School context

The Freshwater Senior Campus (FSC) is one of five campuses in the Northern Beaches Secondary College (NBSC). Unlike any other multi-campus college in New South Wales, each campus in the NBSC has a Stage 6 (Years 11 and 12) cohort. Students from the other four campuses have the option of completing their senior studies at their existing campus or enrolling in FSC.

Enrolments remained stable in 2013. The school’s total enrolment was 628, with students coming from 34 different schools. As a number of these students studied courses at other College campuses and TAFE, the effective full-time enrolment was 595. International students represent only a small proportion of total enrolments.

In 2013, 292 students enrolled in Year 11. These students came from non-government schools (49%), the other four campuses of the Northern Beaches Secondary College (26%), government schools outside the NBSC (25%) and from interstate, overseas and TAFE (1%).

The Campus provides students with the widest possible curriculum choices including a comprehensive range of academically challenging HSC subjects and an extensive range of TAFE courses. Students can select from over 80 courses. On site TAFE facilities give students access to specialist courses including Nursing, Digital Arts, Tourism, Sport and Recreation, Children Services and Events Management.

Our student leadership program allows students to take on a wide range of responsibilities that both develop individual leadership skills and support campus initiatives.

Facilities at the Campus are spectacular. They include general learning spaces encompassing seminar and break-out rooms adapted to meet the needs of senior students. A 250 seat Performance Theatre, national standard gymnasium and a music centre with adjoining practice rooms position us with opportunities to provide a breadth of quality learning experiences for our students.

Special features of the campus curriculum include the provision of a Welfare Program structured around a timetabled Student Mentoring Program involving all students.

Our students enjoy the opportunity to learn in an uncomplicated environment where the level of trust developed with their teachers encourages them to take more responsibility for their learning.

Principal’s message

I am delighted to present the 2013 Annual Report. The 2013 HSC results were excellent and once again provided a strong acknowledgment of the wonderful teaching and dedicated learning of our students. The teaching staff has invested a lot of time and effort into refining their teaching methodologies and the school’s continual improvement over the last five years has vindicated the direction we have taken.

“Freedom to Learn”, our school motto, really does encapsulate the spirit within the school and the students readiness to prosper in an environment of high expectations. The value-added data that appears later in this report shows the strong growth that our students demonstrate in their two years at the campus.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Frank Pikardt

P & C and/or School Council message

The Parent Consultative Group is made up of parents who have volunteered to provide advice and support to the Principal. The group meets once a term.
**Student representative’s message**

The Freshwater leadership team offers a fantastic opportunity for any student wishing to give back to the school. We are a tight-knit group of peers, sharing ideas and motivation leading to much fun and success, thanks to the combined guidance from our fantastic teachers and mentors Mrs White, Miss Chowdhury and Mr Gordon. This role refines our skills as leaders and allows us to get more involved in school activities and decision making.

The daunting selection process involves making a speech to the other 320 people in our year as well as the teachers, followed by an anonymous vote. After twelve of the nominees have been selected by the year, another vote is taken within the leadership team as to who will fulfil each role; such as school captains and vice captains, community captains, sports captains and creative arts captains.

A major part of the leadership role is to host the Year 12 Graduation ceremony, help with Year 11 orientation and create a better school atmosphere by smoothing the divide between the year groups. As a team, we are best placed to combat issues that arise within the student body and present a solution or alternative. We are the mediators between the students and teachers and play a functional role in the communication of student ideas to those in charge of events and decision making.

Sports captains Aimee, Nathan and Zack, keenly assist in preparation and running of sports days for athletics, swimming and cross country as well as getting involved in Freshwater’s array of sports teams. While community captains, Ollie, Greta, Khushboo and Kosta help with organisation and set up of assemblies and are involved in the Students Take Action (STA) group; assisting within the community and outside the school. Creative Arts Captains, Poppy and Evered organise dance, music and drama performances as well as stepping up to MC ceremonies and assemblies. School and Vice Captains, Marina, Tom, Max and Hannah jump in where help is needed and together we make up the 2014 Freshwater leadership team.

