Brisbane Water Secondary College Woy Woy Campus

2019 Annual Report

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Introduction

The Annual Report for 2019 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 school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2019 has been a rich and rewarding year at Brisbane Water Secondary College Woy Woy Campus and one where our school community has flourished. I would like to take this opportunity to thank our amazing staff, both our teaching and admin staff, who work tirelessly behind the scenes to ensure our students are known and cared for. Our parents, carers and community partners are always there to offer their support. To our P&C and canteen volunteers through to the parents involved in showcases, panels and parent forums or working parties, I thank you personally for your interest, input and support and I would like to acknowledge the value we place on our collaborative relationship with you and our collective successes in 2019. It has been a busy year of school planning, self–assessment and unification in the College. We welcomed Ms Kerrie O'Heir to the College management group and we continue with one vision of strength in unity. I am proud of the growth in our targeted areas in teaching, learning and wellbeing programs. I am proud to live and work on the Peninsula and 2019 proved to be a year of consistent growth in our processes, systems, infrastructure and targeted personnel to support the teaching and learning at BWSC Woy Woy Campus.

Message from the school community

Our Parents and Citizens' Association (P&C) is made up of parents and carers, teachers and community members. The P&C meets regularly to contribute to decision–making, developing policies and management plans as well as fundraising. Our P&C promotes the interests of the College by bringing parents, citizens, students and teaching staff into close co–operation; assisting in providing equipment required by the school and assist the teaching staff in establishment of school policy and management in all facets of school activity. In 2019 we worked closely with the College Management Group on the re–branding of the College with a single focus of one school two sites. We worked in providing funds to support the purchase of software, resources for Project based learning and positive behaviour for learning programs that are in line with our College School Plan. We have provided numerous sporting and academic scholarships for students in need. We valued our voice on selection panels for new staff and welcomed Ms Kerrie O'Heir to the position of Principal of Umina Campus.

School background

School vision statement

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

Brisbane Water Secondary College 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.

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 of 650 students with 12% Aboriginal students at Woy Woy 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, a recording studio and a full suite of vocational courses and SBAT opportunities. We have three special education classes specialising in intellectual disabilities and a multi category class.

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. The BWLC work together with our local AECG to co– create and collaborate. This includes the Aboriginal Cultural Continuum K–!2.

Self-assessment and school achievement

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

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

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

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

PROSPER – Excellence in Student Learning

Purpose

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

Improvement Measures

Achieve **80%** or above of students receiving recognition for achieving school behaviour expectations (baseline data 33% – 346) by 2020.

By 2020 an increase of 25% in value add data of expected student growth for all students (baseline data from SMART data HSC 2017 is **–10.50** average for three years of –9.50).

Overall summary of progress

The focus of 2019 was to develop a campus culture focused on learning, building educational aspiration and performance improvements in curriculum delivery to ensure students prosper. The evidence of impact in 2019 included the establishment of 7 new z elective personal interest courses for 2019 with budgets to support development. The school community demonstrated aspirational expectations of learning progress and achievement for all students, through developing effective partnerships in learning with parents and students. This was evident in the development of a team approach to learning and wellbeing support for Year 10 and increased support in the development of our Student Services model – a one stop shop for learning and wellbeing support. The campus analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. This was most evident in the development of a model of best practice in HSC and Stage 6 monitoring. This included review and implementation of new assessment procedures, developing a shared vision of high expectations and deeper understanding of process/policy – parents shared understanding of assessment in stage 6 and the new Minimum Standards policy being supported with increased RAM funded staffing to support student success. The campus monitors and reviews its curriculum provision to meet changing requirements of the students. In 2019 Career lessons were re–introduced, providing increased face to face time to unpack elective and career choices for all students pathway planning. The College focus for developing excellence in student learning through curriculum provision across the College 7–12 was supported by 150,000 dollars of additional cross college professional learning. The curriculum was enhanced by cross college learning alliances through the development of concept and skill mapping across stages, increased focus on developing learning continuum and in curriculum and assessment. This was supported by increased instructional leadership embedded in meeting structures, and increased knowledge and understanding of curriculum process, shared decision making and compliance requirements from DOE and NESA. Data was reviewed through a specialist campus team who reviewed and evaluated data points, the key evidence of impact was increased enrolment data, increased retention of at transition.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
• Additional funding support for start–up 100 hour Z electives for course materials • Professional development of college curriculum documents and processes across whole school facilitated through College Principal • Increased focus on developing unity in curriculum delivery across campus – additional professional development and release time for executive to map curriculum and assessment • development of team approach to school milestones – specialist teams working on key initiatives • Curriculum review fit for purpose and changes evidenced in integrated sport, targeted sports program, alignment of courses in timetabling to support multi pathways and curriculum delivery	Additional funding for staffing and programs Additional infrastructure upgrades Specialist support program form community partnerships and Education Services Professional Development **Funding Sources:**

