

2020 Annual Report

Northern Beaches Secondary College Manly Campus



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Introduction

The Annual Report for 2020 is provided to the community of Northern Beaches Secondary College Manly 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 vision

Northern Beaches Secondary College Manly Campus strives to empower resilient lifelong learning and active global citizenship, enabling critical, creative and reflective learners who take responsibility for academic excellence, personal best and giving back to the community.

School context

Northern Beaches Secondary College Manly Campus caters for gifted and talented students. Students enrolling at our school are selected on the basis of results in the Selective High School Placement Test conducted by the NSW Department of Education, High Performance Unit.

The campus ethos of academic excellence, personal best and giving back to the community are reflected in any typical day in our school.

Students achieve outstanding results in external examinations and in their regular classes.

We pursue personal best through creative and critical thinking, encouragement of self-reflection and detailed study skills programs. Student wellbeing is nurtured through stimulation, engagement and support.

Students give back to the community in so many ways including the extensive music program, drama, the campus musical, debating, chess, mentoring, competitive and recreational sport, leadership development, volunteering and college activities.

Student voice and capacity for decision making is heard and acknowledged through the Student Representative Council. We recognise that our wonderfully supportive parents create a unique partnership with the campus which is very much appreciated.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

Inspiring Engaged, Self-Directed Learners

Purpose

To create a vibrant learning environment that celebrates and nurtures the individual gifts and talents of our students by ensuring differentiation within authentic and engaging learning experiences. Teachers will actively engage in ongoing professional learning with the aim of developing students' intellectual curiosity, capacity for self-reflection, and ability to actively collaborate to solve complex problems.

Improvement Measures

All teachers develop and implement Performance and Development Plans that demonstrate a strong knowledge of the whole school goals and reflect the Australian Professional Standards for Teachers.

All students and teachers are confidently and effectively reflecting on their learning, and collecting evidence of this in their learning portfolio.

All staff are actively engaged in professional learning relating to gifted and talented learners, high quality Project Based Learning and faculty specific areas of need in order to engage and extend students.

All students show growth in Literacy and Numeracy as reflected in internal and external assessments.

Progress towards achieving improvement measures

Process 1: GATS Project: to ensure strategies for gifted and talented learners are embedded across all KLA programs and assessments, based on whole-staff professional learning.

Evaluation	Funds Expended (Resources)
HTs led faculty discussion and evaluation of programs in preparation for 2021 using the data identified in the situational analysis.	Casual relief costs.

Process 2: Learning Systems Project: to evaluate and improve feedback and self reflection processes to enhance learning.

Evaluation	Funds Expended (Resources)
The ILP and Praxis MLP proved to be a valuable tool to gather evidence of students demonstrating and working towards the Manly scholar attributes. The MLP needs to remain in the year 7 Praxis program and ILP program. It also needs to be continued into Year 8.	

Process 3: Cross-Curricular Project: to map and embed Project Based Learning across all Key Learning Areas in Stages 4 and 5.

Evaluation	Funds Expended (Resources)
This did not happen due to time redirected to work on the situational analysis in preparation for the new SIP.	Casual relief.

Strategic Direction 2

Fostering Respectful Relationships

Purpose

To take collective responsibility for fostering positive respectful relationships between staff, students, parents and community. School practices and resources will support the development of self-aware, empathetic and resilient lifelong learners.

Improvement Measures

Increase in student wellbeing and engagement.

Increase in school community members engaging in positive and respectful relationships.

All students are actively engaged in the Student Wellbeing Program.

The academic and social needs of all students are effectively supported through student management tracking systems

Progress towards achieving improvement measures

Process 1: Student Wellbeing Project: to provide students with opportunities for leadership in wellbeing initiatives, including Pastoral Care, Peer Support and the Student Representative Council (SRC). In collaboration with students, create a scope and sequence, and activities to support student wellbeing.

Evaluation	Funds Expended (Resources)
Student Wellbeing Scope and Sequence to be completed at beginning of Term 1 2021	

Process 2: Positive Learning Environments Project: to improve the communication with staff, parents and the community regarding identified wellbeing issues and areas of opportunity to ultimately promote positive learning environments at our school.

