

# 2022 Annual Report

## Northern Beaches Secondary College Manly Campus



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## Introduction

The Annual Report for 2022 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 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

At Northern Beaches Secondary College Manly Campus our school culture is one of high expectations that fosters creative, critical and reflective learners. Our students are supported and challenged by inquiry based and explicit teaching practices. We create highly numerate and literate students who excel in the classroom and in external examinations to inform success in future pathways.

## School context

Northern Beaches Secondary College Manly Campus caters for high potential and gifted students. Students enrolling at our school are selected on the basis of results in the Selective School Test conducted by the NSW Department of Education, High Performance Unit. The student population of 800 is stable, based on this enrolment process. We have very low staff turnover with an experienced executive team leading the school.

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.

We are committed to creating a rich teaching and learning environment which nurtures and celebrates academic excellence, personal best and giving back to the community. We extend our high potential and gifted students through enrichment and acceleration, and a broad range of extra curricular programs including sporting, cultural and academic opportunities.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG.

High Impact Professional Learning for teachers will support all School Improvement Plan initiatives, incorporating a focus on the development of data literacy to support evaluative practices and student outcomes.

The performance of Higher School Certificate students will be a focus to meet system negotiated targets. This will occur through the development of faculty plans to support knowledge and skill acquisition identified as areas of improvement through data analysis processes. The performance of Stage 4 and 5 students will be enhanced through consistent teaching protocols, inquiry based learning and differentiation. Our learning programs develop our students higher order critical and creative thinking skills.

The school is also committed to the continued implementation of strategies to support the 2021 *High Potential and Gifted Education Policy* through the provision of accelerated subjects for Year 10, as well as broadened extension and enrichment opportunities for all students. To prepare students for life beyond school, they reflect upon their learning attributes through individual Manly Learner Portfolios. These attributes include learners who are: resilient and self directed, creative, critical thinkers, reflective, self aware, organised and efficient, global citizens, communicators and collaborators.

There is a valued partnership between the school and the Parents and Community through collaborative decision making and funding of school based initiatives. As equal stakeholders we are committed to working together to ensure the best outcomes for all students.

## 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure that every student is highly engaged and shows growth in their learning through explicit, research informed teaching. Our teachers will adapt their practice through high impact targeted professional learning and effective use of assessment data to inform teaching.

### 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.

- Targeted teaching practices and support
- Using data to inform practice

### Resources allocated to this strategic direction

**Professional learning:** \$28,000.00

**Low level adjustment for disability:** \$85,331.00

**Student support officer (SSO):** \$45,000.00

**Aboriginal background:** \$2,894.00

### Summary of progress

To support growth and attainment in HSC each faculty refined faculty plans for 2022 by identifying areas of focus informed detailed RAP analysis. This included strategies such as differentiated class grouping, remedial revision programs, additional HSC project support and individualised support plans for targeted students. The school was very pleased with the HSC results, achieving a large number of Band 6s, many all-rounders and state places. This was due to the refinement of faculty specific plans and moving into 2023 this strategy will continued to be supported and implemented in response to updated data.

To support growth and attainment in NAPLAN literacy, student performance data was analysis and a new targeted intervention program was established in 2022. Inferential reading was identified as an area of need for the whole year 9 cohort and was addressed through the delivery of the reading detective program. Individual students were further supported through a targeted program of literacy master classes. As a result of participation in these programs we continued to maintain strong NAPLAN results even though our selective school context means we have very little room for growth. In 2023 the goal is to use the data from these programs to develop a plan to address writing an opportunity for growth.

### 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
Improvement in the percentage of students in the top 2 NAPLAN bands to be above the school's upper bound system-negotiated target in reading of 98.6 %.	There was a slight drop of 98.50% in 2022 compared with 98.61 in 2021.
All Aboriginal students achieve in the top 2 NAPLAN bands in reading.	All Aboriginal students achieved in the top 2 NAPLAN bands in 2022 continuing the pattern of 2021.
All Aboriginal students achieve in the top 2 NAPLAN bands in numeracy.	All Aboriginal students achieved in the top 2 NAPLAN bands in 2022 continuing the pattern of 2021.
Improvement in the percentage of HSC course results in the top 2 bands to the lower bound target of 94%.	The aspirational target was not achieved reaching 85.27% in 2021.
Improvement in the percentage of	Expected growth cannot be calculated as NAPLAN was not conducted in

