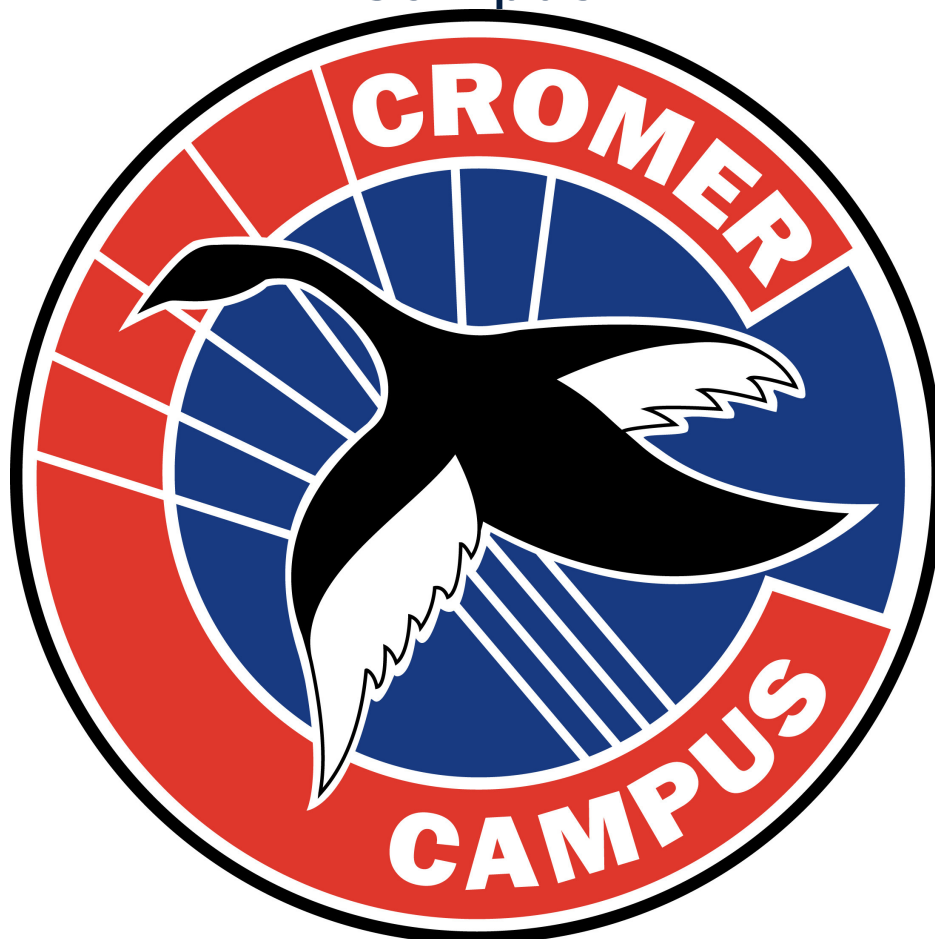


# 2021 Annual Report

## Northern Beaches Secondary College Cromer Campus



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Students at Northern Beaches Secondary College Cromer Campus will be successful today and prepared for tomorrow within a supportive learning environment. We are committed to enhancing and refining expert teaching and learning practice that fosters resilient, passionate and accomplished lifelong learners.

## School context

Northern Beaches Secondary College (NBSC) Cromer Campus is a Year 7-12 comprehensive, coeducational campus located on the Northern Beaches of Sydney with an enrolment of 879 students and trend data indicates continued enrolment growth. This includes six support classes for students with mild to moderate intellectual disabilities.

The school enrolment is characterised by an even distribution of boys and girls. Our school community is culturally and linguistically diverse. Thirty four percent of students have a non-English speaking background, and 17 students identify as having an Aboriginal background.

We are one of five campuses in the Northern Beaches Secondary College, which provides our students with opportunities to access a wide range of enrichment and curriculum choices, including a comprehensive range of academically challenging HSC subjects and access to a range of TAFE courses.

