

# Brisbane Water Secondary College Umina Campus

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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

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4341 9066

### Message from the principal

I would like to recognise and thank Adam Montgomery as Acting Principal during Semester One. His leadership and compassion are much appreciated by the students, staff and community.

Brisbane Water Secondary College Umina Campus is a dynamic future focused school specialising in Years 7–9. The programs and initiatives that are both developing and embedded are evidence-based and designed to engage and support our unique community. We are continuing the legacy of high expectations, opportunities for students, teacher quality through professional learning and ensuring transition between partner primary schools and the Woy Woy senior campus builds on the continuum of learning.

I would like to thank Paul Gilmore College Principal and Rebecca Cooper Principal Woy Woy Campus for their ongoing support and dedication to the College. We are most fortunate in having teachers who are dedicated to our students and working together to build a future for us all.

Thank you to the P&C who work tirelessly for our students and to the parents and carers who work as our partners in education. Also to Koorana AECG whose leadership of our young Aboriginal students continues to provide them with skills and knowledge that strengthen our collective educational, wellbeing and cultural competencies and relationships.

Kerrie O'Heir

Principal

## 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

**In the domain of Learning** the Umina Campus is Delivering in: Student Performance Measures, Assessment, Reporting, Curriculum and Learning Culture. The Umina Campus is Sustaining and Growing in: Wellbeing.

Project Based Learning continues to be developed in Stage 4 and expanded across KLAs and classes. Developing an authentic connection between syllabus outcomes, PrBL skills and STEM principles has provided students with opportunities to understand how they learn and to problem solve and collaborate in the process. Umina Campus continues to provide specialisms in CAPA, Targeted Sports Program and the selective stream. The Teams structure continues to provide a framework and wellbeing 'safety net' for all students where they are known, valued and cared for.

**In the domain of Teaching** the Umina Campus is Delivering in: Learning Development, Data Skills and Use and Professional Standards. The Umina Campus is Sustaining and Growing in: Effective Classroom Practice. Professional Learning continues to be a major focus across the College to build staff capacity and expertise. The Professional Learning calendar has been modified and updated in Semester Two in order to plan across the College and align roles and faculty areas to work on continuity for transition.

**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 Delivering in: Management Practices and Processes, Leadership and School Resources. Consultation with our partner primary schools as Brisbane Water Secondary College and developing unity as 'one school' has built on the strong relationship of our LMG.

## 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.

### Improvement Measures

An increase to 90% or above of students receiving recognition for achieving the campus PBL expectations (baseline data 72% 2017 Sentral)

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)

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)

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)

By 2020, 70% of students self-report a sense of belonging (TTFM baseline data 63% 2016–2017).

By 2020, 65% of students self-report advocacy at school (TTFM baseline data 57% 2016–2017).

### Overall summary of progress

The Teams have worked effectively to drive their focus areas. The professional discussions around data analysis and writing scaffolds have highlighted the challenges and opportunities in both when looking at whole school curriculum and assessment approaches. Professional Learning in the focus areas has been informed by data as well as professional discussions. Further developing the effectiveness of the Teams and sharing their information across the school will further highlight the connections between the Teams as well as provide the opportunity to 'fit' the initiatives and the programs under the umbrella of PROSPER – Excellence in Student Learning.

### Progress towards achieving improvement measures

**Process 1:** Implementation of a whole school approach to curriculum and assessment through building respectful and connected relationships to ensure optimal conditions for educational aspiration and engagement.

Evaluation	Funds Expended (Resources)
The introduction of a common scaffold for writing (TEEC) needed further discussion across the College as well as with partner primary schools. Understanding the flexibility required in the application of the scaffold across the continuum of learning highlighted the different learning contexts yet how we can build the skills to support extended response writing for all our students. Formative assessment continues as a major focus at Umina Campus but we have postponed the involvement of the external High Impact Program as we are developing our specific authentic focus on formative assessment that utilises the programs and initiatives we have already embedded. The use of Data Walls has provided teachers with quantitative data that helps guide them in determining the learning needs of their students. From here we need to develop staff skills in analysing data to support and inform evidence-based teaching practices.	<ul style="list-style-type: none"><li>• \$2000 for casual relief days for staff to work on Data Walls</li><li>• \$2000 High Impact Formative Assessment Project – casual relief days for PL for staff</li><li>• Faculty budgets allocated from equity funds utilised to support teaching and learning activities and programs to support all students</li><li>• Use of equity funding and AEO in supporting Aboriginal student aspiration and engagement</li></ul>

**Process 2:** Strengthening evidence-based whole school wellbeing practices that result in measurable improvements in learning, differentiation, positive psychology for both student and staff wellbeing.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

PBL reminders and rewards days have been very effective. The continuation of reminders and data collection continue to inform us of the positive behaviours exhibited by the students. PERMAH and the positive psychology behind the program have been valuable but closer connection with the Student Services team and Engagement and Transition team would enable greater knowledge of the program in the school. This can be developed further in 2020.

Funding for PBL rewards days and PL for staff from equity funding \$25000

Data Team evaluation of behavioural issues to indicate focus areas \$3000

PERMAH PL funds \$5000

PERMAH resources – access to online modules for training including Thrive program and the development of the Scope and Sequence and Unit of Work – \$4000

## 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.

#### Improvement Measures

By 2020, 60% of students self-report high challenge/ high skills on measured 'Skills-Grades Challenge' (TTFM baseline data 29% 2016-2017)

To increase the number of students identifying an expectation of success to the state average of 79% (TTFM baseline data 77% 2016-2017)

80% of staff identify that they agree or strongly agree with a 'positive culture in their workplace' (TTFM baseline data 62% in 2017).

#### Progress towards achieving improvement measures

**Process 1:** Implementation of a whole school approach to professional learning, and collaborative practice informed by data, reflection, evaluation and research to improve teacher quality and curriculum development to support teacher accreditation.

Evaluation	Funds Expended (Resources)
Cultural Excursion completed	Funding for staff relief
Recognition and celebration of Aboriginal student achievement at Morning Tea	Funding for Morning Tea
Milestones for 2020 completed	<b>Funding Sources:</b> • (\$1500.00)

**Process 2:** Investment in action research teams who based on data develop innovative practices through future focused research and pedagogy.

Evaluation	Funds Expended (Resources)
The development of the PL Hubs and the provision in the timetable for staff to engage in PL has been innovative and most valuable for staff. They have been able to use this timetabled time to meet in their PL Hubs as well as in their curriculum areas with a focused approach to improving teacher quality and curriculum development. Sharing the information from the PL Hubs with the rest of the staff needs to be explored and refined further in 2020.	Google survey to develop Data Team. \$2000 funding to relieve staff to attend PL. Staff involved in NAPLAN Data Analysis PL \$1000. Connecting to Country PL for staff involved in PLPs – \$2000. Access to Aboriginal data analysis and support of culture – \$4000

### 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.

#### Improvement Measures

Above 95% completion, of faculty recommendations as a result of the Faculty Review Process within a semester of the date of the review.

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%)

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%)

#### Overall summary of progress

The faculty recommendations that were given to the Head Teachers to complete have all been enacted. The target figure of above 95% implementation of recommendations has been achieved within the time frames suggested. There will be continued monitoring through support review meetings each term as well as teachers lesson observations. The faculty review process will continue with adjustments to the process..

The parent, teacher and student satisfaction did not reach the 95% target and remains in the low 80% range. There are numerous initiatives including parent information sessions, student performance evenings, Facebook recognition of student activities, student celebrations and public appearances at major community and public teacher recognition practices that have increased the college profile but our data indicates that we need continue to develop new strategies to improve the public perception of the college. .

All teachers that were seeking proficient accreditation in 2019 were successful in attaining accreditation from graduate to proficient teacher. Seven graduate teachers were promoted to proficient in 2019.. All proficient teachers that were required to maintain their accreditation in 2019 were able to satisfy the requirements .

#### Progress towards achieving improvement measures

**Process 1:** Implement and develop collaborative partnerships as representative of all schools in the Brisbane Water Learning Community (BWLC) . Coordinate the meetings and activities across the BWLC including the combined school development day, curriculum teams and student enrichment events.

Evaluation	Funds Expended (Resources)
<p>The Brisbane Water Learning Community (BWLC) has continued to be a strong positive partnership involving all partner primary schools. The ten points of contact, transition program involving stage 3 students and parents, allows for meeting points across the year to plan for and review current collaborative practices.</p> <p>The literacy and numeracy teams have met each term to review and implement joint programs. The literacy team has been co–led by Executive Teachers from Woy Woy South and the Umina Campus. The numeracy team has been co–led by executive Teachers from Empire Bay and the Umina Campus.</p> <p>The literacy team continue to drive the TEEEC model for writing. The literacy team has provided professional development for all teachers across the learning community . They have collaboratively worked in the co–creation and sharing of teaching. resources.</p>	<ul style="list-style-type: none"><li>• College Principal Funds Cost for casual release \$5000</li><li>• Cultural Continuum teacher release \$2000</li><li>• \$1000 for curriculum team meetings, catering and resources.</li><li>• \$1500 per school for guest speaker.</li><li>• \$1000 for teacher release to run the enrichment day.</li></ul>

## Progress towards achieving improvement measures

The numeracy team have made the collaborative decision to use PAT testing in all stages to develop a consistency in the collection of data. All schools have shared this data with the intent of finding common areas for development and growth..

NAPLAN data is used to gauge the success of our shared programs. There has been improvement and decline in our data.. There is growth in the areas that we specifically target and decline in areas that we have shifted our attention away from. Future plans should look at how we consistently improve student growth in all areas of testing.

The Literacy and Numeracy group will continue in 2020 without change .

The Aboriginal Education Consultative Group (AECG) implemented the Cultural Continuum across the BWLC. The model of sharing venues and activities, using Aboriginal peoples has continued to develop positive relationships between the school and the Aboriginal community.

The Cultural Continuum has continued to provide cultural learning experiences for all Aboriginal students across all stages in the BWLC. Each school has been able to select one stage to develop cultural learning activities being delivered by Aboriginal peoples. The continuum program has been successful across the BWLC. In 2020 the BLWC Principals are seeking a review and a reinvigoration for the program so measure success and provide future direction so that we can support the AECG moving towards the next three year planning cycle. The continuum works with Aboriginal people to deliver cultural learning experiences

**Process 2:** Re-invigorate and strengthen the College Evaluation Processes which will include sub-executive, executive, teachers, parents and students.

Evaluation	Funds Expended (Resources)
<p>There was an intention to develop one College Report including data from several sources.. The department has been able to integrate its data sources into one easily accessed program called SCOUT. Scout provides schools with data about parents, teachers and students that assist principals and schools in evaluation, succession planning and strategic planning for the next three year cycle..</p> <p>With the finalisation and implementation of new department tools it has not been necessary to produce a report that summarises information for us. All the data that we need is stored and accessed through SCOUT. Data teams on each campus have been able to extract, analyse and make predictions using the information on SCOUT.</p> <p>Evaluation of the School Plan and the production of the Annual School Report supersedes any college report that can be constructed from the same data. There has been no need to produce a College Report for reference. All information about the school can be found in the School Plan, Annual School Report and School Planning and Reporting (SPARO)</p> <p>The teams have met on a regular basis. The situation is as follows. SCOUT continues to improve and there is new data readily available. The individual teams across the college are able to analyse and put forward recommendations to the campus principals.</p> <p>SPARO and SCOUT can be used by the principals to make predictions and assist in school planning. Production of another report document on top of this would be a doubling up of departmental data that has already been collected. Analysis of the date leads to strategic amendments to this school/college plan.</p>	<ul style="list-style-type: none"> <li>• Teacher release funding \$2000</li> <li>• Faculty Review Process teacher release funding \$15000</li> </ul>

## Progress towards achieving improvement measures

The faculties that were reviewed in 2019, were Creative and Performing Arts (CAPA) and Personal Development Health and Physical Education (PDHPE). An external Technical and Applied Studies (TAS) as part of a Vocational Education and Training Audit (VET) was considered to be an exhaustive process and this we postponed the internal faculty review process till 2020.

There was a refined process in 2019 to include both Head Teachers in the review on both campuses. Also included in the review was an external expert Head Teacher of the same faculty, the supervising DP and Head Teacher Teaching and Learning were also included.

The review process creates a document that puts forward a set of recommendations for the Head Teacher to enact. The review process mimics the process that NESA would use if they were to conduct a faculty audit across the school.

The Head Teachers in the 2019 were able to produce evidence that the faculty was working at or towards compliance with departmental policy. The process supports head teachers to stop check if they are compliant with department expectations. though the process is proving to be beneficial it will continue to be reviewed in 2020 for its effectiveness to ensure best practice continues beyond the review period.

Current reflective practices and formal post conversations have been able to establish that head teachers have successfully implemented all recommendations within the time frame that was given to them.

Policies reviewed in this year were brought to executive discussed and uploaded to the individual campus portals. Our documents are the campus procedure documents in response to the department policy.

2019 Policies reviewed included. attendance, Curriculum planning program and assessment, discipline, preventing and responding to student behaviour, religious education, sport and physical activity, work health and safety, working with children..

The parent consultative group was not a successful innovation. The community did not understand the purpose was for consultation and not for complaint. The group was not representative of the community and included parents from the parents and citizens committee. There have been more pertinent parent innovations put in place to support parents and to develop a sense of inclusivity.

**Process 3:** Develop, lead and monitor the Teacher Accreditation process across the College to ensure that all teachers are developing their capacity as educators to to meet the expectations of the Australian Professional Standards for Teachers.

Evaluation	Funds Expended (Resources)
<p>Teachers who achieved accreditation at proficient level included. Adam Phillips, Claire Briggs, Robert Brown, Georgia Townsend, Laura Wearne, Luke Hickey, Rikki-lee Kerr.</p> <p>The Induction program was a supportive program that allowed the graduate teachers to receive mentor guidance through lesson preparation, lesson observation and collaborative reflection of practices.</p>	<ul style="list-style-type: none"> <li>• Beginning teachers support funding. \$40000</li> <li>• Professional learning funds \$2000</li> </ul>

## Next Steps

The Faculty Review Process will continue in the next three year cycle after being reviewed and amended with input from the Executive from both campuses.

Teacher Accreditation is a mandatory practice that is essential to meet compliance requirements for teachers. Out

beginning teachers will be supported by the Beginning Teachers Induction Program having both a mentor and a supervisor to guide them in the initial stages of their careers. This is a successful program in the College but areas of teachers supervision and feedback are in need of improvement and consistency across the College. Continued professional learning in the facet of teacher observation and feedback should lead to greater levels of collegiality amongst the teaching staff across the College.

The Brisbane Water Learning Community will continue to be a combined partnership across the Peninsula schools. There will be some changes in the leadership of the partner primary schools in the near future but this will not deter the commitment of all of the schools to collaborate for the purpose of sharing knowledge, best practice and expertise to improve the learning continuum for all students.

The Cultural Continuum is an initiative that will continue to be supported by the learning community. In the next planning phase there will a review of the initiative to invigorate the program to add new cultural experiences for our students.

In the future, College evaluation will include the amalgamation of many subsets of data that come together to influence the strategic decision making for the new planning cycle . SCOUT is much improved and the alignment of the branches of the department allows the Executive to have access to reliable and consistent data that is used to plan for improvement. A better understanding of data collection and analysis will allow us to make informed strategic decision making to improve teacher practice and student learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$67,042 – Employment of an Aboriginal Education Officer.</p> <p>Casual employment of other Aboriginal SLSO to support programs and PLP development</p> <p>\$10000 to support ATSI Programs</p>	<p>A strong and consistent focus across the year on Aboriginal Education supported by Koorana AECG. Building further the communication links between our ABED Team, the College and the LMG will further strengthen and add focus to ensuring our Aboriginal students connect, succeed and thrive.</p>
<b>Low level adjustment for disability</b>	<p>\$298000 – the Campus has 2.8 Learning and Support Teachers to support student learning.</p> <p>\$166000 – The Learning Support Team develop disability adjustments and support teachers through programs, PL and in the classroom. Additional SLSOs employed to support student learning in the classroom.</p>	<p>All staff continue to build their expertise around disability adjustments and tracking through the Nationally Consistent Collection of Data. The targeted programs provide support and opportunities for students to re-engage with education and build their skills for a better future.</p>
<b>Socio-economic background</b>	<p>\$572,000 – Student Assistance to support student learning. Resources and personnel to support BYOD and campus technology. Employment of AVID tutors to work with Years 7, 8 and 9 in assisting with development of AVID strategies. The employment of additional staffing to support student learning and increased community engagement. Provision of faculty teaching resources. Employment of Student Support Officer. Providing access to Family Referral Service to school community.</p>	<p>Building capacity in technology delivery and PL has enabled staff and students to access online learning opportunities to engage in future focused learning. The development of student engagement in AVID strategies has been shared across the student body and connected to STEM principles that allow students to build their capacity around their learning by providing them with the skills to problem solve and build resilience as learners. Individualised support for students provided around wellbeing and learning outcomes have enabled our students to build confidence and positivity in their approaches to learning.</p>
<b>Support for beginning teachers</b>	<p>Support for Beginning Teachers provided through Professional Learning.</p>	<p>Relevant staff are linked to a mentor and also work within our Teams structure and Faculty structure. Beginning Teachers are provided with time to engage with their mentor and address areas they wish to improve or explore further. Beginning Teachers are supported by the College Principal and are mentored also at this level.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	458	458	464	468
Girls	415	434	414	438

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	89.8	90.5	89.3	89.5
8	86.6	89.3	85.5	86.1
9	86.6	85.1	85.4	82.7
All Years	87.7	88.4	86.7	86.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
All Years	90.8	90.8	89.6	89.1

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Year 12 students undertaking vocational or trade training

0% of Year 12 students at Brisbane Water Secondary College Umina Campus undertook vocational education and training in 2019.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	11
Classroom Teacher(s)	45.86
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,579,367
<b>Revenue</b>	11,699,257
Appropriation	11,364,621
Sale of Goods and Services	1,090
Grants and contributions	314,268
Investment income	7,709
Other revenue	11,569
<b>Expenses</b>	-11,665,908
Employee related	-9,991,259
Operating expenses	-1,674,649
<b>Surplus / deficit for the year</b>	33,349

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,470,387
<b>Equity Total</b>	1,145,913
Equity - Aboriginal	93,230
Equity - Socio-economic	572,352
Equity - Language	14,982
Equity - Disability	465,349
<b>Base Total</b>	7,438,408
Base - Per Capita	214,891
Base - Location	0
Base - Other	7,223,517
<b>Other Total</b>	866,811
<b>Grand Total</b>	10,921,518

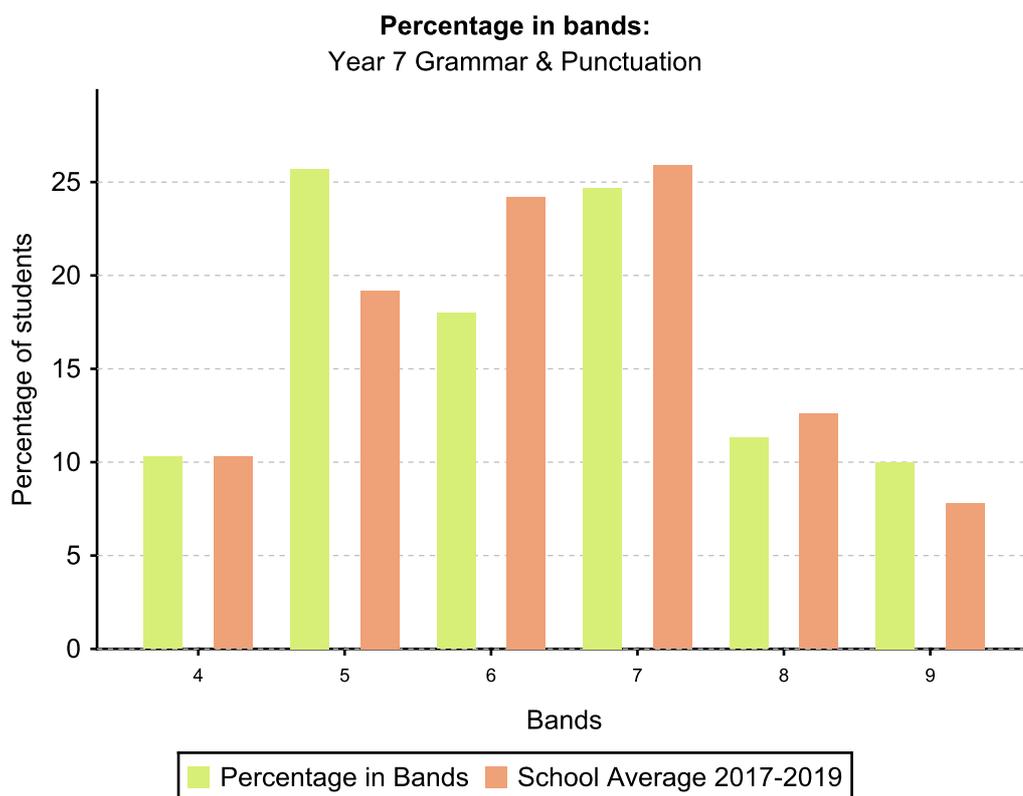
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

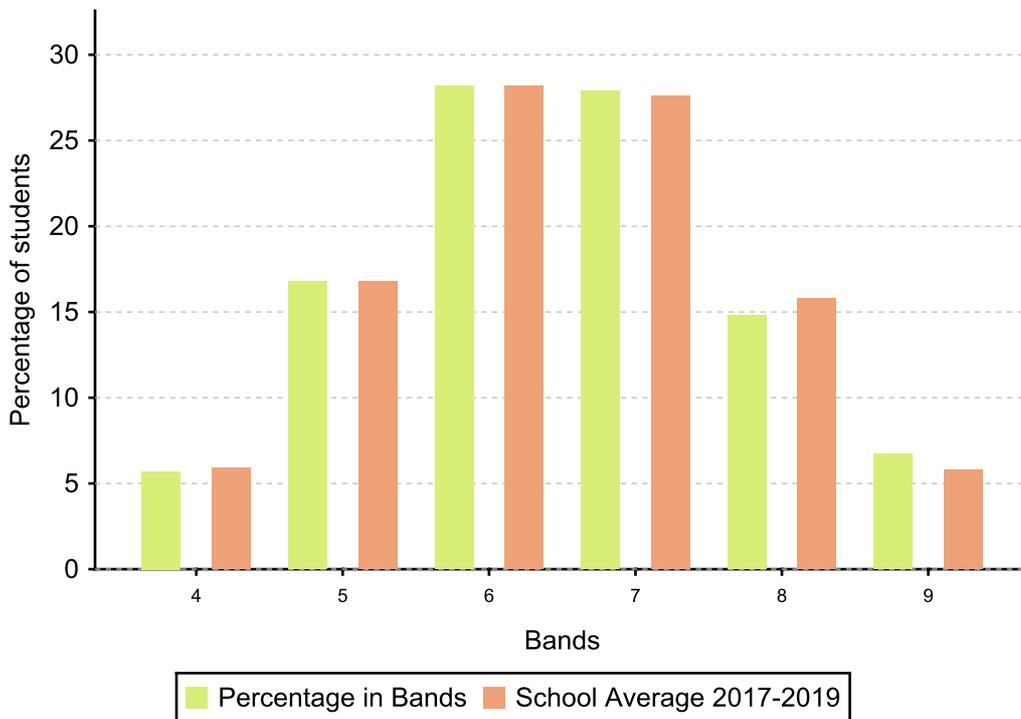
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



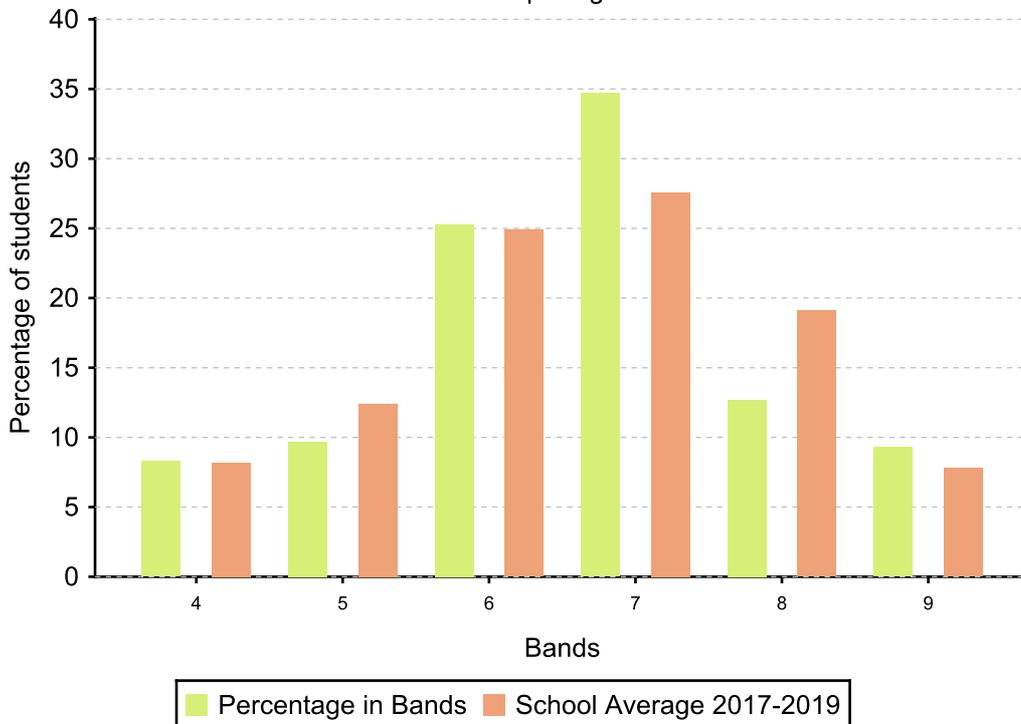
Band	4	5	6	7	8	9
Percentage of students	10.3	25.7	18.0	24.7	11.3	10.0
School avg 2017-2019	10.3	19.2	24.2	25.9	12.6	7.8

**Percentage in bands:**  
Year 7 Reading



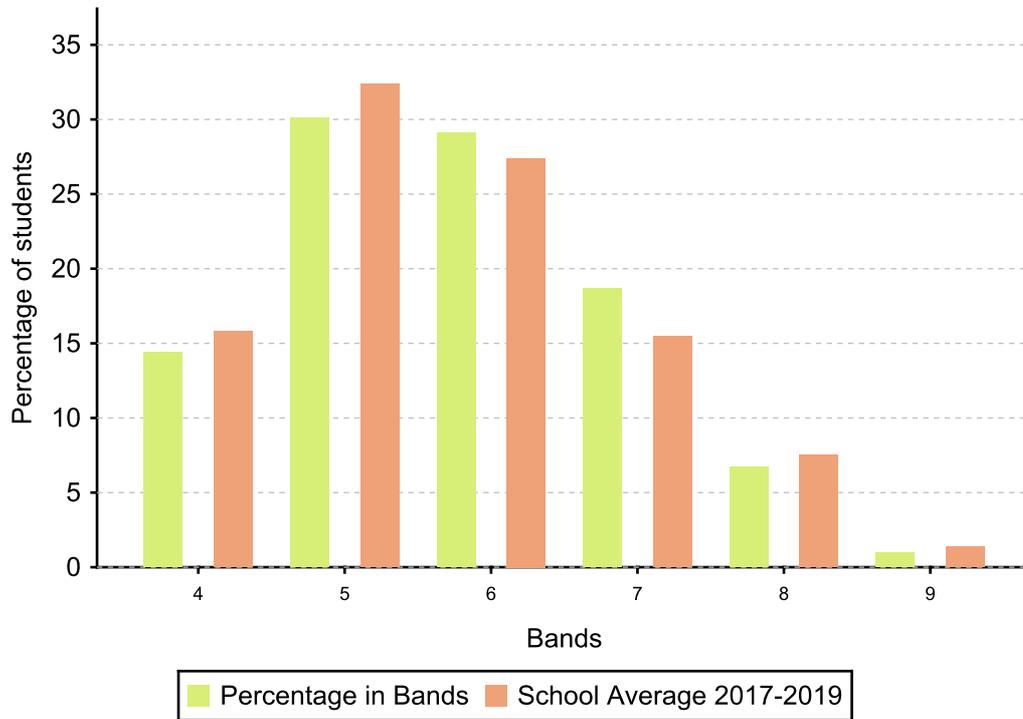
Band	4	5	6	7	8	9
Percentage of students	5.7	16.8	28.2	27.9	14.8	6.7
School avg 2017-2019	5.9	16.8	28.2	27.6	15.8	5.8

**Percentage in bands:**  
Year 7 Spelling



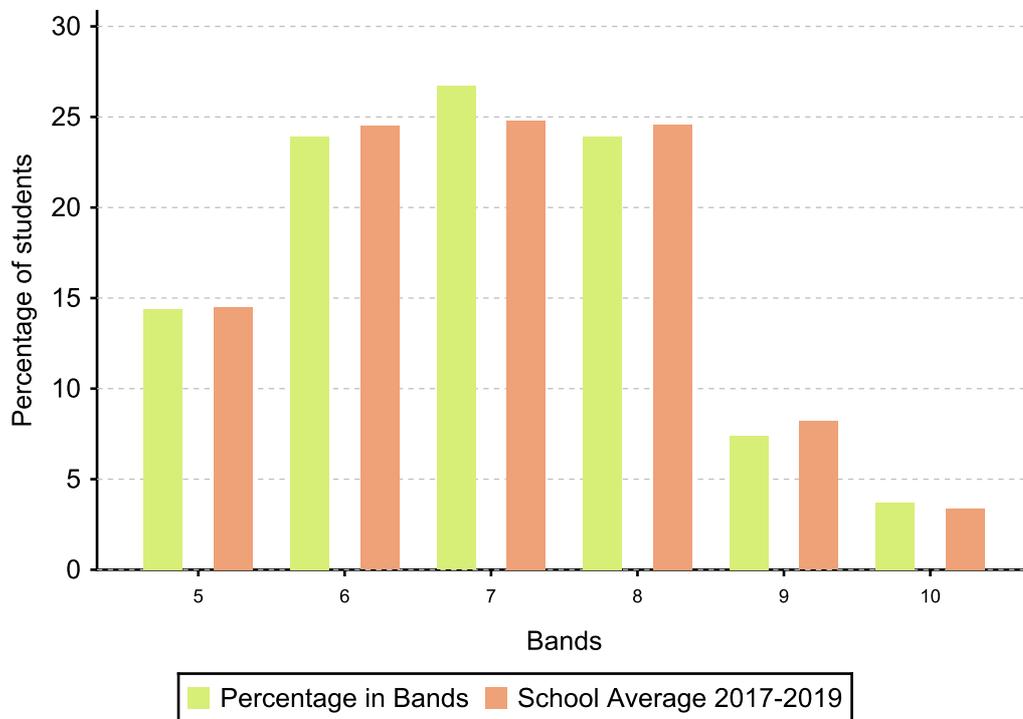
Band	4	5	6	7	8	9
Percentage of students	8.3	9.7	25.3	34.7	12.7	9.3
School avg 2017-2019	8.2	12.4	24.9	27.6	19.1	7.8

**Percentage in bands:**  
Year 7 Writing



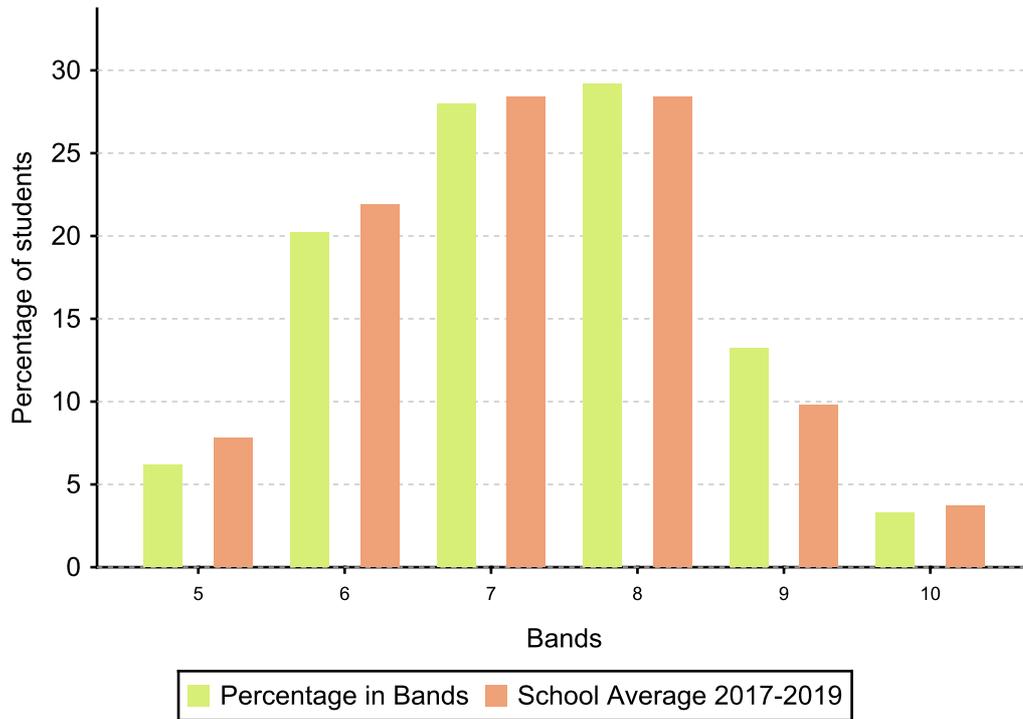
Band	4	5	6	7	8	9
Percentage of students	14.4	30.1	29.1	18.7	6.7	1.0
School avg 2017-2019	15.8	32.4	27.4	15.5	7.5	1.4

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



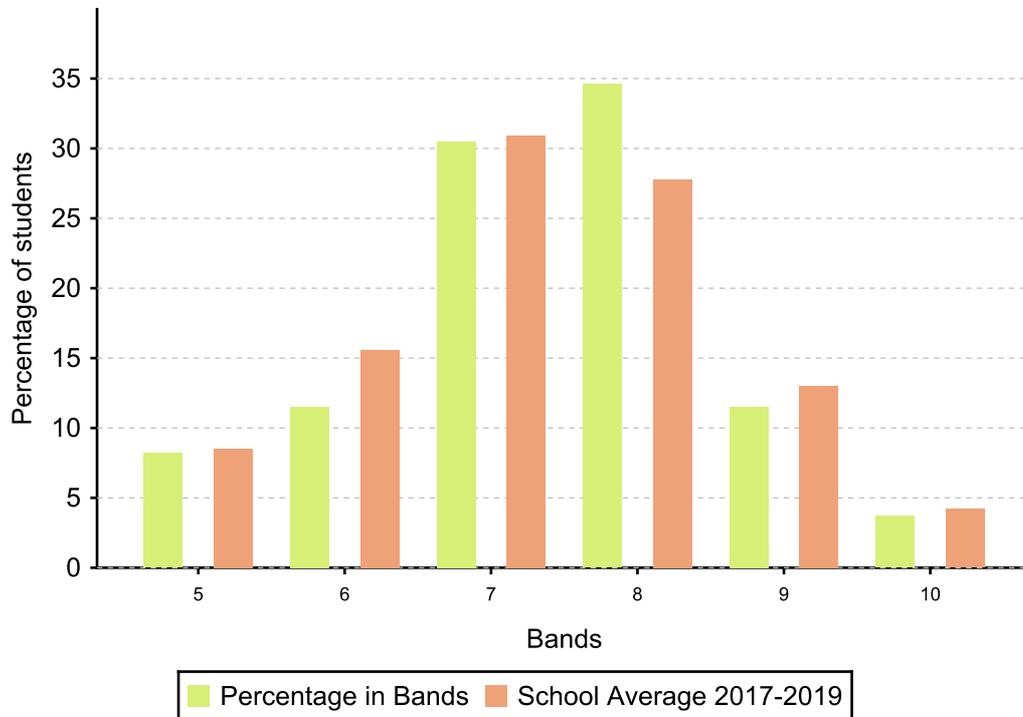
Band	5	6	7	8	9	10
Percentage of students	14.4	23.9	26.7	23.9	7.4	3.7
School avg 2017-2019	14.5	24.5	24.8	24.6	8.2	3.4

**Percentage in bands:  
Year 9 Reading**



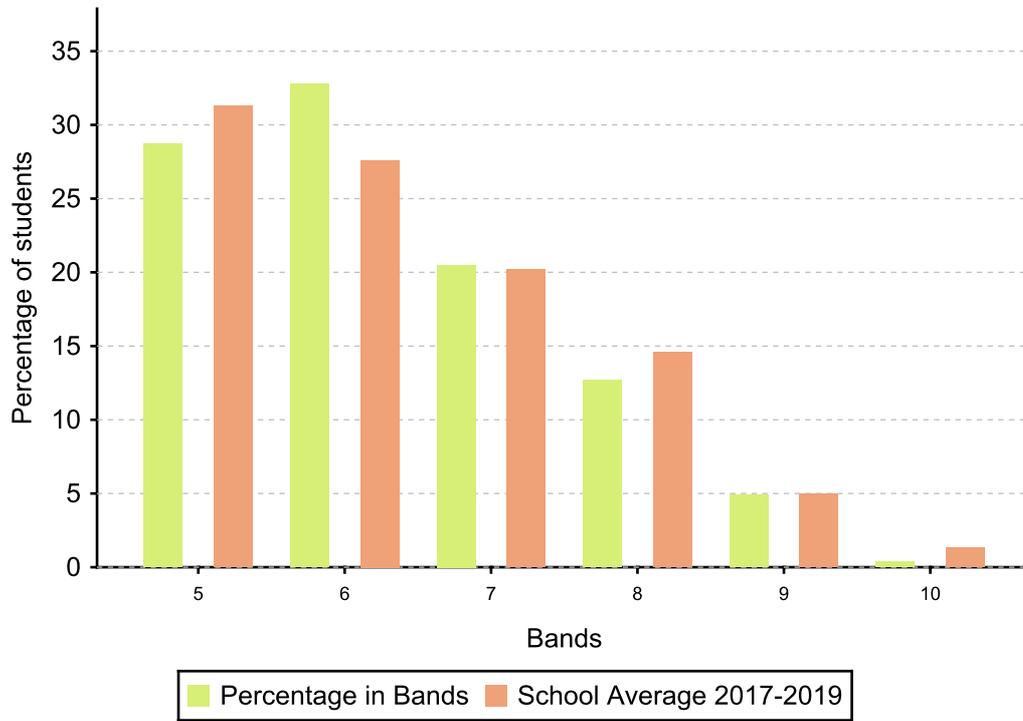
Band	5	6	7	8	9	10
Percentage of students	6.2	20.2	28.0	29.2	13.2	3.3
School avg 2017-2019	7.8	21.9	28.4	28.4	9.8	3.7

**Percentage in bands:  
Year 9 Spelling**



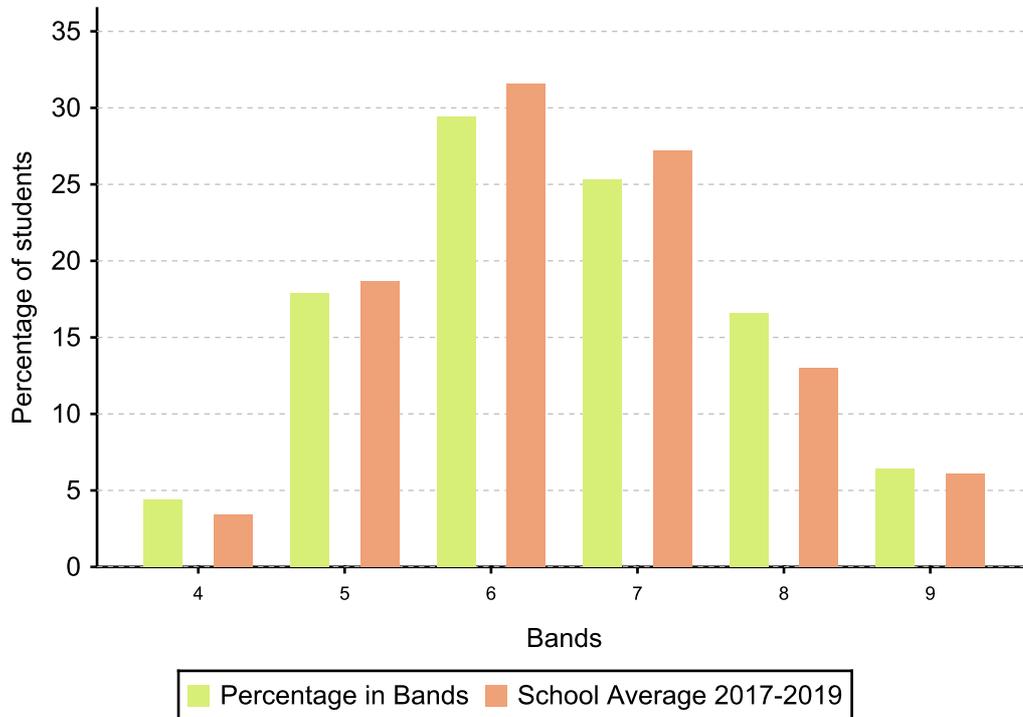
Band	5	6	7	8	9	10
Percentage of students	8.2	11.5	30.5	34.6	11.5	3.7
School avg 2017-2019	8.5	15.6	30.9	27.8	13	4.2

**Percentage in bands:**  
Year 9 Writing



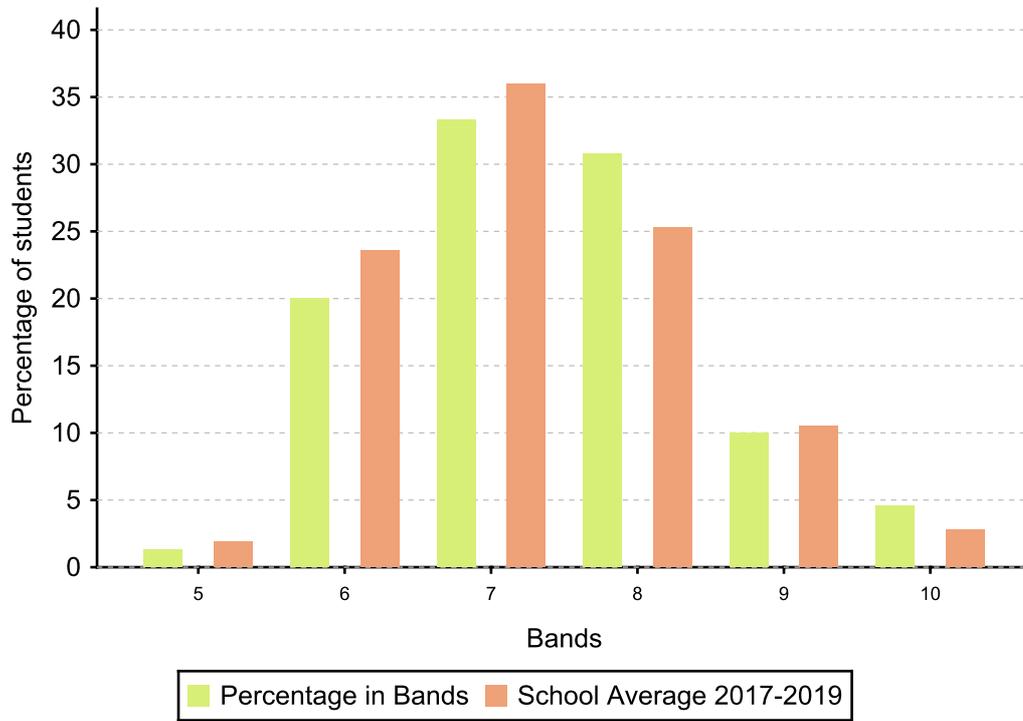
Band	5	6	7	8	9	10
Percentage of students	28.7	32.8	20.5	12.7	4.9	0.4
School avg 2017-2019	31.3	27.6	20.2	14.6	5	1.3

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	4.4	17.9	29.4	25.3	16.6	6.4
School avg 2017-2019	3.4	18.7	31.6	27.2	13	6.1

**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	1.3	20.0	33.3	30.8	10.0	4.6
School avg 2017-2019	1.9	23.6	36	25.3	10.5	2.8

# Parent/caregiver, student, teacher satisfaction

## Parent Satisfaction

The satisfaction of parents remains consistent with the surveys conducted in previous years. The majority of our parents 83.31% agree that Brisbane Water Secondary College is their school of choice, satisfied with the standard of education 83.57% and the satisfied communication from the school 71.99%

## Teacher Satisfaction

Teachers across the College generally enjoy the workplace environment and coming to school with approximately 82% enjoy coming to work. Similar results are obtained when we ask the questions about teacher support at school and that the works place is positive place in which to teach.

## Student Satisfaction

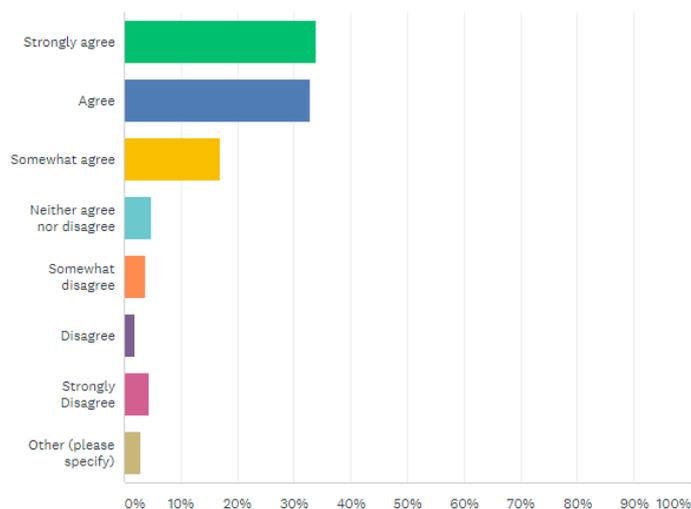
The *Tell Them From Me Survey* is a survey tool that is administered by the Department Of Education for schools to use to collect data in relation to student experiences at school. The College has participated in TTFM surveys for a number of years and has been able to develop a longitudinal collection of data. In recent years we have been able to combine campus data to have complete view of our students' opinions from year 7 to 12 in one report. The report allows us to compare our student views with similar type schools, which are referred to as replica populations.

The data summary indicates that, the College is above, equal to or close to replica schools in the areas of, positive learning climates, positive teacher student relationships, academic rigour, relevance of learning, values school outcomes increasing to year 12. There is a high level of optimism in year 12. There is an increase in interest and motivation from years 8 to 12.

Of continued concern to the College management is, the lower than expected score for student belonging. The structure and complexity of the College being comprised of two separate campus creates a transition change for student's midway through stage five. Students are required to attend a new campus in year 10. At this time the data indicates that the sense of belonging drops dramatically. A sense of belonging does increase when students enter year 12. The College has implemented programs and initiatives to address contextual transition complexities.

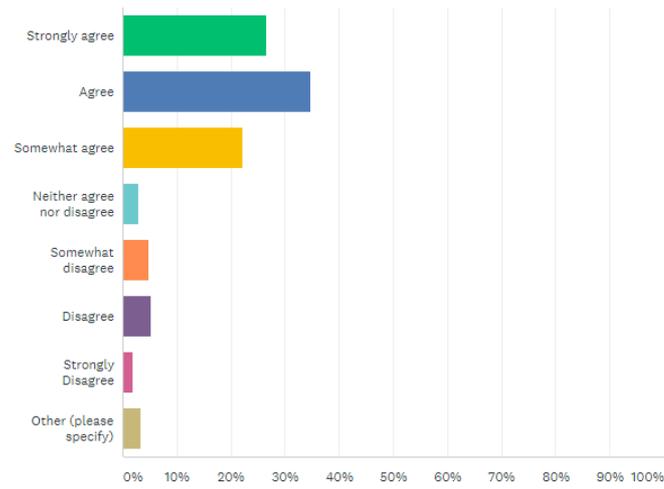
I would recommend Brisbane Water Secondary College as the school of choice.

Answered: 207 Skipped: 0



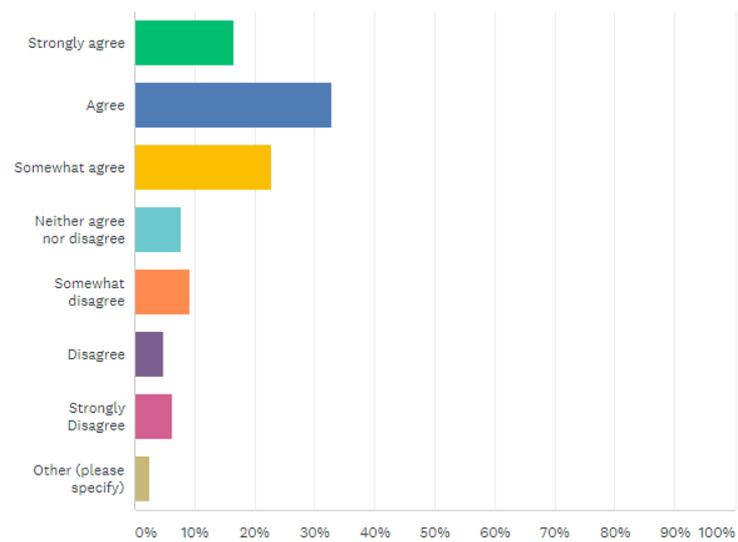
I am happy with the standard of the education my child receives at BWSC.

Answered: 207 Skipped: 0



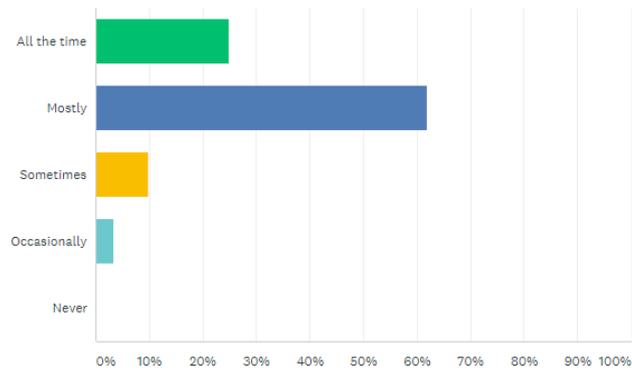
I am satisfied with the parent communication from BWSC.

Answered: 207 Skipped: 0



## I enjoy coming to work

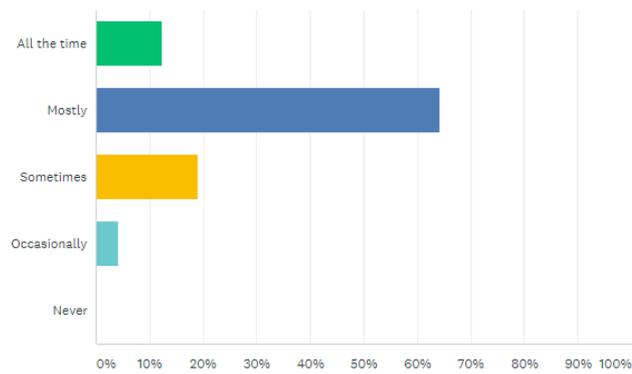
Answered: 357 Skipped: 2



ANSWER CHOICES	RESPONSES	
▼ All the time	24.93%	89
▼ Mostly	61.90%	221
▼ Sometimes	9.80%	35
▼ Occasionally	3.36%	12
▼ Never	0.00%	0
<b>TOTAL</b>		<b>357</b>

## My school is a positive place in which to teach

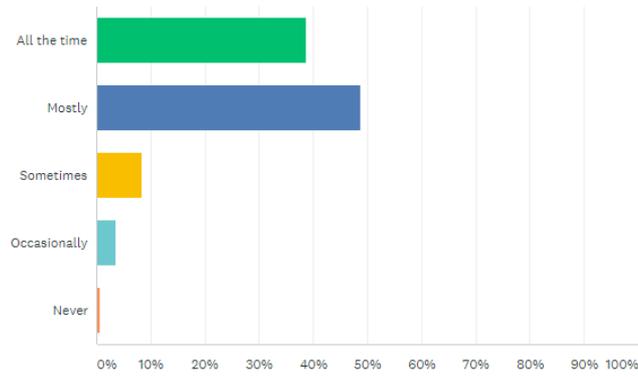
Answered: 356 Skipped: 3



ANSWER CHOICES	RESPONSES	
▼ All the time	12.36%	44
▼ Mostly	64.33%	229
▼ Sometimes	19.10%	68
▼ Occasionally	4.21%	15
▼ Never	0.00%	0
<b>TOTAL</b>		<b>356</b>

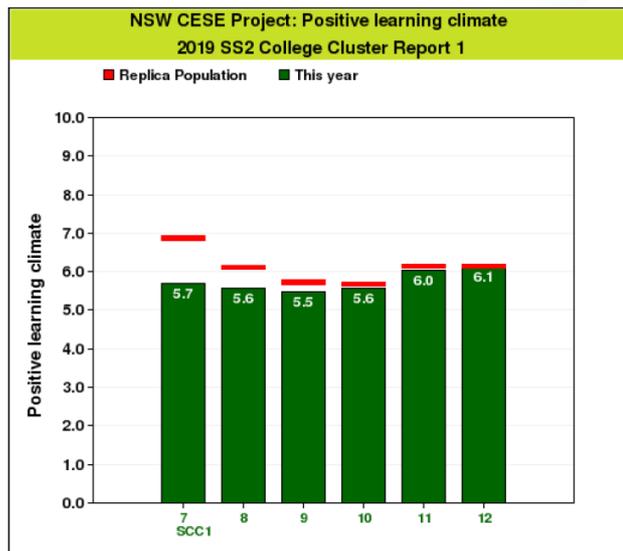
I am supported by my Colleagues at work.

Answered: 359 Skipped: 0

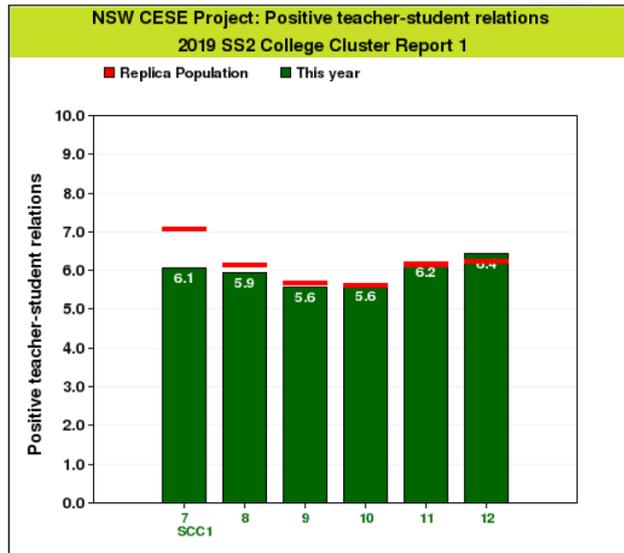


ANSWER CHOICES	RESPONSES
All the time	38.72% 139
Mostly	48.75% 175
Sometimes	8.36% 30
Occasionally	3.62% 13
Never	0.56% 2
<b>TOTAL</b>	<b>359</b>

## Positive Learning Climate



# Positive Teacher-Student Relations



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.