students achieving expected growth in Year 9 NAPLAN to be above the school's negotiated targets in reading of 68.96%.	2020 and comparative student performance results are not available for 2022.
Maintain 100% of Aboriginal students achieving the HSC whilst maintaining their cultural identity.	100% of Year 12 Aboriginal students achieved the HSC.
Improvement in the percentage of students in the top 2 NAPLAN bands to be above the school's upper bound system-negotiated targets in numeracy of 99.8%.	There was a slight drop in the system- negotiated target for NAPLAN numeracy achieving 98.40%.
Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN to be above the school's negotiated targets in numeracy of 66.40%	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
An increase in the number of students attending more than 90% of the time by 7.1% from the baseline measure.	Two third of students are attending 90% of the time or more. This is above the state average and 10% above the network average.

## Strategic Direction 2: Refinement and Development of Teacher Practice and Leadership Capacity

### Purpose

Our purpose is to develop consistent teaching and learning protocols and to use data to effectively evaluate and deliver high quality teaching programs and assessments for High Potential and Gifted students in Stage 4 and 5. We will build instructional leadership capacity to ensure sustained and measurable whole school improvement.

### 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.

- Collaborative teaching and learning practices
- Building instructional leadership capacity

### Resources allocated to this strategic direction

**Professional learning:** \$31,000.00

### Summary of progress

After engaging with other networks and extensive professional learning for the senior executive, all Manly staff were involved in Learning Walks as a whole school process. The success of this professional learning theory was evident in practice with all staff participating as walkers and hosts to gather data about students and engage in reflective discussion. In 2023, the school will consolidate extensive feedback about Learning Walks to create a sustainable program that embeds this process as a regular and meaningful school practice.

Our leadership program was extended through the formalisation of a new thorough induction program with all new teachers supported with an out-of-faculty mentor to support their transition into the school. The success of this program has inspired the school to plan for a similar induction program for new head teachers.

### 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
60% of teachers are using learning intentions / success criteria each lesson and students can articulate these.	Observational evidence via Learning Walks indicated Learning Intentions and Success Criteria were visible in 100% of the classrooms and the majority of students could articulate these to the walkers.
30% of stage 4 & 5 programs include and are informed by pre-testing data.	Evidence of Pre-Testing is taking place in some classrooms correlating with Faculty programs through anecdotal data and program audits.
50% of stage 4 and 5 programs include tiered differentiation activities.	90% faculty programs have evidence of tiered differentiation activities in Stage 4 and 5.
One differentiated assessment task for stage 4 subjects.	This target will be carried over to the 2023 School Improvement Plan.

### Strategic Direction 3: Engagement and Talent Development of High Potential and Gifted Students

#### Purpose

Our purpose is to engage and develop the talent of our High Potential and Gifted students through providing Stage 6 subject acceleration, consistent self-assessment and reflection practices, and targeted enrichment and extra-curricular activities.

#### 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.

- Engaging and developing talent of High Potential and Gifted students

#### Resources allocated to this strategic direction

**Professional learning:** \$10,000.00

**Socio-economic background:** \$5,600.00

**Student support officer (SSO):** \$45,000.00

#### Summary of progress

In 2022, we expanded our acceleration initiative by setting up whole year group acceleration program, allowing all Year 10 students the opportunity to engage in acceleration options. As a result of this extensive proposal, two thirds of students nominated a preference to participate in an accelerated course. In 2023, the curriculum for these new courses will be prepared and processes to support accelerated students will be formalised.

In 2022 we successfully transitioned to using Manly Learner attributes in all Stage 4 and 5 reports. We also began professional learning to develop rubrics to support professional judgement when reporting. Reporting process were expanded to include student self-reflection in school reports, providing opportunities for all Stage 4 and 5 students to complete annotations in Manly Learner Portfolios. In 2023, the school will collaboratively create robust rubrics to consistently and fairly report on attributes for learning.