Progress towards achieving improvement measures	
• Additional funding support for start–up 100 hour Z electives for course materials • Professional development of college curriculum documents and processes across whole school facilitated through College Principal • Increased focus on developing unity in curriculum delivery across campus – additional professional development and release time for executive to map curriculum and assessment • development of team approach to school milestones – specialist teams working on key initiatives • Curriculum review fit for purpose and changes evidenced in integrated sport, targeted sports program, alignment of courses in timetabling to support multi pathways and curriculum delivery	• Socio–economic background ($30000.00) • Professional Learning ($160000.00)

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

Evaluation	Funds Expended (Resources)
• Development of Student Services, infrastructure procurement including technology, soft furnishing and upgrades • Increased staffing including, LaST additional time of .6, class teacher 1.0 additional SLSO and SAS support of staff and students, 2 x Aboriginal SLSO support • Development of an Integrated support specialist class mapped from Umina campus to support retention and engagement of vulnerable students • Community partnerships and support such as Family Referral Service, Social Work program with UoN and Adults Who Care program	Additional funding for staffing and programs Additional infrastructure upgrades Specialist support program form community partnerships and Education Services Professional Development **Funding Sources:** • Additional Staffing ($310000.00) • Aboriginal background loading ($12000.00) • Socio–economic background ($20000.00)

Next Steps

- Development of Professional Learning Hubs in 2020 – timetabled and explicit support of differentiated teaching and learning units
- Review of assessment stage 4–6 across college
- Deep data analysis and evaluation of evidence of impact of strategies and initiatives
- Evaluation of Student services and positive psychology models in current form

Strategic Direction 2

COLLABORATE – Excellence in Teaching

Purpose

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

Improvement Measures

By 2020, 60% of students self–report high challenge/high–skills on measured 'Skills–Grades Challenge' (TTFM baseline data from average over 3 years of 32%).

75% of students agree or strongly agree that teachers that have 'positive teacher relations' (TTFM baseline data is 54% averaged over three years)

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

Overall summary of progress

At BWSC Woy Woy Campus professional learning was aligned to our school plan and focussed on uniting the College by providing time and support to ensure a continuum of learning across the college. Teachers collaborated across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement was gathered and supported to inform the development of evidence–based programs and lessons. This was facilitated through the development of $110,000 of additional professional learning funds to provide authentic release from face to face teaching to develop teaching, learning and assessment. Additional professional learning was provided for faculties at the Woy Woy campus to develop stage 5/6 resources with a focus on literacy and numeracy to support the new Minimum Standards procedures. Professional learning also focused on developing strategies for explicit, specific and timely formative feedback related to defined success criteria. Additional LaST staffing supported detailed student data and differentiation strategies for teachers. Teachers were able to access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data through the establishment of Professional learning hubs fortnightly after school. These were linked to teacher identified areas of need and targeted to school priorities, the needs of their students, and the achievement of faculty goals. The campus identified expertise within its staff and drew on this to further develop its professional learning community.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
• increased shared understanding of the importance of teaching and learning unit and the sequencing of learning (increased focus on new syllabi and what it demands of teachers) • Increased focus on robust feedback and reflection by supervising staff on quality teaching and learning units and specific stage 6 responsibilities • evidence of data analysis found in teaching and learning units with annotations of areas of refinement throughout faculty programs and evaluations • Implementation of teaching and learning guidelines – new assessment policy stage 4–6 • All staff have developed PDP's with agreed goals. PL schedule has been developed for the year incorporating most of the needs identified by staff such as feedback, formative assessments, new syllabus expectations. • Systems and procedures established to support minimum standards implementation through additional staffing • Accurate data harvest and support for our EALD and ATSI students	• Additional staffing and personnel including Minimum standards and EALD specialist • Professional Learning to support specialist programs • Infrastructure upgrades to support cultural safety **Funding Sources:** • Additional Staffing ($110000.00) • Professional Learning ($40000.00) • Socio–economic background – infrastructure ($30000.00)

