

Brisbane Water Secondary College Umina Campus

Annual Report



2018



STRENGTH THROUGH UNITY

8513

Introduction

The Annual Report for **2018** 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.

This year has been a very busy one, with the school selected as a Finalist in two categories at The Educator National Awards. Those being, Government School of the Year and Best Professional Learning Program. We were very proud of our NAPLAN results, showing more improvements from the work we have achieved as a strong team who have a clear moral purpose on improving the educational and life outcomes for our students. Our staff have worked tirelessly, for and with, our students to uphold our school values of Respect, Commitment and Relationships.

I would like to thank Mr Brent Walker for his educational leadership and success in the transformation of Umina Campus over the past five years. Can I please extend my gratitude to both Mrs Rebecca Cooper (Principal Woy Woy Campus) and Mr Paul Gilmore (College Principal), for their support in leading the college over the past twelve months.

I would like to thank the P & C for their tremendous support of the Umina Campus and extend my thank you to all parents and carers for entrusting us in educating your children.

It has been wonderful to work alongside such a strong and proactive Aboriginal Education Consultative Group throughout 2018. With 12% of our student population comprising of students from an Aboriginal background, a strong partnership with the Koorana AECG has ensured the strengthening of educational, wellbeing and cultural competencies of all our students.

Adam Montgomery

Relieving Principal

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Message from the school community

P&C Annual Report Umina Campus

2018 saw the Brisbane Water Secondary College Umina Campus P&C donate \$11,446.46 to our school.

- Uniform shop commissions \$9,428.46
- Junior Sport persons \$400.00
- P&C Incentive Scholarships \$500.00
- National Cheerleading Dance \$752.60
- Year 9 Graduation cake \$165.00

I would like to take this opportunity to thank the P&C Executive Team for their time and contribution to the P&C throughout 2018. I also would like to thank our Principal, Staff and School Community for their ongoing support to the P&C.

Nicole Mottlee

BWSC P&C President

School background

School vision statement

Brisbane Water Secondary College is the first choice in educational delivery 7–12 on the Peninsula, where our community is confident that the whole student is catered for, is rich in curricula choice and dynamic and innovative in delivery, which ensures students will be successful beyond the school setting.

Brisbane Water Secondary College Umina Campus is a dynamic educational setting that provides choice and diversity in learning excellence through age appropriate learning, curriculum provision, quality pedagogy and future focused thinking.

School context

Brisbane Water Secondary College (BWSC) was established in 2002 to expand the educational opportunities of students on the Peninsula by offering a collaborative approach from across one school with two distinct campuses.

BWSC is a dynamic comprehensive, co-educational, 7–12 College that was established to provide pedagogy in learning environments that cater to the nature and specific needs of middle year's learners and senior learners.

The Middle School campus of 888 students at Umina caters for students in Years 7–9. This includes 12% ATSI students and 6 support classes. High quality learning programs which focus on literacy and numeracy, increasing use of technology, quality middle year initiatives, creative and performing arts and gifted and talented streams are all features of the campus.

BWSC is a proud member of the Brisbane Water Learning Community (BWLC) that includes five partner primary schools. A shared commitment to the vision of a united cohesive K–12 curriculum delivery through quality teaching is the alliance mandate. The BWLC work together with our local AECG to co-create and collaborate. This includes the Aboriginal Cultural Continuum K–12.

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.

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

A feature of the Umina Campus this year has been the implementation of Project Based Learning within the Stage Four 'S Class' program, with a greater focus on student centred learning and authentic learning tasks. The introduction of AVID into all years has become a major feature of learning culture embedded into the school pedagogy. The new CLASS (Collaborative Listening and Speaking Skills) program was introduced throughout five Year 7 classes, with students working alongside University tutors to solve points of confusion within their studies. The Campus continues to be 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 working toward 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 continues to focus on consulting with the five partner

Primary Schools and gaining feedback from all students and 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 process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

PROSPER – Excellence in Student Learning

Purpose

The campus culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. Whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Overall summary of progress

TEEC continued to be an area of focus within the teaching programs at Umina Campus. AVID strategies were embedded in teaching programs which saw improvements with the numeracy data in the Year 9 NAPLAN results with 87% of students achieving positive growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase to 90% or above of students receiving recognition for achieving the campus PBL expectations (baseline data 72% 2017 Sentral)	\$15,000 was allocated to fund student rewards and staff training around PBL.	85% of students achieved the top two levels of the Campus PBL reward system (Platinum and Gold).
By 2020 an increase in Year 9 students of 'Greater than or equal to expected growth' to 65% in the writing domain (baseline data 44.4% 2015–2017 SMART)	\$3500 used for TEEEC classroom resources and Campus PL.	41% of Year 9 students were At or Above expected Growth in the Writing domain in 2018. 96% of the top 70 NAPLAN scores in the Writing exam achieved At or Above expected growth.
By 2020, an increase in Year 9 Aboriginal students of 25% in the top 2 bands in reading (baseline data 9.09% 2015–2017 SCOUT)	Use of equity funding and use of Aboriginal Education Officer in supporting student achievement.	There was a 2% increase in the number of Year 9 Aboriginal students achieving in the Top 2 bands in the Reading domain.
By 2020, increase the number of Year 9 students in the top 2 NAPLAN bands for reading and numeracy by 8% (baseline data 12.4% 2015–2017 SCOUT)	Faculty budgets allocated from equity funds were utilised to support teaching and learning activities and programs to support all students.	15.4% of Year 9 students achieved Top 2 NAPLAN results in Reading and Numeracy in 2018.
By 2020, 70% of students self-report a sense of belonging (TTFM baseline data 63% 2016–2017).	Team budgets of \$1000 each were allocated to support Team wellbeing programs. Further equity funds were utilised to fund numerous Wellbeing programs to support students.	This is a new improvement measure added to the School Plan. 57% of all students reported a positive Sense of Belonging in the Tell Them From Me Survey i 2018.
By 2020, 65% of students self-report advocacy at school (TTFM baseline data 57% 2016–2017).		This is a new improvement measure that has been added to the school plan. 56% of students reported a positive advocacy at school in the Tell Them From Me Survey in 2018.

Next Steps

In 2019, the Campus will introduce the Year 7 Best Start exam which, with PAT and NAPLAN testing, will serve as excellent reference points for teachers to identify areas of strength and weakness for individual and cohorts of students

to inform teaching practice. In 2019 a Student Services Hub will be introduced to further support student wellbeing and academia with greater individualised support. Personalised Learning Plans will be a greater focus for all students, with our Aboriginal students, with each student selecting a staff mentor for them to meet with each fortnight to ensure the whole child is being catered for. Project Based Learning and the expansion of teaching and learning based upon the 'soft skills' and future focused learning will lead to a greater number of authentic learning experiences being created for students. The Positive Behaviour for Learning reward system will be reviewed and refined, and combined with staff professional learning, to ensure greater equity amongst the student body.

Strategic Direction 2

COLLABORATE – Excellence in Teaching

Purpose

Teachers as lead learners are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Professional learning is aligned with the school plan, and its impact on the quality of teaching and learning outcomes is evaluated.

Overall summary of progress

Teachers have continued to engage in teacher professional learning within the PL Hubs and external Professional learning opportunities in order to build capacity and expertise across the school and learning community. Staff have engaged with innovative pedagogy supported by new technology to enable quality learning to occur in all classrooms. \$80,000 has been allocated to technology upgrades throughout the school to support teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, 60% of students self-report high challenge/ high skills on measured 'Skills-Grades Challenge' (TTFM baseline data 29% 2016-2017)	Faculty Budgets allocated from equity funds to support teaching and learning programs.	38% of students reported High Challenge/High Skills on the 2018 Tell Them From Me Survey.
To increase the number of students identifying an expectation of success to the state average of 79% (TTFM baseline data 77% 2016-2017)	Targeted Professional Learning funds.	73% of students identified as having an expectation of success in the 2018 Tell Them From Me Survey.
80% of staff identify that they agree or strongly agree with a 'positive culture in their workplace' (TTFM baseline data 62% in 2017).	\$80,000 allocated to technology upgrade across the campus to support teaching and learning.	65% of staff agreed or strongly agreed that there was a positive staff morale in the school.

Next Steps

In 2019, the teaching will focus upon developing opportunities for students to challenge themselves through future focused learning. Staff will continue in a targeted professional learning program informed by the school plan and staff PDPs. Students will develop their skills in collaboration, critical thinking, communication and thinking creatively through AVID, CLASS, STEM and specialised programs such as Project Based Learning. Staff across the campus will begin professional development in Growth Mindset through the PERMA team. A staff wellbeing project team will be implemented to focus on communication, teaching facilities and resources and staff mental health.

Strategic Direction 3

UNITE – Excellence in Leading

Purpose

The campus supports a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement where resources are strategically used to achieve improved student outcomes and high quality service delivery through administrative systems, structures and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

Overall summary of progress

Parents and community members have the opportunity to engage in a wide range of school related activities. These include parent forums, selection panel for teacher, guest speakers at events as well as P&C representative roles. Community work closely with the student teams to design and deliver events such as RU OK? Harmony Day and Wellbeing days. The school community is very positive about the provision of education and this is evident in positive emails, discussions at events and TT4Me data. Through the redeveloped organisational structure and role statements the school has shown a commitment to the development of leadership of staff. Links in 2018 with our local community of schools and community have very strong and evident in the quantity of Community Use of facilities, participation in shared celebrations, showcases and educational programs. The Umina Campus has implemented a very successful Family Referral System that includes partnering with our partner Primary Schools to assist families in need of support. The school plan has embedded evaluative thinking and identified quantifiable improvement targets. Staff, students and the broader community have been engaged in that process. We have actively engaged with the AECG in 2018 to seek advice, guidance and professional learning to build cultural competencies of staff and students. The College Management Group and senior executive utilise a range of strategies to ensure that resource allocation, performance monitoring and reporting occur. This includes role statements, faculty supervision and monitoring, term checklists of expectations and auditing of those expectations with instructional feedback. BWSC U acknowledges and celebrates staff weekly through communication meetings, emails and formally at weekly exec meetings. The senior executive team ensures curriculum implementation and delivery is met through a timetable structure that is informed by staffing allocation and mapped to NESA requirements. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports teaching and learning. New administrative software and systems have led to a year of change and efficiencies have been made. This included movement from an ACCESS based system to a web based system for timetabling and communication with community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Above 95% completion, of faculty recommendations as a result of the Faculty Review Process within a semester of the date of the review.	The three faculties who were supported through the rigorous Faculty Review Process were, English, Science and Mathematics. The time frame for completion of the recommendations was 10 weeks. This did not mean that they had to be completed by that time but it did mean that the Head Teacher has to put in place procedures to support the completion of the recommendations. With confidence it can be reported that all Head Teachers of the faculties that were reviewed were able to put processes in place to rectify the identified deficits.	The next step for this processes is to continue to monitor progress towards the completion of the recommendations. In 2019 the following faculties will be reviewed. Physical Education, Creative and Performing Arts and Special Education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Above 95% teacher, student, parent and community satisfaction as measured through the 360 Tool, survey monkey and Google form surveys. (Baseline data for 2018 is 80%)	There have been slight improvements in the satisfaction of parents, students and teachers. The satisfaction values can be seen in the Parent/caregiver, teacher and student satisfaction section of this report. Generally the score is 4% to 5% below the 95%.	It is our belief that we need to continue to improve communication with our community. Inconsistent and irregular communication can lead to strained relationships resulting in parent confusion and frustration. efforts in 2019 will focus on aligning the campuses as one College and develop consistency in communication processes.
Teachers feeling supported at all stages of accreditation data to be above 95% as measured through teacher surveys. (Baseline data for teachers feeling supported in all aspects is 86%)	Teachers have overwhelmingly indicated that they feel they are supported in the accreditation process. In 2018 five graduate teachers achieved proficiency. All other teachers have entered the five year accreditation cycle with four more year to complete. Professional learning in this area is ongoing.	Continue to monitor progress of teachers and compliance with the accreditation process.

Next Steps

1. The College Management Group consisting of the three Principals have combined to implement a re-badging of the BWSC College to create and promote BWSC as one College. The way in which we will communicate with parents will be consistent. This will mean that letters home, Website communication, Facebook and other notifications to parents and the community will be the same. There will be one Website but with links to the campus and one Facebook site. There is a better understanding that the community wants and needs BWSC to be united as one almost identical school on two sites.
2. We will continue to improve the professionalism of our teacher so as to better suit the needs of our students and community
3. Continue to build teachers understanding of the Australian Professional Teaching Standards through targeted professional learning.
4. Support Head Teachers through a revised Faculty review process to include feedback form students, faculty teachers and parents.
5. Monitor the progress of graduate teachers to implement effective support programs to ensure they meet the teaching standards of a proficient teacher.
6. Sustain the programs and relationships with the partner primary schools in the Brisbane Water Learning Community to develop strategies and programs to support the k-12 continuum of learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$67,042 – Employment of an Aboriginal Education Officer. \$10 000 to support ATSI programs.	All Aboriginal students provided with the opportunity to engage in cultural experiences. Aboriginal students provided and supported with individualised pathway guidance.
Low level adjustment for disability	\$292,000 – the campus has 2.8 Learning & Support Teachers to support student learning. \$148,000 The LAST team develop disability adjustments and support teachers through PL and in the classroom. Additional SLSOs employed to support student learning in the classroom.	All staff trained and implementing disability adjustments in classrooms. Evidence to support adjusted collated and listed with students on ERN
Socio–economic background	Socio–economic background funding Student Assistance to support student learning \$15,000 Resources and personnel to support BYOD and campus technology – \$73,000 Employment of AVID tutors to work with Years 7, 8 and 9 in assisting with development of AVID strategies – \$30,000 Employment of additional staffing to support student learning and increased community engagement – \$100,000 Provision of faculty teaching resources – \$350,000 Employment of Student Support Officer – \$30,000	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. Students' social and emotional wellbeing and learning outcomes have been enhanced by the provision of initiatives and targeted strengths–based support for students requiring personalised assistance.
Support for beginning teachers	Support for beginning teachers – \$82,000	Relevant staff are linked to a mentor. Staffing entitlement and additional funds are used to release Beginning Teachers once a fortnight

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	430	458	458	464
Girls	403	415	434	414

Over the past three years enrolments have been stabilising around the 880 mark within the Umina Campus.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.7	89.8	90.5	89.3
8	88.9	86.6	89.3	85.5
9	86.9	86.6	85.1	85.4
All Years	89.2	87.7	88.4	86.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
All Years	90.8	90.8	90.8	89.6

Management of non-attendance

There is a minor difference in the Campus and State averages for student attendance in 2018 (<3%). Attendance in Umina Campus is managed through morning roll call procedures, period by period roll marking and texting parents by 11am each day when absence from school has been recorded.

Families have a strong link to the school through the Team structure, with attendance levels monitored weekly by the Campus Wellbeing team and students and families that require further support referred to specific programs. School and non-school based programs that are utilised include mentoring, individual learning plans, support agencies and the Family Referral Service.

Programs for students and families that require more targeted support may include the Regional DoE resources such as the Home School Liaison Officer (HSLO).

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	54	29	8
Employment	12	20	20
TAFE entry	19	16	14
University Entry	0	0	38
Other	0	15	3
Unknown	15	20	17

The establishment of a Careers and Transition team in 2018 allowed strategic planning of all transition points and career planning. At BWSC we support the career and transition planning of all students by providing:

1. Career and transition support for identified students
2. Students accessing careers advice/counselling
3. Students accessing career information through elearning platforms and newsletters to support their career pathways exploration
4. Parents being informed about how they can support their child's career development and transition planning through information nights
5. Career mentor program
6. School developing community/business partnerships – with Macquarie University, Salvation Army, Family Referral Service, RYSS and Allied Health

In 2018 there were 19 early offers to University. Fifty two students accepted University placements for term 1 2019. The category 'other' encompasses those students who have successfully moved into apprenticeships or traineeships. Students who are identified as 'seeking employment' work with the Salvation Army Employment Plus, through a school referral process, to become trade or employment ready.

Year 12 students undertaking vocational or trade training

Of the 2018 Year 12 cohort 168 students completed a HSC credential.

Eleven 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.

- Construction and Building Total: 11
- Agriculture, Total 4
- Business Services Total: 2
- Human Services Total: 15
- Management and Commerce Total: 9

- Retail Services Total: 6
- Screen and Media Total: 9
- Entertainment Industry Total: 11
- Entertainment Industry Specialisation Study Total: 7
- Hospitality Total: 22
- Furniture Making Total: 3
- Computer Applications Total: 3

Year 12 students attaining HSC or equivalent vocational education qualification

As Brisbane Water Secondary College is a Centre for Excellence for Industry training, 40.3% of all Year 12 students were enrolled in at least one VET course at the college with a further 22.8% 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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	44.41
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
School Counsellor	1
School Administration and 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

Across the College there has been the implementation of targeted professional learning experiences, to inform staff of their professional responsibilities to attain and maintain accreditation at 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,. Graduate teachers are informed of how they are being supported through additional funding and the use of a mentor and a supervising teacher.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,311,587
Revenue	11,361,204
Appropriation	10,994,011
Sale of Goods and Services	1,938
Grants and Contributions	324,022
Gain and Loss	0
Other Revenue	31,786
Investment Income	9,447
Expenses	-11,093,424
Recurrent Expenses	-11,093,424
Employee Related	-9,937,745
Operating Expenses	-1,155,679
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	267,780
Balance Carried Forward	1,579,367

The opening balance for the 2018 school financial year shows \$1,311,587.

This summary of the financial information includes operating costs, staff salaries and building and major maintenance.

In 2019, the planned funds will include major infrastructure works including the building of two new Science Laboratories, landscaping of school grounds, and creation of a Student Services Hub.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,183,304
Base Per Capita	179,802
Base Location	0
Other Base	7,003,502
Equity Total	1,150,615
Equity Aboriginal	94,413
Equity Socio economic	593,636
Equity Language	22,789
Equity Disability	439,777
Targeted Total	1,440,056
Other Total	712,978
Grand Total	10,486,954

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

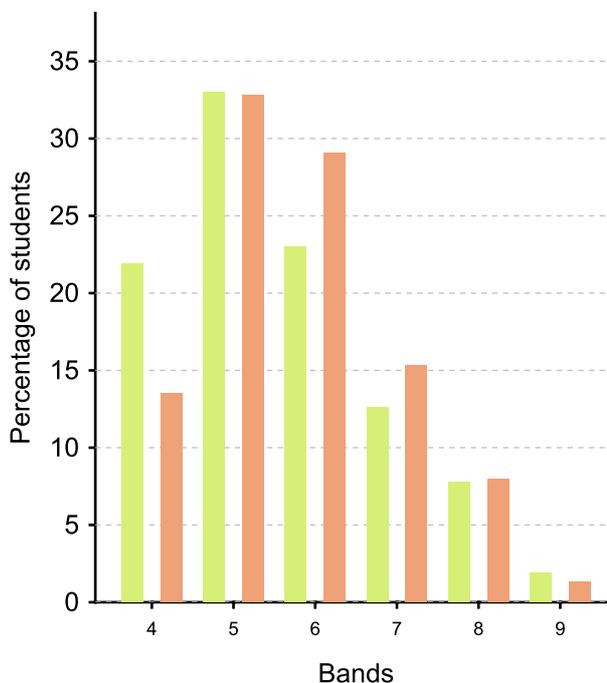
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The Brisbane Water Learning Community TEEEC writing focus and the Focus on Reading program continue to lead the way in pedagogical practice. Our staff engaged in professional learning in SCOUT. Teachers were able to immediately access valuable information via the new SCOUT platform to identify students who may require additional literacy and numeracy support. The implementation of an evidenced based literacy program called Multilit produced excellent results in student reading with the program extending to larger groups in 2019.

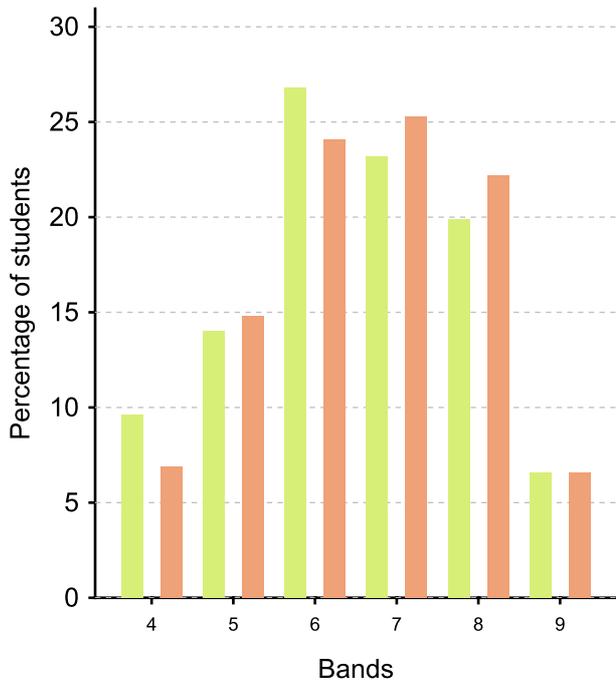
Percentage in bands:
Year 7 Writing



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	21.9	33.0	23.0	12.6	7.8	1.9
School avg 2016-2018	13.5	32.8	29.1	15.3	8	1.3

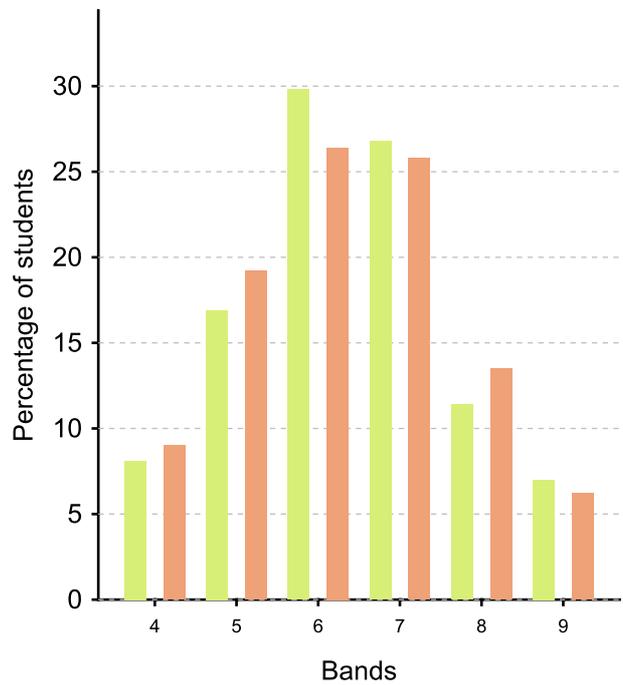
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	9.6	14.0	26.8	23.2	19.9	6.6
School avg 2016-2018	6.9	14.8	24.1	25.3	22.2	6.6

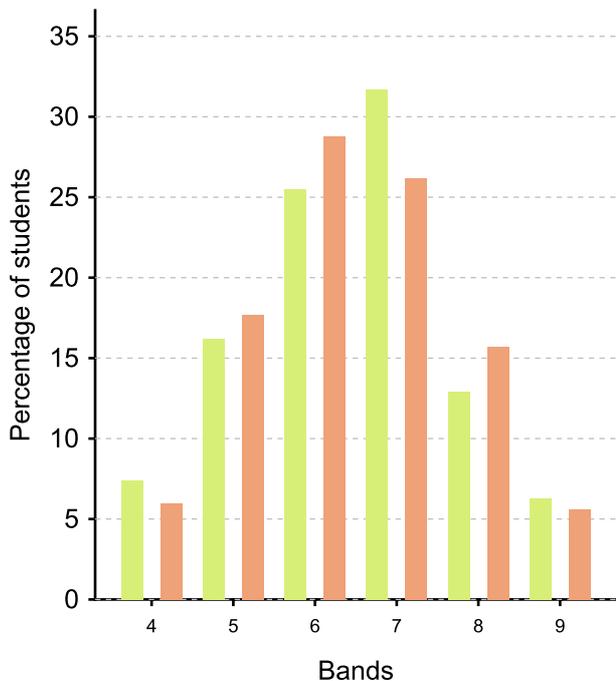
Band	4	5	6	7	8	9
Percentage of students	7.4	16.2	25.5	31.7	12.9	6.3
School avg 2016-2018	6	17.7	28.8	26.2	15.7	5.6

Percentage in bands:
Year 7 Grammar & Punctuation

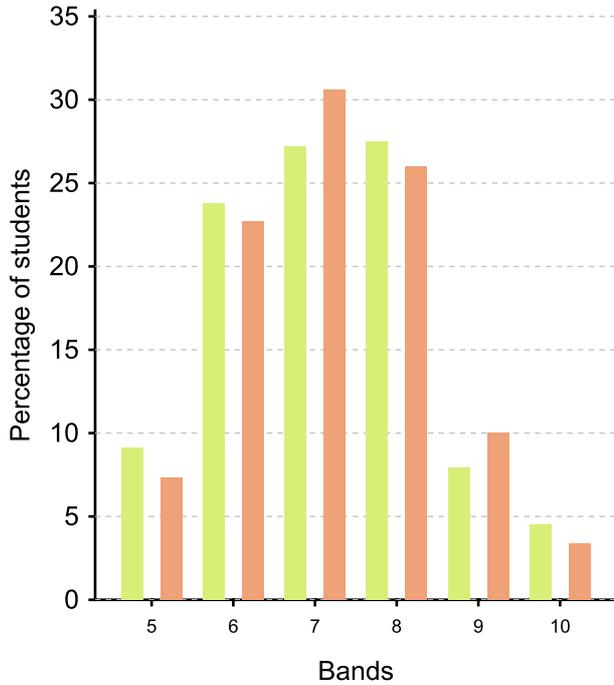


Band	4	5	6	7	8	9
Percentage of students	8.1	16.9	29.8	26.8	11.4	7.0
School avg 2016-2018	9	19.2	26.4	25.8	13.5	6.2

Percentage in bands:
Year 7 Reading



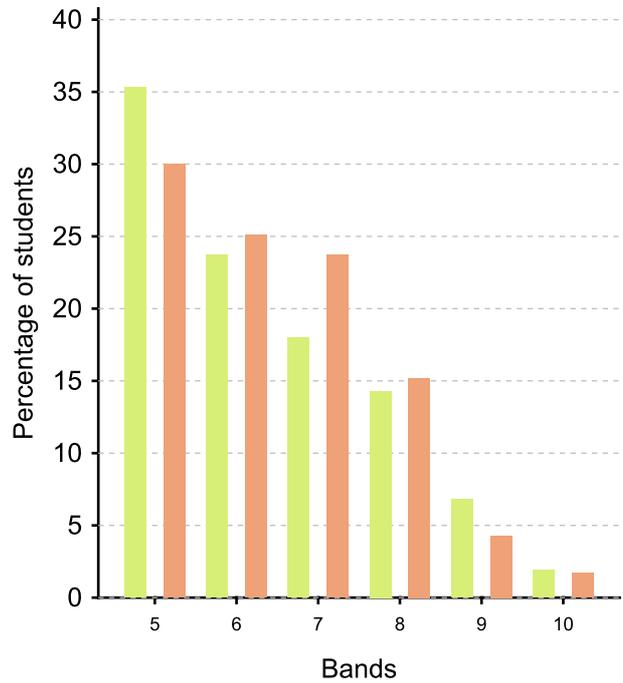
**Percentage in bands:
Year 9 Reading**



Band	5	6	7	8	9	10
Percentage of students	9.1	23.8	27.2	27.5	7.9	4.5
School avg 2016-2018	7.3	22.7	30.6	26	10	3.4

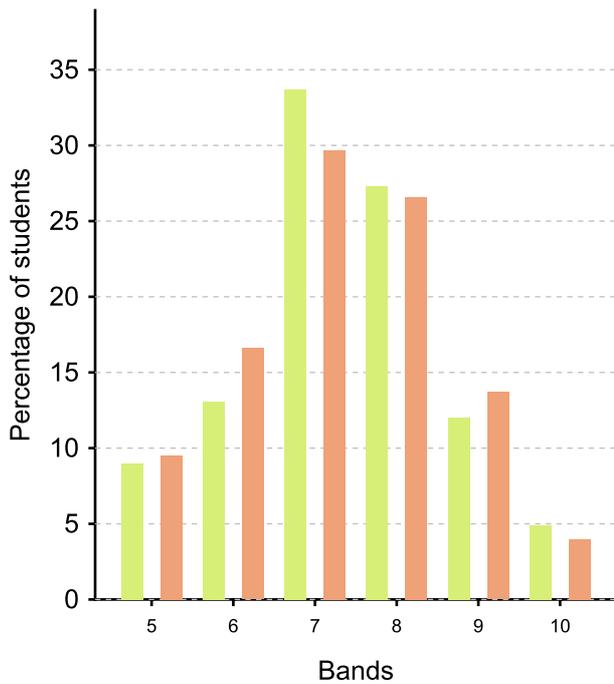
Band	5	6	7	8	9	10
Percentage of students	9.0	13.1	33.7	27.3	12.0	4.9
School avg 2016-2018	9.5	16.6	29.7	26.6	13.7	4

**Percentage in bands:
Year 9 Writing**

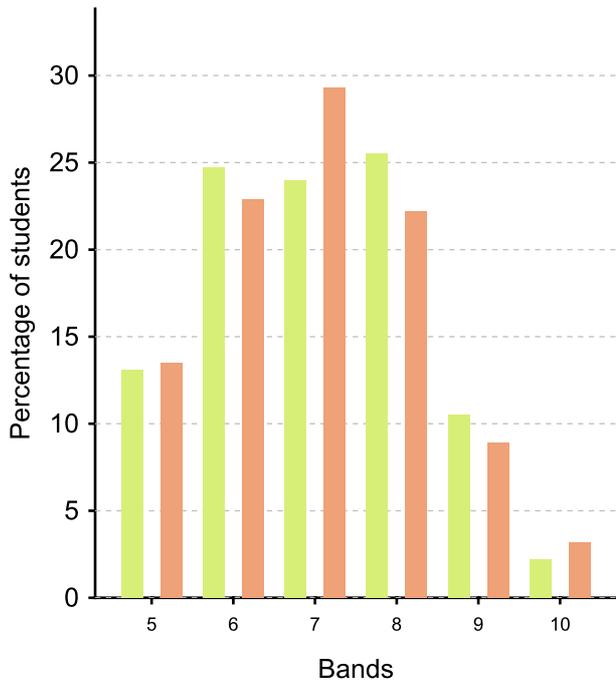


Band	5	6	7	8	9	10
Percentage of students	35.3	23.7	18.0	14.3	6.8	1.9
School avg 2016-2018	30	25.1	23.7	15.2	4.3	1.7

**Percentage in bands:
Year 9 Spelling**

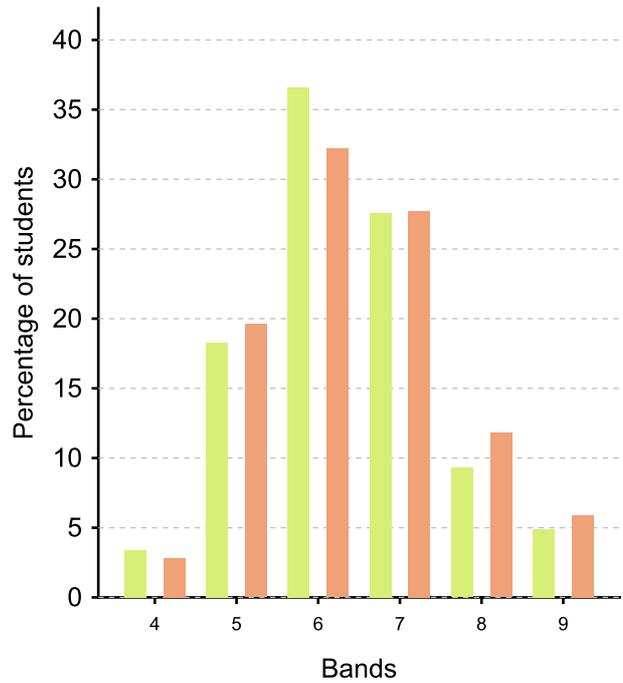


Percentage in bands:
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	13.1	24.7	24.0	25.5	10.5	2.2
School avg 2016-2018	13.5	22.9	29.3	22.2	8.9	3.2

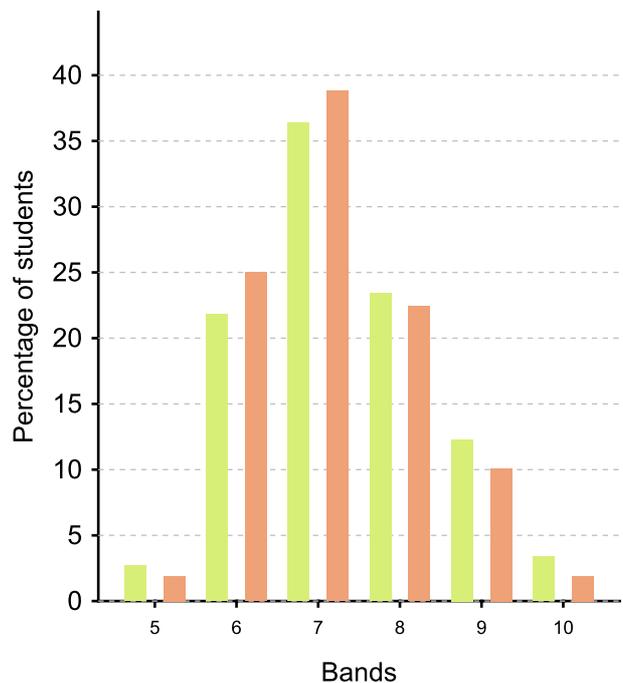
Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	3.4	18.3	36.6	27.6	9.3	4.9
School avg 2016-2018	2.8	19.6	32.2	27.7	11.8	5.9

Numeracy initiatives, strategies and interventions have been an overwhelming focus for professional learning and classroom pedagogy throughout 2018 in Mathematic lessons. A targeted teaching approach to lessons and a greater emphasis on identifying areas of individualised needs has seen excellent student growth in numeracy. 62% of our Year 9 students were at or above expected growth in numeracy in 2018.

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	2.7	21.8	36.4	23.4	12.3	3.4
School avg 2016-2018	1.9	25	38.8	22.4	10.1	1.9

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.

In terms of the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands the results are remaining steady. 14.18% and 15.71% of Year 7 and Year 9 students respectively achieved in the top 2 bands in Numeracy. 19.19% and 12.45% of Year 7 and Year 9 students achieved in the top 2 bands in Literacy.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

Parent satisfaction across the College remains at approximately 89%. In addition, 8% of parents indicated that they were not satisfied and 4% selected *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 2018 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 2018 cohort of students in years 7 to 10.

- 37% of students have high levels of happiness., 36% have medium levels of happiness and 25% have low levels of happiness.
- 47% of students have high levels of optimism, 37% with medium levels of optimism and 15% with low levels of optimism.
- 64% have high levels of academic self concept, 30% with medium levels of self concept and 4% with low levels of academic self concept.
- 79% of students have positive relationships at school.
- 62% of students have a high sense of belonging.

Aboriginal Education continues to be a strong focus for the College. The continued employment of an Aboriginal Education Officer Mr M.Goolagong has allowed the already strong partnership with the local Aboriginal community, including the Koorana AECG, to develop stronger longer lasting ties. The indigenous students within the College continue to perform at or above state average in all areas. Aboriginal perspectives are embedded into the teaching and learning programs across the College., with staff planning further 8 Ways professional learning in 2019. 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, with two new staff members being trained in 2019 to replace Mr 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.

Policy requirements

Aboriginal education