

Brisbane Water Secondary College Umina Campus

Annual Report



Brisbane Water Secondary College - Umina Campus

School Captains - 2016

Campus Principal: Mr Brent Walker. College Principal: Mr Paul Gilmore. Deputy Principals: Mr Warwick Bateman, Mr Adam Montgomery, Mr Simon Warren



Back Row (L to R): Braedon Stokeld, Kyhamoana Tevi-Fuimaono
Front Row (L to R): Shaylan Petersen, Kyle Dufficy

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2016



STRENGTH THROUGH UNITY

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Introduction

The Annual Report for **2016** is provided to the community of Brisbane Water Secondary College as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high-quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Paul Gilmore

College Principal

School contact details

Brisbane Water Secondary College Umina Campus

Veron Rd

Umina, 2257

www.umina-h.schools.nsw.edu.au

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

4341 9066

Message from the Principal

Brisbane Water Secondary College (BWSC) strives to be the school of choice for our: students; parents; carers and community partners. The College continues to make significant incremental gains in the areas of academic excellence, sporting excellence, creative and performing arts, student wellbeing, student voice and post-school opportunities for its students. Student success is underpinned by the expertise and commitment of the teaching staff to deliver engaging and enriching learning experiences for all students.

At the present time, there is a strong collegial professional ethos to support one another in developing the highest quality professional practice to deliver differentiated individualised learning to meet the needs of all students. The implementation of Google Applications for Education across the College has enhanced the capability of our teachers to engage students in their learning and provide innovative, creative and collaborative learning experiences. Advancement Via Individual Determination (AVID) continues to be a major focus across the College, giving teachers the tools to ensure students become well rounded independent learners in preparation for post-school life and further tertiary studies.

BWSC has strong support from its local community. There is a long history of community partnerships that support student learning experiences through mentoring, sponsorship and fundraising. I take this opportunity to thank our supporters including the local business partners, Umina and Woy Woy Rotary, Ettalong Diggers, Bendigo Bank, Peninsula Village and all of our Parents and Citizens who tirelessly give their time to support our students.

The Brisbane Water Learning Community (BWLC) which includes the five partner primary schools continues to meet each term to plan, develop and implement effective strategies in teaching and learning. The establishment of the Curriculum Teams in English, Mathematics, Science and HSIE has strengthened the communities' ability to develop consistent practices in teaching, learning and assessment across all schools. The sharing of resources and expertise is an invaluable professional practice that has enhanced the relationship of all of the government schools located in the Peninsula area.

The BWSC Umina Campus, under the leadership of Principal Brent Walker, continues to set the benchmark for innovative practice in the middle school setting. There is a committed focus to improve student learning experiences through the teams structure which includes specialist academic classes, targeted sports classes, as well as creative and performing arts classes. The AVID program is now in its third year of implementation and continues to target a number of students to develop skills in readiness for the adult learning environment. Focus on Reading as a strategy to improve literacy, has been embedded into the teaching and learning programs of all faculties and is responsible for the student success in the external 2016 NAPLAN examinations. The establishment of Professional Learning HUBS allows teachers to actively engage in collaborative professional learning on a fortnightly basis. The HUB allows all teachers to actively reflect upon and enhance their ability to improve their classroom practice in direct reference to the Teaching Standards. The Umina Campus successfully completed the rigorous School Validation Process and was identified as a school that had completed the process at an exemplary level.

The BWSC Woy Woy Campus under the leadership of Principal David Allomes, continues to excel in the ability to provide a diverse array of post-school opportunities for all students. The Woy Woy Campus is a strong advocate for the continued implementation of AVID across the College which guides senior students in the development of the skills needed to be successful in future tertiary studies including University. The expertise and dedication of the teaching staff, to prepare students for life beyond school, is evident in the high number of students that scored highly in the Higher School Certificate resulting in, over 43% of students receiving first round offers to further their studies at University in 2017. The senior Campus successfully prepares and supports students through a Careers and Transition program that provides work experience, mentoring and the development of workplace skills to ensure that all students are guided to successful post-school employment.

I certify that the information in this report is a result of rigorous school self-assessment practices in conjunction with the School Excellence Framework (SEF). The College continues to develop authentic validation practices to gather relevant data to revise current practice and to project into the next phase of the Five P (Purpose, People, Process, Practice and Product) Planning Model setting new milestones, impact statements and validation collection points.