Progress towards achieving improvement measures	
through additional staffing of key personnel	

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

Evaluation	Funds Expended (Resources)
• Future focused prototype space to be in library Procurement of a MOO to trial for term 4. (to complement Library upgrade). • SAMR model to be distributed as idea for 2020 • Avid team staffed and class established. Mandatory professional learning and whole school professional learning in AVID • Communication audit internal and external conducted, communication plan developed (internal and external) Mapping of our external publicity and review of our corporate branding. • Team structure developed to develop whole school ownership of school plan and milestones to facilitate increased staff communication and engagement. • College– focus on "uniting" as one school one vision under a re branding model	• Additional staffing to support targeted support program and professional development • Targeted funding to support program implementation • Curriculum delivery licence fees and mandatory professional learning and campus accreditation **Funding Sources:** • Operations – rebranding ($30000.00) • Targetd funding – Min Standards ($25000.00) • Operations – curriculum ($35000.00)

Next Steps

- Future focused learning pilot – teachers are supported to trial innovative or evidence based, future–focused practices
- Professional learning hubs scaled to be incorporated into the timetable (teacher allowance of two periods each)
- Additional staffing – RAM funded Deputy to drive teaching and learning focus, attendance and wellbeing.
- Deep data analysis and evaluation of evidence of impact

Strategic Direction 3

UNITE – Excellence in Leading

Purpose

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

Improvement Measures

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

Above 95% teacher, student, parent and community satisfaction recommending BWSC as the *School Of Choice* as measured through the 360 Tool, survey monkey and Google form surveys. (Baseline data for 2018 is 80%)

Teachers feeling supported at all stages of accreditation data to be above 95% as measured through teacher surveys. (Baseline data for teachers feeling supported in all aspects is 86%)

Overall summary of progress

Improvement measures achieved.

99% of faculty recommendations as part of the reviews conducted in 2019 are in place. All of the recommendations are still being monitored in 2020. Not all of the recommendations could be marked as completed as they are on going. Some of the recommendations are improvements to the core practice of exemplar compliance practices and procedures that are needed to lead a faculty. Other faculty recommendations are directed towards improving pedagogy in the classroom and improving teacher quality to align practice with the Australian Teaching Standards.

Parent, teacher and student satisfaction remains steady. Measures to improve overall satisfaction have not seen a significant increase or decrease in the opinions of our stakeholders. New measurement strategies may need to be considered in the next three year cycle. Though it has not been measured in this survey there has been an increase in the number of parents and carers at school events. Parent and Teacher evenings and other College blue ribbon showcases have been very well attended by the community on both campuses.

The Tell Them From Me surveys still indicate that out students are inclined to be of the opinion that they do not belong. This trend increase in the transition years in stage five. It is a trend experienced in a lot of schools as it is a time when students rapidly develop emotionally and physically. Other areas of student engagement and mental health are positive. This is a time where we are able to identify and support students with mental health concerns.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
The Brisbane Water Learning Community (BWLC) has continued to be a strong positive partnership involving all partner primary schools. The ten points of contact, transition program involving stage 3 students and parents, allows for meeting points across the year to plan for and review current collaborative practices. The literacy and numeracy teams have met each term to review and implement joint programs. The literacy team has been co–led by Executive Teachers from Woy Woy South and the Umina Campus. The numeracy team has been co–led by executive Teachers from Empire Bay and the Umina Campus.	• College Principal Funds Cost for casual release $5000 • Cultural Continuum teacher release $2000 • $1000 for curriculum team meetings, catering and resources. • $1500 per school for guest speaker. • $1000 for teacher release to run the enrichment day.

