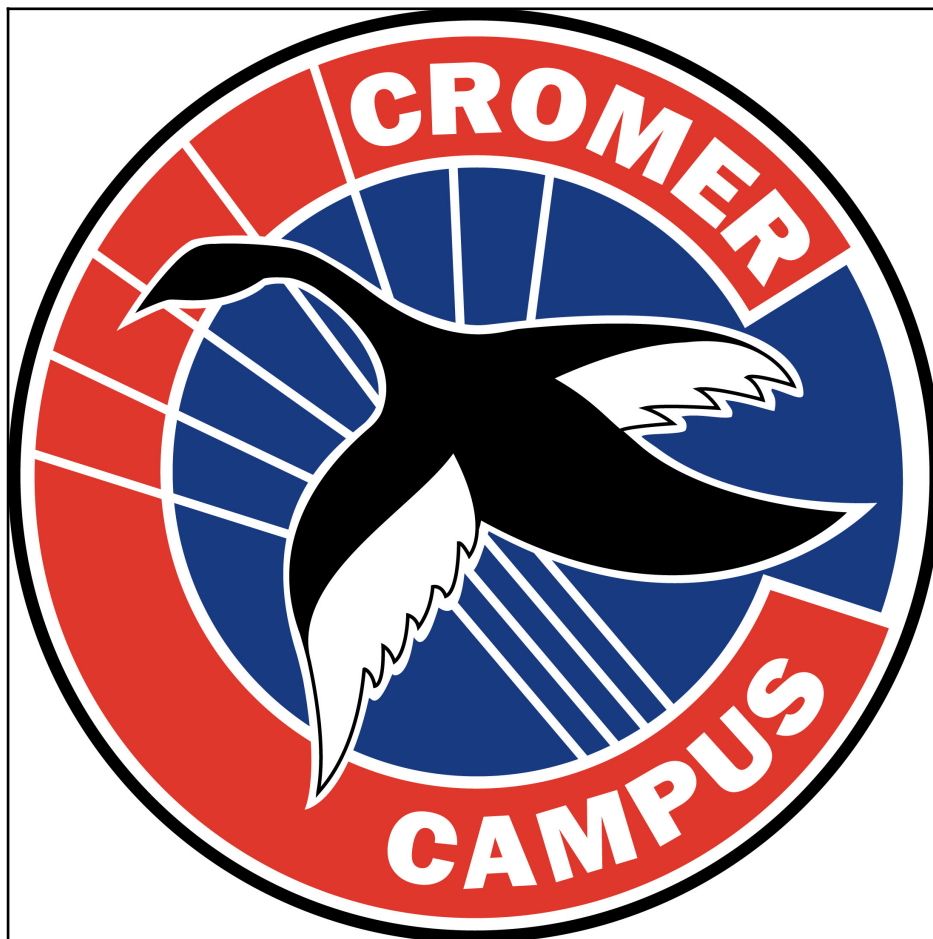


Northern Beaches Secondary College Cromer Campus

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Northern Beaches Secondary College Cromer Campus as an account of the school's operations and achievements throughout the year.

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

School contact details

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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.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Maintain above state average percentage of students achieving expected student growth in year 9 literacy/numeracy. (SMART – School analysis – student growth report)

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)

Decrease in lateness and partial absence by 20% from 2017 levels.

Upward trend continues in Yr9 NAPLAN data as reported in SMART. (SMART –School analysis – Trend)

Decrease in N–Award warnings for stage 5/6 students by 20% from 2017 levels.

Progress towards achieving improvement measures

Process 1: The literacy/numeracy teams continue to design, develop resources and deliver professional learning to all staff on an engaging and creative literacy program.

All staff trained in effective literacy/numeracy strategies.

All students develop skills in literacy/numeracy.

Evaluation	Funds Expended (Resources)
Literacy team reviewed processes and established Year Literacy Leaders to support Teaching and Learning. Professional Learning throughout 2109 further developed capacity in Literacy across all staff.	

Process 2: The visible learning team continues to design, develop resources and deliver professional learning to all staff on visible learning practices.

All staff using learning goals and success criteria in their daily lessons.

Whole staff further develop visible learning strategies including effective feedback strategies.

Evaluation	Funds Expended (Resources)
Visible Learning continued to drive improvement in classroom teaching practice. All teaching staff engaged in professional learning which facilitated increased embedding of visible learning strategies and approaches in programming and practice.	

Process 3:

1. The Beginning Teacher Induction team will lead professional learning to new and early career teachers. New to the profession and new to Cromer Campus teachers will learn about the processes and structures of Cromer Campus to develop connectedness and belonging and to ensure smooth consistent operation and success.
2. Early career teachers will engage with a dedicated Teacher Mentor in a Professional Partnership. Teacher mentors receive professional support – resources and PL .

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Feedback from 2019 Beginning Teachers was positive. Survey results indicated that new teachers felt supported professionally and felt a connectedness with their students and colleagues. New Teachers also reported their mentors had played an important role in their adjustment to the workplace and professional expectations. Mentors suggested additional structured time allocation to meet with their mentees would further support this program.</p>	

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.

Improvement Measures

Decrease in SENTRAL negative incidents and suspensions by 10% per year from 2017 levels.

Maintain students completing stage 6 studies at or above 90%.

