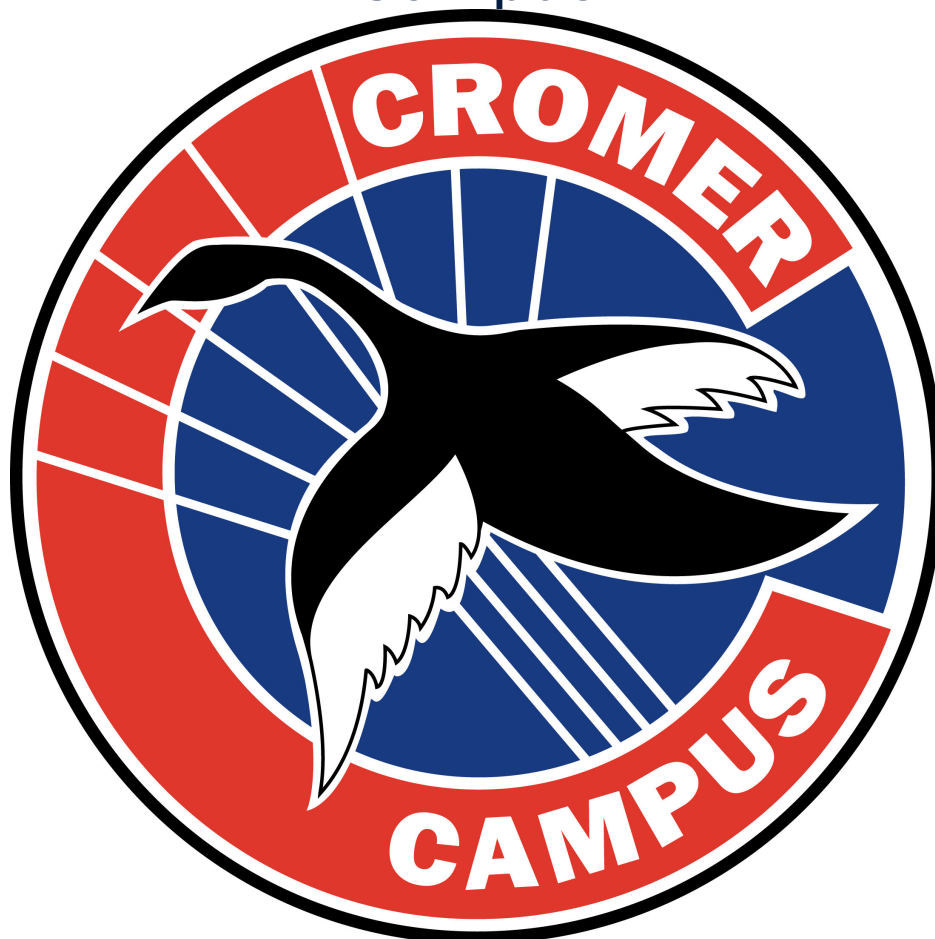


2022 Annual Report

Northern Beaches Secondary College Cromer Campus



8511

Introduction

The Annual Report for 2022 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

Northern Beaches Secondary College Cromer Campus

South Creek Rd

Cromer, 2099

<https://nbccromer-h.schools.nsw.gov.au>

nbccromer-h.school@det.nsw.edu.au

9981 1155

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>

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: \$10,000.00

English language proficiency: \$64,747.00

Socio-economic background: \$111,325.00

Summary of progress

Explicit Literacy and Numeracy Learning: Continued focus on Literacy skills had led to upward trend in Grammar Punctuation and Reading and Writing. Spelling and Numeracy are planned focus area for PL and student improvement in 2023.

High Impact Teaching Professional Learning: The High impact teaching team has delivered professional learning to the whole staff on the High Impact Teaching Strategies of creating quality Learning Goals, Success Criteria, Explicit Teaching, Structuring Lessons and Preparing Successful Lessons. Focus on these areas has resulted in learning walks show 100% of classrooms with Learning Goals, Excelling in the SEF element "Building a Learning Culture" and supported the embedded writing framework - TEEL.