Thomas Hammond and Marina Hough
2014 School Captains

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

The ratio of males to females remained stable in 2013.

**Student attendance profile**
The school’s attendance patterns continue to be well above the state.

Management of non-attendance

Monitoring strategies including the use of SMS to contact parents and a concerted commitment amongst all staff to increase student accountability have facilitated strong attendance data. Rolls are electronically marked every lesson and percentage attendance in class is recorded on reports.

Post-school destinations

Of the 2013 Year 12 cohort, 83% of students were eligible for the Australian Tertiary Admission Rank. Of these, an extremely high 75% (205 students) were offered a place in a course at University.

One student was offered an Academic Achievement Award by The University of New South Wales. Two students were successful in gaining Information Technology scholarships at The University of Technology. Four students were successful in gaining Business Cadetships to support their University studies. These four students all undertook the Financial Services VET Framework course through TAFE.

Of this 2013 cohort, 22% of students presented a VET Framework course for inclusion in their ATAR calculation – see accompanying table.

17% (55 students) of this Year 12 cohort selected a non ATAR pathway. Their pattern of study typically includes completing 4 units/ 2 courses in Vocational Education subjects either at school and/or at TAFE. Five of our students graduated Year 12 with a School based apprenticeships. These were in Hospitality, Automotive, Human Services - Nursing and two students in Retail.

The post HSC destinations of our non ATAR candidates include full time studies in Diploma and Certificate 3 courses at TAFE, taking on apprenticeships or traineeships, enrolling in courses at private colleges, joining the workplace or travelling overseas.

Year 12 students undertaking vocational or trade training

36% of students were enrolled in at least one TVET or SVET course in 2013. The most popular courses studied were Hospitality, Beauty, Children’s Services, Accounting, Sport and Recreation, Digital Photography and Construction.

99% of students attained their HSC in 2013.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>2</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>37.4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.9</td>
</tr>
<tr>
<td>Total</td>
<td>63.1</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There was no staff at Freshwater Senior Campus identifying as Aboriginal in 2013.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>855884.19</td>
</tr>
<tr>
<td>Global funds</td>
<td>524057.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>117262.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>524333.64</td>
</tr>
<tr>
<td>Interest</td>
<td>29942.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>742750.77</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2794231.20</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning                          | $          |
|                                              |            |
| Key learning areas                          | 170714.51  |
| Excursions                                  | 132765.43  |
| Extracurricular dissections                 | 36478.81   |
| Library                                     | 10021.71   |
| Training & development                      | 2380.12    |
| Tied funds                                  | 106987.75  |
| Casual relief teachers                      | 40402.05   |
| Administration & office                     | 316939.45  |
| School-operated canteen                     | 0.00       |
| Utilities                                   | 162388.72  |
| Maintenance                                 | 201139.69  |
| Trust accounts                              | 0.00705748.17 |
| Capital programs                            | 0.00       |
| Total expenditure                           | 1885966.41 |
| Balance carried forward                     | 908264.79  |

Regional funds were transferred to the school account in 2013 which is the reason for the large amount in trust accounts.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Arts

A number of successful student performances, activities and achievements were realised during the year:

- Dance, Drama and Music students presented their HSC pieces at a number of evening presentations in the Performance Theatre.
- Year 12 Dance class performed their HSC performance piece for family and friends at an evening performance night. Year 11 also participated in this showcase and performed a group piece developed in class.
- Drama students staged Group Performance and Individual Project evenings.
- Music 1 and Music 2 students performed selected pieces of their HSC repertoire at a showcase evening.
- Year 12 Music 2 students participated in a joint Manly and Freshwater campus Music 2 night.
- Visual Arts students staged an exhibition of their HSC Bodies of Work.
- Campus students performed music, drama and dance items at ‘On Show’.
- Music students staged a Christmas fundraiser concert for the Salvation Army and performed at the Music 1 Showcase Evening, Leader Induction Ceremony and Graduation ceremony.
- Access to creative arts facilities and teacher expertise offered out of class time through the provision of studio access for visual arts students, audio recording room training for music students, dance extension lessons and drama and music enrichment workshops.
- Extra curricular dance class offered to all campus students.
- The Freshwater Dance Ensemble performed in the Sydney North Dance Festival, the State Dance Festival and Schools Spectacular.
- Dance, drama and music performances showcased during assemblies.
- Daniel Willington selected for The Performing Arts Unit Jazz Orchestra and performed at a number of concerts including the Schools Spectacular.
- Katelyn Jackson performed in the combined choir at Schools Spectacular.
- Max Cullen performed in the college Jazz Improvisation Ensemble
- 12 nominations for ‘Call Back’, the Dance exemplar series of concerts. Madi McDonagh was nominated for her Core Performance. Robin Bicknell, Hana Lawson, Elena MacDonald, Miranda Newby and Sarah Penrose were nominated for their Core Performance and Major Performance pieces. Ashley Kennedy was nominated for her Core Composition.
- Tom Collins’ HSC Music 2 compositions, core and elective, were nominated for Encore with his elective composition being selected.
- Two students had their Bodies of Work selected for Artexpress. Jennifer Dunn had her work selected for Artexpress at The Armory, Sydney Olympic Park, Madison Wyllie had her work selected for exhibition at Hazelhurst Regional Gallery & Arts Centre and Tweed Regional Gallery.
- Jennifer Dunn with her HSC Body of Work submission at Artexpress at the Armory.
• Tyler Antcliff, Melani Gravas, Carla Nicholson and Sarah White had their art work selected for the Manly Art Gallery ‘Express Yourself’ exhibition.

Sport

Sport plays a vital role in the culture of Freshwater Senior Campus. In our short history, there have been many outstanding achievements by teams and individuals, both as a representative of our school or in the community.

Our sporting program caters for students who wish to participate in the traditional sporting carnivals, such as swimming, cross country and athletics. Swimming and cross country are run as competitor only events and in 2013 the participation level from our students was higher than in all previous years. Our athletics carnival was an outstanding success, held in perfect conditions and some long standing records were broken. Year 12 proved to be the champion year and won the coveted “Bird” trophy. Freshwater students have the opportunity to compete in school carnivals and then progress to representing at Warringah Zone, Sydney North Region and NSW CHS levels.

Other sports were played in gala day format. These include girl’s rugby 7’s, futsal, surfing and biathlon. Freshwater entered teams in the NSW All School’s triathlon for the first time this year. We entered a boys and a girls’ team in this event and both were extremely competitive amongst the 2,400 athletes competing on the day.

Sporting Highlights of 2013

Boys Triathlon team – 3rd in CHS
Boys Futsal - 1st Northern Beaches Region and State Carnival representation
Girls Futsal – 2nd Northern Beaches Region and State Carnival representation
Swimming – Boys 4x50m Freestyle relay bronze medal at CHS

Our students competed in fourteen CHS knock-out competitions including football, touch, basketball, netball, volleyball and rugby league. Freshwater students were also given the opportunity to be selected in Northern Beaches Secondary College teams including water polo, rugby union, netball and softball and gain selection at Regional and CHS level in any of the sports of their choice through the regional selection process.

Individuals

Thomas Hammond – Australian Olympic Hopes Sprint Kayak team - Sports Person of the Year
Peter Euers – Australian Junior Kayak team - Sports Person of the Year
Sasha Skyba – Sydney North regional football team
Jessica Sandtner - Sydney North regional football team
Harry Lowe – NSW under 17’s Rugby union team
Sarah Oakley - Sports Organisers award
Josh Couriel - Sports Organisers award
Scott Peterson - Pierre De Coubertin Award
Bodi Smith – Surfing

Bodi competing at state surf titles
**Academic achievements**

**Higher School Certificate (HSC)**

Highlights of our 2013 HSC results include:

- A top ATAR of 98.55 achieved by Lachlan Haverfield. Lachlan was also on the Premiers all-rounders list for band 6 results in all ten units.
- Jennifer Dunn, ATAR 97.6 on the Premier’s all-rounders list for band 6 results in all ten units.
- Madison Wyllie and Jennifer Dunn having their major works accepted for Artexpress.
- Robyn Bicknell, Ashley Kennedy, Hana Lawson, Elena McDonald, Miranda Newby and Sarah Penrose all nominated for Callback in Dance.
- Tom Collins selected for Encore in Music.
- 172 Band 6 results (results above 90%) which were the most of any school in the Northern Beaches apart from Manly Selective. 35 separate courses had at least one student in band 6.
- 86 students gained Certificates I, II, III across a wide range of vocational education and training courses.
- Joshua Bannister awarded the Freshwater Community Bank academic scholarship.

- Other outstanding ATAR’S include Max Farrow (97.90), Josh Bannister (97.85), Louise Raynaud (97.80), Sorcha Kaufmann (97.40).
- Anna Zurek and Oliver Horlyck gained UTS Bachelor of IT scholarships.

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Value added data at the campus continues to be well above similar school groups (SSG). In the case of our higher achieving students it is over four times greater than the similar school group (SSG) standard, in middle achieving students over three times greater and in low achieving students over two times greater. This places the school among the top performing schools in the state in relation to improving student performance.

**Significant programs and initiatives**

**Aboriginal education**

Appropriate Aboriginal content has been included in all relevant teaching programs at the campus. There was one identified Aboriginal students at the campus in 2013. The school continues to be committed to providing a curriculum that will cater to the needs of aboriginal students in the future. All aboriginal students in the school are supported by Ms. Gail Perry who is our dedicated contact person.

**Multicultural education**

The Campus curriculum included ESL classes in both Years 11 and 12 that provided excellent learning opportunities for those students whose primary language is not English. The ESL teacher, who works at the Campus three days per week, assisted in the delivery of these courses. He also worked closely with a number of teachers of other courses to ensure that the linguistic challenges faced by these students in these courses were carefully considered and catered for.

![Kyle Gu receiving DEC International School Service Award from Mr. Andrew Piccoli](image)

**Students Take Action (STA)**

**Community Outreach Group**

*Mission Statement*

“We reach out to our community to enrich all of our lives”

Through aiming to make a difference in the lives of others, both in our local community and in our sister school in Tanzania, Africa, STA students undoubtedly develop greater resilience and self-esteem.

**HANGA (VTC) - TANZANIA, AFRICA**

*Freshwater School Community continues to empower students through the provision of access to the “WORLD WIDE WEB”*

One of the most significant initiatives for Freshwater Senior Campus is our ongoing project to support the Hanga Vocational Training School in Tanzania. Since 2004, this has been an exciting and rewarding focus for students, staff and parents. Testimony to the success of the project is the fact that over the past nine years, around $100,000 has been raised.

This boarding school for young men and women run by Benedictine monks, has continued to educate its graduates, primarily in trades, which will enable community members to enhance the lives of those in the local area – such trades as automotive, carpentry, tailoring, electrical as well as farming skills, clearly empower graduates and their communities in so many ways.

In 2013, there was a significant increase in the number of girls who were enrolled in the school. Of the 126 students, 30 were girls, compared with 8 in 2004. This empowerment is invaluable for the community.

Our contribution towards the students, staff and wider community who can access crucial links to the world beyond Hanga (Tanzania) is clearly embodied in our provision of the laptops, satellite and internet connections since 2004.

This year we have provided $2,960 for an additional 15 computers, their delivery and installation as well as $2,500 for the payment of the modem connections.

Whilst in 2007, we facilitated the establishment of one well equipped computer lab; we are delighted to report that this has increased to a second lab being set up in 2013.
Whereas the original lab had eight computers, now 35 students can sit at laptops at the same time. Furthermore, whereas there was only one qualified teacher when our computer project started in 2007, there are now six teachers who have a certificate in education and two Brothers (of the Benedictine Monastery) who have finished a diploma in teaching. Notably, all have developed a high level of computing skills.