Progress towards achieving improvement measures	
The literacy team continue to drive the TEEEC model for writing. The literacy team has provided professional development for all teachers across the learning community . They have collaboratively worked in the co–creation and sharing of teaching. resources. The numeracy team have made the collaborative decision to use PAT testing in all stages to develop a consistency in the collection of data. All schools have shared this data with the intent of finding common areas for development and growth.. NAPLAN data is used to gauge the success of our shared programs. There has been improvement and decline in our data.. There is growth in the areas that we specifically target and decline in areas that we have shifted our attention away from. Future pans should look at how we consistently improve student growth in all areas of testing. The Literacy and Numeracy group will continue in 2020 without change . The Aboriginal Education Consultative Group (AECG) implemented the Cultural Continuum across the BWLC. The model of sharing venues and activities, using Aboriginal peoples has continued to develop positive relationships between the school and the Aboriginal community. The Cultural Continuum has continued to provide cultural learning experiences for all Aboriginal students across all stages in the BWLC. Each school has been able to select one stage to develop cultural learning activities being delivered by Aboriginal peoples. The continuum program has been successful across the BWLC. In 2020 the BLWC Principals are seeking a review and a reinvigoration for the program so measure success and provide future direction so that we can support the AECG moving towards the next three year planning cycle. The continuum works with Aboriginal people to deliver cultural learning experiences	

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

Evaluation	Funds Expended (Resources)
There was an intention to develop one College Report including data from several sources.. The department has been able to integrate its data sources into one easily accessed program called SCOUT. Scout provides schools with data about parents, teachers and students that assist principals and schools in evaluation, succession planning and strategic planning for the next three year cycle.. With the finalisation and implementation of new department tools it has not been necessary to produce a report that summarises information for us. All the data that we need is stored and accessed through SCOUT. Data teams on each campus have been able to extract, analyse and make predictions using the information on SCOUT. Evaluation of the School Plan and the production of the Annual School Report supersedes any college report that can be constructed from the same data. There has been no need to produce a College Report for reference. All information about the school can be found in the School Plan, Annual School Report and School Planning and Reporting (SPARO) The teams have met on a regular basis. The situation is as follows. SCOUT continues to improve and there is new data readily available. The individual teams across the college are able to analyse and put forward recommendations to the campus principals. SPARO and SCOUT can be used by the principals to make predictions and assist in school planning. Production of another report document on top of	• Teacher release funding $2000 • Faculty Review Process teacher release funding $15000

Progress towards achieving improvement measures	
this would be a doubling up of departmental data that has already been collected. Analysis of the date leads to strategic amendments to this school/college plan. The faculties that were reviewed in 2019, were Creative and Performing Arts (CAPA) and Personal Development Health and Physical Education (PDHPE). An external Technical and Applied Studies (TAS) as part of a Vocational Education and Training Audit (VET) was considered to be an exhaustive process and this we postponed the internal faculty review process till 2020. There was a refined process in 2019 to include both Head Teachers in the review on both campuses. Also included in the review was an external expert Head Teacher of the same faculty, the supervising DP and Head Teacher Teaching and Learning were also included. The review process creates a document that puts forward a set of recommendations for the Head Teacher to enact. The review process mimics the process that NESA would use if they were to conduct a faculty audit across the school. The Head Teachers in the 2019 were able to produce evidence that the faculty was working at or towards compliance with departmental policy. The process supports head teachers to stop check if they are compliant with department expectations. though the process is proving to be beneficial it will continue to be reviewed in 2020 for its effectiveness to ensure best practice continues beyond the review period. Current reflective practices and formal post conversations have been able to establish that head teachers have successfully implemented all recommendations within the time frame that was given to them. Policies reviewed in this year were brought to executive discussed and uploaded to the individual campus portals. Our documents are the campus procedure documents in response to the department policy. 2019 Policies reviewed included. attendance, Curriculum planning program and assessment, discipline, preventing and responding to student behaviour, religious education, sport and physical activity, work health and safety, working with children.. The parent consultative group was not a successful innovation. The community did not understand the purpose was for consultation and not for complaint. The group was not representative of the community and included parents from the parents and citizens committee. There have been more pertinent parent innovations put in place to support parents and to develop a sense of inclusivity.	