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
NAPLAN Top 2 bands - Numeracy Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Numeracy of 22.3%	We continue to improve our Numeracy outcomes of all students. 12.77% of Year 9 students were successful in achieving in the top two bands and further considerations have been made to improve student outcomes in Numeracy.
NAPLAN - Expected Growth - Reading The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 71.1%.	In 2022, expected growth was unable to be measured.
HSC Top 3 bands Increase the percentage of HSC course results in the top two bands to be above the school's lower bound system-negotiated target of 62.8%	56.25% of students were successful in achieving in top three HSC bands. Subjects recorded excellent Band 5 and Band 6 results. School is continuing to work towards this target.

<p>NAPLAN - Expected Growth - Numeracy</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>	<p>In 2022, expected growth was unable to be measured.</p>
<p>NAPLAN Top 2 bands - Reading</p> <p>Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 19.3%</p>	<p>Cromer Campus was successful in achieving the lower bound of 19.3% with 19.5% of student achieving in the top two bands of reading in 2022 NAPLAN. We are continuing to work towards developing our learning measures to see further growth in our student outcomes in Reading.</p>

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

Integration funding support: \$128,560.00

Refugee Student Support: \$1,664.00

Low level adjustment for disability: \$81,258.00

Summary of progress

Our school notification methods to parents and our community in order to raise awareness relating to daily student absence includes accurate staff roll marking and notification. Staff professional learning in 2022 has included the importance of accurate roll marking and the importance of student attendance in all timetabled lessons. Staff have been encouraged to manage their student attendance and communicate their concerns relating to missed learning directly to parents via email, letters and phone calls. Faculty Head Teachers are provided with faculty attendance data twice per term for faculty discussion and action. Positive student attendance is recognised at Year meeting and through reward systems.

In 2022 daily student attendance is tracked by school roll marking with parents notified of their child's absence. Overall cohort trends are monitored by year Advisors, and support services including HSLO have been engaged as needed. Classroom attendance is monitored by PxP roll marking, and faculty Head Teachers are given faculty attendance data for all cohorts twice per term. Communication to parents re attendance concerns is then made via email, phone, on-site interviews and letters. Positive attendance is recognised via the school's students reward systems. In 2022 students are also accessing their individual students attendance record via the online Student Portal. Administrative staff continue to improve their use of absence codes, such as flexible leave, school business, unjustified absence etc. PL has been provided to staff relating to tracking individual period truancy.

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
Attendance Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 68.7%	2022 Scout Attendance data shows a decline relating to students attending 90% and above - 38.67% in 2022. This measure was impacted by mandatory health orders.
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.	The 2019 Yr 9 NAPLAN results indicate that the 4 students who identified as Indigenous have not performed at equivalent levels across all 5 domains. The closest domain result was Reading, with an Indigenous average of 527.6, compared to a school result of 583.7.
Increase proportion of students attending greater than 90% of the time by 6.8% from the 2019 baseline level.	2022 Scout Attendance data shows a decline relating to students attending 90% and above - 38.67% in 2022. This measure was impacted by mandatory health orders. Strategies implemented during 2022 to improve

<p>Increase proportion of students attending greater than 90% of the time by 6.8% from the 2019 baseline level.</p>	<p>this data has included daily attendance monitoring from both classroom teachers and faculty head teachers which has included improved communication with parents via phone, email, SMS and letters home. Staff have participated in PL sessions relating to the importance of accurate roll marking, combined with following up poor or spasmodic student attendance in timetabled lessons. Year Advisors also review their student year group attendance once per timetable cycle with our HT Welfare, in order to monitor and respond to any student attendance concerns.</p>
<p>Retention of students to year 12 increases by 10% from 2019 levels</p>	<p>Retention of yr 12 students from 2019 levels in 2022 has increased by almost 30%, increasing from 51 students in 2019 to 65 students in 2022. The retention rate from yr 10 to yr 12 based on individual cohort size has decreased slightly.</p>

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

Professional learning: \$74,510.00

Integration funding support: \$20,000.00

Summary of progress

High Impact Teaching Team delivering High Impact Teaching Professional Learning to whole staff. Feedback from evaluations has been excellent. Internal measures indicate an increased percentage of staff actively collaborating to reflect and improve on teaching practice, incorporating the High Impact Teaching Strategies.