#### 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
50% of Year 10 students complete an accelerated Year 11 course.	This has been delayed, however, acceleration processes and subject selection has been completed for Year 10 students who begin a Year 11 accelerated course in 2024.
TTFM Wellbeing data improves to be at or above 81.06%.	Wellbeing data improved from 75.73 % in 2021 to 78.9 % in 2022. This is attributed to the flow on effect of Covid-19 impacts.
<ul style="list-style-type: none"><li>Manly Scholar attributes are featured in all school publications and classrooms.</li><li>80% of teaching programs explicitly teach and report on Manly Scholar attributes.</li><li>80% of students and parents are engaging with Manly Learner Portfolios during reporting cycles and post-school transition processes.</li></ul>	Manly Scholar Attributes are visible in all classrooms. Manly Scholar attributes are reported upon by teachers in Stage 4 and 5 reports. All stage 4 and 5 students complete Manly Scholar Attributes with annotations based on their subjects which are distributed with the Semester 2 reports. Year 12 students are using their Manly Scholar Attributes documents when applying for post school opportunities.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,600.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northern Beaches Secondary College Manly 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>• Engaging and developing talent of High Potential and Gifted students</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>• additional staffing to implement learning support to support identified students with additional needs</li> <li>• supplement of extra-curricular activities</li> <li>• engage with external providers to support students engagement and retention</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The creation of a range of school enrichment and extra curricular clubs and programs. Financial support has been provided for students experiencing hardship order to have equitable access to a range of opportunities, to develop their potential across all domains of potential.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support students experience financial hardship to further develop their potential and opportunities for growth.</p>
<p>Aboriginal background</p> <p>\$2,894.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northern Beaches Secondary College Manly 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>• Using data to inform practice</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>• targeted teaching practices and support</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal families continued to engage in the PLP process with increased knowledge of the opportunities provided to them by the school, such as accelerated stage 6 studies and participation in university innovation programs. Significantly, families expressed their child's sense of connection through programs enabling them to express their cultural identity and, more importantly, conversations continue to be positive and aspirational. All First Nation students have been given the opportunity to be involved in a leadership program to develop their potential in the social and emotion domains including participation and appointment a student as the president of the Junior AECG supporting her leadership aspiration. All Aboriginal students from Year 10 and above participated in the NBSC college leadership day.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue differentiated and personalised support to Aboriginal students.</p>

<p>Aboriginal background</p> <p>\$2,894.00</p>	<p>Additionally, issues of cultural safety will be addressed through ongoing professional development such as the college immersion in culture day and ensuring continued participation in leadership programs and school initiatives which focus on the significant days and their meaning</p>
<p>Low level adjustment for disability</p> <p>\$85,331.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Northern Beaches Secondary College Manly 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>• Using data to inform practice</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention literacy to increase learning outcomes</li> <li>• support for students in HSC Special Provisions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A continued increase in the school's value-add results and students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to identifying and providing targeted support for Stage 6 students at risk of not achieving Top 2 bands. Development of the Learning Hub and expansion of the learning support and wellbeing programs enabled intensive interventions for targeted and NCCD students that resulted in improved HSC performance, increased early entries and achievement of post-school goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to build the Learning Hub, learning support team and teacher capacity to provide targeted support.</p>
<p>Professional learning</p> <p>\$69,000.00</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 Manly 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>• Targeted teaching practices and support</li> <li>• Collaborative teaching and learning practices</li> <li>• Engaging and developing talent of High Potential and Gifted students</li> <li>• Using data to inform practice</li> <li>• Building instructional leadership capacity</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>• Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</li> </ul> <p>Targeted teaching practices and support Collaborative teaching and learning practices Engaging and developing talent of High Potential and Gifted students</p> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of staff have engaged in the Learning Walks process, collaborating and unpacking observations in collegial learning groups. Increase in staff leading and sharing PL after engaging in external courses</p>

<p>Professional learning</p> <p>\$69,000.00</p>	<p>to share knowledge and resources to support SIP initiatives. Significant uptake in staff using visible learning intentions and success criteria to enhance student learning outcomes Evaluation of the extensive induction program and mentor program revealed 100% of new staff feel supported and understand school processes in detail in order to be in line with consistent administrative and teaching and learning processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Using PL budget to cover teachers who have attended PL to then deliver to staff Using PL on HSC data to inform careers interviews to support students in post school pathways Refine Learning Walks process and embed as a continuous school practice to enhance the teaching and learning process Support and funding for faculties to embed Learning Intentions in stage 4 and 5 programs Support and funding for faculties who have yet to embed tiered differentiation in programs Funding for new staff to attend Ruth Phillips GATs course Support and funding for new curriculum programming (HSC and acceleration courses)</p>
<p>COVID ILSP</p> <p>\$15,700.00</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 2022.</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>• 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>• Intensive one to one or small group tuition program, meeting students 'point of need' in literacy and/or numeracy and additional HPG areas of need exacerbated during COVID as identified through Wellbeing team, Learning Support team, teacher professional judgements and rigorous student assessments e.g. engagement issues, perfectionist related procrastination, motivation issues, time management and organisation issues,</li> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students</li> <li>• employing/releasing staff to coordinate the program</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> <li>• Built a physical and digital Learning Hub to create a visible and accessible space (physically and digitally) where students can access ongoing academic and wellbeing support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Analysis of the data showed that the one to one and small group tuition has been implemented well in literacy for Stage 4, 5 and 6. By the end of Semester 12, 25% of students have made some progress but will require additional support, particularly in the area of motivation, organisation and study skills. As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in one to one appointments and small group tuition and upon return to classroom. 100% of Year 12 students who received ongoing Learning Advisor COVID ILSP funded one-to-one support obtained their HSC and an ATAR that enabled them to get into their university course of choice.</p>

<p>COVID ILSP</p> <p>\$15,700.00</p>	<p>Self referrals by students to Learning Advisors risen significantly (from 3 students in 2021 to 16 in 2022) due to the visibility and integration into the school culture of the Learning Hub and Learning Advisors accessibility in new space.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue implementation of one to one and small group tuition.  Plan for frequent analysis of student assessment and recording of data on Sentral and build in time for this information to be shared between Learning Support and wellbeing teams and class teachers.  Literacy PL implemented following significant rise in EALD student in Year 7 and detailed analysis of literacy task in O Week.  Google form created to identify literacy and numeracy goals for every student receiving additional support.  Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.</p>
<p>Student support officer (SSO)</p> <p>\$90,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Northern Beaches Secondary College Manly 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>• Engaging and developing talent of High Potential and Gifted students</li> <li>• Using data to inform practice</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Intensive one to one or small group tuition program, meeting students need identified through Wellbeing team, Learning Support team, teacher professional judgements and student self-referrals</li> <li>• providing targeted, explicit instruction for student groups in study habits and maintaining wellbeing and balance to achieve goals</li> <li>• providing after-school study group/ homework club opportunities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The school achieved a more consistent approach to identifying and providing targeted support for Stage 6 students at risk of not achieving Top 2 bands or those engaged in elite sports and other HPG extra-curricular activities. Development of the Learning Hub and expansion of the learning support and wellbeing programs enabled intensive interventions for targeted and NCCD students that resulted in improved HSC performance, increased early entries, awards and scholarships linked to HPG extra-curricular activities and elite sports as well as achievement of post-school goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to build the Learning Hub, learning support team and teacher capacity to provide targeted support.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	459	468	479	466
Girls	330	327	310	309

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	96.0	95.9	97.3	91.0
8	94.7	96.6	95.3	92.2
9	94.1	96.4	93.9	89.8
10	92.8	93.6	93.8	88.7
11	94.6	95.8	93.6	90.1
12	94.4	95.3	94.0	92.5
All Years	94.4	95.5	94.6	90.7
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

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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	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	99
Other	0	0	1
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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1.20% of Year 12 students at Northern Beaches Secondary College Manly Campus undertook vocational education and training in 2022.

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

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94.8% of all Year 12 students at Northern Beaches Secondary College Manly 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)	9
Classroom Teacher(s)	42.3
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	11.08
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 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,801,315
<b>Revenue</b>	12,097,150
Appropriation	10,419,803
Sale of Goods and Services	234,328
Grants and contributions	1,414,925
Investment income	28,093
<b>Expenses</b>	-10,545,525
Employee related	-8,792,757
Operating expenses	-1,752,768
<b>Surplus / deficit for the year</b>	1,551,624
<b>Closing Balance</b>	3,352,940

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	93,837
Equity - Aboriginal	2,895
Equity - Socio-economic	5,611
Equity - Language	0
Equity - Disability	85,332
<b>Base Total</b>	8,184,711
Base - Per Capita	199,314
Base - Location	0
Base - Other	7,985,397
<b>Other Total</b>	1,023,030
<b>Grand Total</b>	9,301,578