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

Evaluation	Funds Expended (Resources)
Mentors Supervisors and Graduate Teacher Induction Program was implemented early in term one with clear expectations and alignment with NESA (NSW Education Standards Authority) Teaching Standards The meetings was conducted as a College initiative which involved the sharing of resources from both campuses. Graduate teachers are given support in relation to the mandatory requirements to achieve proficient teacher accreditation. Mentor and supervisor teachers a roles were identified in the beginning teachers induction support process. Additional support was given via professional learning sessions conducted by Linda Martin on how to prepare the final	• Beginning teachers support funding. $40000 • Professional learning funds $2000 **Funding Sources:** • Support for beginning teachers ($40000.00)

Progress towards achieving improvement measures

report to NESA for assessment. Linda Martin was the College appointed teacher who assisted graduates in understanding the graduate expectations required for the submission to NESA in order to achieve accreditation at Proficient Teacher status.

Teachers who achieved accreditation at proficient level included. Adam Phillips, Claire Briggs, Robert Brown, Georgia Townsend, Laura Wearne, Luke Hickey, Rikki–lee Kerr.

The Induction program was a supportive program that allowed the graduate teachers to receive mentor guidance through lesson preparation, lesson observation and collaborative reflection of practices.

Next Steps

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

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

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

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

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• Additional staffing to support School plan and state targets • Infrastructure upgrade to build a place for cultural safety **Funding Sources:** • Aboriginal background loading ($65 000.00) • Additional Staffing ($25 000.00)	• 100% of PDP completed • ATSI transition program developed • Increase post school pathway programs sourced and facilitated • Three students successful in critical thinking course via Macquarie university • Increase belonging identified by students as a result of staffing and resourcing.
Low level adjustment for disability	• Additional staffing to support School plan and state targets • Infrastructure upgrade to build a place for cultural safety **Funding Sources:** • Operation – infrastructure ($25 000.00) • Additional Staffing ($145 000.00) • Operations – finaincial assistance ($45 000.00)	The equity loading for Low Level Adjustment for Disability is an allocation to support students in mainstream classes who have additional learning and support needs. The funding can be used for additional teacher or school learning support officer (SLSO) time as well as teacher release, for example, for related professional learning and program coordination
Socio–economic background	• employing a student services class teacher to provide intervention for identified students • employing an Head Teacher and Learning to support explicit quality instruction • supporting students to gain broader and equitable access to curriculum and learning via a financial assistance pathway, providing funding to ensure engagement in whole school activities, including extra–curricular activities • implementing a homework club to support Year 7–12 students to complete assessment tasks and regular homework with university students • employing an additional learning and support teacher to assess and work with students requiring additional support. **Funding Sources:** • Socio–economic background ($450 000.00)	• Funds were used to support school strategic directions, maximising opportunities to explore innovative practices that support continuous improvement in student achievement. please refer to strategic directions for specific examples of programs and funds expenditure. • Funds were used to maximise opportunities to explore innovative practices that support continuous improvement in student achievement • Funding was used to support projects across strategic direction and other school focus areas
Support for beginning teachers	• release time to support beginning teachers • additional professional learning • release time for mentoring **Funding Sources:**	College beginning teacher network established and campus procedure for support. Funds expended as per beginning teacher procedure document

Support for beginning teachers	• Support for beginning teachers ($110 000.00)	College beginning teacher network established and campus procedure for support. Funds expended as per beginning teacher procedure document

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	338	323	312	335
Girls	320	304	338	343

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
10	86.3	87.2	81.7	80.5
11	86.8	86.9	83.4	80.4
12	88.6	86.7	82.6	82
All Years	87.1	87	82.5	80.9
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	88.5	88.4	87.1	86.8

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	18
Employment	0	0	13
TAFE entry	0	0	15
University Entry	0	0	34
Other	0	0	19
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

