensive range of academically challenging HSC subjects and access to a range of TAFE courses.

Our student leadership program allows students to take on a wide range of responsibilities that develop individual leadership skills and support campus initiatives.

Facilities at the Campus are excellent and position us to provide a breadth of quality learning experiences and opportunities for our students. They include general learning spaces encompassing seminar rooms adapted to meet the needs of senior students. A 250 seat Performance Theatre, gymnasium, commercial kitchen, dance studio, purpose built workshop and multimedia rooms and a music centre with adjoining practice rooms complete our first rate learning environment.

Our students develop a level of trust developed with their teachers that encourages them to take more responsibility for their learning. A highly supportive wellbeing team supports student welfare and learning needs. "Freedom to Learn", our school motto, encapsulates the spirit within the school and our 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 our self–assessment survey indicated that in the School Excellence Framework domain of **Learning** that the school, on balance, is **excelling**. The school has built and continues to maintain a culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students. The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth and non–academic data. The school uses this data to inform collective decisions about student learning, aligned with improvement measures in the School Plan.

We have implemented evidence–based change to whole school practices, such as increasing the use of SLSO's and ideologically transforming the library in a learning hub, resulting in measurable improvements in wellbeing and engagement to support learning. As such the school achieved excellent value–added results, significantly above the state average. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or to increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. The school uses systematic and reliable formative and summative assessment information to evaluate student learning over time and implement changes that lead to measurable improvement. Students actively use reflection on assessment feedback to plan their learning goals through z–scores. The school's educational philosophy (ALARM) 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. Our teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. There is a particular focus on improved teaching methods around explicit instruction, and a whole school approach ensures the most effective evidence–based teaching methods optimise learning progress for all students. Effective teaching strategies are identified, promoted and modelled, and enhanced by collaboration with lesson observations and team teaching used to drive dialogue and the efficacy of delivery. Teachers provide explicit, specific and timely formative feedback, which effectively supports improved student learning. Teachers take responsibility for changes in practice required to achieve improved school performance and use data SCOUT and RAP data to monitor the effectiveness of their own efforts. Collegial approaches to improving student learning exist across the school. Teachers evaluate, share and discuss learning from targeted professional development with other staff to improve whole school practice.

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. The leadership team actively supports change that leads to improvement and takes a creative approach to the use of the physical environment to ensure that it optimises learning. The leadership team analyses school community satisfaction measures to improve student learning across the school community. This is extended to workforce planning that supports curriculum provision and enables teaching and non–teaching staff to improve and continuously monitor their performance.

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

Develop a strategic and planned approach to wellbeing processes that support the wellbeing of all so they can connect, succeed, thrive and learn. *SEF WB; D2*

Use student assessment data regularly to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future directions. *SEF DSU; D3*

All staff demonstrate personal responsibility for maintaining and developing their professional standards. (DoE7) *SEF PS*

Provide new and upgraded resources and infrastructure that enables students to reach their full potential (DoE8) *SEF SR*

Overall summary of progress

The goals we have set out to achieve in this first year of the "3-year plan" have been on-balance successfully achieved. Departmental bureaucracy meant that our shade structure and multi-purpose gym refurbishment did not happen with the anticipated timeframe. Whilst several teachers have investigated the requirement for Lead and HAT accreditation, no teachers have applied. Students targeted as potentially underperforming through an evidence-based program and results of these interventions appear positive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Accreditation processes and professional learning opportunities documented.• All subjects have positive value-added data and achieve HSC results above State means• Parent and student surveys continue to provide positive feedback and demonstrate that most feel supported in wellbeing areas• Internal monitoring of z-score data shows longitudinal improvement• Upgraded facilities and learning spaces are delivered and enhance student learning	\$100,000	All except three subjects were above State mean in 2018, including a significant improvement in Standard and Advanced English results. The use of z-score data was highly valued by the students as a tool for improving their own performance. While the upgraded facilities did not completely meet timeline expectations, they are on track for completing in early 2019. Parental survey data indicated that 94% believed their child's wellbeing needs were met. 98% of parents indicated that Freshwater was the best place for their child to complete the HSC. 93% were satisfied with the quality of the school's resources.

Next Steps

The targeting of students, namely boys, identified as high achievers based on their NAPLAN data, will continue and be with new initiatives being trialled. Increasing the size and quality of the SLSO team; employing an

additional 0.6 LAST and creating an additional Head Teacher above establishment out of RAM should also help us improve support and student outcomes next year. The upgrading of physical spaces will continue to provide students with greater support in their learning.

