

2021 Annual Report

Brisbane Water Secondary College Umina Campus



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Brisbane Water Secondary College Umina Campus

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School vision

Brisbane Water Secondary College is the first choice in educational delivery 7-12 on the Peninsula. Our community is confident that the whole student is catered for, is rich in curricula choice and provides innovative educational delivery. Our students are provided with the skills and knowledge to 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.

Our purpose is that Brisbane Water Secondary College students succeed.

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 established to provide pedagogy in learning environments that cater to the nature and specific needs of middle years learners and senior learners.

The middle school located in Umina has an enrolment of 920 students who are learners in Years 7-9 of which 12% are Aboriginal. The Umina Campus also has seven special education classes specialising in intellectual disabilities, multicategorical and emotional disturbance. Our inclusive focus provides high quality learning programs which focus on literacy and numeracy, future focused learning, enrichment, creative and performing arts, targeted sports and leadership. As well, the large College farm is located on the Umina Campus providing unique opportunities for all College students in Agriculture and vocational education.

In 2020 the College collaboratively conducted a situational analysis and self assessment. There was much to celebrate in the analysis, however we identified some clear areas for improvement in the 2021-2024 planning cycle. This included a focus on Aboriginal education around retention and engagement in schooling and increased academic success for all students and a community focus on attendance at school and engagement in the learning when at school. We recognise the need to enhance our administration, procedures and communication across the College to ensure students have a deep sense of belonging. Innovation and quality pedagogy continue to be a focus to ensure that all students are catered for and that curriculum and assessment is fit for purpose, rigorous and supported.

BWSC is a proud member of the Brisbane Water Learning Community (BWLC) that includes five partner primary schools. The BWLC share a commitment to the vision of a united cohesive K-12 curriculum delivery through quality teaching is the alliance mandate. We work together with our local AECG to co-create and collaborate to ensure our students achieve personal success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building strong foundations for academic success
- Aboriginal Education
- Attendance supports student success

Resources allocated to this strategic direction

Socio-economic background: \$233,170.00

Low level adjustment for disability: \$416,022.20

English language proficiency: \$16,713.56

Integration funding support: \$263,095.00

Professional learning: \$30,000.00

Aboriginal background: \$121,519.00

School support allocation (principal support): \$15,411.00

Summary of progress

Professional Learning around building staff capacity and embedding practice in data analysis was carried out whole school, in faculties and individually and continues to be a top priority to ensure students experience ongoing improvement in their growth and attainment. The Data team was formed and included representatives from across all faculties and was tasked with creating a Data Analysis proforma for teachers to use to understand explicitly where the students they are teaching sit in terms of attainment. PL was also completed on the Learning Progressions to upskill staff on how to explicitly map where their students sit in Reading and Numeracy, and plan how to improve these outcomes. Opportunities within the Campus were seized for teachers to share their practice with other staff and these occurred through PL sessions, classroom observations and College cross faculty collaborations built into our meeting structure. This resulted in productive relationship building between the two campuses as well as understanding and knowledge of Stage 4-6 continuum. Data and Progressions PL was valuable but momentum in take up and embedding still needs to take place for true effectiveness to be measured.

Professional Learning around Aboriginal Education continues to grow with 12 more members of staff participating in Connecting to Country PL throughout the year. The commitment is to have 4 staff members participate in this PL per term and continue to roll through all staff. As well, the school's Aboriginal Education Team grew in numbers from 3 to 15 through the Reconciliation Action Plan (RAP) process. A strategic and transparent approach and distributed roles across the team provided the opportunity for Maurice Goolagong AEO to focus on culture and connections while teaching staff focused on all Aboriginal students' growth and attainment measurable in Reading and Numeracy. The COVID ILSP program at BWSC Umina, the Targeted Tutoring Program (TTP), targeted all Aboriginal students in the tutor groups using data analysis to determine their specific reading and numeracy needs and aligning the appropriate tutor group level to each individual student. An audit of PLP processes was undertaken and a more culturally authentic and meaningful process developed through consultation and building relationships with our First Nations students and families. The success so far is evident in the development of the PLP document itself, the cultural activities and practices growing authentically within the school and the data around Aboriginal Student Growth and Attainment, and the strengthening of the school's connection with Koorana Local AECG.

The Efficiency Team audited Attendance processes at school and identified roles and responsibilities of all stakeholders. Compliance with policy is a key focus as well as ensuring all roles are explicit and transparent. Roles and responsibilities continue to be refined and communication of roles, policy and responsibilities continues to be addressed. As well, identifying system discrepancies around data input, data sources provides an even more complex layer we need to address to understand the impact they have on our attendance data and its veracity. Communication of attendance issues, systems and practices also need to be monitored more closely on a variety of levels. Transition points 6-7 and 9-10 are complex and extra supports need to be put in place at these times.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN Top 2 Bands</p> <p>Improvement in the % of students achieving in the top 2 Bands in Numeracy to be above the school's baseline system-negotiated target of 12.0%</p> <p>Improvement in the % of students achieving in the top 2 Bands in Reading to be above the school's baseline system-negotiated target of 11.5%.</p>	<ul style="list-style-type: none"> • NAPLAN scores indicate a decrease of 5.57% from the baseline of 12% of students in the Top Two Bands Numeracy. • NAPLAN scores indicate an increase of 1.14% from the baseline of 11.5% of students in the Top Two Bands Reading.
<p>NAPLAN Top 3 Bands</p> <p>Improvement in the % of Aboriginal students achieving in the top 3 Bands in Numeracy to be above the school's baseline system-negotiated target of 20.50%.</p> <p>Improvement in the % of Aboriginal students achieving in the top 3 Bands in Reading to be above the school's baseline system-negotiated target of 24.1%.</p>	<ul style="list-style-type: none"> • NAPLAN scores indicate an increase of 0.2% from the baseline of 20.5% of students in the Top Three Bands Numeracy. • NAPLAN scores indicate a decrease of 0.8% from the baseline of 24.1% of students in the Top Three Bands Reading.
<p>NAPLAN Expected Growth</p> <p>Improvement in the % of students achieving expected growth in Numeracy to be above the school's baseline system-negotiated target of 59.8%.</p> <p>Improvement in the % of students achieving expected growth in Reading to be above the school's baseline system-negotiated target of 53.9%.</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in Numeracy has decreased by 8.75% from the baseline of 59.8%. • The percentage of students achieving expected growth in Reading has decreased by 11.33% from the baseline of 53.9%.
<p>Attendance</p> <p>Improvement in the % of students attending at or above 90% to be above the school's baseline system-negotiated target of 54.3%.</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 6.47% from the baseline of 54.27%</p>

Purpose

To support and enhance student success, we will continue to focus on high expectations in teaching and learning for all students and teachers in order to embed and sustain a culture of ongoing improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High impact learning culture
- High impact teaching culture

Resources allocated to this strategic direction

Socio-economic background: \$222,118.00

Professional learning: \$36,000.00

Low level adjustment for disability: \$31,610.20

School support allocation (principal support): \$15,411.00

Summary of progress

All staff completed online HPGE PL this year. Feedback from staff indicated greater understanding from staff teaching the enrichment students while other staff were unsure, lacked confidence or had rudimentary understanding of the policy, its parameters and its application with our diverse students' learning needs at BWSC Umina. Further PL is needed for all staff to understand high potential and gifted students and how they are identified and the diversity within the category.

Future focused teaching and learning is apparent at Umina, however, it is understood and practiced in different ways and with varying levels of knowledge across the school. Establishing the common ground and understanding of the policy needs further expression and work as well as understanding the skills needing to be explicitly taught and project based learning. This includes understanding the importance and universality of the AVID skills and practices and their applications to learning.

Focus on extended response writing is a College strategy and professional learning around teaching writing skills has involved some myth busting around scaffolds and structures. Backward mapping in deficits in HSC responses and relating them to specific writing skills is where Stage 4 and 5 teachers are breaking down how they can address those skills in Years 7, 8 and 9. Next steps are around reflecting on programs and writing tasks to build confidence in all staff and skills in teaching writing.

The evaluation of the targeted programs has resulted in the ASPIRE class being disbanded. Data and feedback highlighted the need for these identified complex students in mainstream to be placed with their peers in mainstream classes and following a normal daily timetable. Evaluation of other targeted programs will begin with programs and policies and be managed by the Curriculum Team.

Building staff competency, understanding and skill in data analysis is ongoing. Evaluation of knowledge and skill level needs to be undertaken to indicate areas of strength and areas for development.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Professional learning opportunities around extended response writing, literacy and numeracy strategies and data literacy build teacher and leadership capacity to explicitly target student learning needs to improve growth and achievement.	There has been a College focus on extended response writing that highlights the misconceptions around writing and how to incorporate writing skills into each lesson. There needs to be more in this space. Professional learning opportunities in literacy and numeracy strategies as well as data literacy need to continue consistently and provide staff with time to reflect, collaborate and build their skills in these areas to ensure they can explicitly target student learning needs then utilise strategies at point of need to improve their growth and achievement.

<p>Teachers engage in professional learning addressing future focused skills and project based learning. They review current programs and scope and sequence to plan and identify opportunities to address these skills.</p>	<p>This has been addressed in an inconsistent way and needs to be an explicit focus through PL. Step 1 needs to be reviewing current programs.</p>
<p>Current Targeted programs are evaluated in terms of syllabus outcomes, explicit teaching, learning activities, assessment and school directions. They are adjusted to reflect the High Impact Strategies based on setting goals, explicit teaching, structuring lessons, worked examples, collaborative learning, multiple exposures, questioning, feedback, meta- cognitive strategies and differentiated teaching.</p>	<p>Evaluations that have occurred have happened in silos and not as a planned, coordinated strategy. This measure will be addressed explicitly through PL and planning by the Curriculum Team.</p>
<p>Data Team developed to map data needs across the school. Data Team will lead whole school professional learning to build data literacy of staff including all teachers supported in accessing SCOUT and NAPLAN data.</p>	<p>Data Team have developed a map of data needs across the school. They have led whole school PL in this area but more is needed. All staff have accessed SCOUT and NAPLAN data but more practice is needed and regular accessing of data to embed the skill and knowledge. There is a variety of skill level across the staff in terms of accessing and using data and the aim is to up skill all staff.</p>
<p>A self-assessment is used to identify the degree to which HPGE procedures, programs and practices effectively extend and support high potential and gifted students. All staff will have completed HPGE PL online.</p>	<p>All staff completed HPGE PL online. The self assessment is yet to be done.</p>

Strategic Direction 3: SD 3 Quality systems and quality communication

Purpose

The situational analysis identified a need to audit systems around attendance, wellbeing and policy in order to strengthen their implementation and accurately target areas of need. Through focusing on the authentic communication of school systems and practices on all levels across the College and community, students, staff, parents and community members will be able to collaborate and work effectively together for each student's success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Alignment and collaboration
- Quality Wellbeing systems and practice

Resources allocated to this strategic direction

Socio-economic background: \$132,118.00

School support allocation (principal support): \$14,766.93

Professional learning: \$16,000.00

Low level adjustment for disability: \$36,000.00

Summary of progress

Brisbane Water Secondary College has a strong alliance with its partner primary schools. There is a shared understanding that literacy and numeracy development is a Kindergarten to Year 12 journey. Responsibility to ensure that our students are able to progress through the educational stages fluently is collectively shared by all educators working in the Brisbane Water Learning Community (BWLC). The educational community has been able to identify specific areas for improvement that we all need to focus on. The BWLC has implemented the TEEEC model of writing across all schools as a strategy to improve student writing. In numeracy the BWLC in 2021 focused on the implementation of the ACER Progressive Achievement Tests across selected stages. The information is used to support the transition of students across stages. The information gathered allows teachers to develop class learning profiles and differentiated learning experiences. The College conducted two faculty reviews in 2021. The Science Faculty and the Wellbeing Departments across the College. The College Review Process covers the following elements of educational practice; Curriculum, teaching and learning, assessment and reporting, planning and management, student management and wellbeing, leadership and culture, professional learning and teacher wellbeing.

The College has a process for reviewing the major policies that cover shared practice including Aboriginal Education, Beginning Teachers, Curriculum and Planning, Enrolment, Combined Attendance, Sports and Physical Activities, Special Religious Education, Discipline Procedures and Internal Staffing.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Campus and College develop Teams to address school plan and work at Campus and College levels to communicate and support ongoing improvement. Healthy teams established through external coaching support.	<p>College Combined Head Teacher Teams were able to meet each semester to coordinate a strategic approach to addressing cross college initiatives including writing and Aboriginal Education. Professional learning and faculty initiatives to support the implementation of writing strategies and Aboriginal perspectives into teaching and learning faculty programs have been put in place. There is a continuation of these strategies in 2022. The Wellbeing, Transition, Learning and Support were able to emplace better communication practices, alignment of processes and systems.</p> <p>The College has strong partnership with the Partner Primary Schools in the Brisbane Water Learning Community. The Literacy, Numeracy and Aboriginal Education Teams have been able to make progress towards shared writing and numeracy strategies and developing a unified approach to Aboriginal Education. The Middle Management Team has been able to</p>

<p>Campus and College develop Teams to address school plan and work at Campus and College levels to communicate and support ongoing improvement. Healthy teams established through external coaching support.</p>	<p>analyse shared data for the purpose of strategically driving teacher professional learning and successful teaching innovations to improve student outcomes.</p>
<p>Audit of all current school communication systems - website, Facebook, emails, Schoolbytes, phone contact - to determine areas of strength and areas for development. School community surveyed for feedback around the systems.</p>	<p>An audit of school communication systems has found that the website is not user friendly and has some out dated information on it. The Communication Team is tasked with looking at how effective these systems are, their function and roles and responsibilities. Findings included lack of clarity around roles and responsibilities with Facebook and Website and also the need to communicate more effectively with our parents and carers to demystify these platforms. This continues to be an area to address.</p>
<p>Senior Executive 9 work collaboratively to align systems and learning across the College and BWLC through professional learning cross campus/learning community all staff, faculties, teams, roles and Transition in order to build effective communication. Supported by external coaching support.</p>	<p>The Senior Executive 9 a cross College initiative that brought the Senior Executive together for the purpose of identifying areas for review and development. The team was successful in reviewing:</p> <ul style="list-style-type: none"> • Student attendance procedures • Aboriginal Education Reconciliation Action Plans • Assessment Mapping • Learning Support • Brisbane Water Learning Community • Campus daily operations.
<p>Professional learning provided for all staff around behaviour management, trauma informed practice, levels of complexity, mental health, Disability Act, Child Protection, mandatory reporting. Complete an audit of current Wellbeing structures, processes and people. Develop role statements to clarify roles and responsibilities. All shared with staff.</p>	<p>PL has been provided to staff around behaviour management, trauma informed practice, Child Protection, mandatory reporting. Mental health and Disability Act need further structured PL for all staff as well as building their understanding of students with learning needs. Clarity around Wellbeing structure and roles and responsibilities is occurring in terms of LaST role and responsibilities as a resource for teaching staff. This continues to be a focus and relies on careful and deliberate realignment within the school structure.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$263,095.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Brisbane Water Secondary College Umina Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building strong foundations for academic success <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around Learning Progressions • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>Improved student outcomes for funded students through support and the SLSOs and LaSTs. This has included individualised learning plans, task adjustments and disability provisions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Maintain targeted support through Learning Support Team and early identification of students and relevant access requests.</p>
<p>Socio-economic background</p> <p>\$587,406.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Brisbane Water Secondary College Umina Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building strong foundations for academic success • Aboriginal Education • High impact learning culture • High impact teaching culture • Alignment and collaboration • Quality Wellbeing systems and practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement teaching strategies and adjustments to support identified students with additional needs • equitable access to specialist resources • professional development of staff through [program] to support student learning • engage with external providers to support student engagement and retention • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through HPGE to support student learning <p>The allocation of this funding has resulted in:</p> <p>Building staff capacity in HPGE strategies that are tailored to support all learners for equity in education. An increase in collaboration across the college and BWLC to support transition points to maximise the opportunities for student growth and attainment.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to build the capacity of staff to address complex and diverse</p>

<p>Socio-economic background</p> <p>\$587,406.00</p>	<p>student learning needs through professional learning and collaboration.</p>
<p>Aboriginal background</p> <p>\$121,519.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Brisbane Water Secondary College Umina Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: All staff engaging in PL around Aboriginal Education and releasing a roll out of staff throughout the year to engage in Connecting to Country PL each term. Aboriginal Education Team has enlisted 15 staff who share tasks and worked with students and community on RAP. Effective and authentic consultation on creating a PLP occurred.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build the connections with culture through student engagement and success at school for all our Aboriginal students and their families.</p>
<p>English language proficiency</p> <p>\$16,713.56</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Brisbane Water Secondary College Umina Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building strong foundations for academic success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Focused and expert support for EAL/D students including assessment and reporting.</p> <p>After evaluation, the next steps to support our students with this funding will be: Raising awareness of learning needs of EAL/D and providing ongoing guidance and strategies for classroom teachers to enable access and equity for EAL/D students at school.</p>
<p>Low level adjustment for disability</p> <p>\$483,632.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Brisbane Water Secondary College Umina Campus in mainstream classes who have a disability or additional learning and support</p>

<p>Low level adjustment for disability</p> <p>\$483,632.40</p>	<p>needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building strong foundations for academic success • High impact learning culture • Quality Wellbeing systems and practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <p>An increase in teachers using data to identify and measure student improvement in students requiring adjustments in classroom environments. The employment of a 0.6FTE SSO to run Better Choices Program for identified students and creation of Student Services Hub staffed by specialist teachers to support identified students with anxiety and mental health issues. In class SLSO literacy and numeracy support for identified students in mainstream classes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ensuring the data allows us to explicitly and accurately target students quickly to provide support prior to, during and post transition and identify if external supports are needed in a timely way.</p>
<p>COVID ILSP</p> <p>\$241,678.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to provide online tuition to student groups in literacy/numeracy - during learning from home • employing staff to supervise and monitor progress of student groups engaging in online tuition in Targeted Tutoring Program TTP • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in:</p> <p>The development of a comprehensive and effective Targeted Tutoring</p>

<p>COVID ILSP</p> <p>\$241,678.00</p>	<p>Program that supports all Aboriginal students and many students for extension and support. It has provided the opportunity to look deeply at data and track student achievement through PLAN 2 providing staff with valuable data about the specific literacy and numeracy needs of their students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Make the TTP an integral part of our learning support for all our students to improve growth and attainment and positively impact their skills to succeed.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	464	468	488	493
Girls	414	438	422	431

Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.3	89.5	85.9	87.3
8	85.5	86.1	85.5	82.7
9	85.4	82.7	83.5	83.4
10				52.1
11				100
All Years	86.7	86.3	85	84.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10				83.3
11				83.6
All Years	89.6	89.1	90.4	85.7

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	11
Classroom Teacher(s)	47.78
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.97
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,569,693
Revenue	12,604,233
Appropriation	12,409,711
Sale of Goods and Services	10,215
Grants and contributions	161,349
Investment income	830
Other revenue	22,128
Expenses	-13,133,324
Employee related	-11,700,398
Operating expenses	-1,432,925
Surplus / deficit for the year	-529,091
Closing Balance	1,040,602

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.

	2021 SBAR Adjustments (\$)
Targeted Total	263,095
Equity Total	1,209,272
Equity - Aboriginal	121,519
Equity - Socio-economic	587,406
Equity - Language	16,714
Equity - Disability	483,633
Base Total	9,562,021
Base - Per Capita	235,990
Base - Location	0
Base - Other	9,326,030
Other Total	856,613
Grand Total	11,891,001

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Parent and teacher surveys were conducted in May 2022. Data was collected using Microsoft Form. The survey was communicated to parents through the School Bytes communication system used across the College. Teachers could access the survey using the Department of Education email system.

The teacher and parent satisfaction survey included the following four questions,

1. What does Brisbane Water Secondary College do really well?
2. Would you recommend Brisbane Water Secondary College to a friend or colleague?
3. How can we improve?
4. How satisfied are you with the standard of education/ are you in your workplace?

The teachers responses

What the BWSC does really well teacher statements included:

- Student wellbeing, hardworking teachers, support for community, student opportunity, Aboriginal Education collegiality, parent communication belonging.
- The average score for recommending the college on a sliding scale form 1-10 was 6.8

How we could improve statements included:

- Increasing the focus on literacy and numeracy, positive direction of student behaviour, continue to build quality systems.
- Teacher Satisfaction average score was 6.8 on the sliding scale of 1-10.

Parent responses

What BWSC does well parent statements included:

- Great communication, student care, sense of community, sense of belonging, staff student connections, caring passionate teachers.
- The average score for recommending the college on a sliding scale form 1-10 was 7.81.

Areas to improve included:

- Individual support, clearer provision of opportunities, supporting parents with students who have learning disabilities, bullying support process, dealing with new social issues.
- How satisfied they were with the standard of education on a scale of 1-10 was averaged to be 7.76.

The Student Responses

What does BWSC do really well student responses included:

- Connection with teachers and students, create positive environments that engage students, it tries to support the entire school community and provide a good education, good teachers, I think as a college we are really good at adapting to change, incorporating new things into our school., we have amazing teachers, support system at the school is really good, student services, year advisers and classroom teachers are all friendly, approachable and helpful.
- The average score for recommending the college on a sliding scale form 1-10 was 5.5.

How could BWSC improve student responses included:

- Better structure, take care of the school better, listen and communicate better across faculties, students and the wider community, more discipline for disruptive pupils, more student led groups that in every faculty that have an input on how the money should be spent., physical structures at the school such as gutters, shelters, gardens, handball courts and seating areas could be improved on.
- Student Satisfaction average score was 6.56 on the sliding scale of 1-10.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.