42.13% of Year 12 students at Brisbane Water Secondary College Woy Woy Campus undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

91.7% of all Year 12 students at Brisbane Water Secondary College Woy Woy Campus expected to complete Year 12 in 2019 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)	40.56
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.28
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Across the College there has been the implementation of targeted professional learning experiences, to inform staff of their professional responsibilities to attain and maintain accreditation at the proficient level. The College has implemented a College Accreditation team to support and inform teachers of new accreditation processes. All teachers

have been informed of the need to obtain their Working With Children Check number and supply that number to the Department of Education. Teachers are also being supported at higher levels of accreditation through the establishment of a Brisbane Water Learning Community seeking accreditation at higher levels support group. Graduate teachers are being supported through a rigorous induction program,. Graduate teachers are informed of how they are being supported through additional funding and the use of a mentor and a supervising teacher. At Woy Woy Campus we have begun the process of aligning our professional learning experiences with the Umina Campus by introducing a Professional learning plan and introducing the Professional Learning Hubs.

Financial information

Financial summary

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

|	2019 **Actual** ($)
Opening Balance	1,499,188
Revenue	10,306,711
Appropriation	9,862,613
Sale of Goods and Services	1,400
Grants and contributions	409,231
Investment income	8,365
Other revenue	25,102
Expenses	-10,382,001
Employee related	-8,674,531
Operating expenses	-1,707,469
Surplus / deficit for the year	-75,290

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 High School Woy Woy Campus follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2019. 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 2020 with the addition of a third Deputy Principal role, infrastructure upgrades and capital works programs in 2020/2021.

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	700,740
Equity Total	802,755
Equity - Aboriginal	58,680
Equity - Socio-economic	559,494
Equity - Language	14,087
Equity - Disability	170,495
Base Total	7,043,735
Base - Per Capita	157,358
Base - Location	0
Base - Other	6,886,377
Other Total	931,114
Grand Total	9,478,345

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.

Throughout 2019, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Family Referral Service, Aboriginal Education, Socio Economic Disadvantage, Learning Support, Careers and transition, and Disability Provisions. These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring Document. Governance of this expenditure included the School Finance Committee, Parents and Citizens Association and the Aboriginal Education Consultancy Group.