Strategic Direction 2

Connecting

Purpose

Foster strong and authentic relationships between students, staff and wider community that embed creative and collaborative practices in and beyond the classroom. (DoE10) *SEF EL*

Support a culture of high expectations and community engagement, through communication and feedback that supports further progress and achievement for all student learning across the curriculum. (DoE3) *SEFRe; SEF LD*

Nurture positive, supportive staff and students who develop their own wellbeing and that of others in order to contribute positively to the community. (DoE5)

Overall summary of progress

All staff were trained and accredited in the delivery of ALARM 1.0. This enabled the skill and confidence to implement this powerful teaching and learning tool. An expansion of relationships with local business has increased, particularly in the TAS and Careers faculties, which has given the students greater access to authentic learning opportunities. Exit interviews and survey data demonstrated the strategies we had put in place achieved our goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">ALARM is embedded in all teaching and learning practice across the school.All subjects have positive value-added data which is well above like-school groupsParent and student surveys continue to provide positive feedbackAll subjects achieve HSC results above State meansInternal monitoring of z-score data shows longitudinal improvementStudent feedback demonstrates that most feel supported in wellbeing areas	\$72,000	ALARM 2.0 was developed and accredited by NESAs. Significant funds and staff professional development opportunities were provided to all staff, including facilitating, procuring and developing resources for HSC courses with new syllabi. Survey data indicates that 98% of parents were satisfied with the academic support provided to their child. 93% of students were satisfied with the relationships and accessibility of their teachers. The newsletter was highly valued by parents, but not so by students.

Next Steps

All staff to be trained and accredited in ALARM 2.0, enabling us to refocus our attention on explicit teaching and the embedding of the philosophy across all faculties. Exit interviews will be expanded to include a follow up interview with the same mentor to create accountability for the goals that are set. Internally designed surveys will be supplemented by TTFM to enable us to longitudinally track student and parent data through SCOUT.

Strategic Direction 3

Mastering

Purpose

The school culture is strongly focused on learning, ongoing performance improvement and encourages students to evaluate, critically analyse and appreciate their own learning (DoE4) *SEF LC*

Embed an integrated approach to quality teaching, curriculum planning and delivery that promotes learning excellence and responsiveness in meeting the needs of all students now and in the future (DoE6) *SEF Cu; SEF ECP*

Use consistent school-wide practices for assessment to monitor, plan and report on student learning across the curriculum. (DoE4) *SEFAs*

Engage students to perform at their personal best on external and internal school performance measures (DoE3) *SEF SPM*

Overall summary of progress

Professional Learning continued to focus on the use and analysis of data. Staff were introduced and given access to SCOUT data as an additional tool to support their teaching and analysis. Teachers accessed a variety of professional learning courses and fed-forward the information to all relevant staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">ALARM is embedded in all teaching and learning practice across the school.All subjects have positive value-added data which is well above like-school groupsParent and student surveys continue to provide positive feedbackAll subjects achieve HSC results above State meansInternal monitoring of z-score data shows longitudinal improvement	\$50,000	95% of parents indicated that the school was able to cater for their child's learning needs. Feedback on assessment was an area that was identified as an area for further improvement. Value-added and like-school data indicated that the school's academic performance was in most cases, well above similar schools.

Next Steps

Professional learning opportunities linked to staff PDP's will continue and be encouraged, specifically around new syllabus the HSC. Staff will be supported with HSC marking opportunities and engage with professional organisations beyond the immediate school and college environment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1300	Staff in–serviced to embed Aboriginal perspectives into curriculum
English language proficiency	\$67,908	Employment specialist ESL teacher to support student learning. All students from an EAL/D background were identified and supported across their subjects
Low level adjustment for disability	\$91,199	Employed SLSO to target and support students. All targeted students successfully completed the HSC.
Quality Teaching, Successful Students (QTSS)	Nil	
Socio–economic background	\$24,650	Employed SLSO to target and support students to reduce inequity of opportunity. All targeted students successfully completed the HSC
Support for beginning teachers	\$13,786	Extra professional development opportunities were provided to support these teachers and mentor teachers were supported
Targeted student support for refugees and new arrivals	Nil	

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	229	207	205	223
Girls	377	392	391	395

Year 12 students undertaking vocational or trade training

15% of our students who graduated in 2018 are moving into this field. Many of those who completed a Certificate 2 or 3 qualification as part of their HSC pattern of study are moving into a Diploma level course.