Increase in % of students above 85% attendance from 2017 levels.

Progress towards achieving improvement measures

Process 1: The PBeL cross-KLA team supports the implementation of consolidated school wide PBeL practices. Embed PBeL practices into school systems. Ongoing professional learning in PBeL, whole school welfare systems and student management techniques.

Evaluation	Funds Expended (Resources)
PBL Values Respect Responsibility and Success are embedded across the school and continue to drive merit awards and reward celebration ceremonies. PBL language informs classroom management practice and student behaviour goals.	Funding Sources: <ul style="list-style-type: none">• Wellbeing Initiative (\$4050.00)

Process 2: Students at risk are developing resilience and are engaged in authentic and meaningful learning pathways.

Evaluation	Funds Expended (Resources)
Cromer Campus continues to support and engage students through school based and externally provided programs targeting vocational pathways and re engagement.	

Process 3: Strengthen and build whole school capacity in the implementation of student Emotional Intelligence strategies, to further embed school values of respect, responsibility, and success.

Evaluation	Funds Expended (Resources)
Ei4L: SWOT process https://drive.google.com/open?id=1BnHuiPAbw2to31ILmowCJyrBcdCJ-bJB	

Process 4: Continue to develop student voice as an integral component of school leadership and management.

Evaluation	Funds Expended (Resources)
Cromer Campus continues to strengthen student voice and leadership through focus groups, student representative council and senior prefect program. In particular, the school's student leadership teams participated in a leadership camp to develop and drive Wellbeing focused initiatives to engage and benefit the whole student body.	

Strategic Direction 3

Authentic 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 and post school opportunities for our students.

Improvement Measures

15% Increase in year 7 enrolments annually. 50% Increase in local Yr 7 enrichment class applications annually.

Increase in P&C membership from 2017 levels.

Progress towards achieving improvement measures

Process 1: KLA exhibition evenings

Careers/transitions events

Learning Conversations

Mentor programs

Evaluation	Funds Expended (Resources)
Feedback from staff and parents regarding the combined KLA exhibition evenings was overwhelmingly positive. The combined evenings resulted in higher % of attendance compared to many individual evenings. Learning Conversations continue to support student goal setting and drive individual growth targets with input from and collaboration with parents. External mentor providers continue to support Cromer Campus students.	

Process 2: Establish authentic educational experiences between primary and high schools.

Foster leadership connections.

Evaluation	Funds Expended (Resources)
Cromer Campus continues to develop strong partnerships with local feeder primary schools on many levels. Project Penguin and DMI foster relationships between students and teaching staff. Collaborative initiatives between Cromer Campus Science faculty and English faculty with primary teaching staff further reinforce professional relationships between the high school and primary schools. Cromer Campus Enrichment Program continues to provide extension for gifted and talented primary students. Leaders from the feeder primary schools and Cromer Campus meet once a term to collaborate and drive improvement in student outcomes.	

Process 3: P&C and school develop recruitment opportunities.

P&C and school explore improved communication processes and flexible membership options, raising the profile of P&C membership.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

In 2019 the P&C and the school implemented TeamAPP to improve communications to parents, carers and staff. The P&C Website page was updated making it more accessible for parents and carers to express interest in joining P&C. P&C Meetings are communicated across the TeamAPP platform, as well as through the website, Facebook Page and via emails from the school. P&C Agendas and Minutes are also viewable and accessible through these mediums.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency		Effective support of EAL/D students continues
Support for beginning teachers		Cromer Campus continues to support beginning teachers through Mentorship program, Induction program, accreditation support and NBSC network.
Targeted student support for refugees and new arrivals		Increased professional learning for teaching staff through TELL. and dedicated support for refugee students
Technology		Increased uptake of BYOD program in Year 7 students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	284	296	330	337
Girls	244	232	245	280

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.5	94.7	90.7	92.3
8	90.3	90.2	90.9	89.1
9	86.4	91	86.2	87.5
10	87.5	89.1	85.4	86.5
11	89.2	93.5	93.4	91.9
12	91.4	93.3	91.3	91.5
All Years	89.5	91.9	89.2	89.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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	23
TAFE entry	5	5	18
University Entry	0	0	25
Other	0	0	7
Unknown	0	0	27

Year 12 students undertaking vocational or trade training

36.21% of Year 12 students at Northern Beaches Secondary College Cromer Campus undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.4% of all Year 12 students at Northern Beaches Secondary College Cromer Campus expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	40.7
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	14.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	636,230
Revenue	9,691,572
Appropriation	9,110,108
Sale of Goods and Services	30,216
Grants and contributions	505,226
Investment income	6,942
Other revenue	39,079
Expenses	-9,747,938
Employee related	-8,640,151
Operating expenses	-1,107,787
Surplus / deficit for the year	-56,366

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,445,559
Equity Total	379,282
Equity - Aboriginal	7,604
Equity - Socio-economic	106,184
Equity - Language	107,120
Equity - Disability	158,374
Base Total	6,160,066
Base - Per Capita	146,574
Base - Location	0
Base - Other	6,013,492
Other Total	755,906
Grand Total	8,740,813

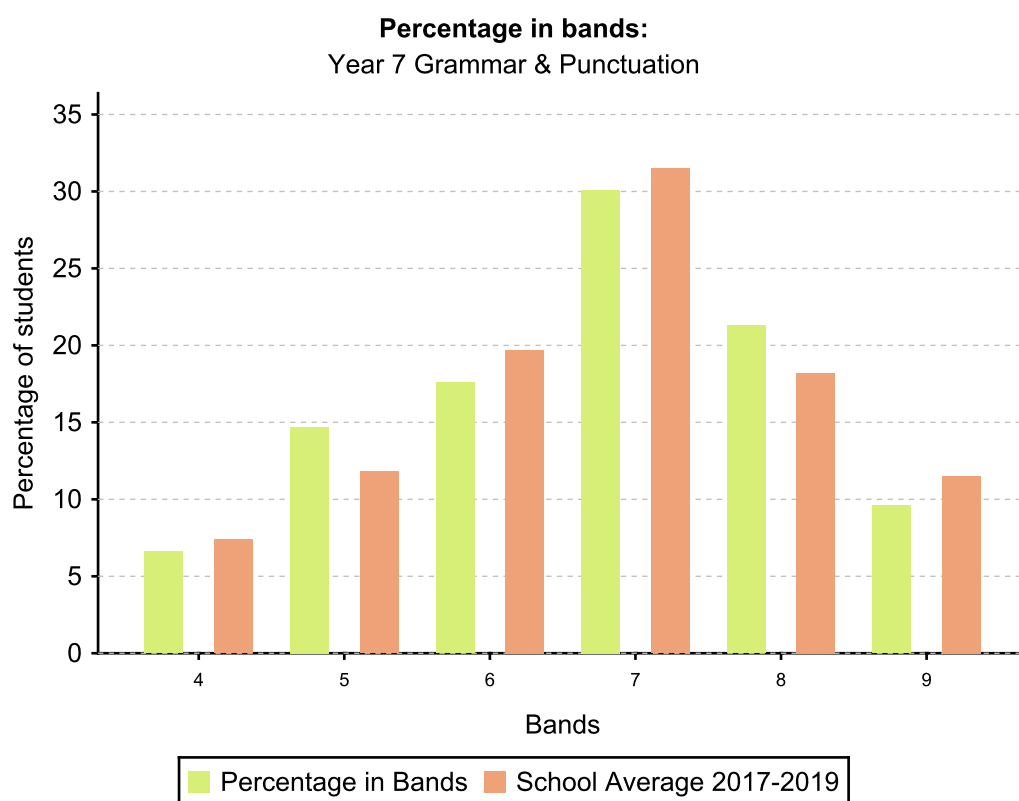
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School performance - NAPLAN

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.

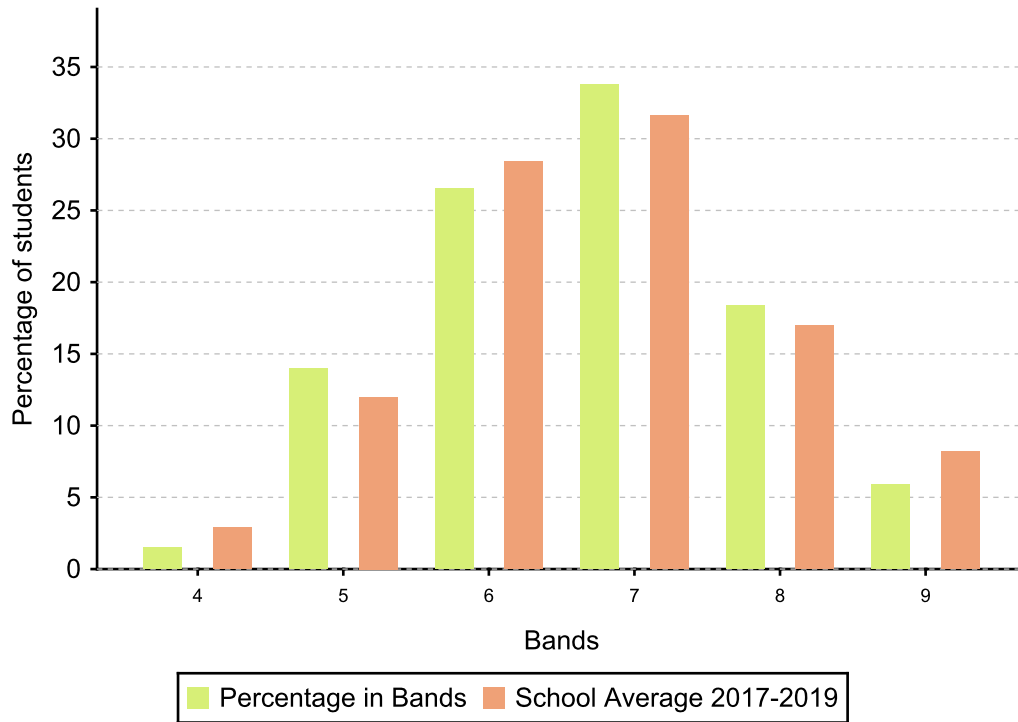
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