Paul Gilmore

College Principal

Brisbane Water Secondary College

Message from the school community

Brisbane Water Secondary College is strongly supported by the Parents and Citizens Associations (P & C) of both Umina Middle School Campus and Woy Woy Senior Campus. Both Campus canteens are operated by the P & C and the financial profits continue to provide funds to benefit students learning at both Campuses. Funds have been focused towards the recognition of student achievements, curriculum delivery, and a variety of student welfare initiatives. The P & C have supported the school through the following financial contributions:

Umina Campus P&C

- 2015 P&C Incentive Awards (Scholarships Yrs 8 & 9) \$500
- 2016 P&C Incentive Awards (Scholarships Yrs 8 & 9) \$500
- 2016 Sporting Awards \$300 •Donation \$10000

Woy Woy Campus P&C

- Donation \$ 9750
- Duke of Ed. \$330
- 2016 P&C Incentive Awards \$750
- Edudata Software \$420
- Examination Papers \$5500
- Foxtel Subscription \$2450
- Library Resources \$300
- 2016 Sporting Awards \$300
- 2015 P&C Incentive Awards \$250

Cooperation between parents, teachers, students and the wider community has resulted in the students of BWSC continuing to achieve outstanding results in all curriculum areas. Additionally, the P & C are proud of the involvement of our students and teachers in the local community. As a parent group, we are proud of the successes of our students and their engagement in the learning environment at BWSC.

Heather Smith

College P&C President

School background

School vision statement

BWSC will enhance life opportunities for every student through quality pedagogy, diversity of curriculum and innovative practice in partnership with an informed, supportive community

School context

Brisbane Water Secondary College is a dynamic comprehensive, co-educational, 7–12 high school located on the Woy Woy peninsula. The college was established in 2002 across two campuses to provide age appropriate teaching and learning environments and has increased curriculum and extra-curriculum offerings. The Umina campus of 850 students caters for students in Years 7–9 and provides a Middle Years education philosophy emphasising team based teaching and learning and the development of confidence and leadership skills in students. The senior campus of 780 students at Woy Woy caters for students in Years 10–12 and emphasises the preparation of students for the major external credentialing of the Higher School Certificate. Strengths: The unique Teaching Teams structure on the Umina campus complemented by selective academic and CAPA classes has been a key feature in achieving academic, sporting and welfare success. Key programs, Focus on Reading and Positive Behaviour for Learning has embedded a culture of learning and success. In 2016, AVID, a university readiness program will be operating in year 7–10. Due to the college structure, the Woy Woy senior campus provides flexible access to unparalleled opportunities including in excess of 50 senior courses, Health Services training, sporting academies, a recording studio and the full range of vocational courses and SBAT opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

In the domain of Learning the Umina Campus is delivering in: Learning Culture, Assessment and Reporting, Student Performance Measures and Curriculum and Learning. The Umina Campus is sustaining and growing in the area of Wellbeing.

A feature of the Umina Campus is the implementation of AVID into all years. The Campus is committed to providing individualised learning through specialist classes including a selective stream, Creative and Performing Arts (CAPA) and Gifted and Talented Sports Program. The Umina Campus continues to implement “*Teaching Teams*” structure to middle schooling whereby teachers are able to develop individual student profiles and develop teaching strategies to support the learning needs of all students.

In the domain of Teaching the Umina Campus is delivering in Effective Classroom Practice and Data Skills and sustaining and growing in all other areas. The introduction of professional learning hubs allows teachers to plan, implement and give feedback through peer observation. A collaborative approach to professional learning actively engages all teachers in professional learning so as to bring about consistent teacher practice in the classroom.

In the domain of Leading the Umina Campus is delivering in the area of School Planning and sustaining and growing to excelling in all other areas. The Umina Campus conducted parent forums in 2016 in consultation with the five partner Primary Schools. The parent forums allowed the Umina Campus to converse with the parents in the community and take on board their recommendations for improvement. The school has been able to act on the advice from the community and has made significant changes to the school in terms of resources available and the outward appearance. The Umina Campus has successfully promoted itself as the “School of Choice”.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our

School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Individualised Student Learning

Purpose

Purpose: To make learning accessible to all students in order to meet individualised student needs. To engage students in quality learning in order for them to reach their potential.

Overall summary of progress

Focus on Reading continues to be a focus of the Umina Campus. All teachers have participated in FoR professional learning and have been given time to review teaching and learning programs to add teaching activities that can be used in the classroom to continue to improve students reading skills. The Umina Campus has implemented a rigorous process to gather individual information about individualised student learning needs. Teachers have been better equipped to make adjustments and modifications to learning for their students in classrooms

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in student growth data for NAPLAN in all areas	There continues to be growth in 7 areas of the NAPLAN examinations. There is remarkable growth in all areas for our Indigenous students. Year 7 improvements in reading, grammar and punctuation. Year 9 Improvements in reading, writing, spelling and grammar and in addition comparative data show students are above similar type school in all areas.	There was professional learning funds used to train staff in FoR and release time given to staff to review and implement new strategies into programs. Professional learning time was allocated to NAPLAN, analysis and marking, was conducted as part of the School Development Day. \$10000
All teachers develop teaching programs containing strategies for differentiated learning.	The collection of data associated with the NCCD reform was electronically collated onto Sentral and linked to individual student profiles. Teachers have been able to use this data to develop individualised learning experiences. Teachers have been able to differentiate the learning experiences making modifications and learning adjustments for students.	The collation of individualised student data did not require extra funding and resources. The Wellbeing team and the Learning Assistant Support Teachers were involved in the collation as part of their daily tasks.

