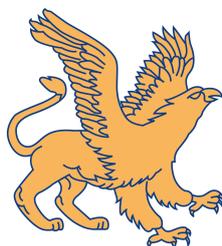


# Brisbane Water Secondary College Umina Campus

## Annual Report



2017



*STRENGTH THROUGH UNITY*

8513

## Introduction

The Annual Report for 2017 is provided to the community of Brisbane Water Secondary College Umina 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 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.

### School contact details

Brisbane Water Secondary College Umina Campus

Veron Rd

Umina, 2257

[www.umina-h.schools.nsw.edu.au](http://www.umina-h.schools.nsw.edu.au)

[umina-h.school@det.nsw.edu.au](mailto:umina-h.school@det.nsw.edu.au)

4341 9066

### Message from the Principal

As we come to the end of the three year planning cycle I can proudly say that Brisbane Water Secondary College (BWSC) strives to be the school of choice for our students, parents, carers and community partners. The enrolments across the College have increased and as such over 90% of students zoned for Brisbane Water Secondary College are attending. This increase indicates that the community continues to gain confidence in the teachers and school to deliver on high level educational outcomes for their children. The College has made significant incremental gains in the areas of academic excellence, sporting excellence, creative and performing arts, student wellbeing, student leadership and post-school opportunities for its students.

There has been a change to the teaching staff across the three years with some retirements, transfers and movement across the College. We strive to place permanent expert teachers in all classes and I believe that we have been able to make significant inroads in this area. Student success is underpinned by the expertise and commitment of the teaching staff to deliver engaging and enriching learning experiences for all students.

The expectations for teachers have changed over the past three years to include the implementation of Performance Development Plans for all teachers, that align with the Australian Teaching Standards to bring about improvement in daily teaching practice. The changes for teachers include the, completion of fifty hours of professional learning, developed by the National Educational Standards Authority (NESA) and fifty hours of teacher identified professional learning, totalling 100 hours of professional learning over 5 years. The implementation of the teacher observation feedback processes and shared professional learning have been built into teacher expected practice. The new professional ethos is for teachers to support one another in developing the highest quality professional practice to deliver exemplary teaching experiences for 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. The AVID program is firmly embedded into BWSC year 7–10 class structures. Furthermore AVID has been adopted by one of the partner primary schools with great success.

I would sincerely like to thank our community partners who have given their time and resources to embellish the learning experiences and opportunities for our students. 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. In 2017 the introduction of Enrichment Gifted and Talented days in Science and STEM is indicative of the goodwill that exists across the learning community.

Over the past three year Umina Campus 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 design and building of a new STEM room with new laser printers and state of the art technology has been one of the many achievements he has put in place. The AVID program is now in its fourth year of implementation and continues to target a number of students to develop skills in readiness for the adult learning environment. The introduction of TEEEC writing program has been implemented across the College to improve students writing in all classes. The continuation 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 relation to the Teaching Standards.

David Allomes Principal of the BWSC Woy Woy Campus retired in 2017. As leader of the Woy Woy Campus. David was 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. This has resulted in high numbers of students receiving first round offers to further their studies at University in 2018. The Woy Woy 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.

As we head into the next three year planning cycle I am sure that there are many changes to come as we strive to keep up with advancements in technology and teaching practice. I would also like to welcome Rebecca Cooper to the Senior Executive Team as the new Principal of the Woy Woy Campus in 2018. Rebecca achieved her position through Merit Selection and has proven to be an inclusive innovative leader bringing out the best in teachers and providing supportive and excellent structures to enhance student learning experiences.

Paul Gilmore

College Principal

## 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

### **BWSC Umina P&C 2017**

#### **Donation's to BWSC Umina**

- 40th Anniversary Celebration \$650
- Jnr Sportsperson Award \$400
- P&C Incentive Scholarships \$500
- National Cheerleading Reps \$200
- Year 9 Graduation Cake \$165

**Total \$1915**

### **BWSC Woy Woy P&C 2017**

#### **Donations to BWSC Woy Woy**

- Lockers \$8140
- Snr Sportsperson Award \$400
- Donation \$9750
- Duke of Ed Affiliation Fee \$330
- P&C Incentive Scholarships \$705
- Edudata Software \$420
- Examination Papers \$5500
- Foxtel Subscription \$2400
- Library Resources \$ 300

- **Total \$18290**

## 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 889 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 692 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. 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.

The results of this process indicated

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

A feature of the Umina Campus this year has been the implementation of TEEEC across all faculty areas to improve the writing quality of students through the explicit teaching of structure. The introduction of AVID into all years has become a major feature of learning culture embedded into the school pedagogy. AVID classes and teaching strategies are very well received by the teachers, students and parents. 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 a “Teaching Teams” structure to middle schooling whereby teachers are able to develop individual student profiles and develop differentiated individualised teaching strategies to support the learning needs of all students.

**In the domain of Teaching** the Umina Campus is delivering in: Learning Development, Data Skills and Use. The Umina Campus is sustaining and growing in: Professional Standards, Collaborative Practice and Effective Classroom Practice. The continuation 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, Implementation and Reporting. The Umina Campus is sustaining and growing in: School Resources, Management Practices and Processes and Leadership. The Umina Campus conducted the fourth round of parent forums in 2017 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.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

## 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

TEEEEC (Topic Example Example Conclusion) has been a major focus in the development of teachers and students literacy skills. NAPLAN data from the previous year indicated that there was now a need to develop teacher capacity to explicitly teach writing in their classrooms. The TEEEC model assists students in framing a written response into topic, example and concluding paragraphs. The TEEEC model is being taught by all schools in the Brisbane Water Learning Community. Teachers received professional learning in the area of marking the NAPLAN examinations and the deconstruction of data to assist them in differentiating learning experiences for students.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)   | Progress achieved this year  |
|---|--|--|
| Improvement in student growth data for NAPLAN in all areas  | Professional learning funds and school developed resources and support materials. Administrative cost and release time six days.<br><br>\$4000 | All teachers have been given the opportunity to deeply understand how the NAPLAN examinations are marked and the criteria used to measure student achievement. Newly gained knowledge is being implemented into teaching practice. <ul style="list-style-type: none"><li>• Student gains in writing 7–9 indicate growth from lower band 6 to lower band 7.</li><li>• Student gains in reading 7–9 indicate lower band 7 to higher band 7.</li><li>• Student gains in numeracy 7–9 indicate growth from lower band 7 to higher band 7.</li></ul> All results are based on student average scores taken from the My School website |
| Implement AVID into all years 7–9 to raise student and parent aspirations and develop critical thinking skills in students through the training of staff. | AVID teacher training and release time for professional training.<br><br>\$34 000  | The implementation of AVID across the years 7–10 is proving to improve Quality Teaching and student learning experiences. AVID is very well received by the learning community. Parents have a better understanding of what AVID is able to do in giving students the skills to be lifelong learners.  |

#### Next Steps

The next step in this area of planning is to continue to work towards improving the writing capacity of students but also not losing sight that overall literacy still plays a major role in student success. There will be a direct intention to increase the number of students receiving recognition for achieving targeted expectations as the Campus continues to implement Tier-two Positive Behaviour for Learning initiatives into learning culture. The Student Wellbeing procedures, will focus on the needs of every student, provide support for the classroom and will be consistently implemented throughout the whole school, including reading, numeracy and writing.

## 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 Google Applications for Education (GAFE), Advancement Via Individual Determination (AVID) and Differentiation of student learning. Teachers have responded in a professional manner to the new Performance Development Plan (PDP) process and are prepared for the implementation of the new Teacher Accreditation process to occur in 2018.

Professional learning has taken a different model in review and preparation for the new NESA processes to monitor teacher progress and development in line with the Australian Teaching Standards. All teachers have been successful in acquiring and maintaining proficiency.

Shaun Martyn guided all executive teachers through the process of working with teachers through the DISC model of communication. Executive teachers with this knowledge have an additional tool to support staff and lead constructive conversations. Informal evaluation indicated all executive were confident in supporting teachers.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)                     | Progress achieved this year   |
|---|--|---|
| All staff complete an individualised Performance Development Plan (PDP) recognising and identifying areas of personal and professional development. | Targeted professional learning time and funds. | All teachers actively engaged with the PDP process. Strong systems in the campus allowed for the accurate monitoring of teacher progress creating a culture of guidance and support.<br><br>graduate teachers were supported with additional allocation of time, mentoring and supervision to help them on the pathway to accreditation at proficient level |
| Teachers actively engaged in professional learning in relation to leadership with opportunities to demonstrate leadership qualities.                | Professional learning funds.                   | The establishment of teacher learning HUBS and leaders have ensured that all teachers have engaged in professional learning aimed at supporting PDP plans and the needs of students in this context. Teachers have been given opportunities to lead colleagues in professional discussions and classroom pedagogy in practice.                              |
| All staff are undertaking and/or maintain accreditation at the appropriate level.   | Professional learning funds.                   | Graduate teachers were supported with a rigorous induction programs that provided guidance through mentoring and supervision. All eligible graduate teachers were able to attain accreditation and proficient level. One teacher in the campus is currently seeking accreditation at higher levels  |

#### Next Steps

The new school plan moves in the direction supporting teachers to develop lessons that challenge students and develop higher order thinking skills. All teachers have now entered into the Teacher Accreditation cycle so there is a need for teachers to also respond to the expectations to actively engage in professional learning. Professional learning with colleagues is the mechanism to improve professional practice and inevitably produce better learning outcomes and

learning experiences for students.

## 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)   | Funds Expended (Resources)  | Progress achieved this year  |
|--|---|--|
| Staff know and adhere to College policy, systems and practices.  | Professional learning and College Principal funds were used to release teachers to review policy.<br><br>\$1000 | 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. |
| Increase the percentage of students entering the College from partner and private schools                          | \$500 to conduct Parent Forums involving teacher release from the school.                                       | The enrolments at the Umina Campus have increased the past year. There has been a reduction of the number of families in the local learning community to seek enrolment in non–local schools.  |
| Increase in teaching staff working across the BWLC on sequential age appropriate learning programs and initiatives | \$500 to conduct Curriculum Team meetings involving teacher release from the school.                            | 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.   |

### 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                            | Resources (annual)   | Impact achieved this year   |
|--|--|---|
| <b>Aboriginal background loading</b>       | <p>\$63 000 Employment of an Aboriginal Education Officer Mr M.Goolagong</p> <p>\$10 000 Support ATSI programs</p> <p>\$5000 Artworks</p> <p>\$15000 Yarning Circle</p>  | <p>All Aboriginal students provided with the opportunity to engage in cultural experiences.</p> <p>Aboriginal students provided and supported with individualised pathway guidance.</p>   |
| <b>English language proficiency</b>        | <p>\$11,000 Learning support teacher employed for extra day a fortnight to support targeted students in their learning needs</p>   | <p>EAL/D students are supported with their additional learning needs</p>  |
| <b>Low level adjustment for disability</b> | <p>\$350,000 The campus has 3.5 LAST teachers to support student learning.</p> <p>\$130,000 LAST develop disability adjustments and support teachers through PL and in the classroom. Additional SLSO support is purchased to support student learning</p>   | <p>All staff trained and implementing disability adjustments in classrooms. Evidence to support adjusted collated and listed with students on ERN</p>   |
| <b>Socio-economic background</b>           | <p>Socio-economic background funding Student Assistance to support student learning \$20,000</p> <p>Technology resources and personnel to support BYOD and campus hardware.\$175,000</p> <p>AVID implementation through the implementation of a Year 7, 8 and 9 class. \$30,000</p> <p>Employment of additional staffing to support student learning Additional SASS staffing for community engagement \$100,000</p> | <p>Continue with high quality technology support for staff and students by ensuring computer system is fully functional and operating at capacity. Participating AVID students demonstrate AVID strategies in selected courses Students provided additional support in their learning– including ASPIRESchool promotion and engagement.</p> |
| <b>Support for beginning teachers</b>      | <p>\$100,000 Support for beginning teachers</p>  | <p>Relevant staff are identified and linked to a mentor.Use of staffing entitlement and additional funds below to release Beginning Teachers once a fortnight</p>   |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 448        | 430  | 458  | 458  |
| Girls    | 402        | 403  | 415  | 434  |

Over the past three years there has been an increase in the number of enrolments on the Umina campus.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| 7         | 92.6 | 91.7 | 89.8 | 90.5 |
| 8         | 89.3 | 88.9 | 86.6 | 89.3 |
| 9         | 89.3 | 86.9 | 86.6 | 85.1 |
| All Years | 90.5 | 89.2 | 87.7 | 88.4 |
| State DoE |      |      |      |      |
| Year      | 2014 | 2015 | 2016 | 2017 |
| 7         | 93.3 | 92.7 | 92.8 | 92.7 |
| 8         | 91.1 | 90.6 | 90.5 | 90.5 |
| 9         | 89.7 | 89.3 | 89.1 | 89.1 |
| All Years | 91.3 | 90.8 | 90.8 | 90.8 |

### Management of non-attendance

There is a minor difference in the Campus and State averages for student attendance ranging from 1–4 %.. Attendance in the Campus is managed by, morning roll call procedures, period by period roll marking and texting to parents by 11 am each day when absence from school has been recorded.

Students and families that may need extra support are referred firstly to the Campus wellbeing team who may also involve department resources and the Home School Liaison Officer (HSLO) to support families in getting their children to school.

There are a number of programs to support student overall wellbeing at school that include school based and non school based mentoring, support agencies, individualised learning plans and a Family Referral Program.

## Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment   | 0        | 0        | 11       |
| Employment   | 0        | 0        | 28       |
| TAFE entry   | 0        | 0        | 16       |
| University Entry   | 0        | 0        | 26       |
| Other  | 0        | 0        | 4        |
| Unknown  | 0        | 0        | 15       |

This data is generated from the Woy Woy Campus and is relevant to students in year 12. Data is not specifically collected for year 10 and 11.

### Year 12 students undertaking vocational or trade training

#### Year 12 students undertaking vocational or trade training

Vocational Education and Training is an important element of curriculum for many student sat Brisbane Water Secondary College. In 2017 34.13% of Year 11 students and 51.50% of Year 12 students were enrolled in a Vocational Education courses with 99% of Year 12 students who completed a VET course achieving a VET qualification. 2017 saw the reintroduction of Screen and Media into the curriculum to allow students to develop an increasing range of skills. The course has changed to reflect different skills required in the workplace. There were 22 School Based Trainees in a variety of fields including Health Services Assistance, Hospitality, Business Services, and Retail Services.

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

As Brisbane Water Secondary College is a Centre for Excellence for Industry training, 48.2% of all Year 12 students were enrolled in at least one VET course at the college with a further 16% of students enrolled in TAFE courses. The College continues to offer a wide range of VET framework and non-framework courses within our curriculum structure to suit the needs of the students. This has been reflected in 114 individual VET qualifications with further VET qualifications achieved at TAFE.

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

Of the 2017 year 12 cohort 161 students completed a HSC credential.

Eight students completed a School Based Apprenticeship.

The following list indicates the courses and number of students who have completed an Certificate I, II or III in vocational education and training (VET) courses.

- Engineering and Related Technologies Total: 7
- Architecture and Building Total: 4
- Agriculture, Total 3
- Environmental and Related Studies Total: 3
- Health Total: 1
- Management and Commerce Total: 9
- Society and Culture Total: 18
- Creative Arts Total: 17
- Food, Hospitality and Personal Services Total: 13

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 3     |
| Assistant Principal(s)                | 0     |
| Head Teacher(s)                       | 11    |
| Classroom Teacher(s)                  | 45.6  |
| Teacher of Reading Recovery           | 0     |
| Learning & Support Teacher(s)         | 3.5   |
| Teacher Librarian                     | 1     |
| Teacher of ESL                        | 0     |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 18.48 |
| Other Positions                       | 1     |

\*Full Time Equivalent

Two teachers on the Umina Campus identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 0          |

## 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. and supervising teacher.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Receipts                       | \$               |
|--------------------------------|------------------|
| <b>Balance brought forward</b> | <b>843,976</b>   |
| Global funds                   | 421,088          |
| Tied funds                     | 645,182          |
| School & community sources     | 194,113          |
| Interest                       | 7,852            |
| Trust receipts                 | 18,198           |
| Canteen                        | 0                |
| <b>Total Receipts</b>          | <b>1,286,434</b> |
| <b>Payments</b>                |                  |
| Teaching & learning            |                  |
| Key Learning Areas             | 42,794           |
| Excursions                     | 78,642           |
| Extracurricular dissections    | 31,765           |
| Library                        | 492              |
| Training & Development         | 683              |
| Tied Funds Payments            | 284,044          |
| Short Term Relief              | 53,623           |
| Administration & Office        | 106,919          |
| Canteen Payments               | 0                |
| Utilities                      | 70,364           |
| Maintenance                    | 51,004           |
| Trust Payments                 | 39,464           |
| Capital Programs               | 13,672           |
| <b>Total Payments</b>          | <b>773,464</b>   |
| <b>Balance carried forward</b> | <b>1,356,946</b> |

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

|                                       | 2017 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 0                |
| <b>Revenue</b>                        | 2,541,546        |
| Appropriation                         | 2,301,773        |
| Sale of Goods and Services            | 13,666           |
| Grants and Contributions              | 217,225          |
| Gain and Loss                         | 0                |
| Other Revenue                         | 7,091            |
| Investment Income                     | 1,791            |
| <b>Expenses</b>                       | -1,229,960       |
| Recurrent Expenses                    | -1,229,960       |
| Employee Related                      | -490,492         |
| Operating Expenses                    | -739,468         |
| Capital Expenses                      | 0                |
| Employee Related                      | 0                |
| Operating Expenses                    | 0                |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | <b>1,311,587</b> |
| <b>Balance Carried Forward</b>        | <b>1,311,587</b> |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

This summary of the financial information covers funds for operating costs to 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2017 Actual (\$) |
|-----------------------|------------------|
| <b>Base Total</b>     | 6,994,845        |
| Base Per Capita       | 139,332          |
| Base Location         | 0                |
| Other Base            | 6,855,513        |
| <b>Equity Total</b>   | 1,274,425        |
| Equity Aboriginal     | 105,547          |
| Equity Socio economic | 695,752          |
| Equity Language       | 6,474            |
| Equity Disability     | 466,652          |
| <b>Targeted Total</b> | 1,355,777        |
| <b>Other Total</b>    | 695,382          |
| <b>Grand Total</b>    | 10,320,430       |

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.

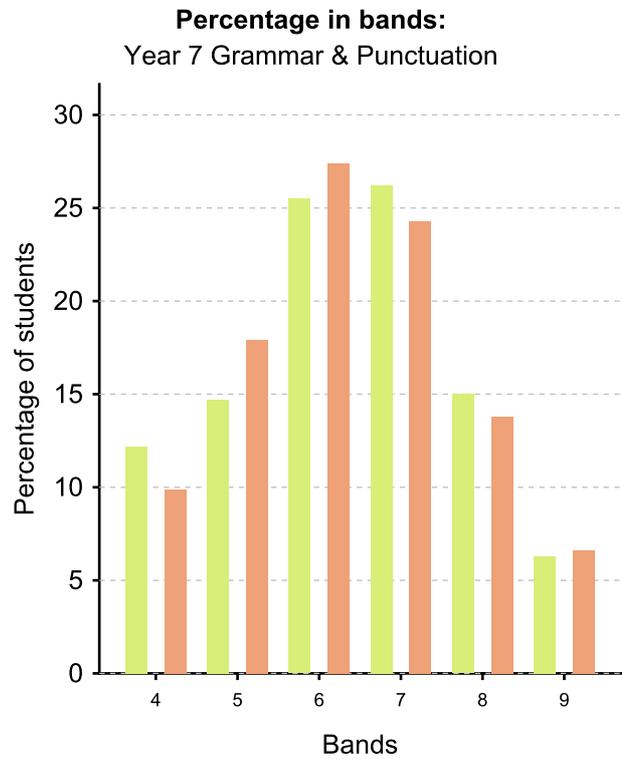
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

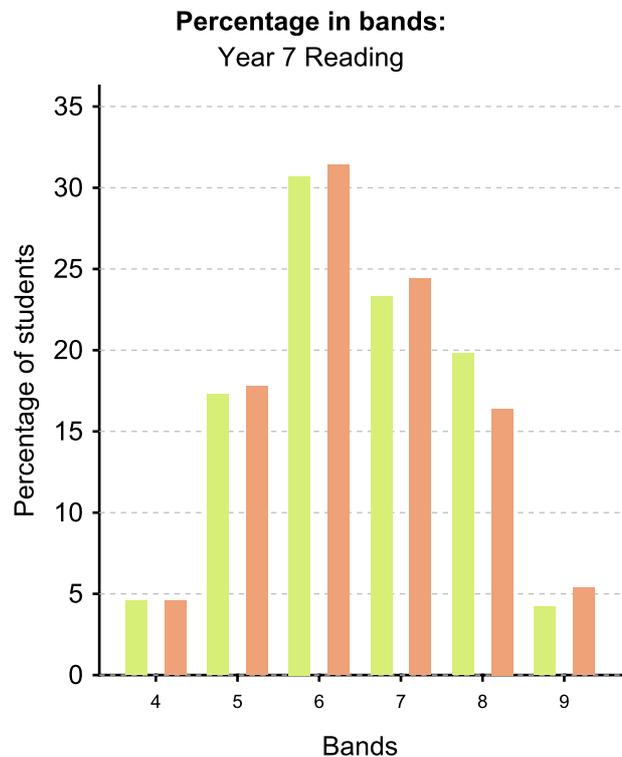
### NAPLAN

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 NAPLAN results for year 7 and 9 are very comparable to other schools across the state and above the cohort of schools classified as *like schools*. There have been improvements in reading and spelling. The new focus in literacy for 2018 will be targeted writing strategies for all years.

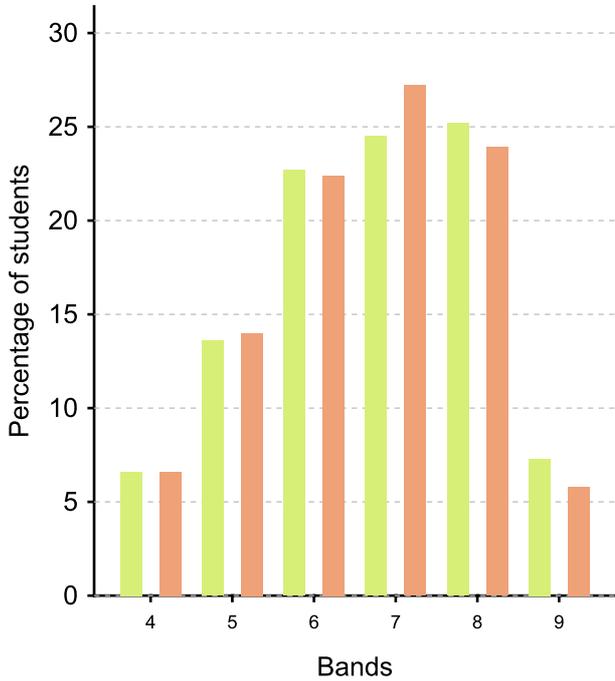


| Band                   | 4    | 5    | 6    | 7    | 8    | 9   |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 12.2 | 14.7 | 25.5 | 26.2 | 15.0 | 6.3 |
| School avg 2015-2017   | 9.9  | 17.9 | 27.4 | 24.3 | 13.8 | 6.6 |



| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 4.6 | 17.3 | 30.7 | 23.3 | 19.8 | 4.2 |
| School avg 2015-2017   | 4.6 | 17.8 | 31.4 | 24.4 | 16.4 | 5.4 |

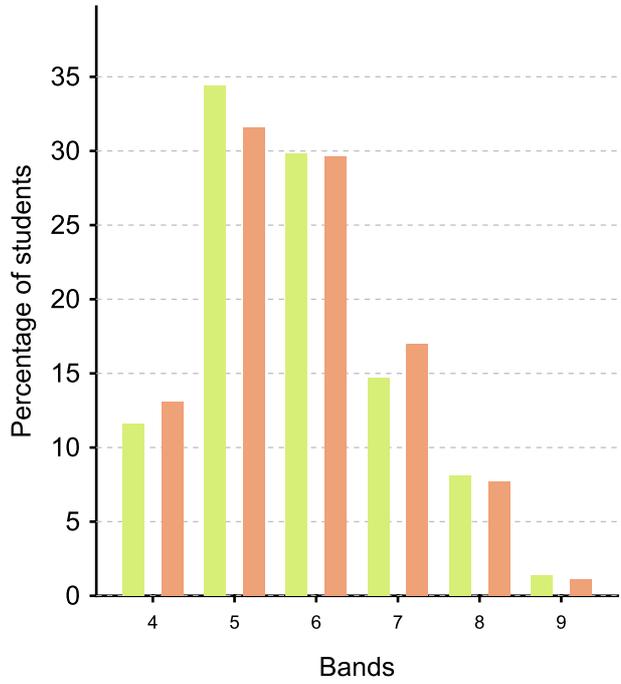
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2015-2017

| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 6.6 | 13.6 | 22.7 | 24.5 | 25.2 | 7.3 |
| School avg 2015-2017   | 6.6 | 14.0 | 22.4 | 27.2 | 23.9 | 5.8 |

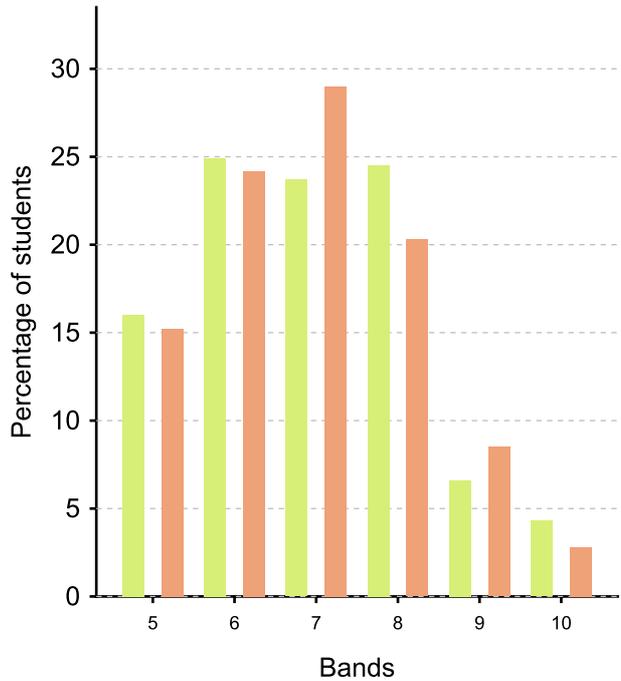
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2015-2017

| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 11.6 | 34.4 | 29.8 | 14.7 | 8.1 | 1.4 |
| School avg 2015-2017   | 13.1 | 31.6 | 29.6 | 17.0 | 7.7 | 1.1 |

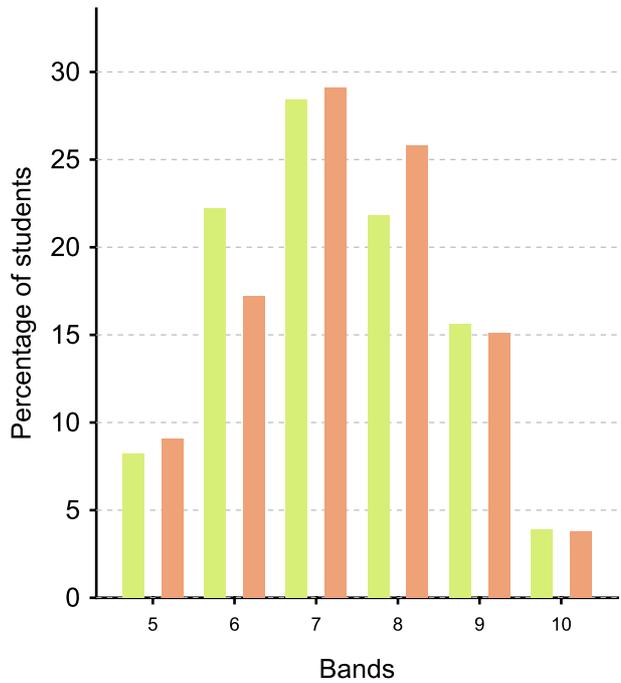
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

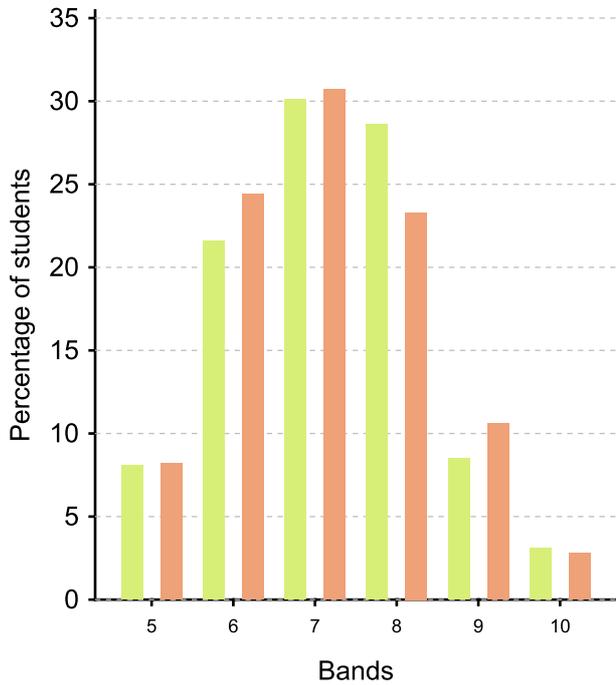
| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 16.0 | 24.9 | 23.7 | 24.5 | 6.6 | 4.3 |
| School avg 2015-2017   | 15.2 | 24.2 | 29.0 | 20.3 | 8.5 | 2.8 |

**Percentage in bands:**  
Year 9 Spelling



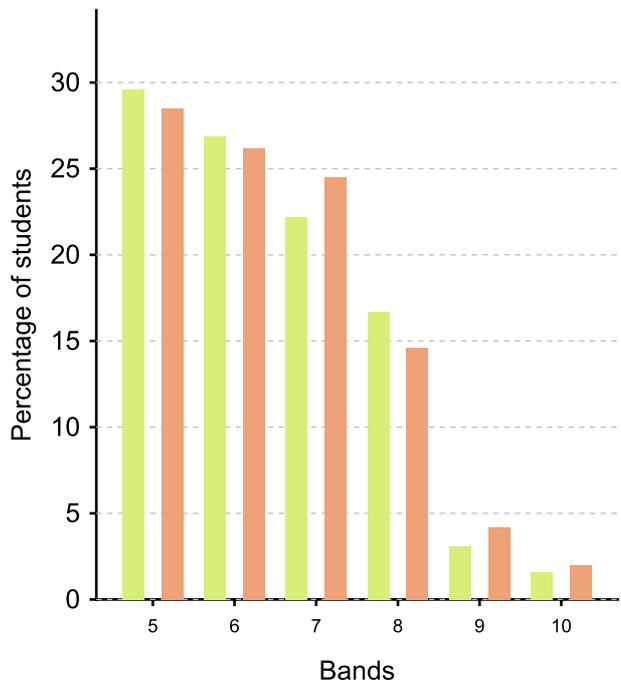
| Band                   | 5   | 6    | 7    | 8    | 9    | 10  |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 8.2 | 22.2 | 28.4 | 21.8 | 15.6 | 3.9 |
| School avg 2015-2017   | 9.1 | 17.2 | 29.1 | 25.8 | 15.1 | 3.8 |

**Percentage in bands:**  
Year 9 Reading



| Band                   | 5   | 6    | 7    | 8    | 9    | 10  |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 8.1 | 21.6 | 30.1 | 28.6 | 8.5  | 3.1 |
| School avg 2015-2017   | 8.2 | 24.4 | 30.7 | 23.3 | 10.6 | 2.8 |

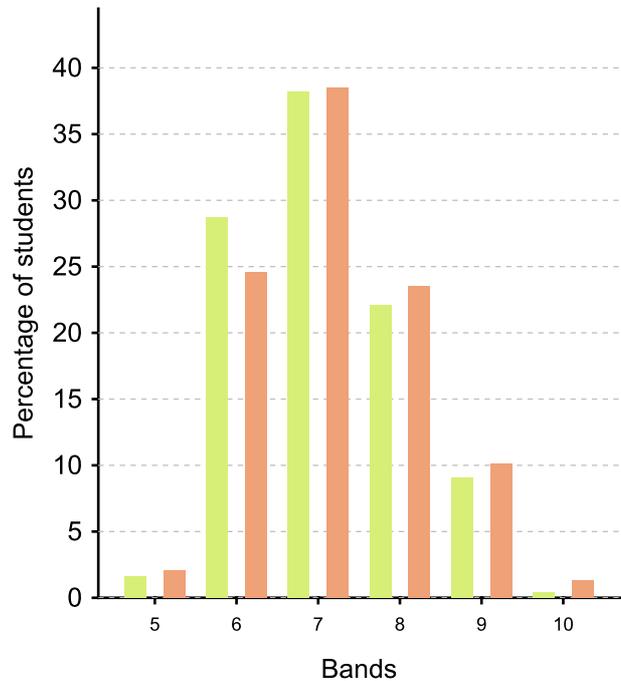
**Percentage in bands:**  
Year 9 Writing



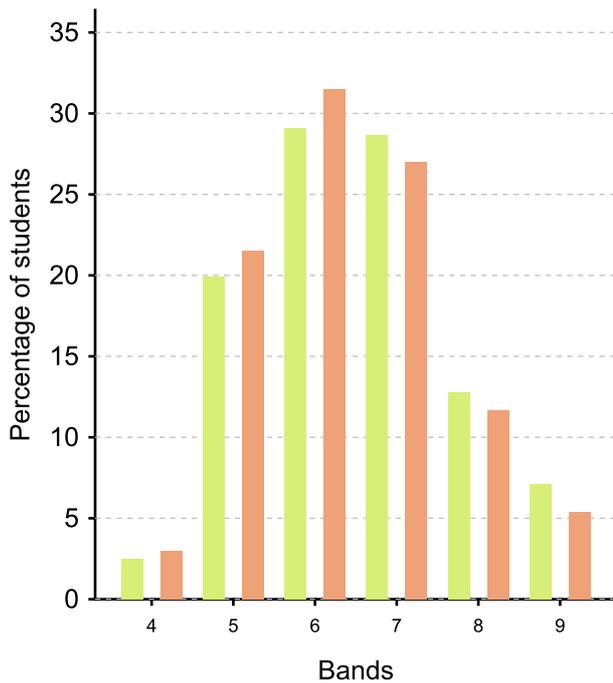
| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 29.6 | 26.9 | 22.2 | 16.7 | 3.1 | 1.6 |
| School avg 2015-2017   | 28.5 | 26.2 | 24.5 | 14.6 | 4.2 | 2.0 |

The NAPLAN results for numeracy in years 7 and 9 are comparable to other schools in the state. Overall the results show a steady and consistent progression of results. Year 9 results indicate a drop in the number of results in the higher band. This data will be used to implement new strategies to support students in reaching the numeracy expectations of the higher bands.

**Percentage in bands:  
Year 9 Numeracy**



**Percentage in bands:  
Year 7 Numeracy**



|  |
|--|
| <span style="color: green;">■</span> Percentage in Bands       |
| <span style="color: orange;">■</span> School Average 2015-2017 |

| Band                   | 5   | 6    | 7    | 8    | 9    | 10  |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 1.6 | 28.7 | 38.2 | 22.1 | 9.1  | 0.4 |
| School avg 2015-2017   | 2.1 | 24.6 | 38.5 | 23.5 | 10.1 | 1.3 |

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The Percentage of students in the top 2 Bands for NAPLAN

**All students Female**

- NAPLAN 7 Numeracy 17.24%
- NAPLAN 9 Numeracy 5.00%
- NAPLAN 7 Reading 27.59%
- NAPLAN 9 Reading 11.29%

**All students Male**

- NAPLAN 7 Numeracy 24.44%
- NAPLAN 9 Numeracy 14.14%
- NAPLAN 7 Reading 23.53%
- NAPLAN 9 Reading 14.85%

**Aboriginal Female**

- NAPLAN 7 Numeracy 6.25%
- NAPLAN 9 Numeracy 5.56%
- NAPLAN 7 Reading 18.75%
- NAPLAN 9 Reading 5.56%

**Aboriginal Male**

- NAPLAN 7 Numeracy 13.33%
- NAPLAN 9 Numeracy 17.65%
- NAPLAN 7 Reading 6.67%

|  |
|--|
| <span style="color: green;">■</span> Percentage in Bands       |
| <span style="color: orange;">■</span> School Average 2015-2017 |

| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.5 | 19.9 | 29.1 | 28.7 | 12.8 | 7.1 |
| School avg 2015-2017   | 3.0 | 21.5 | 31.5 | 27.0 | 11.7 | 5.4 |

- NAPLAN 9 Reading 0%

## 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 for this section of the report belongs to Senior Campus. For access to this data you will need to locate the Annual School Report through the school website.

## Parent/caregiver, student, teacher satisfaction

### Parent Satisfaction

Parent satisfaction across the College remains at approximately 80%. 14% indicated that they were not satisfied and 12% indicated *other* on the survey form. *Other* survey responses include comments about elements of schooling that they had concerns with.

### Teacher Satisfaction

The Teacher satisfaction results for 2017 remain close to previous scores with 90% of teachers indicating that they enjoy coming to work and feel supported by their colleagues.

### Student Satisfaction

From the Tell Them from Me surveys conducted across the College the following statements are the average findings from the 2017 cohort of students in years 11 and 12.

- 28% of students have high levels of happiness., 45% have medium levels of happiness and 26% have low levels of happiness.
- 31% of students have high levels of optimism, 45% with medium levels of optimism and 25% with low levels of optimism.
- 52% have high levels of academic self concept, 33% with medium levels of self concept and 10% with low levels of academic self concept.
- 77% of students have positive relationships at school.
- 45% of students have a high sense of belonging.

## Policy requirements

### Aboriginal education

Aboriginal Education continues to be a strong focus for the College. The recent appointment of an Aboriginal Education Officer Mr M.Goolagong has allowed the already strong 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 Office Mr J.Gosden. The Campus has in place a transparent process 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.