Evaluation	Funds Expended (Resources)
Wellbeing pulse checks for students, and parents during learning from home. Regular communication with the school community was critical throughout learning from home and transitioning back to school. This was a strength of the school during COVID.	

Process 3: Student Management Systems Project: to enhance processes for the recording, tracking and communication of student well-being.

Evaluation	Funds Expended (Resources)
Staff are using Sentral more confidently and effectively to track student wellbeing and learning - however there is area for further use in gathering and interpreting data on student growth and attainment.	

Strategic Direction 3

Strengthening Community Connections

Purpose

To foster processes and relationships whereby students and staff are able to access meaningful connections within and beyond the school. The acquisition of global competencies and understanding of a complex world, will be achieved through the strategic engagement with, and learning from, individuals and groups in the wider community.

Improvement Measures

Increase in parent, community and alumni participation in school curriculum and extra-curricular programs.

Strengthened connections between school community members and groups in the wider community to support students at all transition points.

School significantly reduces its impact on the environment through engagement in sustainable practices.

Increase in school community members awareness of their individual and cumulative impact on the environment.

Progress towards achieving improvement measures

Process 1: Community Involvement Project: to facilitate links, interactions and involvement between the school and the wider community.

Evaluation	Funds Expended (Resources)
Due to COVID this strategic direction did not go ahead. Parents and students were surveyed throughout the year for a variety of reasons relating to COVID. Time and resources were used to conduct the situational analysis.	

Process 2: Educational Transition Project: to develop and implement strategies to support and enhance students' transitions to high school and beyond.

Evaluation	Funds Expended (Resources)
Year 6 to 7 transition processes from 2018 to 2020 have seen a significant improvement in providing the school with information to support the transition of students into high school. Year 7 data is used effectively by teachers to inform teaching and learning.	

Process 3: Environmental Sustainability Project: to create targeted initiatives that educate and facilitate behaviour change within our community that reduces the school's environmental impact so that we can achieve carbon neutrality by 2025.

Evaluation	Funds Expended (Resources)
Results for energy audit to be released in 2021. Temperature gauges purchased so we can monitor the temperature in the classrooms from the start of 2020.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Fully resourced and high impact
Low level adjustment for disability		Fully resourced and high impact
Socio-economic background		Fully resourced and high impact
Support for beginning teachers		Fully resourced and high impact

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	451	447	459	468
Girls	338	335	330	327

Student attendance profile

School				
Year	2017	2018	2019	2020
7	96.9	96.2	96	95.9
8	95.4	94.9	94.7	96.6
9	96	94.9	94.1	96.4
10	94.9	94.6	92.8	93.6
11	95.3	94.5	94.6	95.8
12	95.5	95	94.4	95.3
All Years	95.6	95	94.4	95.5
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	0	1
Employment	0	0	1
TAFE entry	1.5	1	0
University Entry	0	0	96
Other	0	0	2
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

1.23% of Year 12 students at Northern Beaches Secondary College Manly Campus undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Northern Beaches Secondary College Manly 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)	42.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	10.08
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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	2,235,059
Revenue	10,415,423
Appropriation	9,011,046
Sale of Goods and Services	214,803
Grants and contributions	1,164,692
Investment income	8,901
Other revenue	15,980
Expenses	-10,004,365
Employee related	-8,653,154
Operating expenses	-1,351,211
Surplus / deficit for the year	411,058
Closing Balance	2,646,117

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 Approved SBA (\$)
Targeted Total	0
Equity Total	90,649
Equity - Aboriginal	2,054
Equity - Socio-economic	4,577
Equity - Language	0
Equity - Disability	84,018
Base Total	7,849,689
Base - Per Capita	189,734
Base - Location	0
Base - Other	7,659,955
Other Total	717,642
Grand Total	8,657,980

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 to access the school data.