Next Steps

The campus will continue to implement Focus on Reading strategies and monitor the teaching of reading strategies in teaching programs through the College Faculty Review process. Ongoing collection and review of student learning needs will continue to be a focus of the Wellbeing Team and the Learning Assistant Support Teachers. Individualised student learning needs will be circulated to teachers through team meetings and professional learning hubs.

Strategic Direction 2

Quality teachers and Leaders Learning

Purpose

Purpose: High quality educational practice to ensure innovative and engaged learning. Collaborative and supportive teachers enabling and sustaining reflective and responsive practice. Promote and empower leadership opportunities in the classroom to achieve college vision. All staff meet and maintain accreditation at the appropriate level and remain in Public Education.

Overall summary of progress

The College is committed to the professional learning of all teachers so as to improve teaching practices and develop high quality teachers who deliver pertinent individualised learning. The major areas of professional learning include, Focus on Reading FoR, Advancement Via Individual Determination (AVID) and Differentiation of the lesson. Teachers have responded in a professional manner to the new Professional Development Plan (PDP) and are prepared for the new Teacher Accreditation processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff complete an individualised Professional Development Plan (PDP) recognising and identifying areas of personal and professional development	All staff have participated in the PDP process and have submitted PDP's which are stored electronically. Time was given in teacher meetings to deliver important information and for teachers to collaboratively plan and implement professional development plans	Teachers were given time in teacher meetings to develop a personalised PDP. Ongoing professional learning during school development days faculty time and team time were dedicated to implementation.
Teachers actively engaged in professional learning in relation to leadership with opportunities to demonstrate leadership qualities	There were several opportunities for teachers to become part of leadership programs across the College. Teams for teachers accreditation, AVID and Student Voice, have allowed teachers to take on additional roles. Many teams exist across the College including sport and CAPA where teachers can take on organisational roles. The College staffing survey identifies teachers who are inspirational and provides opportunities for them to relieve in higher duties.	Teachers volunteered to be part of number of teams across the campus including accreditation, Meeting times were before and after school and part of school development day organisation.
All staff are undertaking and/or maintain accreditation at the appropriate level.	A College accreditation team was put in place to guide all teachers across the College in the new accreditation process. Ongoing professional learning ensured that all teachers were made aware of their professional responsibilities and what was required by them to maintain employment. Teachers aspiring to Highly Accomplished and Lead have been identified and strategies have been put in place to support them.	The accreditation team was established to lead staff in the implementation of Teacher Accreditation and Teacher Induction. Meetings were conducted before and after school and professional learning was implemented on school development days.

Next Steps

The 2017 focus for accreditation is to ensure a rigorous induction program is being implemented to support graduate teachers and that they are aware of the processes needed to attain accreditation at the proficient level. Across the learning community there has been a learning group set up to support teachers from across the learning community to achieve Highly Accomplished and Lead Teacher levels of accreditation

Strategic Direction 3

Quality Schools Quality Communities

Purpose

Purpose: Consistent quality systems across both campuses that will facilitate quality learning and be communicated with the community. A vibrant environment which excels in success, wellbeing and opportunity. BWSC will be the school of choice. A purposeful K–12 learning continuum through strengthened learning partnership within the BWLC.

Overall summary of progress

The Brisbane Water Learning Community has collaboratively worked together to successfully implement Parent Forum Programs and Curriculum Learning Teams in the Key Learning Areas (KLA) of Mathematics, Science, English, History and Geography. The learning community has developed a collaborative high quality educational system supporting the families located in the Brisbane Water Learning Community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff know and adhere to college policy, systems and practices.	The process of firstly identifying the top 20 school related policies was undertaken with combined executive. The next steps involved a school response to the Department of Education policy. The newly developed policies are worked through with Executive who then will work through the policy with teachers in their faculties and teams. There is also a need to comply with the new A–Z Policy implementation tool. Mandatory policies that have been updated are the Child Protection and Working With Children Policy.	Professional learning and College Principal funds were used to release teachers to review policy. \$1000
Increase the percentage of students entering the college from partner and private schools	The enrolments across the College have remained steady over the past year. There has been less of a trend for students in the local learning community to seek in non–local schools.	\$500 to conduct Parent Forums involving teacher release from the school.
Increase in teaching staff working across the BWLC on sequential age appropriate learning programs and initiatives	The Curriculum Learning Teams in HSIE, English, Mathematics and Science have worked on implementing consistently across the learning community the new syllabuses and developing common programs and assessment tasks.	\$500 to conduct Curriculum Team meetings involving teacher release from the school.