The school has a strong emphasis on student wellbeing programs including Positive Behaviour for Learning, established girls and boys programs and a wide range of extra curricular opportunities including, the Duke of Edinburgh program, music/band programs, dance groups, art clubs, debating and student leadership opportunities through our schools SRC.

Teaching staff at the school work collaboratively with high levels of commitment to their students. High impact teaching strategies focused on literacy are embedded across the school and have resulted in above state average results including enhanced HSC results.

NBSC Cromer Campus enjoys excellent college, community and parental support including an active and supportive P&C association. The whole school community, involving students, staff and parents were consulted in a thorough situational analysis followed by the development of this strategic improvement plan.

Through our situational analysis, we have identified the need for an ongoing emphasis on literacy and numeracy and a commitment to professional learning for teaching staff around high impact teaching strategies. This is especially important in supporting beginning and new teachers employed at our growing school. These areas of emphasis will lead to further development of effective classroom practices based on data informed decision making that research shows will lead to enhanced learning outcomes. Differentiating and supporting student learning for Aboriginal, EALD and high performing students to ensure every student is known, valued and cared for with an emphasis on student well-being programs, will also be a focus of this strategic improvement plan.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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: Student growth and attainment

### Purpose

To ensure our students academic success we will utilise best practice teaching strategies focusing on literacy and numeracy outcomes with an emphasis on creative and critical thinking for all students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Literacy and Numeracy learning
- Highly Effective Teaching Practices

### Resources allocated to this strategic direction

**Professional learning:** \$8,000.00

**Socio-economic background:** \$3,300.00

**Flexible Funding for Wellbeing Services:** \$21,564.00

### Summary of progress

While results in NAPLAN reading and numeracy were negatively affected by COVID19, NAPLAN results in writing improved significantly due to school's focus on explicit teaching of writing across KLAS and the adoption of school wide writing structure to support student writing.. To improve reading and numeracy, the Literacy and Numeracy Team will design PL to develop systems and professional capacity for analysis of NAPLAN, HSC and minimum standards data to identify and monitor improvement measures and target areas in reading and numeracy. These initiatives will be driven by PL in highly effective teaching practices to further collaborative teaching efficacy across the school focusing on student engagement and improved student outcomes. Student engagement through best practice classroom management and visible learning - lesson goals and success criteria in every classroom, every lesson will build student confidence and success in targeted areas.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN - Top 2 bands - Numeracy</b> The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of 22.3%	• 10% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress yet to be seen toward the lower-bound target.
<b>NAPLAN - Expected Growth - Reading</b> The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 71.1%.	• The percentage of students achieving expected growth in <b>reading</b> decreased to 47.17% indicating progress yet to be seen toward the lower bound target.
<b>HSC Top 3 bands</b> The percentage of HSC course results in the top three bands to be moving towards the school's lower bound system-negotiated target of 62.8%	• 49.3% of students attained results in the top three bands demonstrating progress toward the lower bound target.

<p><b>NAPLAN - Expected Growth - Numeracy</b></p> <p>The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 65.9%.</p>	<ul style="list-style-type: none"> <li>• Percentage of students achieving expected growth in <b>numeracy</b> decreased to 23.81% indicating progress yet to be seen toward&gt; the system-negotiated target.</li> </ul>
<p><b>NAPLAN - Top 2 bands - Reading</b></p> <p>The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Reading of 19.3%</p>	<ul style="list-style-type: none"> <li>• 15.27% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress yet to be seen toward the lower-bound target.</li> </ul>

## Strategic Direction 2: Every student, known, valued and cared for.

### Purpose

To maximise student learning outcomes and through data analysis, staff know their students and how they learn and design and implement differentiated programs that allow staff and all students to flourish.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- The Stage 4 Project - Lifting student attainment in literacy and numeracy.
- Differentiating for success

### Resources allocated to this strategic direction

**COVID ILSP:** \$114,070.00

**Socio-economic background:** \$112,118.00

**Aboriginal background:** \$9,700.00

**Refugee Student Support:** \$2,700.00

**English language proficiency:** \$130,500.00

**School support allocation (principal support):** \$5,000.00

**Integration funding support:** \$135,073.00

**Low level adjustment for disability:** \$167,979.00

### Summary of progress

The implementation of the Professional Learning Leader (PLL) structure at Cromer Campus has resulted in staff reviewing effective differentiation methods that cater for the range of student ability - supporting this has been PL around effective classroom management strategies and method of ensuring student engagement and effective teacher follow-up.