2020 NAPLAN

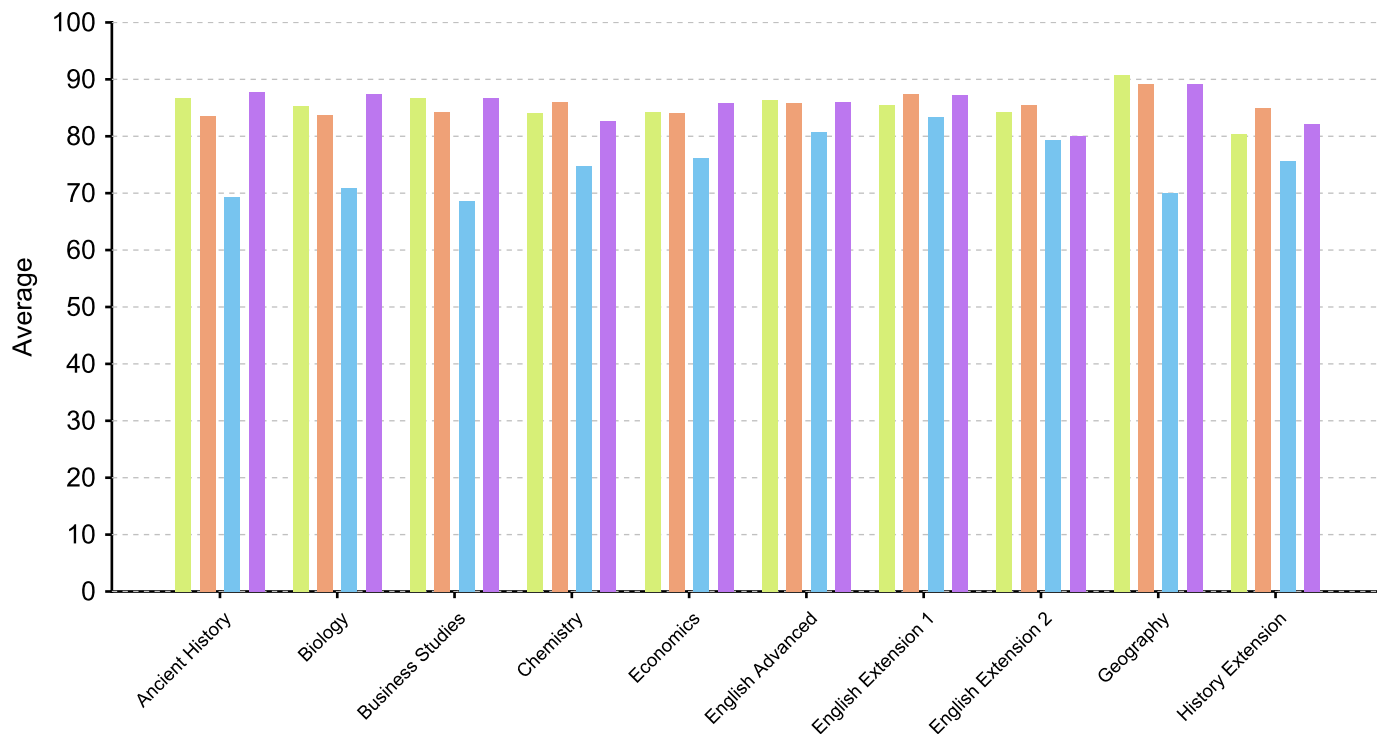
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