Next Steps

The curriculum teams will continue to meet in the KLA of Science, Mathematics, English and HSIE. There is a plan to develop learning experiences to enrich the student who are high achievers in their current school setting. Science Technology Engineering Mathematics (STEM) and Gifted and Talented (GAT) days will be organised to enrich student learning experiences. There is a commitment across the learning community to implement TEEEC paragraph writing skills for all students to improve writing

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The employment of an Aboriginal Education Officer (AEO) has increased student engagement in school. Awareness of culture and programs such as Norta Norta, Sistaspeak and Brospeak, as well as the LMG Cultural Continuum, have all contributed to significant improvement in academic and attendance outcomes for Aboriginal students	\$35 000 Aboriginal Personnel. \$25 000 Redevelopment of Cultural Room \$5 000 for Artwork
English language proficiency	Funding has provided an SLSO to meet the needs of students of students identified as requiring assistance with English. The students are withdrawn from classes one day a week for intensive support.	\$11 000 Additional staffing
Low level adjustment for disability	Additional SLSO support has been provided to students requiring support within the classroom. The Campus has engaged an additional 4 staff to support student learning needs.	\$120 000 Additional SLSO support purchased
Socio-economic background	The introduction of an AVID class for aspiring university students in Years 7, 8 and 9. Training of eight specialist teachers in this program. Release time for staff to implement Focus on Reading strategies into their programs and classroom practices. Upgrade of the library with the inclusion of additional technologies to create a modern learning environment.	\$20 000 Implementation of AVID \$10 000 Focus on Reading \$80 000 Technology Resources
Support for beginning teachers	Beginning teachers are supported through mentoring and reduced face to face teaching. Targeted Professional Learning and the introduction of learning hubs which provide additional support in the first years of teaching.	\$30 0000 Beginning Teachers \$135 000 Additional teacher time purchased

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	457	448	430	458
Girls	396	402	403	415

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.5	92.6	91.7	89.8
8	89.3	89.3	88.9	86.6
9	86.6	89.3	86.9	86.6
All Years	88.7	90.5	89.2	87.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

School attendance rates have remained consistent over the past three years but are lower than the State DoE average by approximately 3 points

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			2
Employment		8	33
TAFE entry		4	9
University Entry			34
Other		2	4
Unknown			19

This data is based on information obtained from the Woy Woy Campus.

Year 12 students undertaking vocational or trade training

The information required in this section of the report belongs to the Woy Woy Senior Campus and as such is included in the Woy Woy Campus annual school report which can be located on the school website. <http://www.woywoy-h.schools.nsw.edu.au/>

Year 12 students attaining HSC or equivalent vocational education qualification

The information required in this section of the report belongs to the Woy Woy Senior Campus and as such is included in the Woy Woy Campus annual school report which can be located on the school website. <http://www.woywoy-h.schools.nsw.edu.au/>

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	10
Classroom Teacher(s)	43
Learning and Support Teacher(s)	3.5
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	18.97
Other Positions	5.1

*Full Time Equivalent

There is one teacher who identifies as an Aboriginal person..

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	98
Postgraduate degree	2

Professional learning and teacher accreditation

Teacher accreditation for all teachers becomes mandatory in the year 2018, where pre-2004 teachers will enter the accreditation process at the proficient level. Across the College, we have led several professional learning sessions to inform staff of their professional requirements to maintain accreditation for the first time and to maintain accreditation and the proficient level. The College has implemented a College Accreditation team to support and inform teachers of new accreditation processes. All teachers have been informed of the need to obtain their Working With Children Check number and supply that number to the Department of Education. Teachers are also being supported at higher levels of accreditation through the establishment of a Brisbane Water Learning Community seeking accreditation at higher levels support group. Graduate teachers are being supported through a rigorous induction program making them aware of how they are being supported through

additional funding and the use of a mentor teacher.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	938 190.38
Global funds	747 909.76
Tied funds	988 233.37
School & community sources	358 513.42
Interest	18 002.22
Trust receipts	20 343.73
Canteen	0.00
Total income	3 071 192.88
Expenditure	
Teaching & learning	
Key learning areas	114 086.74
Excursions	151 304.80
Extracurricular dissections	105 959.45
Library	0.00
Training & development	15 074.62
Tied funds	840 828.66
Short term relief	202 867.47
Administration & office	190 547.15
School-operated canteen	0.00
Utilities	150 731.41
Maintenance	71 677.23
Trust accounts	229 750.45
Capital programs	154 388.55
Total expenditure	2 227 216.53
Balance carried forward	843 976.35

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

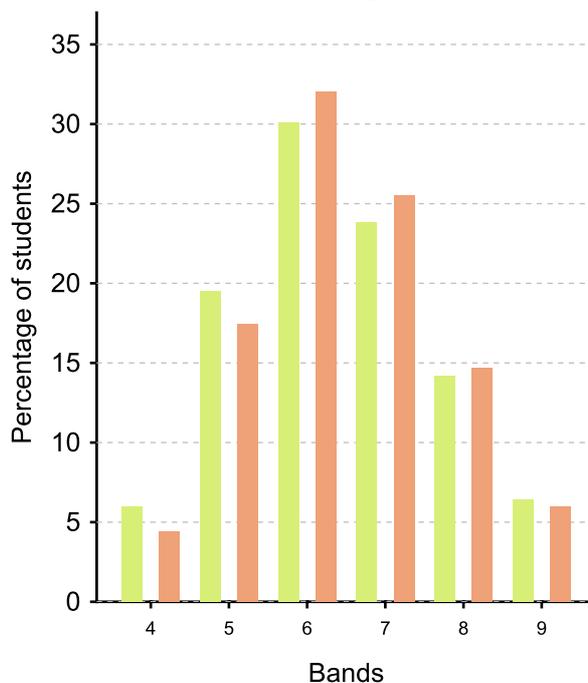
School performance

NAPLAN

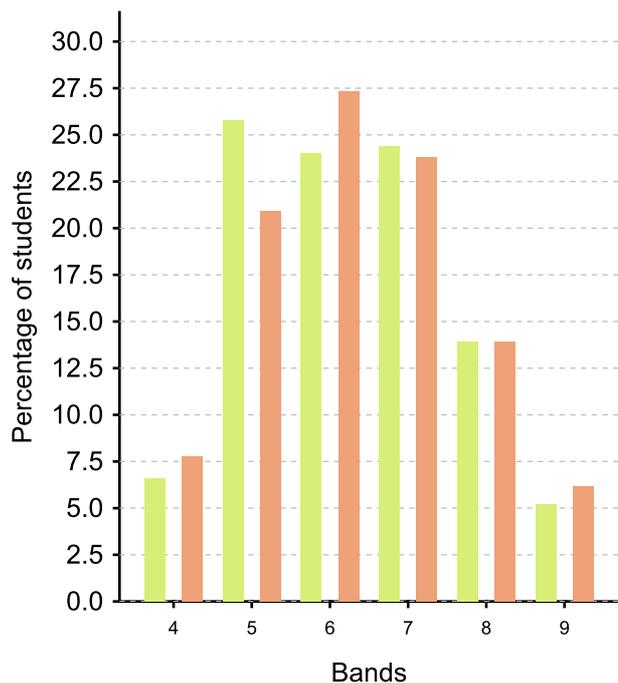
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The results in literacy for year 7, indicate that there is an expected coverage of student achievement across all bands from 4 to 9. The results generally reflect what is expected of students at BWSC. There has been a rise in the results in band 9 for reading. There is room for growth in other areas of literacy. For year 9 students, reading and grammar and punctuation show growth in the higher bands from 8 to 10. All graphs show that there are areas for continued development. The Focus on Reading program for year 9 has resulted in gains in middle to higher bands in comparison to previous cohorts.

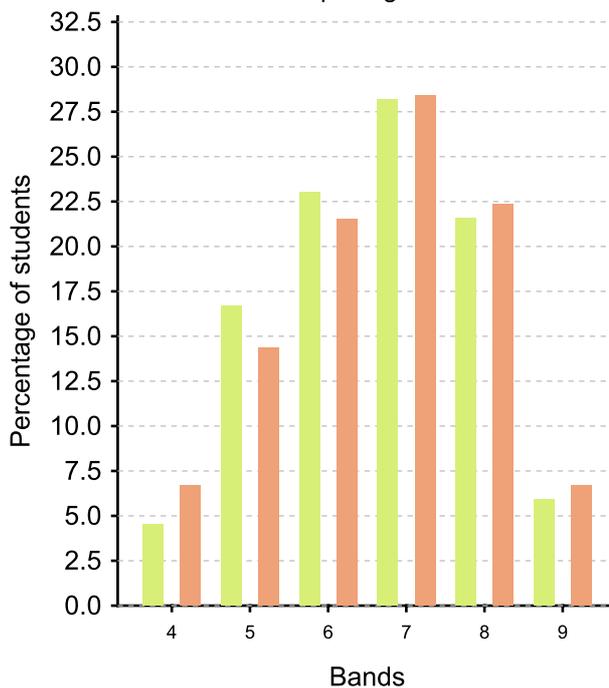
Percentage in bands:
Year 7 Reading



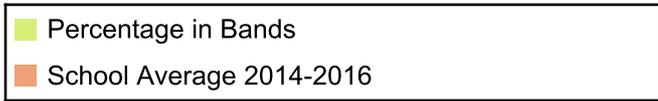
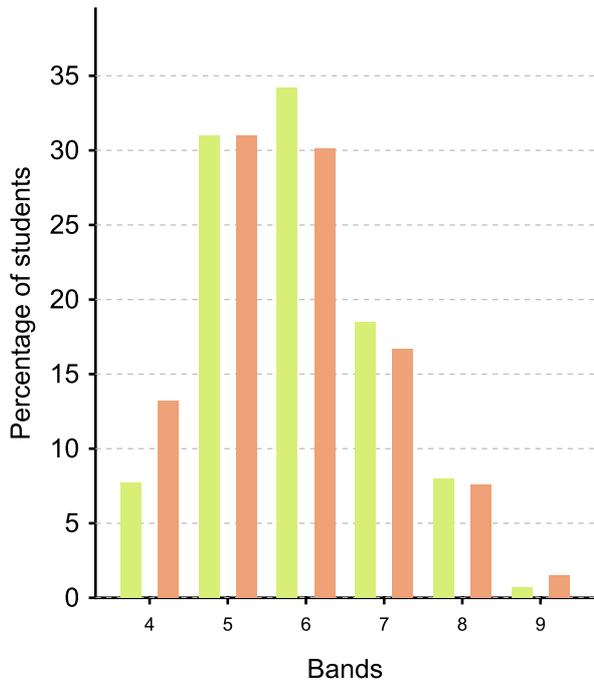
Percentage in bands:
Year 7 Grammar & Punctuation



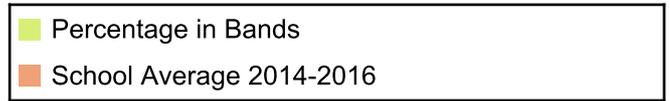
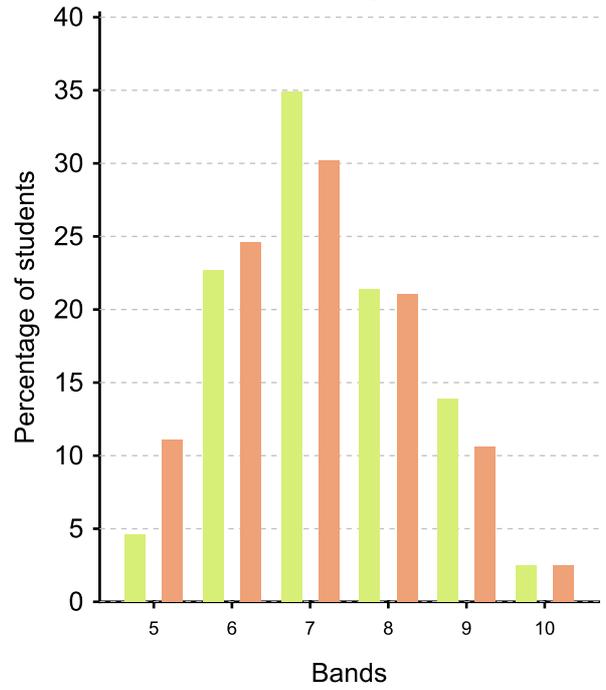
Percentage in bands:
Year 7 Spelling



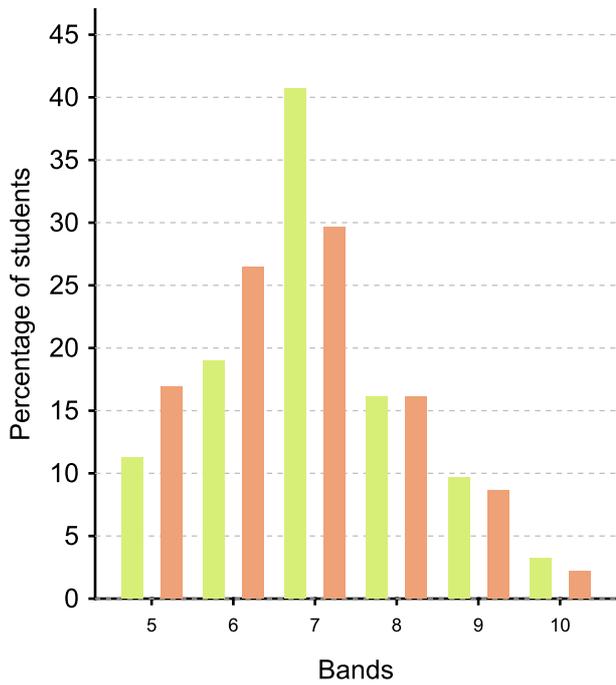
Percentage in bands:
Year 7 Writing



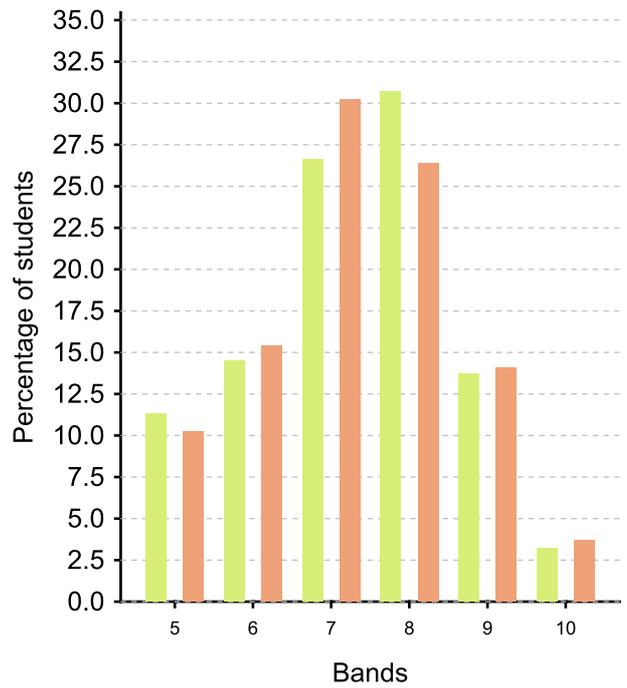
Percentage in bands:
Year 9 Reading



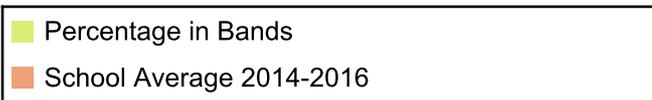
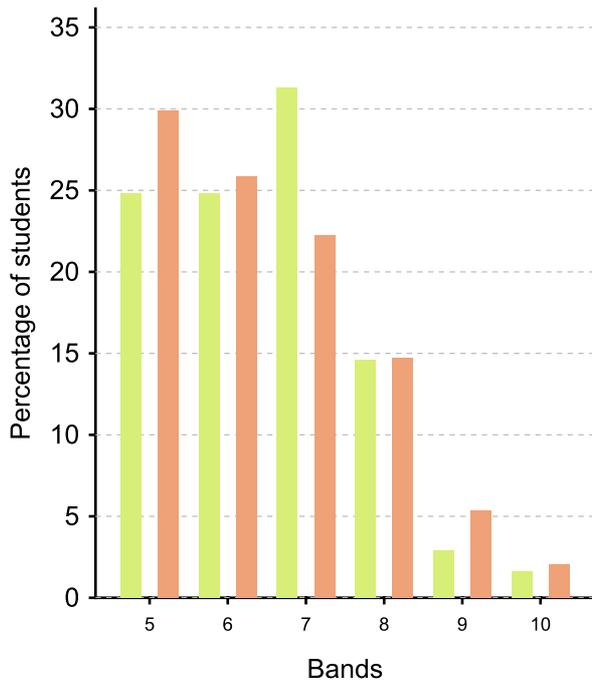
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

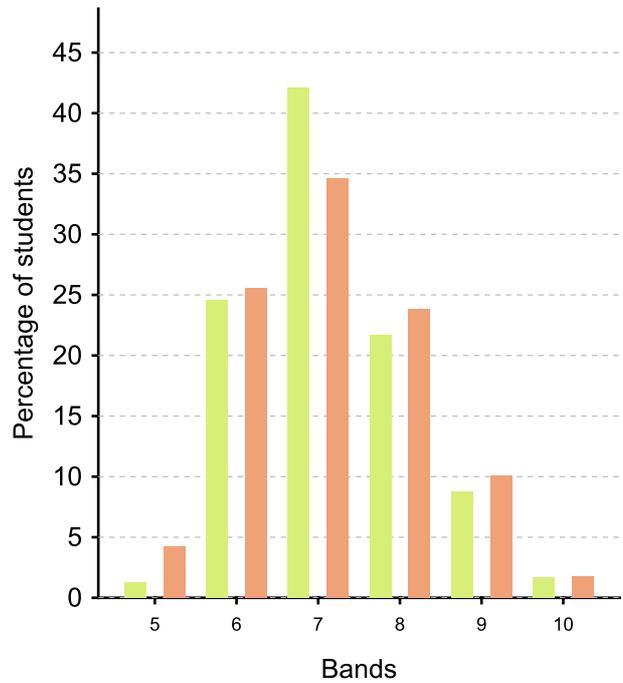


Percentage in bands:
Year 9 Writing



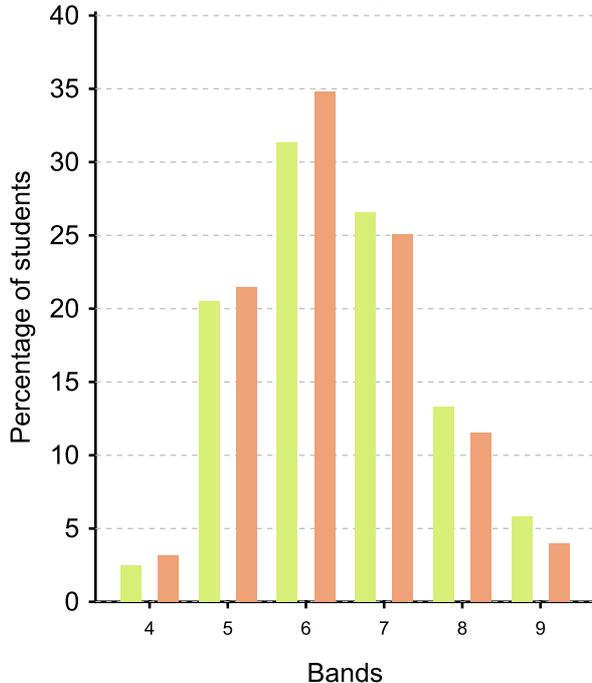
The numeracy data for year 7 indicates, that students are achieving more in the higher bands, 6 through to 9. The year 9 numeracy results indicate, student achievement is comparatively similar to previous cohorts of students.

Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

Percentage in bands:
Year 7 Numeracy



Additional State reporting requirements for NAPLAN: In 2016, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. Another reporting requirement from the *State priorities: Better services – Improving Aboriginal education outcomes* is for schools with significant numbers of Aboriginal students (ten or more in a NAPLAN cohort) to report the percentage of Aboriginal students in the top two NAPLAN bands.

Number of Aboriginal student in the top two bands in writing,

- Year 7, 1 student.
- Year 9, 0 student.

Number of Aboriginal student in the top two bands in reading,

- Year 7, 2 students.
- Year 9, 2 students.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The data collected for this section of the Annual School Report is based student performance of the year 12 students enrolled in the Woy Woy Campus in 2016. To access this data visit the Woy Woy Campus annual school report which can be found at <http://www.woywoy-h.schools.nsw.edu.au/>

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

The surveys conducted during 2016 indicate that, 80% of parents indicated that they were satisfied with the standard of education offered at Brisbane Water Secondary College. 12% indicated that they were not satisfied and 8% were unsure at the time the survey was conducted.

Teacher Satisfaction

Teachers satisfaction is also measured through an anonymous survey and 30% of teachers indicated that they enjoyed coming to work all the time with 60% indicating that they enjoy coming to work most of the time. This total the approximately 93% of teachers are positive about the workplace.

Student satisfaction

From Tell Them From Me (TTFM) survey conducted by the Department of Education each year, the following statements are findings from 2016 cohort.

- 33% high levels of happiness, 45% with medium levels of happiness and 22% with low levels of happiness.
- 39% of students with high levels of optimism, 40% with medium levels of optimism and 21% with low levels of optimism
- 57% of students had high levels of academic self-concept, 33% with medium levels of self-concept and 11% with low levels of
- Positive teacher-student relationships scored a 6 out of 10.
- 51% of students have a high sense of belonging.

partnership with the Aboriginal community to develop stronger longer lasting ties. The indigenous students within the College continue to perform at above state average in all areas. Aboriginal perspectives are embedded into the teaching and learning programs across the College. The Cultural Continuum continues to be a Brisbane Water Learning Community initiative that connects all Indigenous Students k-12 across the Peninsula in the teaching and learning of Aboriginal cultural perspectives.

Multicultural and anti-racism education

The campus has appointed a Multicultural and Anti-racism Education Officer. The campus has in place a transparent process via which teachers and other members of the school community can express their concerns or report incidents that they interpret as being of a multicultural or anti-racist nature. Teacher training in this area is offered on an annual basis and updated at a point of need.

Policy requirements

Aboriginal education

Aboriginal Education continues to be a strong focus for the College. The recent appointment of an Aboriginal Education Worker has allowed the already strong