Student attendance profile

School				
Year	2015	2016	2017	2018
11	94.7	95.1	94.9	94.1
12	95.6	96	95.2	95.2
All Years	95.1	95.6	95.1	94.6
State DoE				
Year	2015	2016	2017	2018
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89	89	89	87.7

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	3
Employment	0	3	20
TAFE entry	0	3	15
University Entry	0	0	52
Other	0	0	10
Unknown	0	0	0

Year 12 students attaining HSC or equivalent vocational education qualification

100% of the students gained their HSC and/or their equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	32.68
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	9.88
Other Positions	1

*Full Time Equivalent

There are presently no teachers in the school who identify as Aboriginal or Torres Strait Islander.

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	15

Professional learning and teacher accreditation

All teachers at the school are in the Proficient stage of Accreditation. Teachers are encouraged and regularly access professional learning opportunities within the school, College and broader educational communities.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,006,690
Revenue	9,380,915
Appropriation	8,774,532
Sale of Goods and Services	75,672
Grants and Contributions	488,237
Gain and Loss	0
Other Revenue	26,320
Investment Income	16,154
Expenses	-8,981,049
Recurrent Expenses	-8,981,049
Employee Related	-7,809,223
Operating Expenses	-1,171,826
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	399,866
Balance Carried Forward	1,406,555

Funding has been set aside for future learning space projects, upgrade of the school's air conditioning, refurbishment of the library and the introduction of future technologies into the school. There will be an expansion of the Learning and Support and Wellbeing teams in 2019.

The balance carried forward also includes College funds.

Due to some uncertainty around the changes in the Department finance systems there was a reluctance to commit funding during this time.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,649,524
Base Per Capita	116,041
Base Location	0
Other Base	5,533,483
Equity Total	185,057
Equity Aboriginal	1,300
Equity Socio economic	24,650
Equity Language	67,908
Equity Disability	91,199
Targeted Total	206,721
Other Total	2,471,711
Grand Total	8,513,013

