

# 2022 Annual Report

## Brisbane Water Secondary College Umina Campus



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# Introduction

The Annual Report for 2022 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.

## School contact details

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Brisbane Water Secondary College Umina Campus

Veron Rd

Umina, 2257

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

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

4341 9066

## 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 875 students who are learners in Years 7-9 of which 10% 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>

### Self-assessment using the School Excellence Framework

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

## 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.

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$0.00

**Low level adjustment for disability:** \$0.00

**English language proficiency:** \$0.00

**Integration funding support:** \$0.00

**Aboriginal background:** \$0.00

### Summary of progress

Throughout 2022, our focus on improving learning outcomes for our Aboriginal students has remained a priority. We have built the capacity and number of staff involved in our Aboriginal Education Team to over 15 members of staff. A core team of staff, including our AEO and Aboriginal staff members have developed a long term plan around improving Learning, Engagement and Culture for our Aboriginal students and their families. The plan contains big rocks, little rocks and pebbles to be considered and implemented over an extended period of time. As well, an audit was completed, consultation occurred and a PLP process was trialed and evaluated in 2022 ready for further implementation and evaluation in 2023. Professional Learning for staff continues to be rolled out through Connecting to Country as well as online mandatory professional learning. All Aboriginal students continue to be part of our Targeted Tutoring Program funded through COVID ILSP funds. 2022 also saw the setup of an Aboriginal Hub for our students including the employment of an Aboriginal SLSO to support student wellbeing, learning and culture.

We continued to focus on the continuum of learning to build strong foundations for academic success through College initiatives around improving extended response writing and strengthening Stage 5 which is split between the two campuses. This took the form of scheduled College Executive and staff meetings twice a term to build the connections. The results are seen in the streamlining of scope and sequence documents across faculties and in the identification and communication of areas for development in building the capacity of students to write in an extended way to meet the needs of the Higher School Certificate. The Umina Campus staff are able to identify the skills needed and build the capacity of our students through Stage 4 and 5 to gain confidence and competence in extended response writing.

Attendance was a key focus across our school throughout 2022. Professional learning around staff compliance with implementing Attendance Policy Procedures was supported by evaluations of our systems and practices around attendance. We worked with the Department of Education and created a school Attendance Team responsible for evaluating existing processes and implementing robust systems. An ongoing focus on Roles and Responsibilities across all tiers of staffing has been maintained and refining of roles and practices continues to be part of our process. Our attendance message to our community is about the importance of attending school every day.

### 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
<b>NAPLAN Top 2 Bands</b> Improvement in the percentage of students achieving in the top 2 Bands in	2022 NAPLAN data indicates 13% of students are in the top two skill bands (NAPLAN) for Numeracy indicating the school did not achieve the system negotiated target.

Numeracy to be above the school's lower bound system-negotiated target of 17.70%.	
Improvement in the percentage of students achieving in the top 2 Bands in Reading to be above the school's lower bound system-negotiated target of 16.90%.	2022 NAPLAN data indicates 14% of students are in the top two skill bands (NAPLAN) for Reading indicating the school did not achieve the system negotiated target.
Improvement in the percentage of Aboriginal students achieving in the top 3 Bands in Numeracy to be above the school's lower bound system-negotiated target of 25.30%.	2022 NAPLAN data indicates 10% of students are in the top three skill bands (NAPLAN) for Numeracy indicating the school did not achieve the system negotiated target.
Improvement in the percentage of Aboriginal students achieving in the top 3 Bands in Reading to be above the school's lower bound system-negotiated target of 29.0%.	2022 NAPLAN data indicates 16% of students are in the top three skill bands (NAPLAN) for Reading indicating the school did not achieve the system negotiated target.
<b>NAPLAN Expected Growth</b>  Improvement in the % of students achieving expected growth in Numeracy to be above the school's baseline system-negotiated target of 59.8% and trending toward the school's system-negotiated lower bound target of 66.2%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the % of students achieving expected growth in Reading to be above the school's baseline system-negotiated target of 53.9% and trending toward the school's lower bound system-negotiated target of 61.3%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>Attendance</b>  Improvement in the percentage of students attending at or above 90% to be above the school's lower bound system-negotiated target of 60.8%	The number of students attending greater than 90% of the time or more has decreased by 24% across the whole year. However, by the end of 2022 this percentage decrease had improved to 15%.