Staff Surveyed to indicate success of Professional Learning and progress. Results indicate:

98% of teachers provide learning Goals for students

63% of staff encourage students to write down their learning goals

95% Structure lessons with a clear beginning, middle and end

97% of staff state they give clear and concise instructions to students

82% of staff refer to created success criteria

86% of staff surveyed state they co create or use worked examples

83% of staff surveyed state giving verbal or written feedback and review student work at the conclusion of the lesson

Further comparisons required with student data. Students yet to be surveyed.

Learning Conversations have continued throughout the year for Years 10, 11 and 12. Due to covid and very large Year Groups in stage 4, Learning Conversation Model has had to be reviewed due to time and resourcing constraints. The school is exploring models that blend Learning Conversations, Parent Teacher Nights and Reporting mechanisms.

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 with school strategic targets. All staff are making progress towards achieving their PDP Goals. Some staff have made adjustments to timelines for achievement and need to delay delivery for completing some professional goals.

50% or greater of goal 1 student literacy goals pertain to writing. Student portfolios show clear evidence and impact for most student learning goals.	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 60% of the time. Further professional learning in differentiating Learning Goals and Success Criteria has occurred during 2022 during whole school professional learning sessions. 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.
Learning walk data shows 100% of classrooms display learning goals.	Teaching and Learning Rounds, surveys by the senior executive and the High Impact Teaching Team indicate Learning Goals are displayed 85% of the time. High Impact Teaching Team presented professional learning to support staff to improve the hit rate. Upon staff survey, 98% of teachers provide learning Goals for students and 63% of staff encourage students to write down their learning goals.
The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.	The Learning Conversation Mechanism continues to be used successfully to ensure that the community is widely consulted in formulating Learning Goals with students. This has been particularly successful with Years 10, 11 and 12 the smaller Year groups in the school. Feedback from community surveys reflect high engagement for determining individualised learning goals for students. The High Impact Teaching Team together with executive staff are continuing to explore models that blend Learning Conversations, Parent Teacher nights and reports to provide meaningful feedback to families about progressions of learning against continuums.
Learning walk data indicates the consistent application of classroom management strategies which resulting in a 10% decline in documented negative incidents.	The mandatory health orders, the growing nature of the school and improved staff capacity with the use of Sentral has made this target difficult to achieve. The Department of Education Wellbeing Policy was released in Term 4 resulting in some changes to Sentral recording mechanisms. On a pro rata basis there has been a small overall decline in negative incidents.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,328.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Stage 4 Project - Lifting student attainment in literacy and numeracy. • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring • intensive English language and learning support to increase educational outcomes for students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in support in the daily literacy and numeracy lessons. This further resulted in students reporting an increased confidence in their learning and connectedness to the school.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, professional learning for staff in the access and use of translating and interpreting services will further embed connections between refugee families and the school .</p>
<p>Integration funding support</p> <p>\$297,120.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Stage 4 Project - Lifting student attainment in literacy and numeracy. • High Impact Staff Professional Learning Models • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding resulted in all eligible students demonstrating progress towards their personalised learning goals. PLSPs were regularly updated with parents and caregivers leading to support of eligible students in their learning.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps include formally incorporating integration funding decisions into the Learning and Support teams agenda to ensure funding is regularly reviewed and student PLSPs are reviewed to specifically address student needs.</p>
<p>Socio-economic background</p> <p>\$222,650.00</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>Socio-economic background</p> <p>\$222,650.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Literacy and Numeracy learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through wellbeing to support student learning <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in improved NAPLAN writing results in Year 9. above SSG</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the school's Literacy and Numeracy program will further develop the Numeracy elements to support the trajectory towards achieving Numeracy targets.</p>
<p>Aboriginal background</p> <p>\$13,188.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase in the Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: to further deliver differentiated and personalised support to Aboriginal students through targeted literacy and numeracy programs.</p>
<p>English language proficiency</p> <p>\$129,494.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Literacy and Numeracy learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • provide EAL/D Progression levelling PL to staff