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.
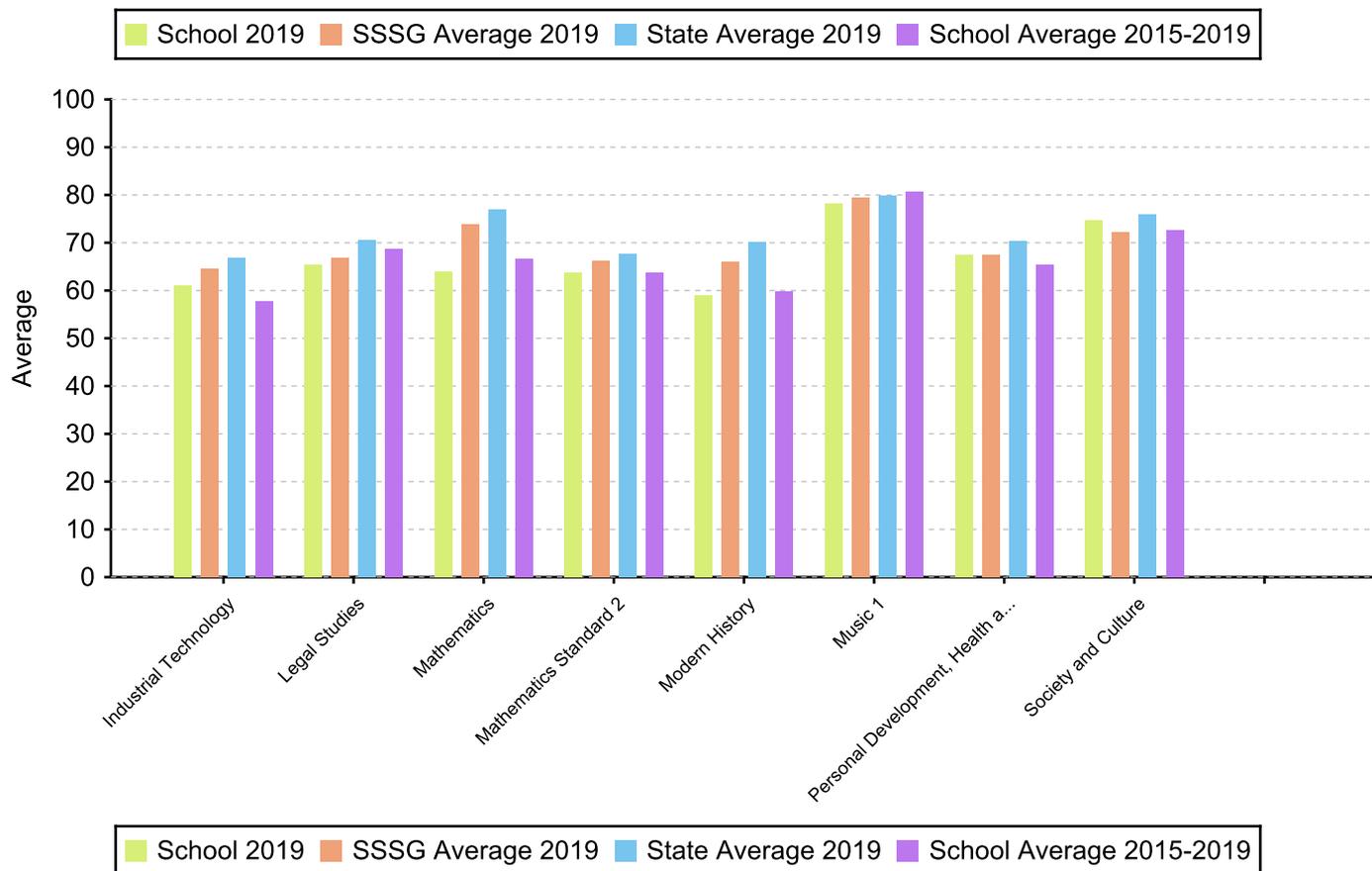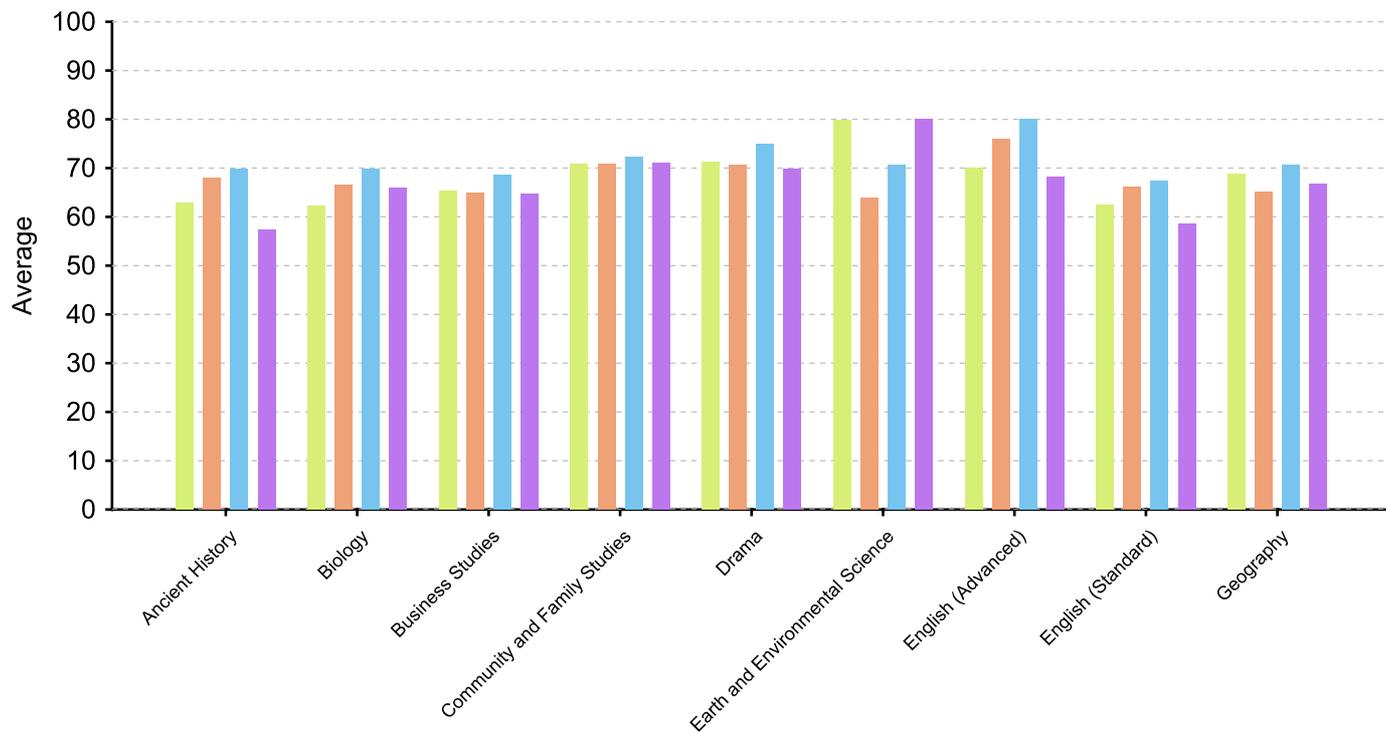
Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	62.9	67.9	69.9	57.4
Biology	62.2	66.6	69.9	65.9
Business Studies	65.4	64.9	68.6	64.8
Community and Family Studies	70.8	70.9	72.2	71.0
Drama	71.3	70.6	75.0	69.9
Earth and Environmental Science	79.9	63.9	70.6	80.0
English (Advanced)	70.0	76.0	80.0	68.1
English (Standard)	62.5	66.1	67.3	58.6
Geography	68.9	65.2	70.6	66.7
Industrial Technology	61.0	64.7	66.8	57.8
Legal Studies	65.5	66.9	70.6	68.7
Mathematics	63.9	73.9	76.9	66.6
Mathematics Standard 2	63.8	66.1	67.7	63.8
Modern History	59.0	65.9	70.2	59.9
Music 1	78.2	79.4	79.9	80.6
Personal Development, Health and Physical Education	67.5	67.4	70.5	65.4
Society and Culture	74.8	72.3	75.9	72.6