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

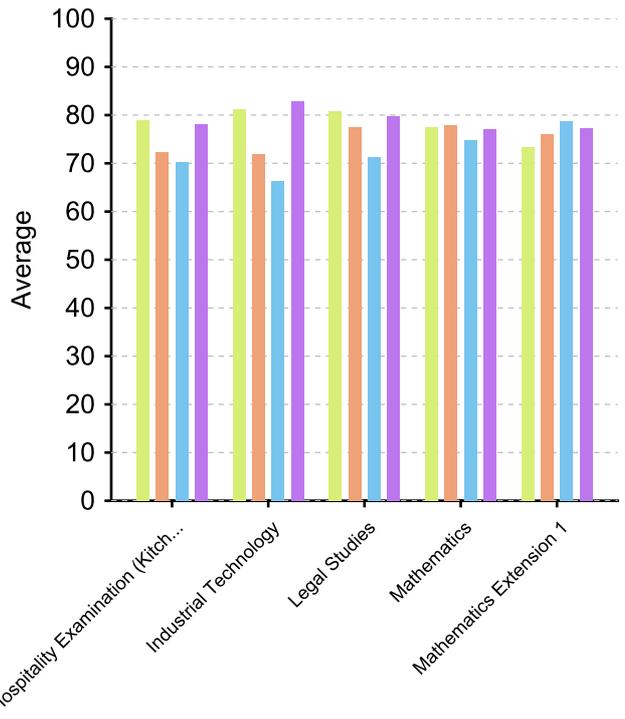
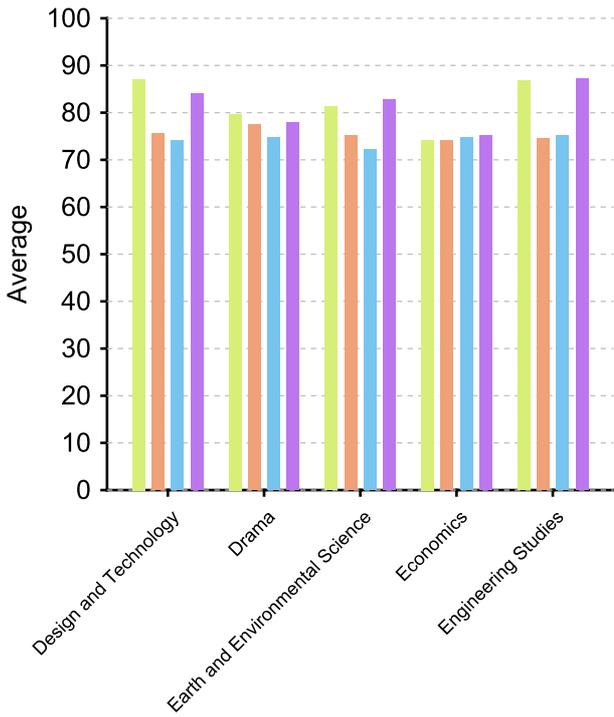
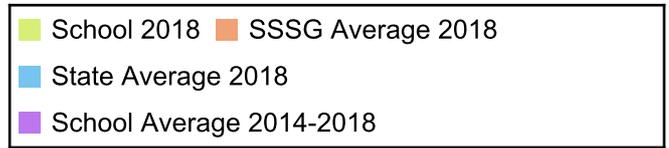
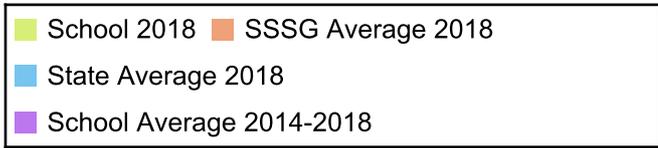
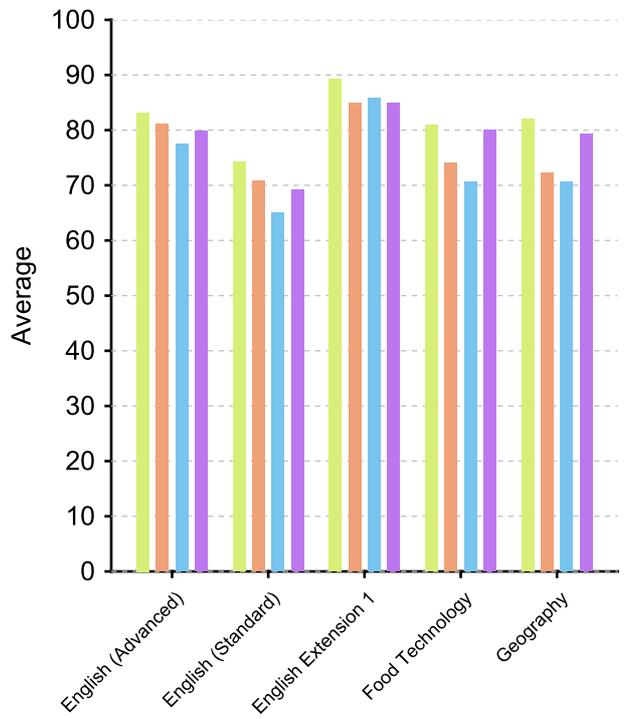
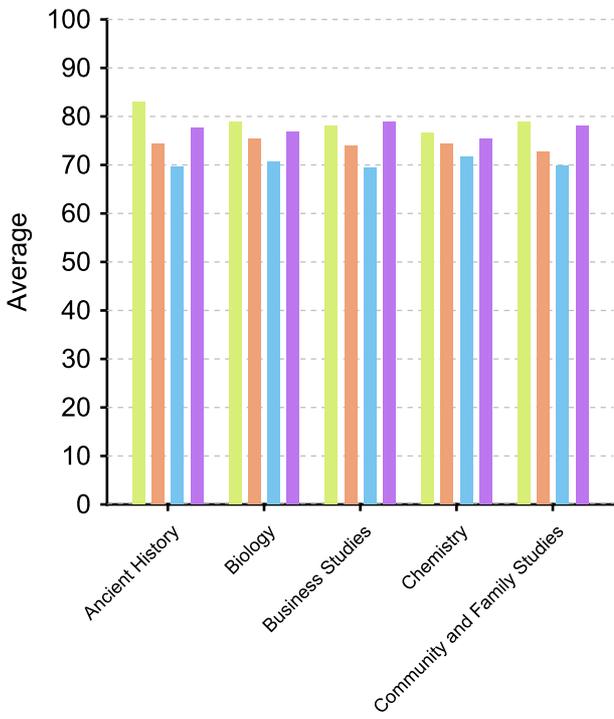
Higher School Certificate (HSC)

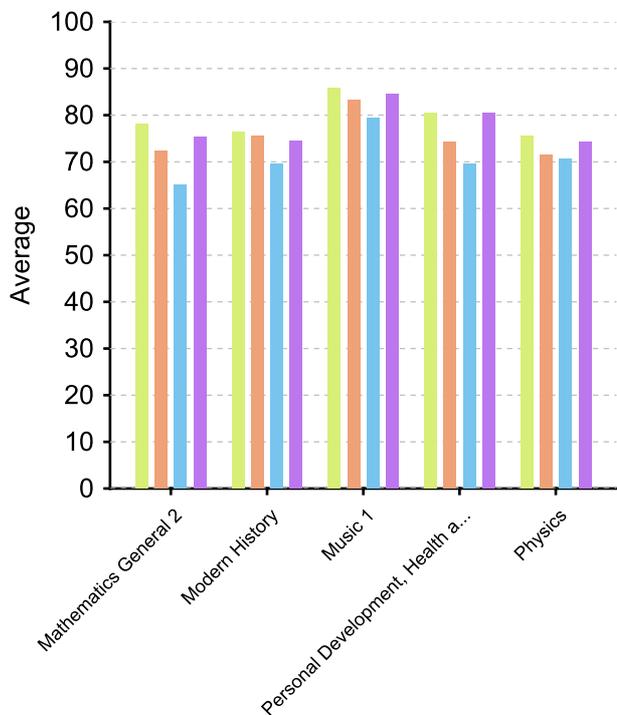
The performance of students in the HSC is reported in Bands ranging from Band 1 (lowest) to Band 6 (highest).

Highlights of our 2018 HSC results include:

187 Band 6 results (results above 90%) which were the most of any school on the Northern Beaches apart from Manly Selective. 34 separate courses had at least one student in Band 6.

- the top ATAR was achieved by Rosie Thyer.
- Aidan Spence on the All-Rounders list for Band 6 results in all his subjects.
- Josh Anstee 7th in State in Industrial Technology.
- Henry Devitt 5th in State in German Beginners
- Lily Diekman 3rd in State in Standard English.
- Ruby Ricketts 6th in State I Earth and Environmental Science.
- Eliza Russell and Chiara Gann had their major works accepted for Artexpress while Ella Green was nominated.
- Elise van Mierlo, Eliza Fouracre, Noa Matsuda nominated for Callback in Dance.
- Josh Anstee, Andrei Hapl, Sam Mozaffari, Madeline Nicholas, Elliot Philpotts and Hayley Sparkes nominated for Shape in Design and Technology.
- Levi Kaye, Lachlan Ruser, Finn Ashton, Corey Smith and Jordan Land selected for InTech in Industrial Technology while Ethan Edwards, Josh Anstee and Jesse Seymour were nominated.
- Ethan Edwards accepted for Shape exhibition.





encourage feedback. Senior executive respond to and act on this feedback to ensure ongoing improvement. The data gathered is overwhelmingly positive from students and parents, with many regarding their choice to come to the school as life changing.

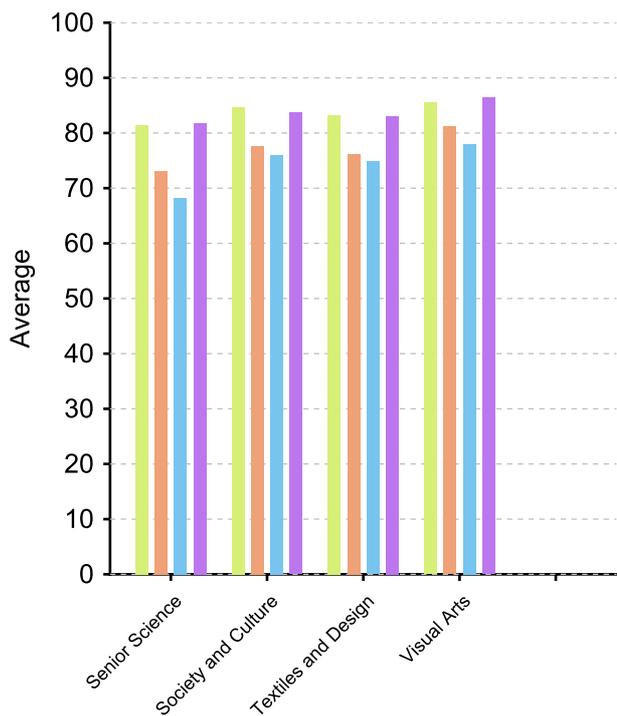
Policy requirements

Aboriginal education

Appropriate Aboriginal content has been included in all relevant teaching programs and at formal events at the Campus. There was no student who identified as Aboriginal at the campus in 2018. 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 Rebecca Stock 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. The ESL teacher 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

The school uses SurveyMonkey to survey the staff, students and parents. Questions are designed to elicit responses regarding wellbeing, transition, academic support, expectations and open ended questions which