<p>English language proficiency</p> <p>\$129,494.00</p>	<p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Teachers are more informed and prepared to support EAL/D students across KLAs.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to further integrate EAL/D enhancements in teaching programs across all stages and KLAs.. Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$243,774.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Stage 4 Project - Lifting student attainment in literacy and numeracy. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in Individual Learning Plans <p>The allocation of this funding has resulted in the following impact: The school has achieved a more consistent approach to student learning and support and interventions with an increased number of learning support referrals and collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$169,020.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Northern Beaches Secondary College Cromer Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Literacy and Numeracy learning • High Impact Staff Professional Learning Models • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Through Literacy Teams and PL Groups, professional learning focused on High Impact Teaching Strategies and What Works Best <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in increased capacity of teachers to embed effective high impact teaching strategies in the explicit teaching of writing and has resulted in improve confidence of students in the practice of writing across KLAs.</p> <p>After evaluation, the next steps to support our students will be: After evaluation the next steps to support student writing will be targeted PL</p>

Professional learning \$169,020.00	through mentoring and co teaching with a specific focus on early career and new to our school teachers.
COVID ILSP \$182,506.00	<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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in students achieving significant progress towards their personal learning goals and increased confidence in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps will be further support in literacy and numeracy, using data to identify focus areas for improvement,</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Northern Beaches Secondary College Cromer Campus</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Engagement of dedicated specialist to address student wellbeing <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in enhance student engagement and learning through the support of the dedicated specialist in wellbeing. This funding has also resulted in opportunities for a wider range of students to gain support through the Student Support Officer.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, this funding will support student engagement through continued and enhanced home/school/agency communication and further improve case monitoring.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	337	393	439	486
Girls	280	350	417	467

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.3	94.0	92.1	86.9
8	89.1	92.9	86.5	83.0
9	87.5	92.1	85.0	80.1
10	86.5	89.4	86.3	80.4
11	91.9	88.3	77.6	81.7
12	91.5	92.2	84.6	82.1
All Years	89.8	91.9	86.6	82.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	1	12
Employment	2	3	25
TAFE entry	3	6	21
University Entry	0	0	35
Other	0	0	0
Unknown	0	0	7

Year 12 students undertaking vocational or trade training

28.13% of Year 12 students at Northern Beaches Secondary College Cromer Campus undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.3% of all Year 12 students at Northern Beaches Secondary College Cromer Campus expected to complete Year 12 in 2022 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)	10
Classroom Teacher(s)	56.8
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	19.17
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	910,764
Revenue	13,172,834
Appropriation	12,470,985
Sale of Goods and Services	11,345
Grants and contributions	664,533
Investment income	12,486
Other revenue	13,485
Expenses	-12,608,385
Employee related	-11,207,980
Operating expenses	-1,400,406
Surplus / deficit for the year	564,449
Closing Balance	1,475,214

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.

	2022 SBAR Adjustments (\$)
Targeted Total	150,224
Equity Total	431,407
Equity - Aboriginal	13,188
Equity - Socio-economic	111,325
Equity - Language	110,715
Equity - Disability	196,179
Base Total	10,680,845
Base - Per Capita	228,246
Base - Location	0
Base - Other	10,452,599
Other Total	831,510
Grand Total	12,093,986