Brother Patrick, the principal of Hanga VTC now proudly informs us that the school is becoming well known because 30 students from two different schools will be staying and studying at the school for three months. These students will also be taking short courses in computers. He has advised us that the school is now in a good position which is testimony to the difference we have made to Hanga VTC.

Clearly, STA’s focus is to annually raise funds to sustain this project through various initiatives such as mufti and cake stall days and Japanese visits, whilst the Hospitality students caters functions which inject significant funds towards our project.

Students visiting Mona Vale Hospital

STA students also embraced The Salvation Army Red Shield Appeal, Pink Ribbon Day and Jeans 4 Genes.

In addition, STA students have had significant leadership opportunities by participating in the World Vision Leadership Conference in Homebush and promoting the 40 Hour Famine.

Increasingly we hear of the benefits of volunteering time and energy in terms of building greater resilience and self-esteem in those who are actually involved in the “giving”. Overwhelmingly this is evidenced in the students who become involved in our STA group here at Freshwater Senior Campus. Through becoming involved in our many and various projects throughout the year, these fine young men and women not only learn so much about the world around them, the challenges and difficulties faced by the ill and the disadvantaged, but also just as importantly, they learn about themselves. In doing so, they experience great joy and personal satisfaction in the act of giving, thus strengthening their resilience and self-esteem.

The Library Renovations 2013

We have been blessed here at Freshwater Senior Campus since its reinvention in 2003 with beautiful surrounds, open spaces, modern classrooms and graffiti free walls. But during 2013 Freshwater saw its biggest renovation since the campus was redesigned. Our big, ample Library had served us well and deserved a much needed face-lift.

The old Library was a functional space for quiet work, with many single study pods and quiet computer areas – this layout had served the school well. But with the evolution of our campus and the diverse student needs it was time to revisit our Library’s learning space.

Cake stall and Mufti Day for Tanzania

Local Community Projects

Once again, in 2013, groups of enthusiastic students visited the elderly and the sick, participated in charity days and raised money to improve the lives of others in our local community. As always, we have actively participated in the Salvation Army Red Shield Appeal doorknock and visited both the Mona Vale Hospital and the War Veteran’s Retirement Village on Easter and Christmas visits where students spread joy amongst the ill and the elderly.
As we have a unique senior environment where students thrive on independent learning and are encouraged to work collaboratively as well as the impact of the ever changing technology on how students learn, it was vital to reinvent the heart of our schools learning. So began a long and exciting process of consulting, designing and eventually building a new library.

The new space is a warm, vibrant room that has been buzzing with a constant stream of students and staff. The changes made reflect the senior learning environment, promote a collaborative and open learning space and suit the needs of our school. We have tried to create a space that is flexible and caters for a range of student and staff needs, we are looking towards the future of education and want to provide comfort and functionality in our space. We have stayed true to the library, choosing flexible mobile shelving that serves to highlight our books, various study areas that combine comfortable areas with more structured spaces for quiet learning.

Initially we sought the help of a design consultant who came in to work with our team in determining how best to use the space, this enabled us to move forward with a clear focus and understanding of our vision. After the initial consultation process which included liaising with staff, students and parents the project moved forward at a rapid pace. The library staff worked hard at culling resources to reduce the amount of unused print and make room for newer stock. We removed all the old shelving and tired furniture to make way for the new. During the 2013 term 1 break walls were knocked down, carpet was ripped up and all the walls were painted. This made room for the new carpet tiles to be laid and the arrival of new furniture.

New spaces have been created with cleverly placed furniture and a unified concept. We have desktop computer benches, moveable laptop tables that students can plug into, lounge areas featuring couches and ottomans, a magazine display wall and many tables and chair areas for smaller groups or individual work. We have recently opened up three student seminar rooms for quiet working spaces. All furniture was selected with the utmost care for functionality and aesthetics. The final design addition that completed the vision was the window decal running the length of the library entrance. With the efforts of a local designer Michele Kaye (who is also a dedicated parent to one of our current year 12 students) we have created the most beautiful design that captures the spirit and ethos of our school, words like connect, challenge, strength and discover adorn our library entrance thus encapsulating the heart of the space and school.