## Strategic Direction 2: SD 2 High expectations, professional growth and continuous improvement culture

### 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:** \$0.00

**Professional learning:** \$0.00

**Low level adjustment for disability:** \$0.00

### Summary of progress

Throughout 2022, Umina Campus focused on building the capacity of all staff to use data to inform practice. Sharing of educational research around improving student learning outcomes through professional learning occurred at College, Campus, Faculty and individual levels. Literacy and Numeracy continue to be a priority to build the foundational skills of our students. We have explored external and internal data sources and used these to make educational evidence-based decisions. Building sustainable and effective systems remains the focus to consolidate and build capacity for student success.

Professional Learning for all staff around data analysis to inform practice is an ongoing focus for 2023. High Potential and Gifted Education opportunities are identified, not only through our Targeted Programs, but within all Faculty areas.

### 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
• Teachers implement CESE research papers on Data analysis and What Works Best to analyse student data from external and internal assessments to inform the development of teaching and learning programs that support explicit teaching of writing, literacy and numeracy skills and strategies.	Teachers are using the language from the What Works Best CESE document as part of their professional dialogue supporting a high impact learning culture. Through the Targeted Tutoring Program and shared data analysis, teachers are gaining confidence in strategically understanding the strengths and areas for development of the students they teach. Through the College focus on improving writing, faculties have identified explicit literacy, numeracy and writing opportunities that exist in teaching and learning activities.
Teachers develop project based learning opportunities in their programs building formative assessment into the learning. These are evaluated and adjusted as an integral part of professional learning and dialogue. Teachers will explicitly work on providing valuable feedback to each student.	Faculties have identified opportunities for creating project based learning activities in their syllabus areas at different rates. In doing so, they have identified the role of formative assessment and continue to work on refining the provision of meaningful feedback to students. This remains an important focus the development of a high impact learning culture.
Surveys of students, teachers and parents are conducted reflecting on 2021 Targeted programs and their impact. Assessment and AIM grade data is analysed and recommendations	An evaluation of the targeted programs was carried out, however, a more comprehensive survey of students and parents needs to occur for a shared understanding of rationale and objectives. AIM Grades have provided teachers with the opportunity to explicitly communicate engagement to parents and carers. We continue to evaluate this information in an ongoing

for success criteria made as part of evaluation for ongoing improvement. Adjustments made and programs continue being monitored.	way.
Teachers will build data profiles of individual students they teach using SCOUT NAPLAN, Best Start data to inform planning around teaching and learning. They will monitor student growth and achievement throughout the year.	Throughout 2022 there was a continued focus on data analysis and professional learning for teachers in this area. The focus has shifted to Check- In data as well as internal data derived from Targeted Tutoring Program (TTP) and further professional learning around the Literacy and Numeracy Progressions will be followed up in 2023.
Professional learning opportunities build teacher and leadership capacity through engagement with quality research and ongoing professional learning on effective practices to improve growth and attainment for all high potential and gifted students.	Throughout 2022, staff were engaged in professional learning opportunities around using data to inform practice, building professional relationships across the College to support writing and looking at formative assessment.



## 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

**Low level adjustment for disability:** \$0.00

**Professional learning:** \$0.00

**Socio-economic background:** \$0.00

**Student support officer (SSO):** \$0.00

### Summary of progress

The building of effective relationships and communication across the College has gained in strength and focus throughout 2022. This has been seen in the Faculty collaborations focusing on building the continuum of learning through Stage 5 - Years 9 and 10. This has been achieved through strategic development of Stage Five Scope and Sequence in each faculty area that allows students to achieve the outcomes and develop the skills needed to move on to Stage Six. This collaboration has extended to the College Writing Strategy where faculties shared meaningful professional conversations around expectations and shared HSC and NAPLAN data. Skills and practices identified were shared and then embedded in Stage 4 and Year 9 programs to build student skills and capacity in extended response writing.

Wellbeing systems and practices, including Attendance, have been reviewed throughout 2022 and strategies implemented supported by data analysis and professional learning.

### 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
Systems and processes trialled in 2021 are evaluated and are adjusted to support ongoing improvement. Continued focus on communication through meeting structure to support to deepen team trust and strength.	College systems and processes continue to develop and are characterised by regular communication through College Management Group and collective focuses on writing and embedding Aboriginal Perspectives into all teaching and learning programs. Relationship building across the College in 2022 has deepened.
Issues identified from audit and community feedback and case managed by Teams as appropriate. Recommendations are shared and implemented.	An evaluation was undertaken around some communication platforms and adjustments made to Facebook. However, the school website continues to be a priority into 2023.
Evaluate the collaboration from 2021 and identify areas of strength and areas for development. Continue to embed collaboration through regular meetings and focused meeting procedure and use this structure to address identified	Throughout 2022, there has been an established and regular collaboration across the College. This collaboration is embedded in the College calendar, shared events both academic and cultural and cross faculty.

areas for development for collaborative solutions.	
Evaluate ASPIRE program and others from 2021. Adjust as required. Provide support to all levels of wellbeing and staff involved at campus. Link them to appropriate professional learning as required. Monitor.	In 2022, Umina Campus utilised the skills of two Student Support Officers as well as the Student Services Hub to support students previously involved in the ASPIRE program. The Learning and Support Team referral processes triage specific learning and behavioural needs of students and ensure they are addressed by the appropriate support in the school. This includes the development of Individual Education Plans.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$312,824.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building strong foundations for academic success</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support for funded students in the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To evaluate the levels of support and look at data and review Learning Plans.</p>
<p>Socio-economic background</p> <p>\$539,814.73</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building strong foundations for academic success</li> <li>• High impact learning culture</li> <li>• Quality Wellbeing systems and practice</li> <li>• Attendance supports student success</li> <li>• High impact teaching culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support [name] program implementation.</li> <li>• professional development of staff through [program] to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Provides opportunities for students to have their individual learning needs met.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Evaluate the funding focuses and what the needs are of our students to ensure we direct the funding to the areas that will have the greatest impact.</p>
<p>Aboriginal background</p> <p>\$98,668.36</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Aboriginal background</p> <p>\$98,668.36</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Education</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Funding for Aboriginal SLSO - to support AEO. The SLSO was utilised in classrooms as learning support as well as wellbeing support for students in the Aboriginal Learning Hub. The SLSO supported other Aboriginal teachers in their mentoring and communication role with families and other staff.</li> <li>• Cultural activities and experiences Dance and Didge groups through Dhinewhan leading to performance opportunities across the Central Coast namely the NSW Deputy Principals Conference in 2022</li> <li>• Supporting Cultural Days and Aboriginal Sporting events and staff release to accompany the students</li> <li>• Supporting PLP consultation, development, implementation and evaluation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our Aboriginal students engaging in cultural activities and sharing wellbeing experiences that build pride and connection has been a huge impact. They have led whole school activities around Aboriginal activities which are inclusive of all students and staff. In NAPLAN our Year 9 Aboriginal students achieved 1.5% above the State in the top 3 Bands in Writing and 60% of our Aboriginal students in Year 9 NAPLAN Reading achieved results in the top 3 Bands.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support the strategic planning around building connections and culture across the school through high expectations academically, socially, culturally, through leadership and with the school community.</p>
<p>English language proficiency</p> <p>\$12,023.71</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building strong foundations for academic success</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has enabled specific support to our EAL/D students who have recently arrived from the Ukraine</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review what the needs of the students have been as well as the resources needed to inform future planning.</p>
<p>Low level adjustment for disability</p> <p>\$478,774.84</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 needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building strong foundations for academic success</li> <li>• High impact learning culture</li> <li>• Alignment and collaboration</li> </ul>

<p>Low level adjustment for disability</p> <p>\$478,774.84</p>	<ul style="list-style-type: none"> <li>• Quality Wellbeing systems and practice</li> <li>• Attendance supports student success</li> <li>• High impact teaching culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention Better Choices to increase learning outcomes</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has allowed us to provide supports through staffing and programs to address some of the complex needs and behaviours of our students. These supports have been utilised for students with learning needs who have no diagnosis.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To identify learning and behavioural needs as early as possible in order to implement interventions and seek diagnoses for possible applications for funding.</p>
<p>Professional learning</p> <p>\$86,090.15</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 Umina Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact learning culture</li> <li>• Alignment and collaboration</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• To provide release time for staff to attend Professional Learning opportunities around data analysis, trauma informed practice, Aboriginal Education, improving extended response writing and curriculum specific opportunities linked to assessment.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A survey of teachers has indicated that professional learning around curriculum and assessment has enabled them to plan and program more effectively as well as build their capacity to support themselves and colleagues in implementing the initiatives in the School Improvement Plan.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to focus on providing release time for professional learning so the teachers' capacity to apply subject specific teaching strategies, understand student responses and develop their ability to make evidence-based pedagogical decisions.</p>
<p>COVID ILSP</p> <p>\$290,280.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>COVID ILSP</p> <p>\$290,280.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition -</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy- Inference and numeracy - Number and measurement</li> <li>• employing staff to supervise and monitor progress of student groups engaging in online tuition in the Targeted Tutoring Program (TTP)</li> <li>• employing/releasing staff to coordinate the program - Head Teacher Teaching and Learning</li> <li>• Tutors providing Professional Learning for all school staff on the TTP as well as developing and administering surveys for students to provide feedback on the process.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An improvement in Year 8 Check In results from Term 1 2022 until Term 4 2022 in the focus area of comprehension. Student confidence levels were raised and the two thirty minute tutoring groups per week were regular enough for students to build on their understanding and skills. Year 8 2022 Term 1 Check In Pre-test indicated that in Comprehension our Year 8 students were behind State by 4.3%. After two terms of tutoring, Year 8 completed the Term 4 Check In (Post Test) and results indicated a significant positive impact with students improving to be only 0.2% behind State.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to evaluate the program and be guided by the data indications of student need. Develop a strategy to communicate to all staff the focuses and provide access to strategies and activities to explicitly teach the literacy and numeracy skills across all KLAs in order to embed the practices for ongoing improvement.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Brisbane Water Secondary College Umina Campus</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Wellbeing systems and practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Fulltime employment of the SSO has allowed for the running of programs for students with internalising behaviours including complex and highly anxious students.</li> <li>• Staffing with other members of the Wellbeing team the Wellbeing Hub supporting mindfulness activities and sensory activities</li> <li>• Case manage on a rotational basis students with Autism</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Providing targeted intervention for identified students to improve resilience and reduce anxiety to enhance connectedness to school. Also provides support for interagency consultation with the school, families and external providers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To improve our students' wellbeing, we will share the strategies with classroom teachers to further engage these students in classrooms and school activities to develop their confidence and sense of belonging.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	468	488	493	450
Girls	438	422	431	415

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.5	85.9	87.3	80.6
8	86.1	85.5	82.7	76.7
9	82.7	83.5	83.4	76.5
10			52.1	47.6
11			100.0	
All Years	86.3	85.0	84.3	77.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10			83.3	78.9
11			83.6	
All Years	89.1	90.4	85.7	81.7

### 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 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

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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.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	11
Classroom Teacher(s)	47.28
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.48
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,040,602
<b>Revenue</b>	13,132,340
Appropriation	12,780,962
Sale of Goods and Services	2,441
Grants and contributions	303,493
Investment income	10,528
Other revenue	34,916
<b>Expenses</b>	-13,281,722
Employee related	-11,774,307
Operating expenses	-1,507,415
<b>Surplus / deficit for the year</b>	-149,382
<b>Closing Balance</b>	891,220

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	312,824
<b>Equity Total</b>	1,129,282
Equity - Aboriginal	98,668
Equity - Socio-economic	539,815
Equity - Language	12,024
Equity - Disability	478,775
<b>Base Total</b>	9,860,717
Base - Per Capita	245,428
Base - Location	0
Base - Other	9,615,289
<b>Other Total</b>	984,710
<b>Grand Total</b>	12,287,532

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me (TTFM) survey was used in 2022 to gather parent, student and teacher feedback. Parents identified that they support their child's learning at home and that they feel welcome at school. Safety was an area identified by parents that the school could address with families and students. From the survey, about 70% of parents responding said they had spoken to teachers three or more times in the school year.

Communication surveys continue to demonstrate that email, face-to-face interviews and information meetings are the most preferred method of communication with families to discuss their child's progress.

The Tell them From Me Survey gathered student information and in 2022 students indicated they feel classroom instruction is well-organised, with a clear purpose and with immediate feedback that helps them learn. The school mean for this indicator was 0.6 above the NSW Government norm. Advocacy at school was also ranked in each year group above the NSW Government norm as students indicated they felt they have someone who consistently provides encouragement and can be turned to for advice.

The Tell Them From Me Survey gathered information from teachers in 2022 who indicated that the Drivers of Student Learning - Collaboration, Inclusive School, Teaching Strategies and Learning Culture - ranked equal to or above the NSW State average.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.