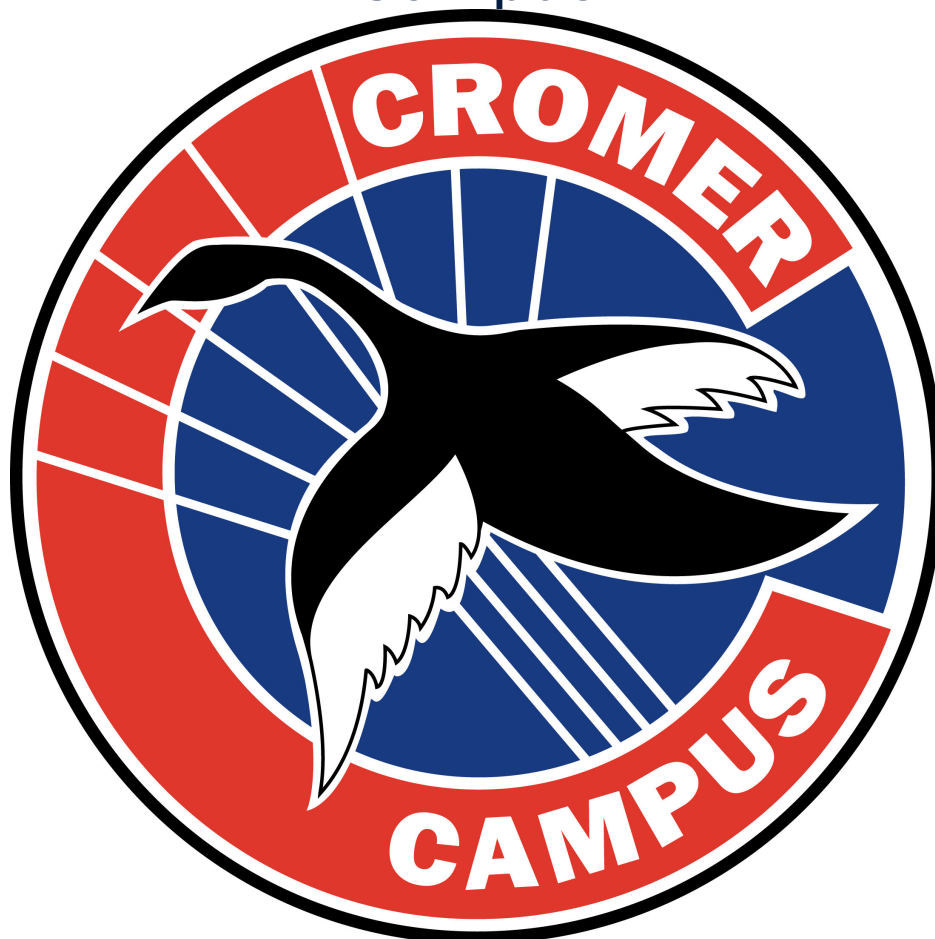


# 2020 Annual Report

## Northern Beaches Secondary College Cromer Campus



8511

# Introduction

The Annual Report for 2020 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

---

Northern Beaches Secondary College Cromer Campus

South Creek Rd

Cromer, 2099

[www.nbscrcromer-h.schools.nsw.edu.au](http://www.nbscrcromer-h.schools.nsw.edu.au)

[nbsccromer-h.school@det.nsw.edu.au](mailto:nbsccromer-h.school@det.nsw.edu.au)

9981 1155

## School vision

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

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>

## 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 2020 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, with a strong focus on learning goals and success criteria.	

**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 2020 survey new teachers indicated they valued the induction program at Cromer Campus and felt supported professionally. Despite the impact of COVID 19 , the new teachers felt connectedness with their students and colleagues. Additionally, New Teachers also reported their mentors had played an important role in their adjustment to the workplace and professional expectations. In 2020 additional structured time allocation was made available for mentors to meet with their mentees., as suggested by feedback in 2019 survey.</p>	<ul style="list-style-type: none"><li>• Great Teaching, Inspired Learning, <i>What does the evidence tell us about effective teaching?</i> February 2013</li><li>• <i>What works best. Evidence based practices to help improve NSW student performance.</i> October 2014</li><li>• <i>What works best - Reflection Guide.</i> 2016</li></ul>

## 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.	
PBL focus cycles are driven by analysis of data from Sentral Wellbeing.	

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

Evaluation	Funds Expended (Resources)
Cromer Campus students are supported by dedicated Year Advisers, HT Welfare, Counsellor, Learning Support Team and Careers Transition Adviser. In 2020, Cromer Campus was also supported by a Behavior Support Teacher. Due to COVID19, external support agencies were suspended for Terms 2,3 and part of Term4.	Raise Mentoring, Links to Learning, Boys to men Program, Links to TAFE programs, work experience programs

**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)
The Emotional Intelligence Team led Professional Learning which was well attended by all staff. Strategies aligned to Visible Learning and PBeL were adopted to enhance and improve teaching and learning across the school.	

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

Evaluation	Funds Expended (Resources)
Cromer Campus continues to develop student opportunities for leadership. The senior leadership within the SRC led a variety of portfolios, environment, wellbeing, creative and performing arts, sport. Interest in leadership among stage 4 and 5 continues to grow and all students have the opportunity to	

## Progress towards achieving improvement measures

have a voice, including students from the Integrated Studies Unit.	
--	--



### 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)
Unfortunately, due to COVID19 restrictions, these programs were suspended during 2020	

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

Foster leadership connections.

Evaluation	Funds Expended (Resources)
Cromer Campus continued to nurture authentic and meaningful relationships with feeder primary schools. Primary School Enrichment program continued throughout COVID 19 restrictions both online and individual learning packages delivered to student's homes.  Due to COVID 19 restrictions the Principal breakfast meetings, which foster collaborative practices among feeder primary school and Cromer Campus were continued via ZOOM.	

**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)
Due to COVID19 restrictions , PC meetings were suspended until the end of Term 4 as permitted by NSW Health advice. Principal and staff maintained active communication with parent representatives via zoom and video presentations, this included the graduation ceremony and subject selection choices.	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency		Specific online learning opportunities, supported by LaST and EALD teachers, were offered to students requiring additional language needs.
Support for beginning teachers		Support and mentoring of beginning teachers was sustained and developed through dedicated afternoon Professional learning meetings. Mentors further supported pedagogy as did PLL groups. In line with COVID19 restrictions support was maintained throughout online learning.
Targeted student support for refugees and new arrivals		Cromer Campus supports a dedicated EALD teacher and a dedicated SLSO and administrative support.
Technology		During Term 1, whole staff professional learning was delivered to improve and support technology in teaching and learning. As a result of COVID 19, staff developed their confidence and expertise through the use of Google Classroom to facilitate ongoing teaching and learning.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	296	330	337	393
Girls	232	245	280	350

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.7	90.7	92.3	94
8	90.2	90.9	89.1	92.9
9	91	86.2	87.5	92.1
10	89.1	85.4	86.5	89.4
11	93.5	93.4	91.9	88.3
12	93.3	91.3	91.5	92.2
All Years	91.9	89.2	89.8	91.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	10	25
Employment	6	0	6
TAFE entry	0	10	28
University Entry	0	0	39
Other	0	0	0
Unknown	1	5	2

## Year 12 students undertaking vocational or trade training

---

31.51% of Year 12 students at Northern Beaches Secondary College Cromer Campus undertook vocational education and training in 2020.

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

---

91.7% of all Year 12 students at Northern Beaches Secondary College Cromer Campus expected to complete Year 12 in 2020 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)	45.9
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	16.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	579,864
<b>Revenue</b>	10,611,584
Appropriation	10,008,781
Sale of Goods and Services	35,017
Grants and contributions	525,678
Investment income	1,967
Other revenue	40,141
<b>Expenses</b>	-10,321,056
Employee related	-9,196,571
Operating expenses	-1,124,484
<b>Surplus / deficit for the year</b>	290,528
<b>Closing Balance</b>	870,392

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	132,286
<b>Equity Total</b>	404,237
Equity - Aboriginal	8,845
Equity - Socio-economic	117,479
Equity - Language	112,667
Equity - Disability	165,246
<b>Base Total</b>	8,419,810
Base - Per Capita	160,084
Base - Location	0
Base - Other	8,259,725
<b>Other Total</b>	766,292
<b>Grand Total</b>	9,722,625

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.



## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

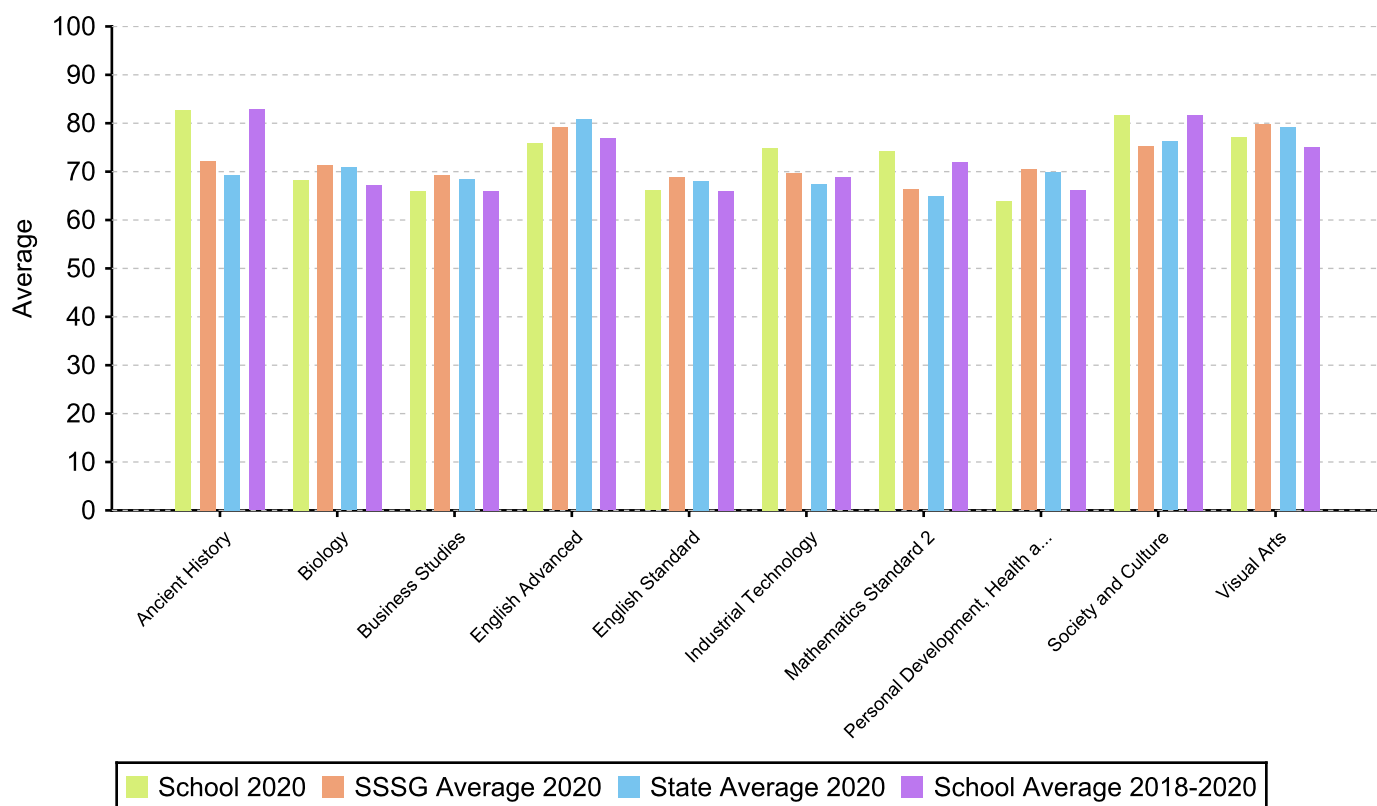
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 2020	SSSG	State	School Average 2018-2020
Ancient History	82.8	72.2	69.4	82.8
Biology	68.3	71.3	70.8	67.2
Business Studies	65.9	69.4	68.6	66.0
English Advanced	75.9	79.1	80.8	76.8
English Standard	66.1	68.9	68.1	66.0
Industrial Technology	74.9	69.7	67.5	68.8
Mathematics Standard 2	74.2	66.3	64.9	72.0
Personal Development, Health and Physical Education	63.9	70.4	69.9	66.2
Society and Culture	81.7	75.3	76.2	81.8
Visual Arts	77.2	79.9	79.2	75.1

## Parent/caregiver, student, teacher satisfaction

The Cromer Campus parents/caregivers and students overwhelmingly report satisfaction with programs, teaching and learning, wellbeing initiatives, and in particular, the response to online learning during the COVID19 lockdown. Teachers have reported satisfaction with professional learning,

# 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.

At Cromer Campus, all Year Advisers are trained as Anti-Racism Officers.

## 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.