Whilst the beautiful furniture and contemporary designs are very exciting, the real transformation has come from the students. We have harnessed in them a collective spirit of group collaboration – gone are the industrial individual pods that provide quiet disconnected spaces. Now we have open space, light and enthusiastic conversation. Students are working together connecting, challenging each other to discover answers, friends and the strength to take their learning into their own hands.

We have ensured that we are catering to a range of learning styles, keeping updated with evolving technologies and providing a welcoming and comfortable space for our students to enjoy.

Renovating our library has been a whole school focus and was supported by the hard work and time of many people. But it has been an entirely rewarding and positive endeavour. As the needs of our diverse students continue to evolve we will carry on supporting their learning and the new library is demonstrative of this.
School planning and evaluation
2012—2014

Program evaluations

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2013, the school carried out:

- evaluations of Preliminary assessment tasks within three faculties.
- an evaluation of the Creative and Performing Arts (CAPA) faculty.

Preliminary Assessments

Background

Focus was undertaken in the area of assessments for specific units of work being undertaken. The audit was to evaluate existing tasks and suggest areas that could have been developed and improved upon.

Findings and conclusions

Three subject areas were audited in 2013 Ancient History, PD/H/PE and Physics. This was conducted by Ann Leaf of Learning Scope and tasks were collected and sent for appraisal and review with the following criteria:

1. Addressing syllabus outcomes
2. Embedding Quality Teaching throughout all teaching and learning programs
3. Embedding Literacy
4. Embedding Numeracy
5. Embedding ICT (Information Communication Technology) for the 21st century.

This evaluation commenced in term 2 of 2013 and was initially presented to Executive who supported the initiative, following a presentation made by Ms Leaf.

The criteria agreed upon was consistent with the overall school plan for 2012-2014. Many tasks evaluated included the use of ALARM (A Learning & Responding Matrix) that has been extremely successful at Freshwater, developing skills in literacy and structure of written work.

Tasks that were collected were for units presented over a semester and supported pedagogy and curriculum within the Preliminary course.

Different levels of feedback were made available and generally, the school requested the most detailed of reporting. Detailed reporting was presented within each area with recommendations, suggested plans of action with specific syllabus dot point referencing, whereas shorter reporting was focused on the tasks themselves. These were essentially observations, suggestions and comments. Assessment schedules were provided and syllabi were used during the audit in each area.

Feedback was used to restructure certain tasks by providing a more comprehensive and explicit assessment of learning. Outcomes were assessed and components dismantled, as well as weightings and methods of assessment being considered.

Reviews were then presented to Head Teachers that were then discussed with faculty staff. Both Deputy Principals held interviews with staff to then determine if agreement was reached in terms of the feedback supplied. Generally there was a strong willingness and belief that changes would improve assessments.

Staff and Head Teachers agreed to vary the styles of tasks and make more explicit reference to outcomes. Several of the marking guidelines supplied with tasks were reviewed and ultimately developed and improved. A stronger connection with syllabus outcomes was recommended in some areas. Weightings were carefully assessed and minor printing errors in some schedules amended. There was over assessment in certain areas and this was streamlined and consolidated.

Higher order thinking was developed in several tasks and additional scope for exploration and investigation incorporated into some assessments. Numeracy was lacking in some tasks and suggestions were made to incorporate it where appropriate. In several tasks, more background needed to be provided to create a stronger presence of both context and purpose. ICT skill development was considered in all areas and suggestions were made to incorporate them at certain points. After the meeting with Deputy Principals, a timeframe was negotiated where tasks would be revised and re-implemented.

The staff and Head Teachers who undertook this assessment were extremely cooperative and keen to discuss the tasks and consider improvements. These have since been
incorporated into the assessment schedule for the Preliminary course.

It was an effective professional development activity that facilitated several detailed professional discussions and evaluations resulting in consolidation and improvement.

A goal for 2014 has been the development and implementation of formative assessment so the process of auditing tasks through Learning Scope has been put on hold until later in the year. All faculties have been reviewing tasks and developing assessments that occur around major examination periods, and this process began at the end of 2013.