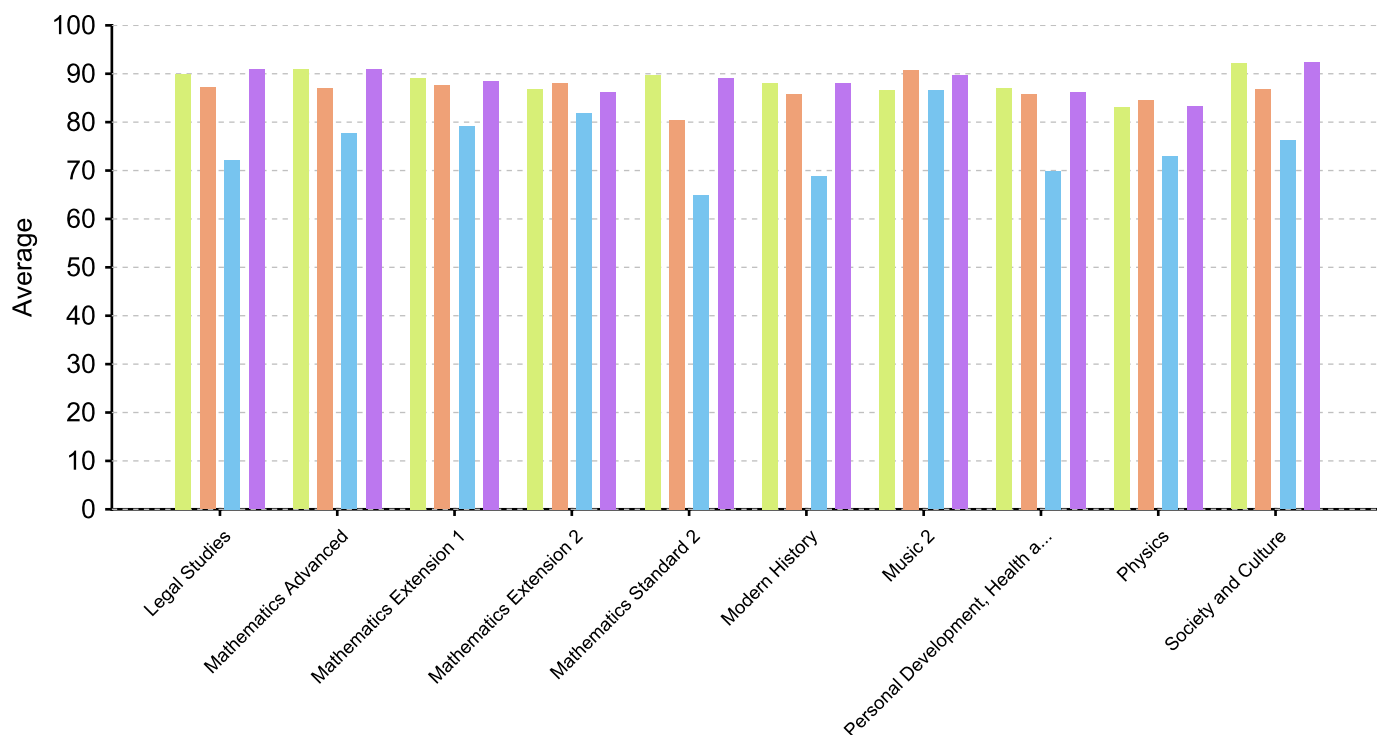
School performance - HSC

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.



■ School 2020
 ■ SSSG Average 2020
 ■ State Average 2020
 ■ School Average 2018-2020



■ School 2020
 ■ SSSG Average 2020
 ■ State Average 2020
 ■ School Average 2018-2020

Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	86.8	83.6	69.4	87.7
Biology	85.4	83.7	70.8	87.5
Business Studies	86.7	84.3	68.6	86.8
Chemistry	84.0	86.0	74.8	82.6
Economics	84.2	84.1	76.1	85.8
English Advanced	86.4	85.8	80.8	85.9
English Extension 1	85.5	87.4	83.4	87.2
English Extension 2	84.3	85.4	79.3	80.1
Geography	90.8	89.2	70.1	89.3
History Extension	80.4	84.9	75.7	82.2
Legal Studies	90.0	87.2	72.1	90.9
Mathematics Advanced	90.9	87.0	77.7	90.9
Mathematics Extension 1	89.1	87.6	79.1	88.5
Mathematics Extension 2	86.8	88.1	81.8	86.2
Mathematics Standard 2	89.7	80.4	64.9	89.0
Modern History	88.1	85.8	68.9	88.0
Music 2	86.7	90.7	86.6	89.6
Personal Development, Health and Physical Education	87.1	85.9	69.9	86.2
Physics	83.1	84.6	73.0	83.4
Society and Culture	92.1	86.8	76.2	92.4

Parent/caregiver, student, teacher satisfaction

The school conducted survey data around school satisfaction from students and parents via the Tell Them from Me survey tools in 2020. Additional feedback was also received through a range of surveys throughout the year. Questions are objectively designed to elicit responses regarding wellbeing, transition, academic support, expectations and open-ended questions which 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. In particular, students and staff acknowledge the culture of high expectations and high achievement and the strong emphasis on student support. Students indicated that they feel physically and emotionally safe at the school and that their teachers help them to achieve their personal best. The results indicated a high level of satisfaction with the school's programs.

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.