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

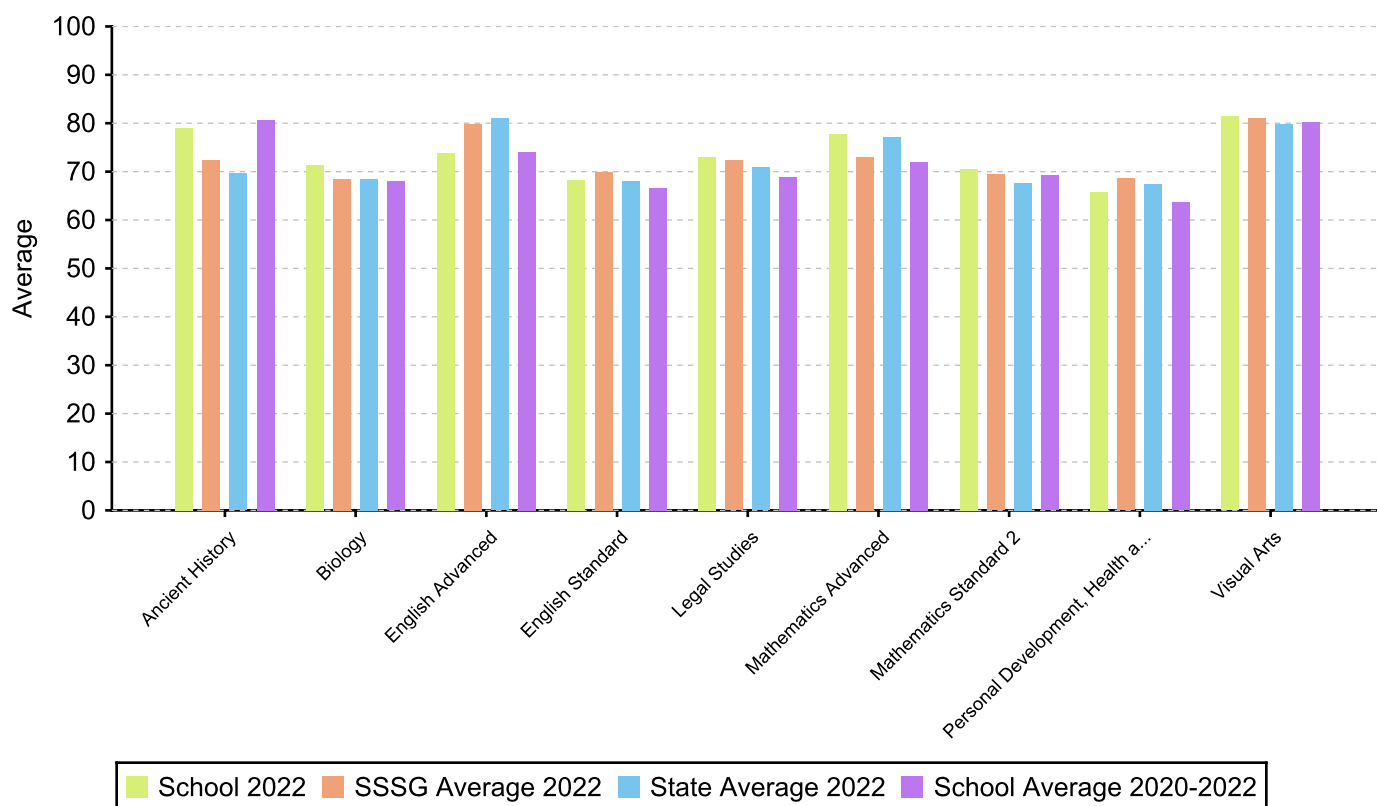
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	79.0	72.4	69.6	80.7
Biology	71.4	68.5	68.5	68.0
English Advanced	73.9	79.8	81.0	74.0
English Standard	68.3	69.9	68.1	66.7
Legal Studies	73.1	72.3	70.8	68.9
Mathematics Advanced	77.7	73.0	77.1	72.0
Mathematics Standard 2	70.5	69.4	67.6	69.2
Personal Development, Health and Physical Education	65.8	68.6	67.5	63.6
Visual Arts	81.4	81.1	79.8	80.3

Parent/caregiver, student, teacher satisfaction

Through a Parent forum, teacher survey and student focus groups, Cromer Campus posed to parents/caregivers, teachers and students significant changes to the daily structure of the school and continued support of the school's mobile phone policy. Overwhelmingly, parents supported and expressed satisfaction with the school's plan to alter student break times to ensure students had access to refreshments earlier in the day to support improved learning conditions. Teaching staff and students also supported the realignment of break times. Parents and caregivers expressed satisfaction with the school's mobile phone policy, as did teachers and students.

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 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

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.