Future Directions

Many assessments will be updated and modified in the next 12-18 months. Whilst the auditing of assessment tasks achieved many positive outcomes in 2013, all faculties will be reviewing their formative assessment in 2014. Schedules will be examined and weightings reconsidered.

Once this has taken place, the process of auditing may be initiated again to review these tasks in detail.

Creative and Performing Arts Faculty

Background

The CAPA faculty is comprised of seven teachers, many of whom teach across a number of faculties including CAPA, English and HSIE. In 2013 subjects taught were Dance, Drama, Music 1, Music 2 and Visual Arts. In 2014, Entertainment and Music Extension are being taught. Staff teach within their discrete areas of specialisation. This allows for the development and refinement of content and skills specific to the demands of each subject. The CAPA staff strives to offer students structured, creative and supportive learning experiences to facilitate achievement to the highest performance and intellectual standards.

We are a collegial team and liaise with each other and with other Creative and Performing Arts practitioners when developing resources and marking student work to ensure our outcomes and feedback address the rigorous demands at a Stage 6 level. Integrated within the faculty philosophy is a focus on providing students diverse performance and display opportunities so that they experience and are comfortable with the exposure of their work beyond the classroom situation in preparation for the HSC external marking experience. Fixtures on the annual school calendar are Dance, Drama and Music performance nights as well as the Body of Work Exhibition held in Term 3 each year. Students are encouraged to avail themselves of additional support and mentoring in relation to their HSC projects and performances. All CAPA staff offer extension workshops and lessons beyond the classroom environment for interested students. Literacy development and refinement, through the integration of ALARM (A Learning and Responding Matrix), is a faculty priority and writing is a significant component of theoretical lessons.

Findings and conclusions

Analysis of HSC RAP and SMART data available to school from BOSTES and the DEC demonstrates consistent strong HSC results in CAPA subjects. CAPA as a faculty performed significantly beyond the state mean in 2013. High results are consistent across genders. In 2013, 23 Band 6 results were achieved within the faculty from a cohort of 105 students, representing 22% of the group. Band 6 results were achieved in all courses. This is the highest percentage of Band 6 results since the school became a senior campus. Improvement is also evident within other Bands. 49% of students achieved Band 5, 28% achieved Band 4 and 1 student achieved a Band 3 result. No Band 2 or Band 1 results were realised in CAPA courses. It is pleasing to note that 71% of CAPA students achieved Band 6 and Band 5 results.

All CAPA courses achieved results above the state mean and positive value added, when results were compared to SC student performances with the exception of Music 2. However, Music 2 achieved its first Band 6 result and selection for ‘Encore’ since the introduction of the course at Freshwater. A close analysis of data reveals that the practical performance component was an area of weakness for some Music 2 students; this finding will inform the 2014 teaching program with a targeted rehearsal schedule and increase in public performance opportunities.

Dance continues to be the highest performing CAPA course with 40% of students achieving Band 6. A commendable achievement for 2013 was the nomination of 12 performances for ‘Callback’.

Drama achieved a significant increase in the percentage of Band 6 results with 21% in 2013
compared to 14% in 2012. Visual Arts recorded an increase in 2013 Band 6 results of 21% compared to 16% in 2012, two students will have their artworks exhibited in Artexpress during 2014.

**Future directions**

The Creative and Performing Arts faculty aims to continue to provide stimulating, creative and challenging experiences to facilitate student learning and the achievement of their potential. The explicit teaching of literacy and the modelling of exemplar responses has been embedded within all teaching programs. A target for 2014 is to increase performance opportunities for Dance, Drama and Music students, throughout the year, during year assemblies. The anticipated outcome is the building of confidence and refinement of skills within the performance domains and to alleviate performance anxiety.

**School planning 2012—2014: progress in 2013**

**School priority 1**

To develop an appropriate welfare curriculum for a senior Campus that has the development of resilience and control as its focus.

**Outcomes from 2012–2014**

- A reduction in 2013 in the number of students applying for anxiety related misadventure.
- A significant decrease in student “meltdowns” at the Trial / HSC.
- Resilience factors incorporated into school curriculum as reflected in teaching programs.