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

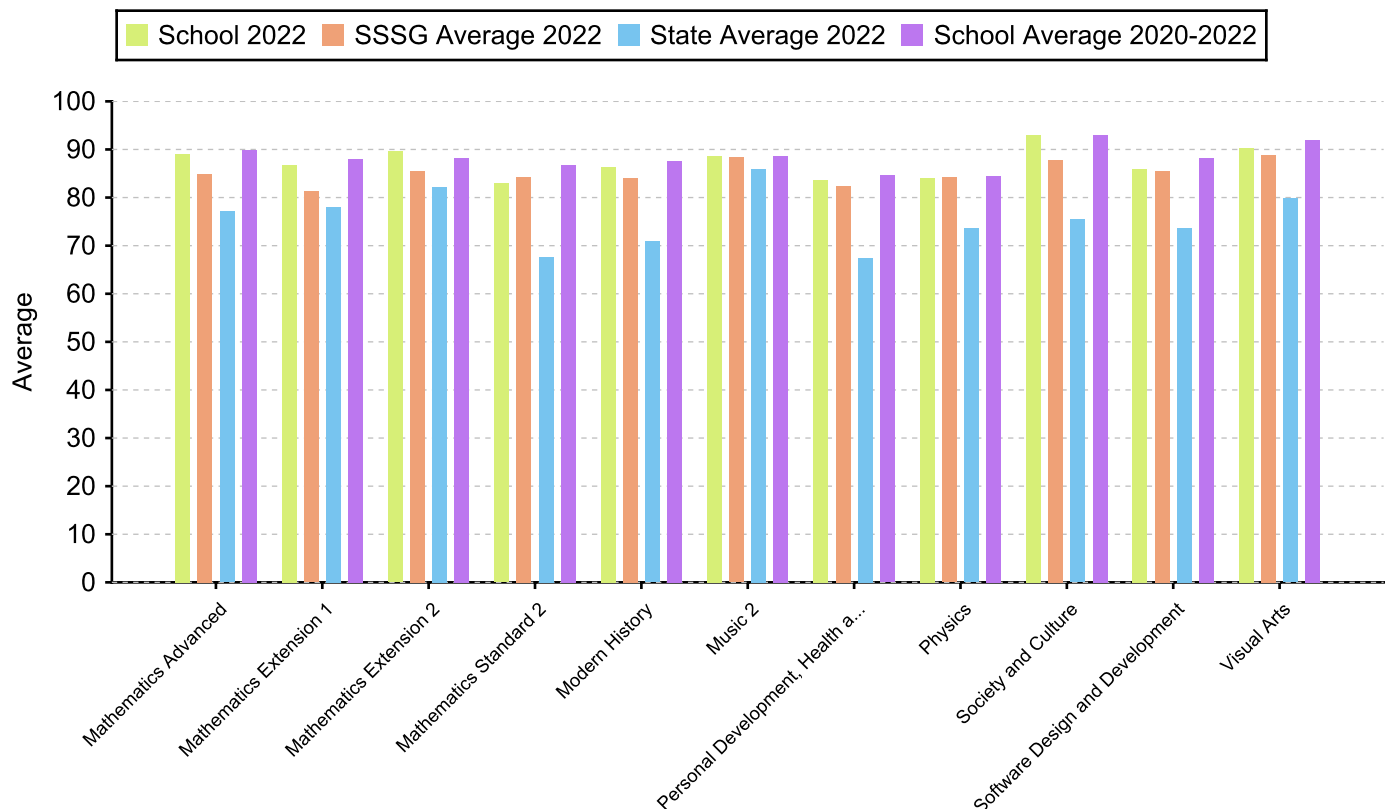
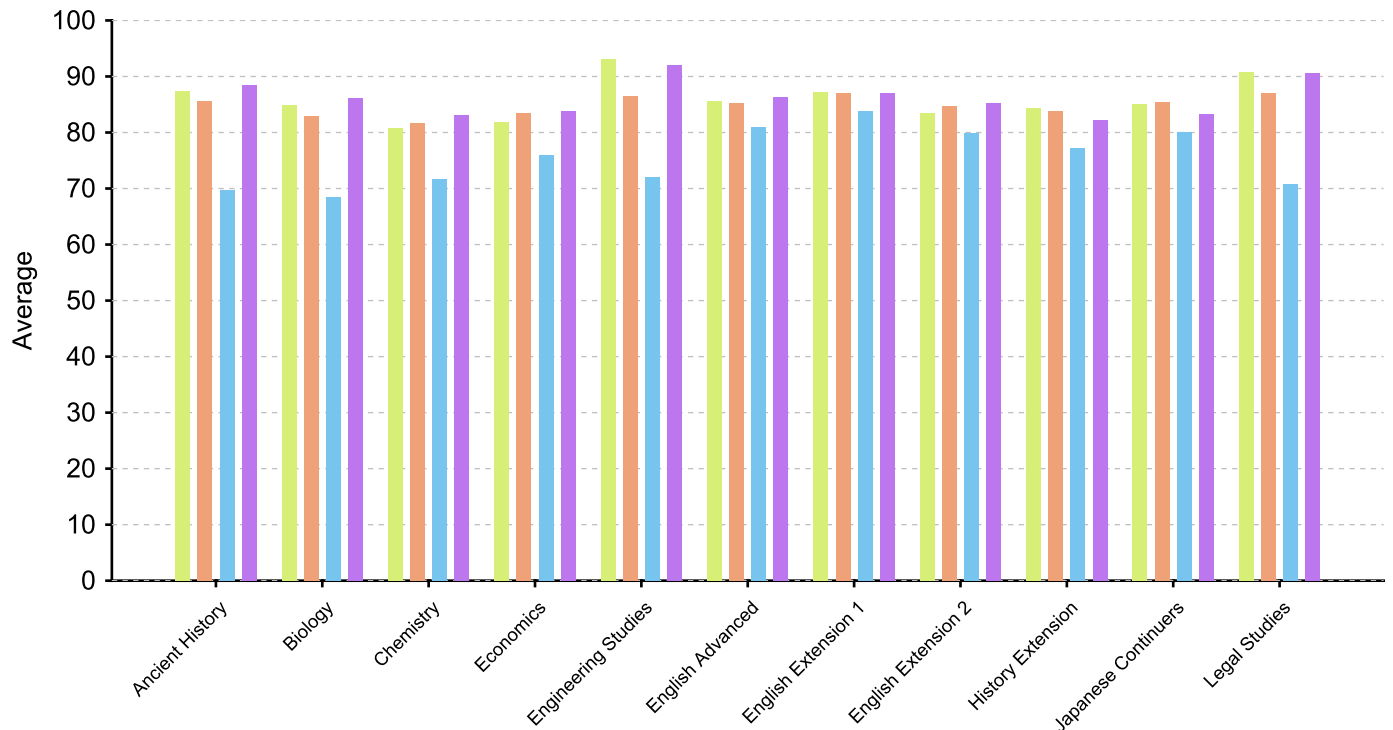
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	87.3	85.6	69.6	88.5
Biology	84.8	82.8	68.5	86.1
Chemistry	80.7	81.6	71.7	83.1
Economics	81.9	83.5	76.0	83.8
Engineering Studies	93.1	86.5	72.0	92.1
English Advanced	85.5	85.3	81.0	86.3
English Extension 1	87.2	87.0	83.9	87.0
English Extension 2	83.5	84.7	79.9	85.3
History Extension	84.3	83.7	77.2	82.2
Japanese Continuers	85.0	85.4	80.1	83.3
Legal Studies	90.7	87.0	70.8	90.5
Mathematics Advanced	89.1	84.9	77.1	89.9
Mathematics Extension 1	86.8	81.2	78.0	88.0
Mathematics Extension 2	89.6	85.5	82.2	88.2
Mathematics Standard 2	82.9	84.2	67.6	86.8
Modern History	86.3	84.0	70.9	87.6
Music 2	88.6	88.4	86.0	88.7
Personal Development, Health and Physical Education	83.7	82.3	67.5	84.6
Physics	84.1	84.2	73.5	84.5
Society and Culture	93.0	87.8	75.5	92.9
Software Design and Development	86.0	85.6	73.7	88.2
Visual Arts	90.3	88.8	79.8	91.9

## 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 2022. Questions were designed to elicit responses regarding wellbeing, transition, academic support, expectations and open-ended questions which encourage feedback. The data gathered continues to reflect very strong agreement about the academic focus, positive learning climate and high expectations culture. The aspirational nature of both students and parents were very high, valuing opportunities for critical and creative thinking through problem-based learning opportunities and explicit teaching practices. Despite the effects of Covid- 9, student buoyancy improved, reflecting a high sense of inclusivity and belonging, which highlights the sustained and focused efforts to support wellbeing over this period and beyond.*

# 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.