Planned PL for all teaching staff in 2022 will include a rotational model around three main focus areas - this will include PL strategies for new and experience staff highlighting best practice classroom management strategies that increase student engagement. This continued PL focus will also include whole staff monitoring and follow-up relating to student absences and recorded negative incidents.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b>  The percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 68.7%	The number of students attending greater than 90% of the time or more has decreased by 1.43%.  Collected school data harvested from morning daily attendance and individual class attendance shows an average reduction of 5% in unjustified and unexplained sick days in stages 5 & 6 over the time period 2019 - 2021. Over the same time period the number of absence days within the same categories measured within our stage 4 student cohort has seen no reduction in absence days. This can be attributed to a direct result of the negative effects of COVID-19.
Student equity groups (Aboriginal, EALD, refugee students) are performing at equivalent levels to the rest of their cohort in year 9 NAPLAN and the HSC.	Scout data from 2019 indicated that Aboriginal students who sat the Naplan 9 Writing assessment scored slightly lower than similar performing mainstream students. No similar data exists for years 2020 & 2021.
Increase proportion of students attending greater than 90% of the time	Collected school data harvested from morning daily attendance and individual class attendance shows an average reduction of 5% in unjustified

by 3.1%	and unexplained sick days in stages 5 & 6 over the time period 2019 - 2021. Over the same time period the number of absence days within the same categories measured within our stage 4 student cohort has seen no reduction in absence days. This can be attributed to a direct result of the negative effects of COVID-19.
Retention of students to year 12 increase by 5% from 2019 levels	Collected school data harvested from published semester 2 annual reports comparing the year 10/12 data starting from 2017/2019 up unto to the present shows a student retention increase from 49.4% in 2019. to 62.5% in 2020, and further increase in 2021 to 73.7%. This can be attributed to an increased level of parents reporting educational trust in Cromer Campus teaching staff continuing with the education of their children. This data has been collected from parent survey annual reviews after semester 2 learning conversations. Combined with this, senior students have also been exposed to an an increase in the school based & external curriculum opportunities, including SBAT & RTO courses.



## Strategic Direction 3: A learning culture driven by high expectations

### Purpose

To foster a culture of commitment and collaboration in teaching and learning, where teachers regularly reflect on their practice, drive high expectations of excellence where students are actively working towards personalised learning goals that ensure success, a sense of achievement and high aspirations.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Staff Professional Learning Models
- Learning Conversations

### Resources allocated to this strategic direction

: \$21,000.00

**Professional learning:** \$65,000.00

**Beginning teacher support:** \$25,000.00

**School support allocation (principal support):** \$38,787.00

**Socio-economic background:** \$10,000.00

### Summary of progress

The implementation of the Professional LL structure at Cromer Campus has resulted in high impact Professional Learning Model. This high impact professional learning has resulted in increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results measured formatively and summatively through school based assessment results. NAPLAN results in writing have also improved with growth in writing component of Year 9 NAPLAN results.

Learning Conversations that occurred early in the year with Year 7 were highly successful with above 95% attendance rates by students at these conversations. All students set learning goals for the year and were to be reviewed Term 4, 2022. Learning Conversations were delayed in Term 4 as a result of the unfortunate disruption to school caused by the Covid - 19 epidemic. The later part of the Learning Conversation initiative has been postponed to 2022. We are presently reviewing more sustainable models for incorporating Learning Conversations with Parent Teacher Nights from 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teaching staff reporting achievement of most of their PDP goals related to the School Excellence Framework.	Self-assessment against the School Excellence framework shows the theme of Effective Classroom Practice to be sustaining and growing. This is a result of 100% of teachers formalising Personal Professional Learning Goals that are aligned school strategic targets. Teachers actively evaluating, share and discuss learning from targeted professional development with other staff at school to improve whole school practice.
Student learning goal 1 is a literacy goal for 100% of students. Processes for student portfolio development are supported by all teachers.	Teaching and Learning Rounds, surveys by the senior executive and Head Teachers indicate Learning Goals for the writing element of Literacy are displayed on the board 70% of the time. Further professional learning in differentiating Learning Goals and Success Criteria will occur in 2022. Literacy Goals for Year 7 are formulated at Learning Conversations and 95% of students attend these conversations and formalise the Learning Goals at these conversations. Opportunities exist for Literacy Teachers and Teaching Staff to re visit these goals later in the year.
90% of all classrooms displaying LGs.	Teaching and Learning Rounds, surveys by the senior executive and Head Teachers indicate Learning Goals are displayed 85% of the time. High Impact Teaching Team will be formalising professional learning to support

90% of all classrooms displaying LGs.	staff to hit the blind spots with this target. Casual Staff and staff taking practical subjects will also be considered in the professional learning to support this important classroom practice.
There is a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.	The Learning Conversation Mechanism has been used successfully to ensure that the community is widely consulted in formulating Learning Goals with students. Feedback from focus groups and community surveys suggest a highly valued process for determining individualised learning goals for students. 85% of respondents value Learning Conversations as an important way to connect with the school and set goals. In 2022 the High Impact Teaching Team will plan a revised model to place further emphasis on goal planning with individual students in every key learning area.
5% decline in SENTRAL negative incidents and suspensions.	Due to the Covid-19 pandemic it is difficult to draw accurate comparisons from 2020 data as approximately 3 months of 2021 students were undertaking learning from home. Data suggests a reduction in negative incidents and suspension rate decreased since 2020. The school awaits the release of the revised well being policy expected to be released Term 2, 2022.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,700.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiating for success</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• engage with external providers and specialist to provide intensive language support to identified EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Whole staff professional learning to increase teacher awareness of wellbeing issues which may impact student success/outcomes. Students have been supported by the Tibetan Refugee Community Liaison to strengthen community relationships. Students have also been supported to attend excursions and incursions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Further ongoing professional learning of staff with specific targeting of new and beginning teachers. In particular, focus on accessing and the use of translating and interpreting services.</p>
<p>Integration funding support</p> <p>\$135,073.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northern Beaches Secondary College Cromer Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiating for success</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Establishment of Position of Headteacher of Learning and Support, two full time Learning and Support Teachers, one part time Learning and Support Teacher, and 1.5 Student Learning Support Officers. delivery of the Stage 4 project; this has focussed on identifying cross-curricular skills gaps (through observation, assessment and testing), looking for teaching solutions to improve cognitive wellbeing, engagement and enjoyment and meeting once every two weeks as a faculty, with those core staff to design exciting teaching plans and resources to ensure that students are able to access classwork and make progress in their learning. The groundwork from this exciting project has led to the creation of videos for staff professional learning to focus on innovative teaching practice to improve Learning and Teaching, differentiation and understanding learning needs. Deployment of SLSOs within classes to support students with significant learning needs</p>

<p>Integration funding support</p> <p>\$135,073.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Professional Learning sessions over 2022, to all staff.</p>
<p>Socio-economic background</p> <p>\$125,418.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northern Beaches Secondary College Cromer Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• The Stage 4 Project - Lifting student attainment in literacy and numeracy.</li> <li>• Highly Effective Teaching Practices</li> <li>• Learning Conversations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engage with external providers to support student engagement and retention</li> <li>• professional development of staff through [program] to support student learning</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b> HT of L&amp;S has commenced work on the delivery of the Stage 4 project; this has focused on identifying cross-curricular skills gaps (through observation, assessment and testing), looking for teaching solutions to improve cognitive wellbeing, engagement and enjoyment and meeting once every two weeks as a faculty, with those core staff to design exciting teaching plans and resources to ensure that students are able to access classwork and make progress in their learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Lead cross-faculty meetings to identify new referrals, and delegate support to students with newly identified needs. Lead meetings with core faculties to review planning, resourcing and assessments to ensure it meets the needs of the diverse learners within the classrooms.</p>
<p>Aboriginal background</p> <p>\$9,700.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northern Beaches Secondary College Cromer Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiating for success</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased Aboriginal families engaging in the PLP process and conversations have become more authentic as a result of a welcoming and informal setting.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increase % of Aboriginal students achieving results in top 3 NAPLAN bands in reading and numeracy through targeted support - Stage 4 Project.</p>

<p>English language proficiency</p> <p>\$130,500.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northern Beaches Secondary College Cromer Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiating for success</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Deployment of targeted support in classrooms and whole staff PL and Early Career Teacher PL with a focus on student data and familiarisation of EAL/D learning progression and analysed work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to build teacher capacity to design and deliver integrated reading for meaning units that reflect the needs of EAL/D learners across all KLAs. Development of personalised and targeted professional learning through mentoring, observations and co-teaching/planning.</p>
<p>Low level adjustment for disability</p> <p>\$167,979.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Northern Beaches Secondary College Cromer Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiating for success</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school achieved a more consistent approach to student learning and support and interventions as observed through increased learning support referrals and focused cross KLA collaborative PL</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Additional support for identified students through employment of trained SLSOs.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$21,564.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Northern Beaches Secondary College Cromer Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for case conferences and developing intervention</li> </ul>

<p>Flexible Funding for Wellbeing Services</p> <p>\$21,564.00</p>	<p>strategies</p> <ul style="list-style-type: none"> <li>• delivery of the Student Services model - support services are centrally located. Curriculum/assessment differentiation, workshops based on student need. Adults who care program. Working with outside agencies to deliver wellbeing programs. Breakfast club. Wellbeing supports - counselling</li> <li>• employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increase in student engagement and attendance in targeted group. Employment of specialist Student Support officer and focus on data driven initiatives to drive whole school wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further development of mentors and programs to support and improve outcomes of identified "at risk" students.</p>
<p>COVID ILSP</p> <p>\$114,070.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• The Stage 4 Project - Lifting student attainment in literacy and numeracy.</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> <li>• leading/providing professional learning for COVID educators</li> <li>• Stage 4 Project</li> </ul> <p><b>The allocation of this funding has resulted in:</b> majority of students are achieving significant progress towards their personal learning goals as identified in Learning Conversations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued data driven literacy and numeracy program to address specific student needs. Continued assessment of student progress including in class support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	330	337	393	439
Girls	245	280	350	417

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.7	92.3	94	92.1
8	90.9	89.1	92.9	86.5
9	86.2	87.5	92.1	85
10	85.4	86.5	89.4	86.3
11	93.4	91.9	88.3	77.6
12	91.3	91.5	92.2	84.6
All Years	89.2	89.8	91.9	86.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	N/A	0	4
Employment	0	11	24
TAFE entry	5	11	32
University Entry	N/A	N/A	37
Other	0	0	0
Unknown	0	4	3

### Year 12 students undertaking vocational or trade training

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40.43% of Year 12 students at Northern Beaches Secondary College Cromer Campus undertook vocational education and training in 2021.

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

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96.3% of all Year 12 students at Northern Beaches Secondary College Cromer Campus expected to complete Year 12 in 2021 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)	50.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	16.88
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	870,392
<b>Revenue</b>	11,863,081
Appropriation	11,179,736
Sale of Goods and Services	36,235
Grants and contributions	630,077
Investment income	883
Other revenue	16,150
<b>Expenses</b>	-11,822,708
Employee related	-10,436,703
Operating expenses	-1,386,006
<b>Surplus / deficit for the year</b>	40,373
<b>Closing Balance</b>	910,764

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	115,285
<b>Equity Total</b>	434,331
Equity - Aboriginal	9,732
Equity - Socio-economic	125,417
Equity - Language	131,202
Equity - Disability	167,980
<b>Base Total</b>	9,388,246
Base - Per Capita	194,073
Base - Location	0
Base - Other	9,194,173
<b>Other Total</b>	693,940
<b>Grand Total</b>	10,631,801

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

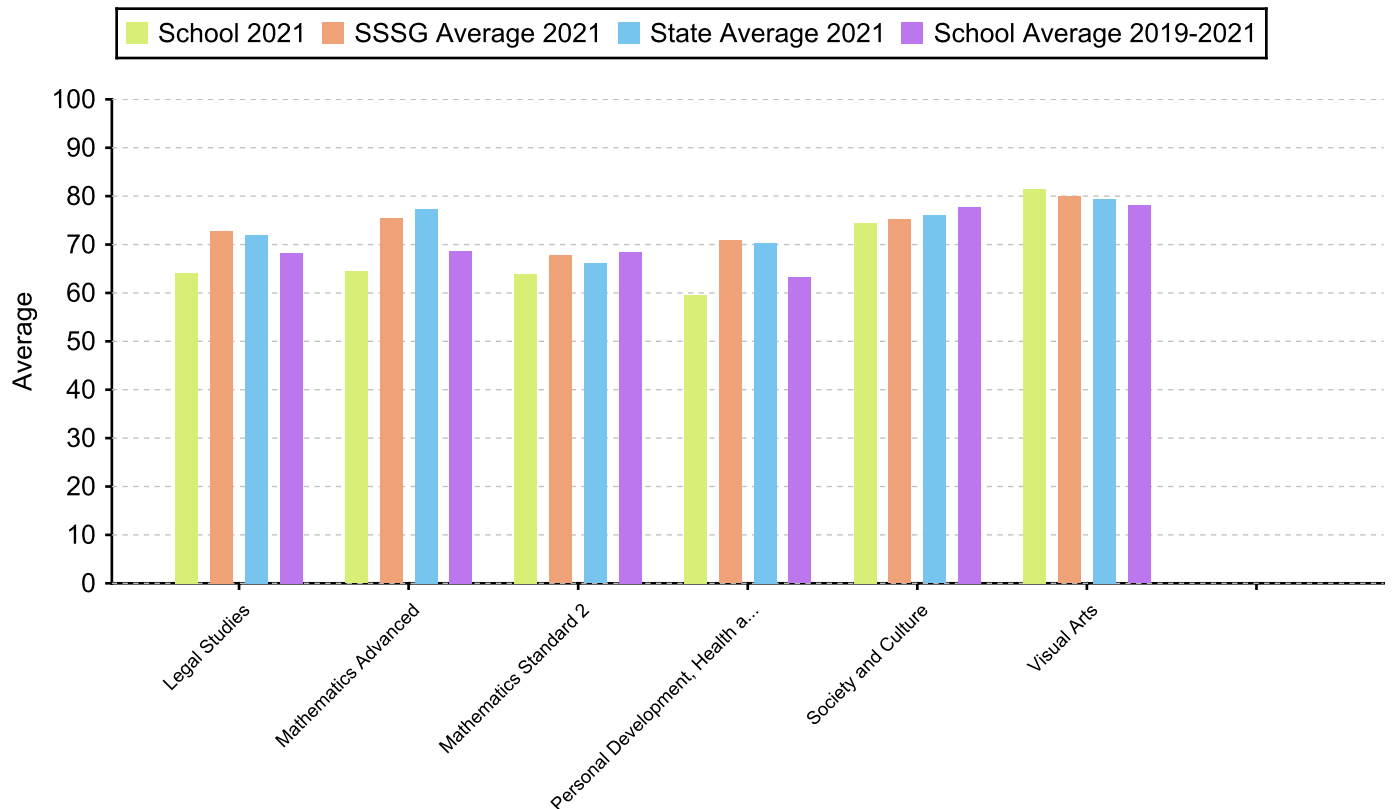
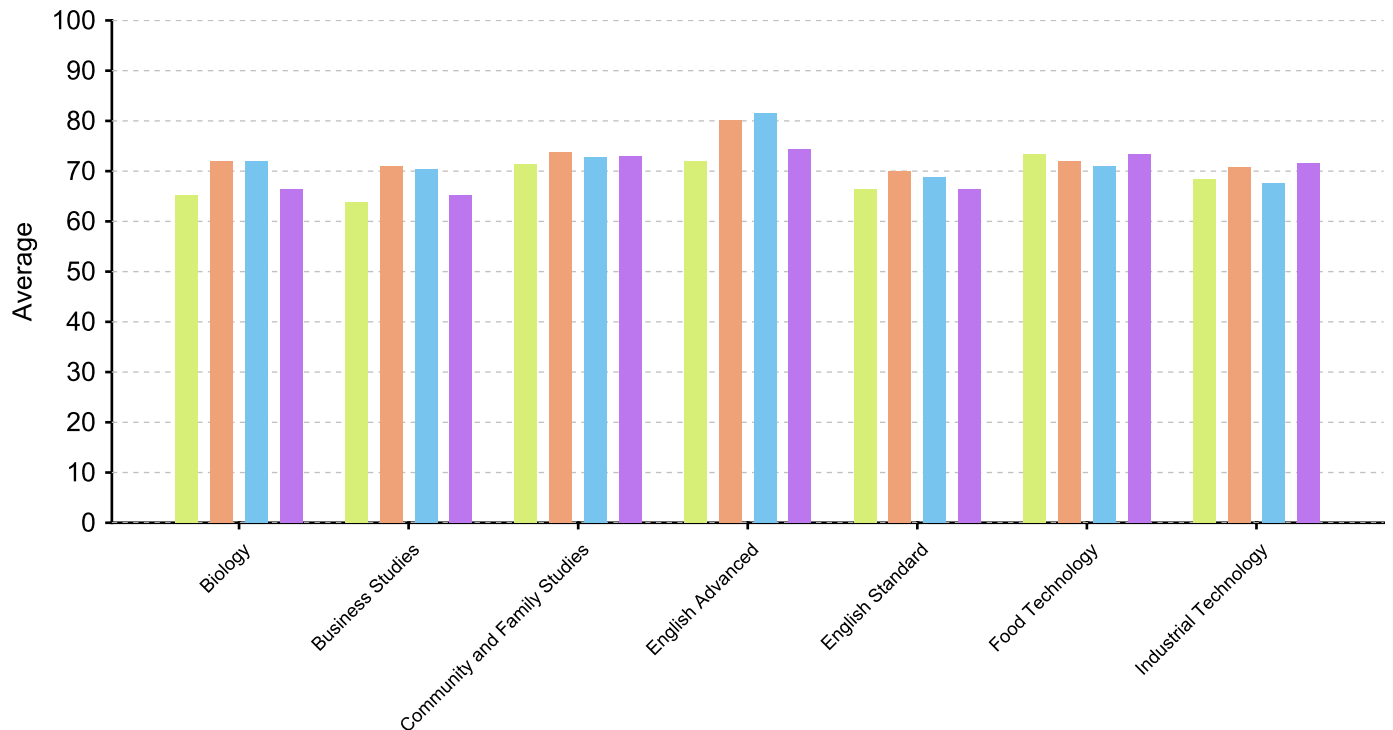
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Biology	65.1	72.0	71.9	66.4
Business Studies	63.9	70.9	70.4	65.1
Community and Family Studies	71.3	73.7	72.7	73.0
English Advanced	71.9	80.1	81.4	74.4
English Standard	66.4	69.9	68.8	66.3
Food Technology	73.4	71.9	71.0	73.4
Industrial Technology	68.4	70.8	67.7	71.5
Legal Studies	64.1	72.8	72.0	68.2
Mathematics Advanced	64.4	75.4	77.4	68.7
Mathematics Standard 2	63.9	67.7	66.1	68.5
Personal Development, Health and Physical Education	59.6	70.9	70.3	63.2
Society and Culture	74.5	75.1	76.0	77.7
Visual Arts	81.5	79.9	79.4	78.1

## 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 extended COVID lockdown during 2021. Teachers have reported satisfaction with professional learning and well being initiatives, particularly in response to support during the COVID lockdown. Specifically and overwhelmingly, the response to the "Wellbeing Wednesday" activated during the lockdown, prompted significant support and reported levels of high satisfaction from the whole school community - parents/care givers/teachers and students.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.