**Evidence of progress towards outcomes in 2013:**

- Survey students in mentoring (Term 1, 2013) and re-survey in 2013 showed that students are feeling more resilient.
- Realignment of the schools welfare structure. 95% of student responses were positive about the school’s welfare structure.
- A significant reduction in the number of counsellor referrals related to student anxiety and a commensurate reduction in the number of anxiety related misadventure appeals in the HSC.
- Continued incorporation of resilience factors into school curriculum as reflected in teaching programs.

**Strategies to achieve these outcomes in 2014**

- Continued staff training on preventing and managing student anxiety.
- Changes to the school assessment schedules to reduce the pressure on students.
- Continued motivational guest speakers program with follow up activities.
- Early identification and intervention of students demonstrating anxiety / stress.

**School priority 2**

To confidently and regularly incorporate literacy practices in teaching and learning to reinforce significance and improve the relative performance of middle and higher achieving students.

**Outcomes from 2012–2014**

- Continued strong enrolments and community interest in the school.
- Increasing number of band 5 and Band 6 results.
- Strong aggregated value added data that is in the large effect range.

**Evidence of progress towards outcomes in 2013:**

- Improved levels of control within student responses leading to another 16% increase in Band 6 results and a 13% increase in band 5 results.
- Aggregated Value Added Data for lower, middle and high achieving students remains in the large positive value added effect size range.
- A 10% increase in ATAR’s over 90.
- 24% increase in the number of enrolment applications.

**Strategies to achieve these outcomes in 2014:**

- On-going staff training which includes mapping of student responses against ALARM matrices to identify evidence of deep knowledge and deep thinking.
- Regular time dedicated in Staff and Faculty meetings to focus on differentiation as integral to meeting diverse student needs.
- Literacy skills are systematically linked to content delivery within regular teaching practice.
- Demonstration lessons and peer training.
Professional learning

A total of $36605.25 was spent on professional learning activities in 2013.

The breakdown of expenditure was as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>$174</td>
</tr>
<tr>
<td>Use of ICT’s</td>
<td>$2009</td>
</tr>
<tr>
<td>Literacy</td>
<td>$1787</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>$16779</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$9651</td>
</tr>
<tr>
<td>Career Development</td>
<td>$2727</td>
</tr>
<tr>
<td>Welfare</td>
<td>$3479</td>
</tr>
</tbody>
</table>

Parent/caregiver, student, and teacher satisfaction

In 2012, the school sought the opinions of parents, students and teachers about the school. No Survey was completed in 2013. The responses of the 2012 survey are shown below.

<table>
<thead>
<tr>
<th>School Organisation</th>
<th>% Agree</th>
<th>% Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school is well organised and efficiently managed</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>My child is encouraged to take responsibility for her/his learning</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>The school actively promotes regular student attendance</td>
<td>98</td>
<td>2</td>
</tr>
<tr>
<td>My child feels physically and emotionally safe when he/she is at school</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>The goals I have for my child are consistent with the school’s goals</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>My child has plenty of opportunities to do things at school that interest her/him</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>The school has high academic standards</td>
<td>98</td>
<td>2</td>
</tr>
<tr>
<td>I am informed promptly if my child has a problem</td>
<td>94</td>
<td>6</td>
</tr>
</tbody>
</table>

Leadership and Management

<table>
<thead>
<tr>
<th>Category</th>
<th>% Agree</th>
<th>% Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school executive has a positive influence on the school culture</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>Overall, I am satisfied with the school's planning</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>I have confidence in how the school is managed</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>There is effective educational leadership within the school</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mr. Frank Pikardt, Principal
Ms. Hayley Emmerton, Deputy Principal
Mr. Chris Mortimer, Deputy Principal
Ms Adrienne Cobby, Head Teacher
Ms. Sandra Svilans, Head Teacher
Ms. Jasmin Chowdhury, Head Teacher
Ms. Barbara Leonard, Teacher
Ms. Melissa Penrose, Teacher

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: