

2022 Annual Report

Brisbane Water Secondary College Woy Woy Campus



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Introduction

The Annual Report for 2022 is provided to the community of Brisbane Water Secondary College Woy Woy 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.

School contact details

Brisbane Water Secondary College Woy Woy Campus

Edward St

Woy Woy, 2256

<https://woywoy-h.schools.nsw.gov.au>

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

4341 1600

School vision

Brisbane Water Secondary College is the first choice in educational delivery 7-12 on the Peninsular, 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 Woy Woy 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 BWSC 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 that was established to provide pedagogy in learning environments that caters to the nature and specific needs of middle years learners and senior learners.

The senior campus located in Woy Woy has an enrolment of 710 students of which 16% are Aboriginal students. The Woy Woy Campus caters for students in Years 10-12 and provides flexible access to opportunities including in excess of 50 senior courses, Health Services training, sporting academies, multiple recording studios and a full suite of vocational courses and SBAT opportunities. We have five special education classes specialising in ED, intellectual disabilities and multi-categorical classes.

The College conducted a situational analysis and self assessment in 2020. There was much to celebrate in the analysis, however we identified some clear areas of improvement in this school planning cycle. This included a focus on Aboriginal retention and engagement in schooling and increased academic success for all students. Attendance, behavioural and cognitive engagement in learning continues to be a focus as well as the need to enhance our administration, procedures and communication across the College to ensure students have a deep sense of belonging. Innovation, quality pedagogy and action research is embedded into this school improvement plan 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) which includes five partner primary schools. A shared commitment to the vision of a united cohesive K-12 curriculum delivery through quality teaching is the alliances mandate. Our Campus works in partnership with the Koorana AECG and P&Cs 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Every student every school year improves. Student growth and attainment will be achieved through, knowing our students, collectively setting targets and then taking effective action, undergo self-reflection and ongoing evaluation. This will be supported by deeper understanding, scrutiny of data, perseverance and a nurtured approach in which all parties - leaders, teachers, parents, and students - are active and committed to a culture of growth.

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.

- Nurturing Student Success and Wellbeing
- Knowing our students
- Aboriginal Education

Resources allocated to this strategic direction

Socio-economic background: \$362,000.00

Integration funding support: \$205,131.00

Professional learning: \$17,530.00

Low level adjustment for disability: \$65,968.40

Aboriginal background: \$75,135.36

Summary of progress

The focus of Strategic Direction 1 has been that every student every school year improves. We aimed to achieve this through increased student growth and attainment by knowing our students, collectively setting targets and then taking effective action, undergo self-reflection and ongoing evaluation. In 2022 we nurtured student success through the implementation of a Student Services Hub that provided specialist (Academic, Behavioural, emotional) support for students. We developed our Student Wellbeing Team to lead whole school and individual wellbeing programs from case management to pastoral care. We have researched, developed and implemented programs and assessment with a focus on explicit feedback. Students have a Student Success Plan (creation, implementation and evaluation) with an explicit focus on student success through the development of genuine partnerships with our students, their parents/carers and teachers. We self-funded a learning and engagement Stage 5 team to ensure improvement in wellbeing and academic outcomes of students in Year 10 through quality transition and support that is personalised and differentiated. We developed and implemented programs explicitly focused on students social and emotional curriculum by providing additional resources. We focussed on the improvement of the educational and wellbeing outcomes of Aboriginal students through the development and implementation of a Aboriginal Learning and Engagement support system that monitors and provides information to staff, AEO's and whole school teams to support all Aboriginal students in real time. This included the implementation of community connections that built cultural / academic pathways for student transitional stages within the school through to post school destinations.

Equity funds were used to create a self funded Aboriginal Learning and Engagement Centre based on the Aboriginal and Education Outcomes state model. Professional learning was focused on building cultural competencies of staff to increase Aboriginal learning experiences across the school that embed cultural understanding into the curriculum (Teaching, learning and assessment) with the provision of a RAM funded cultural advisor and 2 x AEO's. Staffing and student engagement was compromised at times in 2022 due to long periods of illness in terms 1 and 2. Mandatory isolation periods, multiple strains of illness led to significant barriers for some students, staff and program delivery. Some programs had to be delivered via multiple platforms, some programs did not meet timeline targets until later into the term.

Strategic Direction 1 was supported by developing a dashboard team and leadership model approach where all faculties, executive and school teams planned and communicated their strategic leadership and using the budget strategically, teams were resourced with time built into the timetable to support relief from face-to-face teaching on professional learning and curriculum and assessment development. This enabled cross faculty collaborations, practice sharing/observations, opportunities for document and research analysis and peer and peer mentoring. The outcome has been the development of Nurrampah, a culture of high expectations through deep connection to students stories. Ensuring teams had clear strategic goals and underpinned by role theory. Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions. This was evidenced in the pleasing Tell Them for Me survey data where we exceeded expected progress measures and system based targets on all metrics. Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes. This was evidenced with pleasing uplift in whole school attendance in all year groups in Term 3 and 4.

In addition, effective administrative processes have significantly reduced unexplained absences and enabled the celebration of excellence and growth in attendance. Teachers demonstrated and shared expertise in teaching students with complex trauma and/or behaviour difficulties through external professional learning and shared practice forums such as faculty meetings and professional learning hubs. High functioning, wellbeing, learning and support processes guided and assisted teachers and parents in actively supporting students through the aligned care continuum to whole school processes. Evidence of impact is found on external data (academic growth on all external metrics, attendance increases, reduction in N Awards and suspensions). Progress and achievement of Aboriginal students within the school is not equivalent to or greater than the progress and achievement of all students in the school, however we are seeing uplift annually in all metrics as evidenced in the Tell Them for Me survey and the ALEC survey state-wide which indicated 95% of Aboriginal students feel their culture is supported at school. All PLP's are authentically completed.

Students are achieving increased growth on internal school progress and achievement data. School data demonstrates that student progress and achievement is exceeded students at statistically similar schools on external measures. Planned and resourced meetings have been embedded into school timetable to review and analyse student performance data against system negotiated targeted intervention that will have the greatest impact on student growth.

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
The campus aims to achieve an uplift in attendance of 13%	<ul style="list-style-type: none"> Attendance data was impacted by pandemic and public health orders. However, Term 3 and 4 data indicates that we have met the 13% uplift. We did not meet our progress measure. Increased exit in Year 12 to post school courses, traineeships and full time work.
The campus aims to achieve a 10% uplift in students with positive wellbeing	<ul style="list-style-type: none"> Our progress measure was met and exceeded. Achieving 63.7% in 2022 5% higher positive sense of belonging than the NSW average and 10% higher in positive relationships. Intellectual engagement was 10% higher than state average and students with a high academic self-concept were 7% higher than state (72% against 65%). Students with a positive growth orientation and those planning to go to University were significantly above state average
Each Year 10, 11 and 12 student has an individualised learning plan articulating and guiding their learning goals and post school aspirations by 2024	<ul style="list-style-type: none"> 100% of students have a Student Success Plan 100% of Year 12 students met the minimum standards 100% of Year 11 students met the minimum standards 45% of Year 10 students met the minimum standards
<p>The Campus aims to achieve an uplift of 7.4% of HSC students in the top 3 bands</p> <p>The Campus aims to achieve an uplift in Aboriginal students of 8% in the HSC Top 3 bands and 5% in the Top 2 bands</p>	<p>In 2022 we exceeded our system based target for HSC top 2 bands, reaching an uplift of 5.2% (baseline data 2021)</p> <p>In 2022 we exceeded our system based target for HSC top 3 bands, reaching an uplift of 15.02% (baseline data 2018)</p> <p>In 2022 our Aboriginal students in the top 3 bands achieved an uplift of 20.5%</p> <p>In 2022 our Aboriginal students in the top 2 bands achieved an uplift of 5.7%</p> <p>In 2022 our campus had a 3.9% growth in our average exam mean and exceeded like schools by 1.3%</p>
The Campus aims to achieve an uplift of 10% of Aboriginal students HSC attainment by 2022	In 2022, 33% of students who started Year 10 in 2019 completed Yr 12, however, of this cohort only one student left school without a post school destination with many of the students leaving to take up an apprenticeship, traineeship or attend Tafe. In addition, 6 out of the 12 Year 12 students gaining early entry into university including Occupational Therapy, Accounting, Law and Psychology

Strategic Direction 2: High expectations & continuous improvement culture

Purpose

The campus is committed to a culture of challenge and innovation, enabling highly effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. We are committed to developing a culture of designing and innovating quality teaching, learning and assessment for students' achievement in all aspects of their development. Collaborative practice and the pursuit of continuous improvement through learning alliances and professional learning.

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.

- Culture of highly effective teaching and learning
- Culture of innovation and professional collaboration

Resources allocated to this strategic direction

Low level adjustment for disability: \$108,815.31

English language proficiency: \$25,629.47

Socio-economic background: \$35,388.88

Professional learning: \$55,000.41

Summary of progress

The focus for Strategic Direction 2 was to build high expectations and continuous improvement through a culture of challenge and innovation, enabling highly effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. In 2022 we continued to focus on a culture of designing and innovating quality teaching, learning and assessment for students' achievement in all aspects of their development. Collaborative practice and the pursuit of continuous improvement through learning alliances and professional learning continued to be a focus. Systemic strategies were developed that were based on deep data analysis and data driven reflection at executive and class teacher levels and were responsive to student need with the use of student success criteria. Quality classroom practice improvement was achieved through a systemic focus on explicit teaching practice, formative assessment and the use of literacy, numeracy and targeted academic writing strategies for differentiation. Key to the success of these initiatives was an increase in professional learning on data literacy for all staff to inform the development and teaching of differentiated learning programs and provide experiences that meet the learning needs of students.

Professional development through Professional Learning Hubs and faculty professional learning enabled the identification and implementation of programs that ensured delivery of effective/explicit teaching methods, with the highest priority given to evidence-based teaching strategies. We identified expertise within our staff and drew on their knowledge and experiences to further develop our professional learning community delivered through Professional Learning Hubs. The update of our professional learning program for 2022 included new application process for professional learning and these were tracked through Human Resource meetings and costed weekly to acquit against budget. The purchase of new administrative software to enable online professional learning process started term 3 through School Bytes. All Performance Development Plan's were completed and mapped for each faculty and whole school mapped against the standards.

Through collective efficacy we developed a shared understanding of the importance of formative assessment and its link to student engagement and growth data through professional learning and sharing in professional learning hubs and faculty innovation teams. Clear progress was made as teachers collaborated to share curriculum knowledge, data, feedback and other information about student progress and achievement which met the learning needs of students. A healthy culture of professional learning was aligned to PDP's, and planned for, which then delivered effective differentiated professional learning experiences that built the knowledge, skills and qualities of teachers to improve the outcomes of their students.

In 2022 some high impact activities included a deep investigation of our HSC Culture and practice through effective data informed reflection and quality professional learning. Professional learning focused on data skills and analysis - student assessment data that was regularly used school-wide to identify HSC student achievements and progress, in order to reflect on teaching effectiveness and inform real time supports of students and teachers. High engagement with the DoE Stage 6 focus on High Impact HSC PL which was supported with an increase in professional learning budget. Executive coaching on HSC and development of faculty/course data analysis (Correlation between Attendance & Band Achievement was one example of that focus). The senior executive initiated data analysis and delivered presentations of cohort 2022 tasks, engagement and attendance, band tracking regularly at meetings to ensure a culture of high expectations and improvement for student success was at the centre of all teaching and learning experiences.

The teaching and learning team reviewed all assessment tasks (as, for and of) and timing. The establishment of wrap around supports for all students included increased school support structures such as the implementation of a Senior skills curriculum in stage 5, Student Services delivery of skills workshops for students, CILSP tutorials and a self funded ALEC had a clear impact as we have met all HSC system based targets in 2022. Subject selection, and pathway planning was a key focus in 2022.

In 2022 we developed a College writing strategy Stages 4-6 which included the development and implementation of a Stage 6 Writing Toolkit mapped against the literacy progressions for three faculties. This was supported by a subject matter expert delivering professional learning at faculty and professional learning hub level to promote and develop skills of teachers in teaching literacy within the Stage 6 curriculum. High impact activities included developing a common instructional writing language, explicitly referring to formal and reflective writing styles. Leading the explicit teaching of writing through a staged strategic approach. Shifting student writing experiences through setting challenging and rigorous student tasks. Adopting and embedding common marking guidelines that recognise and value writing skills. Continuous improvement with a focus on innovation in teaching and learning. We developed action research teams that drove programs of innovation and practice and leveraged to scale those that support student success and engagement. Inherently this team focused on teachers completing action research as a means of systematic professional inquiry that improved their practice and outcomes for students. Systematic inquiry that enables people to find effective solutions to real problems encountered in our specific context. In 2022 this is most evident in the establishment of a Industry Training Centre (ITC) to support students attainment of VET course mandatory outcomes/hours. The development of a project based enterprise for our support students to gain increased real work business and living skills (Cards, cafe, barista, farm to plate) and the work with the EPP to increase opportunities for students to engage in the work force whilst still continuing at school.

The success of 2022 lies in the whole school team structures which are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to programs and key initiatives and the development of a culture of high expectations and continuous improvement. Staff monitor and analyse formative assessment data to differentiate learning at the point of instructional need resulting in continuous academic improvement for every student. There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning. Teachers are engaged in strong collaborations to inform and support the continuity of learning for all students. Our Campus uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice. Evidence of commitment to high expectations and effective, explicit, evidence-based teaching to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

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>The campus promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content</p> <p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning</p> <p>Teachers regularly use student progress and achievement data to inform lesson planning</p>	<ul style="list-style-type: none"> • data analysis of Year 12 students tracked throughout the year (assessment, attendance, engagement levels, bands) used at executive, faculty and teacher level for real time support • increased use of formative assessment across the school - Stage 5 and 6 assessment schedule changes reflect re-focus - Innovation nest in PDHPE • differentiated explicit focus on assessment feedback all faculties
<p>The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to</p>	<ul style="list-style-type: none"> • development of an Industry training centre for VET Hospitality, Support Unit and whole school programs • development of formative assessment pilot team for stage 6 assessment (PDHPE) • development of a Offline Stage 6 pattern of study for 2 x courses in 2022 (Std Maths and SAC)

<p>trial innovative or evidence based, future-focused practices</p> <p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice</p>	<ul style="list-style-type: none"> • 68% of PL Hubs was delivered by expertise within our staff in 2022 compared to 48% in 2021 • 40% increase in registered professional learning of staff in 2022 compared to 33% in 2021 • 18% of staff completed targeted PL in HSC in 2022
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Strategic Direction 3: Quality systems, communication and professional growth

Purpose

The campus will work strategically with its partner campus to build a College that is focused on continuous improvement and professional growth which places student success at its core. Student growth will be ensured through effective quality administrative and communication systems across the College, collective leadership and high standards of curriculum provision and delivery.

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.

- College Alignment
- College Collaboration

Resources allocated to this strategic direction

Summary of progress

The campus worked strategically with its partner campus to build a College that is focused on continuous improvement and professional growth which places student success at its core. Student growth occurred in 2022 through effective quality administrative and communication systems across the College, collective leadership and high standards of curriculum provision and delivery. In 2022 we aligned administrative systems to ensure we bridge data gaps and double ups for parents and carers across the College. We focused on quality transition programs, sharing of data and student profiles, aligned enrolment procedures and reviewed wellbeing and compliance structures. Importance was placed on developing leadership capacity and skills through professional learning to make certain our College learning culture is strong, that we collectively enrich our teams and our students and our community to meet our responsibilities.

College executive meetings were held 3 times a term and was led by the College Principal. The focus was on curriculum provision, quality teaching and learning, embedding Aboriginal perspectives and the College Writing strategy. Both Campuses' committed \$50,000 each to support the College Principal in leading professional learning and cross campus programs. College and campus teams and programs were developed to drive school improvement through collaboration, research, communication and professional growth of self and others. Professional learning across the College included support of staff, cross campus faculties and teams were provided time to collaborate on curriculum, assessment and the college focus areas of Aboriginal education, writing, HPGE, attendance and academic success and growth. In 2022 there was a clear focus to enhance our transition programs to ensure retention, student success, wellbeing and belonging is nurtured and ensured post covid. Funds were used to ensure that data collection through observation, parent meetings, access request support, LST information transfer, orientation, additional supports such as AEO time to support transition programs across stage 5 and into Year 13.

The Brisbane Water Learning Community (BWLC) was strengthened with the return of increased connections post COVID 2021. Positive partnerships involving all partner primary schools were re-instated in 2022. The literacy and numeracy teams reviewed and implemented joint programs with a focus on the new K-2 syllabi. Success was found in a K-12 continuum development and implementation, leading to increased student growth and outcomes. NAPLAN, PAT and other shared data indicates success of our shared programs. The Middle Management team has lead growth in specifically targeted area of Aboriginal outcomes in attendance and curriculum. Strengthened partnerships with community and the Aboriginal Education Consultative Group (AECG) to support bridging the gap from Preschool to Year 12 through the cultural continuum and the return of the Deadlies in 2022. The return of College Staff meetings also witnessed the return of college professional learning through planning and implementing cross college collaborations - assessment, curriculum. Literacy & Numeracy, Aboriginal education and histories and student attendance. Targeted professional learning of developing healthy faculties was again a focus in 2022 through support from external coaches where the gap between team performance and potential is closed and or exceeded.

Cross college communication was a key focus of the College Principal and Campus Principals' with a focus on the development of a central point of communication for parents (Website, Newsletter, Facebook, Third party software). Due to a range of factors the website has been created but yet to be launched in 2022. An increased focus of professional growth across the college was in Stage 5 - student data analysis, curriculum, wellbeing information that was underpinned by robust transition planning. All assessment was backward mapped with a focus on grading, types of assessment and the use of formative assessment. Curriculum teams across the College and within the BWLC collaborated and shared curriculum knowledge, data, assessment practice. Assessments and programs were developed and used regularly to promote consistent and comparable judgment of student learning through regular monitoring of student learning progress. across the college leading to student success, increased belonging and student retention within the College.

This was a key feature of the Faculty review process co-ordinated by the College Principal. Two faculties were reviewed in 2022 across the College and through the examination of the evidence presented, explicit feedback and recommendations were made to ensure both quality systems and professional growth to support student success. The faculty operations were compliant with the expectations of the Department and NESAs. The systems and procedures in both campuses were aligned.

The College Principal annually conducts staff, parent and student survey to collaborate with the local community on decisions about school programs, resources and learning experiences. Through the re-establishment of our BWSC P&C in 2022 we were able to actively collaborate on joint projects such as the sponsorship of our positive behaviour for learning programs, academic and sporting scholarships and the purchase of resources for students such as the water fountains. The College Principal led an alignment of branding across the College and published governance and protocols for communication within and across the College created and circulated. A comparative audit of the communication platforms across the College including Sentral, Edval, School Bytes, Website and Social Media for the purpose of developing consistent aligned process and communication. An audit of college timetabling and curriculum mapping 7-12. was held and a policy and procedure document developed to support college curriculum delivery and oversight of mandatory requirements of DoE and NESAs. Annually policies are reviewed including College Staffing.

In 2002 we actively reconnected with community partners to build connections and business relationships to support student success at the Campus and College. In 2022 we joined the Educational Pathways Program. This program meant an investment in structures that develop and support student internships and service learning opportunities through the Educational Pathways Program (SBAT's). Another key focus was attracting community to the campus by increasing community awareness of the college through high profile signature event series such as Brickfest, Business Council breakfast, hosting the Chamber of Commerce meeting and increased catering events through the ITC VET events and catering boxes. We also attracted community members, staff and students to the campus evidenced in the increase in Community Use Agreements and subsequent business sponsorship (WW Leagues and Rugby clubs student scholarships 2022).

Our Campus communication team created alumni processes to promote success stories; engage successful community members best evidenced in International Women's Day events, Thrive guest speakers, Academic Assemblies, Deadly assemblies and school dinners and events. Through Campus advocacy we connected campus programs with community organisations to provide learning opportunities, develop mentorship - MaxPotential- Gosford RSL, Finance student - Bendigo Bank, Ettalong RSL. Borg work experiences, North Connex Leadership camp, UoN Futures conference and much more. Business relationships were developed and relationships fostered with partners including, Bendigo Bank Board, Peninsula Chamber of Commerce, Rotary Umina and Woy Woy, Mingaletta and Koorana AECG, Ettalong RSL and Tonkin and Drysdale lawyers. We collaborated with community partners to address the holistic needs of our community members through the Umina Youth Project, Mingaletta grant for Aboriginal garden, successful community grant application for Aboriginal learning circle and garden. We connected students to local organisations related to their fields of interest to provide them with clarification of learning opportunities, establishing contact people, mentorship, and additional community resources and referrals through our Careers and transition team and involvement in the EPP program. Advocacy for the College through engagement and participation in local businesses working parties, boards and associations to create meaningful partnerships continued in 2022.

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
Increase participant representation to minimum two per school in collaborative teams. across campus, College and BWLC.	<ul style="list-style-type: none"> College representation in all BWLC teams (Literacy, numeracy, MMT, iStem) Executive team cross/college representation in transition, attendance, wellbeing
Establish new processes in: <ul style="list-style-type: none"> Attendance Procedures Writing Strategies Aboriginal Education High Potential Gifted Education Transition 	<ul style="list-style-type: none"> attendance team established and forensic focus on attendance administration and implementation College writing strategy developed and implemented Aboriginal education focus on campus with community support through Stu McMinn and BLWC MMT project Transition program across college implemented
Faculty and/or systems recommendations are proposed.	<ul style="list-style-type: none"> Two faculty reviews were conducted in 2022, complete with professional learning, faculty, staff and executive feedback and recommendations Increased college executive meetings to support curriculum alignment, communication and professional growth Increased and scheduled college staff meetings to support curriculum

Faculty and/or systems recommendations are proposed.	alignment, communication and professional growth
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$205,131.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Brisbane Water Secondary College Woy Woy 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"> • Nurturing Student Success and Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: A comprehensive, individualised program of in class and withdrawal support for identified students. 100% of Year 11 and 12 students were assisted in achieving the Minimum Standards with Integrated funding. Negotiated and planned support for each funded child to support individual needs.</p> <p>After evaluation, the next steps to support our students will be: Continued development of targeted programs to support identified and funded students requiring additional support in 2023. Increased communication across the College re students transitioning to Year 10 with IFS.</p>
<p>Socio-economic background</p> <p>\$397,388.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Brisbane Water Secondary College Woy Woy 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"> • Nurturing Student Success and Wellbeing • Knowing our students • Culture of highly effective teaching and learning • Culture of innovation and professional collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through professional learning hubs to support student learning • employment of additional staff to support Thrive, Student Services and ALEC programs delivery and implementation. • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through Trauma informed practice to support student growth and success <p>The allocation of this funding has resulted in the following impact: Effective development and implementation of key strategic priority areas aimed at providing students with learning experiences underpinned by quality research based practices. Evidence of impact includes 24% uplift in student attending more than 90% over the last 3 years. Over 90% of every cohort have a personalised success plan, every teacher has a student profile that informs teaching, learning and cognitive/behaviour plan. Teachers have an increased knowledge and understanding of trauma and its impact on students in their classrooms.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$397,388.88</p>	<p>Continued development in the next phases of each program as key school based priorities in 2023</p>
<p>Aboriginal background</p> <p>\$75,135.36</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Brisbane Water Secondary College Woy Woy 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 teacher to work as a full-time co-ordinator of the ALEC • employment of additional staff to deliver personalised support for Aboriginal students through culture • employment of specialist additional staff (ALSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of two specialist additional staff (AEO) to support Aboriginal students • engaging an local Aboriginal leader and community member to facilitate improved community engagement, including the engagement of students and their families with culture • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: The employment of a HT Learning and Engagement, class teacher and 2 x SLSO to lead Aboriginal Education and the ALEC program. The community partnership with elder, Stu McMinn, to work as a community elder with all students and every Faculty to increase their understanding and knowledge of First Nation culture and histories. Increased professional learning with Regional Aboriginal Education Team, Wellbeing Advisors and the Teacher Quality and Impact Directorate. Development and execution of our first RAP. 100% of Aboriginal students across all cohorts have new or revised PLPs.</p> <p>100% of staff engaged with a local Elder to develop understanding and cultural competencies with post-survey data indicating exceptional engagement and growth. Data indicated that 93% of agreed actions in the school's RAP has been completed as of Term 4 week 10. TTFM data; 42% uplift of Aboriginal students feeling that teacher understood their culture. 36% uplift of Aboriginal students feeling culturally supported</p> <p>After evaluation, the next steps to support our students will be: Continued development in the next phases of each program as key school based priorities in 2023. Self funding additional staffing and professional learning through ALEC. Expanding focus within the BWLC community P-13 through MMT project.</p>
<p>English language proficiency</p> <p>\$25,629.47</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Brisbane Water Secondary College Woy Woy 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"> • Culture of highly effective teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$25,629.47</p>	<ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Successful, individualised support for our EALD students based on individual levels of need. Successful creation of a Stage 6 EALD class</p> <p>After evaluation, the next steps to support our students will be: Continue the development of EALD transition program and reporting in 2023</p>
<p>Low level adjustment for disability</p> <p>\$174,783.71</p>	<p>Low level adjustment for disability equity loading provides support for students at Brisbane Water Secondary College Woy Woy Campus in mainstream classes who have a disability or additional learning and support 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"> • Knowing our students • Culture of highly effective teaching and learning • Aboriginal Education <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 Aboriginal education • professional learning targeted to support individual students within the classroom/whole school setting • targeted students are provided with an evidence-based intervention including the high impact HSC professional learning program to increase learning outcomes • support for students through homework and tutorial centre <p>The allocation of this funding has resulted in the following impact: Additional staffing for a funded third Deputy Principal to lead College Curriculum and Assessment which resulted in increased continuity of learning across stages. Additional staffing to fund HT Learning and Engagement (ALEC) to support the achievement of school and state priorities for Aboriginal students. Additional staffing to fund specialist program Thrive (CT and SLSO) - targeted support program for students at risk and with additional learning needs in mainstream. 89% decrease in negative behaviours, 75% increase in attendance and 88% reduction in N Awards. Additional staffing for a Learning and support teacher - a continuation of LaST employment so that individualised and specialist needs are met across the school.</p> <p>After evaluation, the next steps to support our students will be: Continue the funding model in 2023 to complete SIP 2023 and review for 2024 with new school improvement plan.</p>
<p>Professional learning</p> <p>\$72,530.41</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Brisbane Water Secondary College Woy Woy 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"> • Knowing our students • Culture of innovation and professional collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of HSC invigilators to provide time for teachers to professional develop and collaborate of explicit assessment feedback

<p>Professional learning</p> <p>\$72,530.41</p>	<ul style="list-style-type: none"> • reduced teaching load to focus on quality reaching development and professional learning • additional finding for individual professional learning (cross college) aligned to state, campus and college priorities <p>The allocation of this funding has resulted in the following impact: Increased engagement with professional learning experiences that improve practice and student outcomes</p> <p>After evaluation, the next steps to support our students will be: Continued development and engagement with professional learning experiences that improve practice and student outcomes.</p>
<p>COVID ILSP</p> <p>\$388,477.00</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 2022.</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 groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - minimum standards and academic writing • providing intensive small group tuition for identified students • releasing staff to participate in professional learning • employing staff to supervise and monitor progress of student groups engaging in tuition <p>The allocation of this funding has resulted in the following impact: 100% of Year 11 and 12 students meeting the minimum standard in 2022. Analysis of the data showed that the small group tuition has been implemented effectively in literacy. An analysis of early Literacy data indicated as a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in small group tuition and upon return to classroom. Analysis of PL shows the teachers and support staff found the COVID ILSP modules highly effective in developing their understanding of and capacity to deliver effective small group tuition. Every student in Year 10 took part in the program, however, their engagement was enhanced in the reduction of the tuition size and individualised programs of support.</p> <p>After evaluation, the next steps to support our students will be: Funding changes in 2023 will mean a reduction of focus in the 2023 delivery. A focus on year 10 only in semester 1 is predicted.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	335	336	323	311
Girls	343	332	346	343

Student attendance profile

School				
Year	2019	2020	2021	2022
10	80.5	88.1	82.3	82.0
11	80.4	85.3	85.3	84.2
12	82.0	86.4	85.7	86.4
All Years	80.9	86.7	84.3	83.8
State DoE				
Year	2019	2020	2021	2022
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	86.8	88.6	84.4	80.6

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19

- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	6
Employment	16	23	32
TAFE entry	21	32	23
University Entry	0	4	33
Other	63	28	0
Unknown	0	0	6

Year 12 students undertaking vocational or trade training

25.73% of Year 12 students at Brisbane Water Secondary College Woy Woy Campus undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.8% of all Year 12 students at Brisbane Water Secondary College Woy Woy Campus expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	43.94
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	14.28
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	335,571
Revenue	12,085,153
Appropriation	11,694,004
Sale of Goods and Services	249,357
Grants and contributions	136,749
Investment income	5,043
Expenses	-11,963,385
Employee related	-10,699,633
Operating expenses	-1,263,752
Surplus / deficit for the year	121,767
Closing Balance	457,338

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.

Brisbane Water Secondary College Woy Woy Campus follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2022. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.
- Funds available will be used for additional staffing in 2023 with the addition of a third Deputy Principal role, infrastructure upgrades and capital works programs in 2023.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	205,131
Equity Total	672,937
Equity - Aboriginal	75,135
Equity - Socio-economic	397,389
Equity - Language	25,629
Equity - Disability	174,784
Base Total	8,932,202
Base - Per Capita	173,338
Base - Location	0
Base - Other	8,758,863
Other Total	1,010,832
Grand Total	10,821,102

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

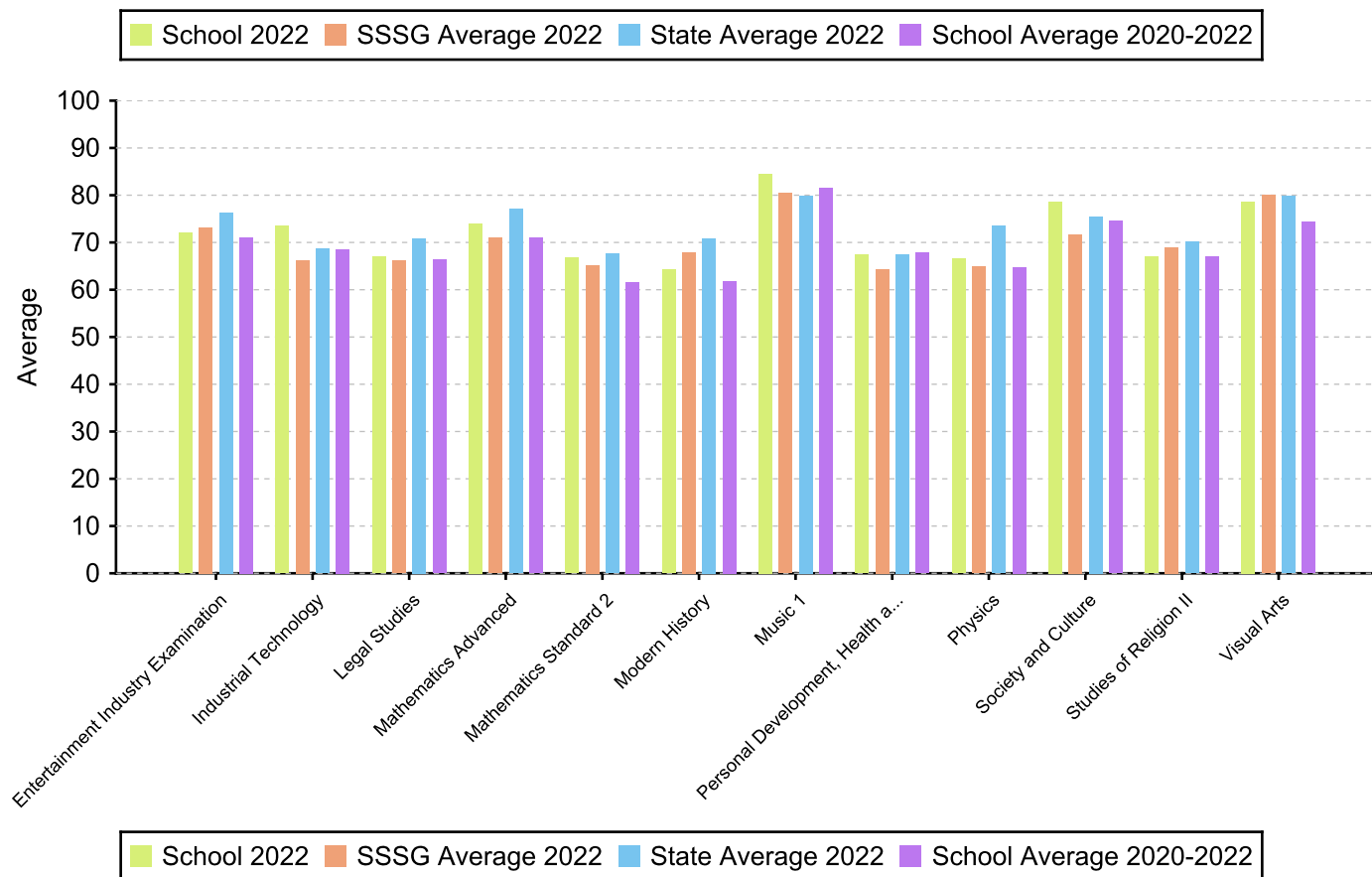
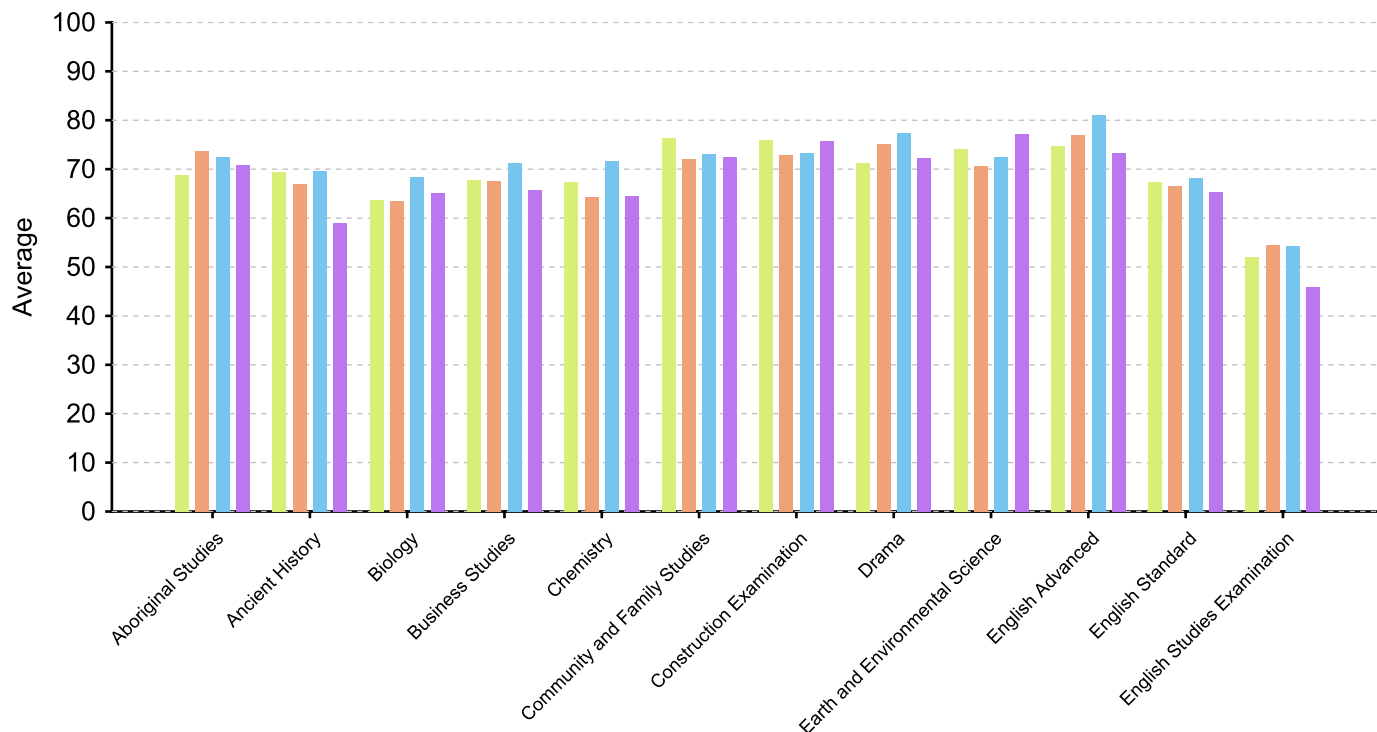
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Aboriginal Studies	68.9	73.8	72.6	70.8
Ancient History	69.5	66.9	69.6	59.0
Biology	63.6	63.5	68.5	65.1
Business Studies	67.8	67.5	71.2	65.8
Chemistry	67.4	64.2	71.7	64.6
Community and Family Studies	76.4	72.1	73.2	72.5
Construction Examination	75.9	72.8	73.3	75.8
Drama	71.2	75.2	77.5	72.3
Earth and Environmental Science	74.1	70.7	72.5	77.1
English Advanced	74.7	77.0	81.0	73.3
English Standard	67.4	66.6	68.1	65.3
English Studies Examination	52.0	54.5	54.3	46.0
Entertainment Industry Examination	72.0	73.2	76.4	71.1
Industrial Technology	73.5	66.3	68.6	68.5
Legal Studies	67.0	66.1	70.8	66.3
Mathematics Advanced	74.0	71.0	77.1	70.9
Mathematics Standard 2	66.8	65.2	67.6	61.7
Modern History	64.2	67.9	70.9	61.8
Music 1	84.5	80.5	79.9	81.6
Personal Development, Health and Physical Education	67.4	64.3	67.5	67.8
Physics	66.6	64.9	73.5	64.8
Society and Culture	78.6	71.7	75.5	74.5
Studies of Religion II	67.0	69.0	70.1	67.0
Visual Arts	78.6	80.0	79.8	74.3

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Parent and teacher surveys were conducted during 2022 using Microsoft Forms. The survey was communicated to parents through the School Bytes communication system used across the College. These survey results are generated from both campuses'. Teachers could access the survey using the Department of Education email system via link.

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?

Staff responses included

What the BWSC does really well teacher statements included:

- Connecting with students
- Overwhelming theme was the wellbeing and care of our students
- Knowing our students and families
- Aboriginal education
- The average score for recommending the college on a sliding scale from 1-10 was 6.98 with 30% of staff scoring the college 9 or 10.

How we could improve statements included:

- Increasing the focus on literacy and numeracy, especially the work on HSC verbs from years 7 to 10
- Continue to focus on improving student behaviour and attendance
- Improving cross campus communication
- Teacher Satisfaction average score for the college on a sliding scale form 1-10 was 6.92 with 33% of staff scoring the college 9 or 10.

Parent responses included

What BWSC does well parent statements included:

- Excellent communication, student wellbeing, fostering a sense of belonging
- Awareness of role in the community, staff student connections,
- Caring and passionate teachers.
- Catering for individual needs and understanding my child
- The average score for recommending the college on a sliding scale from 1-10 was 7.8 with 50% of parents / carers scoring the college 9 or 10.

Areas to improve included:

- Strategies to stop vaping
- More homework and greater communication in relation to homework
- Programs to support respect for female students and reducing peer conflict
- Greater access to support for individual students and small group work
- Parent Satisfaction average score for the college on a sliding scale from 1-10 was 7.73 with 46.3% of parents / carers scoring the college 9 or 10

Student Responses included

What does BWSC do really well student responses included:

- Senior Campus teachers treat you with respect and like a real adult.
- Beautiful grounds and positive environment for learning
- Wellbeing support and special groups
- Great teachers who really care, help and support you
- The average score for recommending the college on a sliding scale from 1-10 was 6.1 with 38.2% of student scoring the college 9 or 10.

How could BWSC improve student responses included:

- Stop kids vaping in the toilets and on the bus
- More discipline for disruptive pupils
- More air conditioned classrooms
- Overwhelming (37% of responses) referred to a need to improve the standards of the toilets across both campuses including doors, locks, cleanliness, hygiene etc
- Student Satisfaction average score for the college on a sliding scale from 1-10 was 7.13 with 41.6% of students

scoring the college 9 or 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.