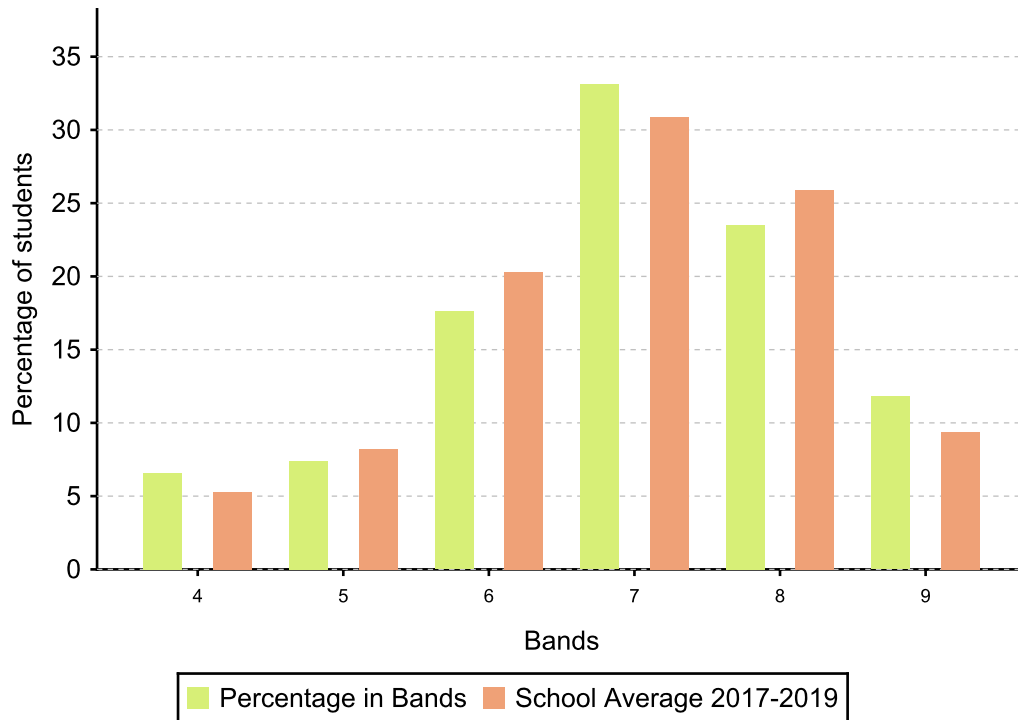
Band	4	5	6	7	8	9
Percentage of students	6.6	14.7	17.6	30.1	21.3	9.6
School avg 2017-2019	7.4	11.8	19.7	31.5	18.2	11.5

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	1.5	14.0	26.5	33.8	18.4	5.9
School avg 2017-2019	2.9	12	28.4	31.6	17	8.2

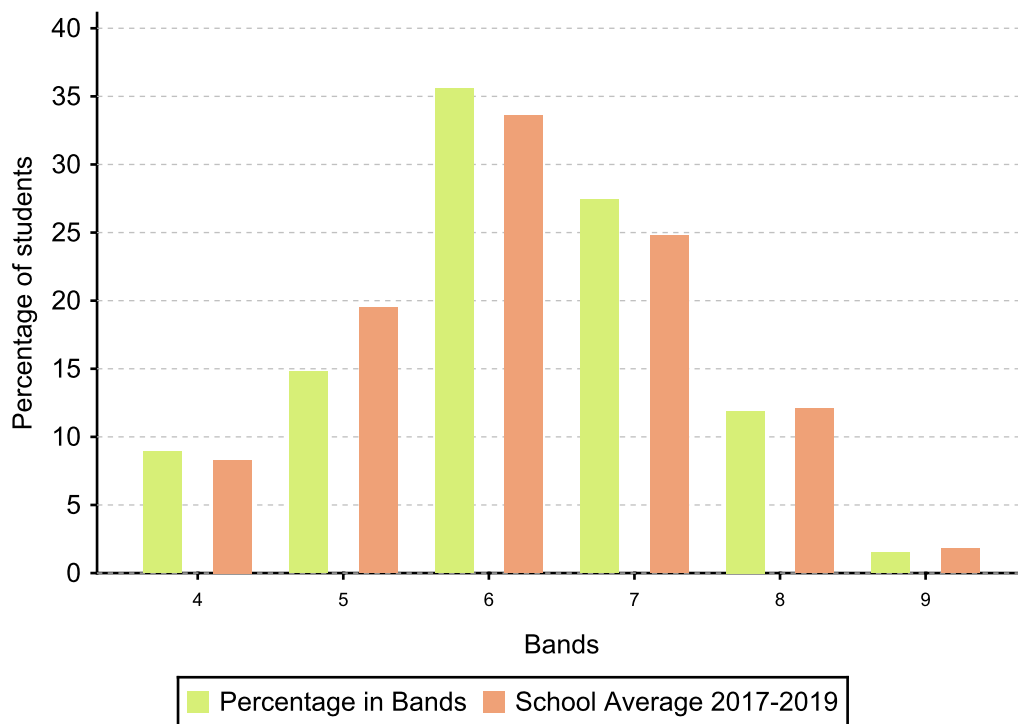
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	6.6	7.4	17.6	33.1	23.5	11.8
School avg 2017-2019	5.3	8.2	20.3	30.9	25.9	9.4

Percentage in bands:

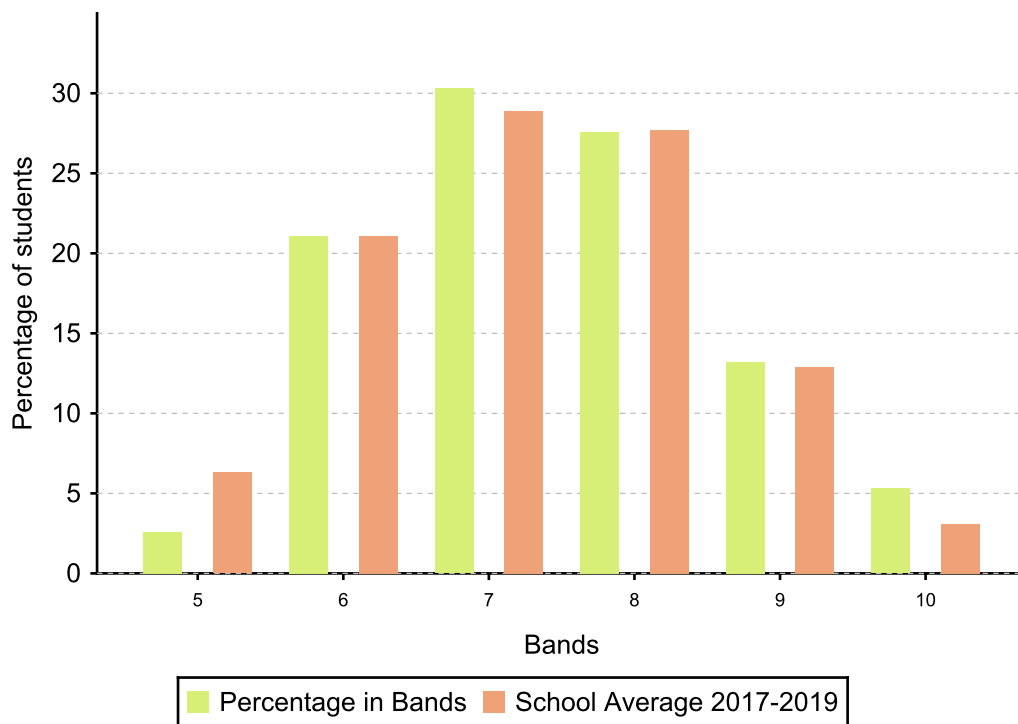
Year 7 Writing



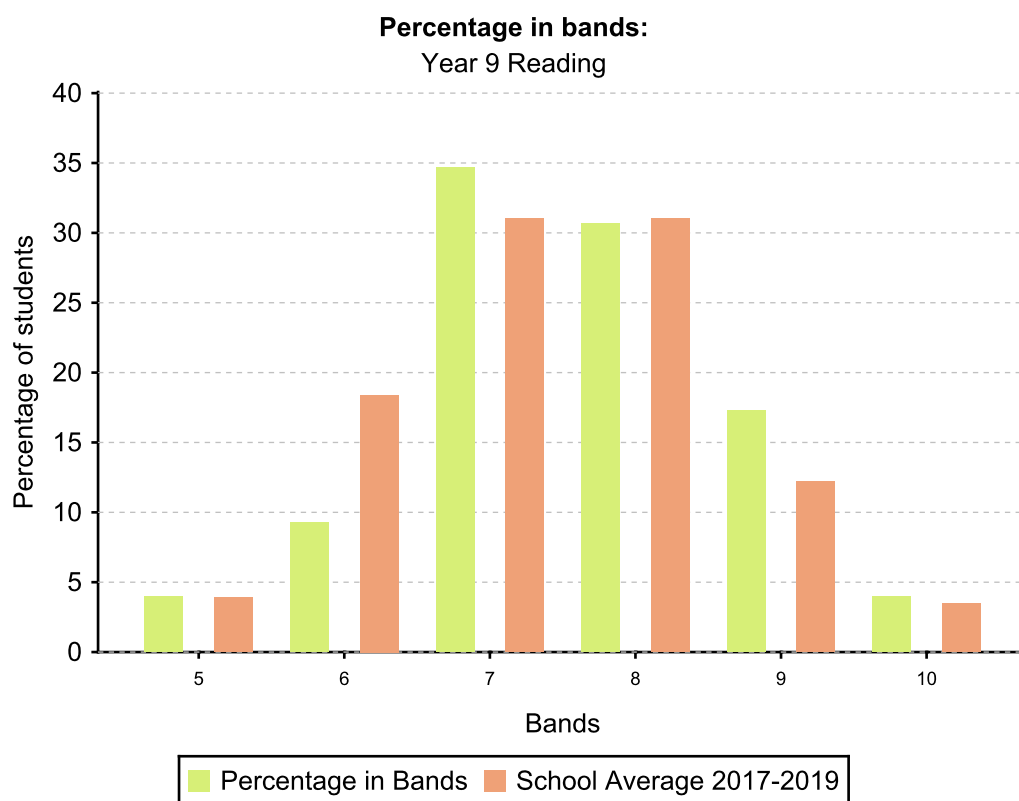
Band	4	5	6	7	8	9
Percentage of students	8.9	14.8	35.6	27.4	11.9	1.5
School avg 2017-2019	8.3	19.5	33.6	24.8	12.1	1.8

Percentage in bands:

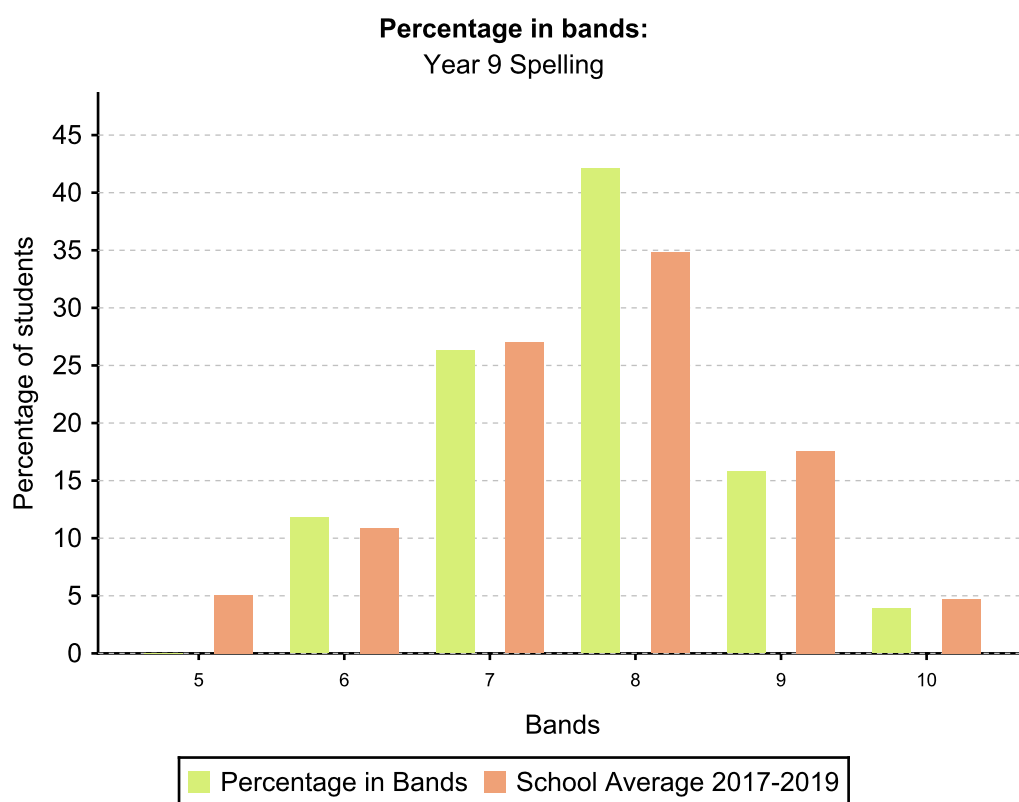
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	2.6	21.1	30.3	27.6	13.2	5.3
School avg 2017-2019	6.3	21.1	28.9	27.7	12.9	3.1



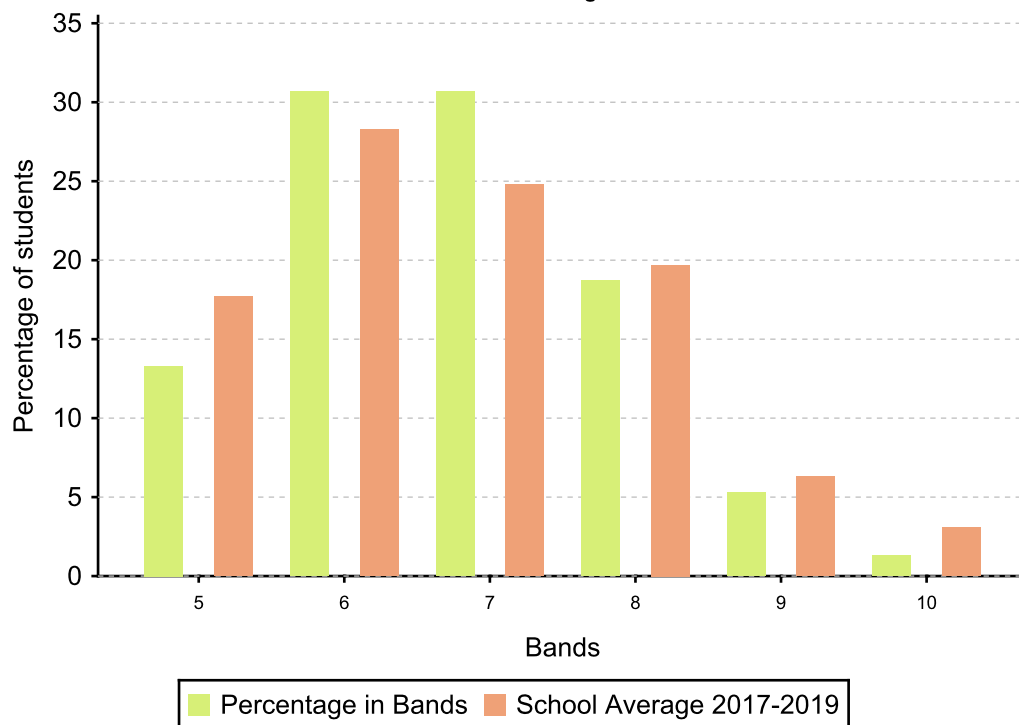
Band	5	6	7	8	9	10
Percentage of students	4.0	9.3	34.7	30.7	17.3	4.0
School avg 2017-2019	3.9	18.4	31	31	12.2	3.5



Band	5	6	7	8	9	10
Percentage of students	0.0	11.8	26.3	42.1	15.8	3.9
School avg 2017-2019	5.1	10.9	27	34.8	17.6	4.7

Percentage in bands:

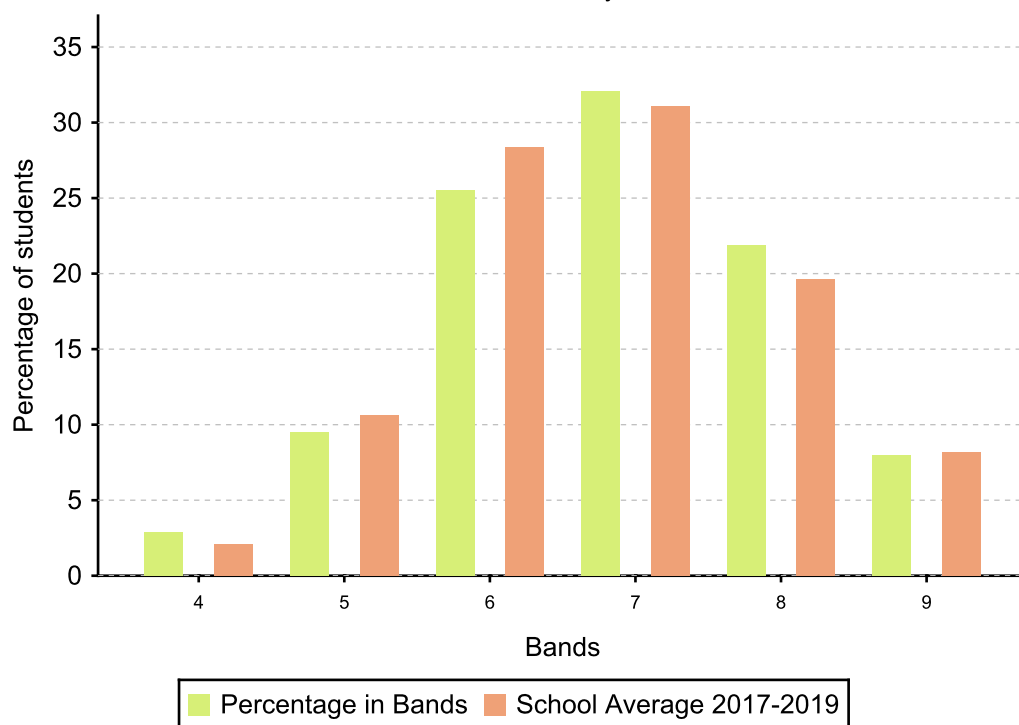
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	13.3	30.7	30.7	18.7	5.3	1.3
School avg 2017-2019	17.7	28.3	24.8	19.7	6.3	3.1

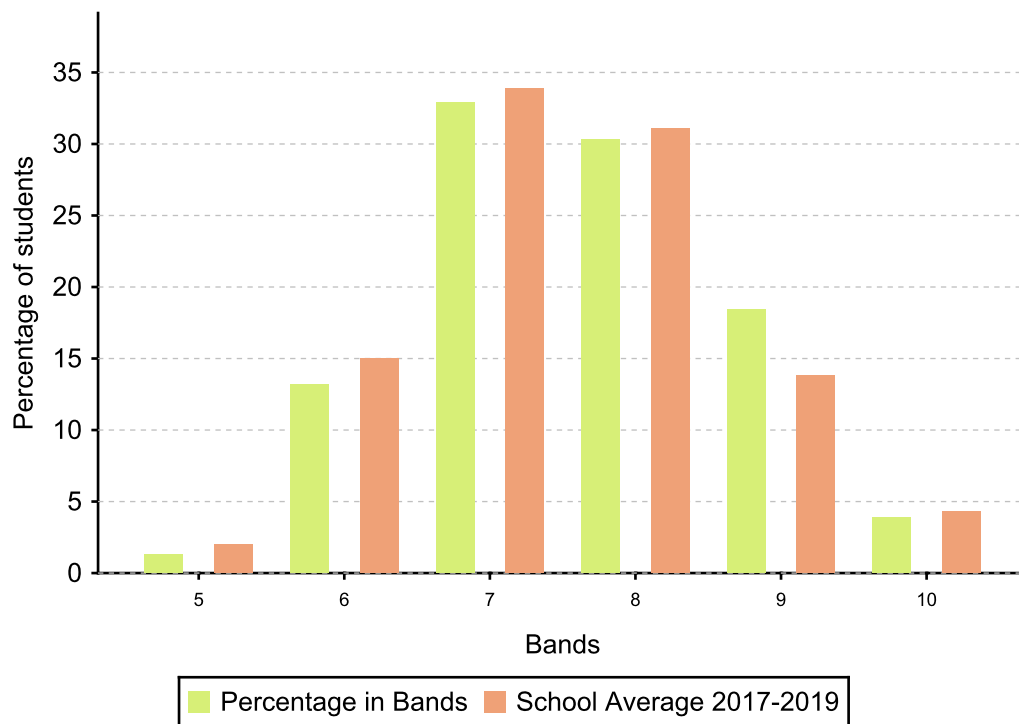
Percentage in bands:

Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	2.9	9.5	25.5	32.1	21.9	8.0
School avg 2017-2019	2.1	10.6	28.4	31.1	19.6	8.2

Percentage in bands:
Year 9 Numeracy

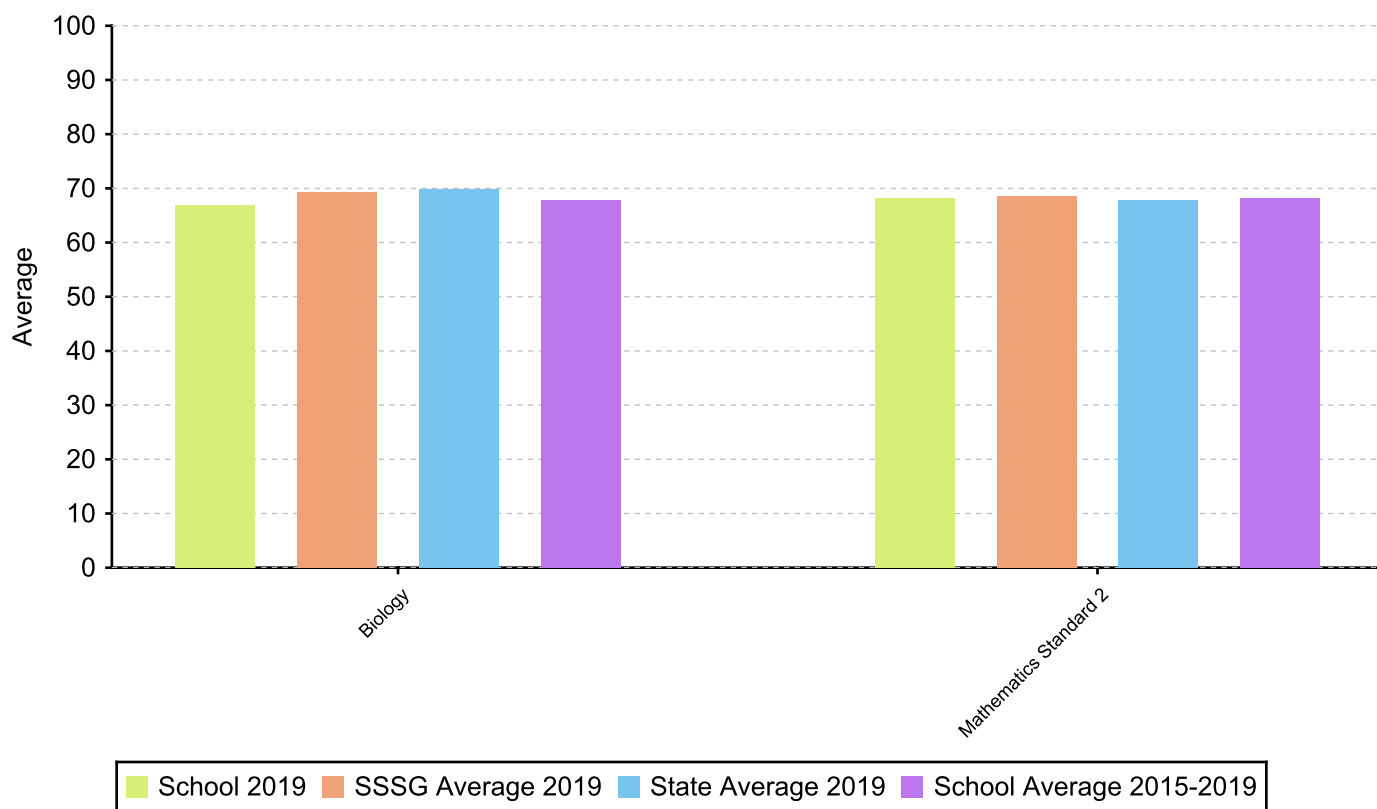


Band	5	6	7	8	9	10
Percentage of students	1.3	13.2	32.9	30.3	18.4	3.9
School avg 2017-2019	2	15	33.9	31.1	13.8	4.3

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	66.8	69.3	69.9	67.9
Mathematics Standard 2	68.1	68.6	67.7	68.1

Parent/caregiver, student, teacher satisfaction

NBSC Cromer Campus has a high level of satisfaction from the Parents. The P&C Team has been increasingly active through actioning items raised through the Parent community in previous years. The Teachers and Staff at NBSC Cromer Campus are professional and caring. The school also is to be commended on their effective communication strategy with Parents and Carers.

Students at Cromer Campus report high satisfaction with courses available for selection in stage 6. Students report satisfaction with resources available at the school. Teachers are considered caring and supportive. Students report teachers create an inclusive environment for all students which encourages student belonging and connectedness.

Teachers at Cromer Campus report a high satisfaction pertaining to collegial and collaborative relationships within faculty as well as across whole school. Teachers feel supported as lifelong learners through access to Professional learning which reinforces the goals established in the PDP process. Teachers report satisfaction with their classroom environments however report the need for more consistent access to technology, ie interactive whiteboards and overhead projectors.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.