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). HSC 2019 was a good year with some outstanding results. Outstanding results are always a combined effort and the result of many factors including a culture of high expectations, quality teaching and learning, dedication and commitment to improving student outcomes and highly effective systems and practices within the school. I would like to publicly thank my staff for their dedication and hard work in 2019 and recognise their outstanding efforts individually. In 2019 Earth and Environment had a student place in the top ten students in NSW.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

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

Teacher Satisfaction .

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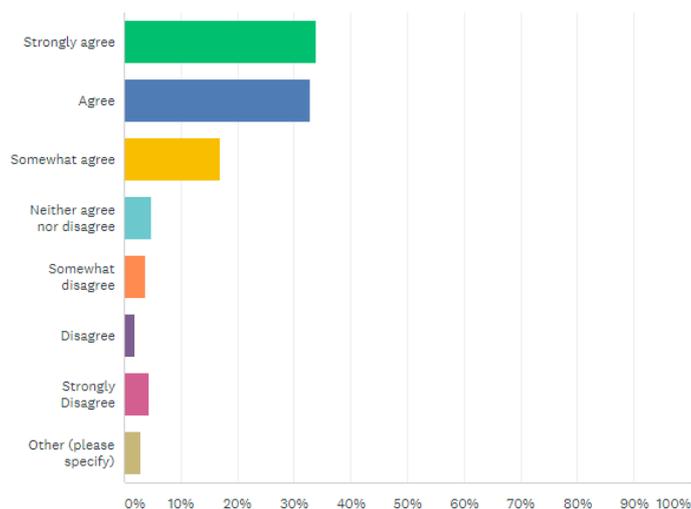
Student Satisfaction

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

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

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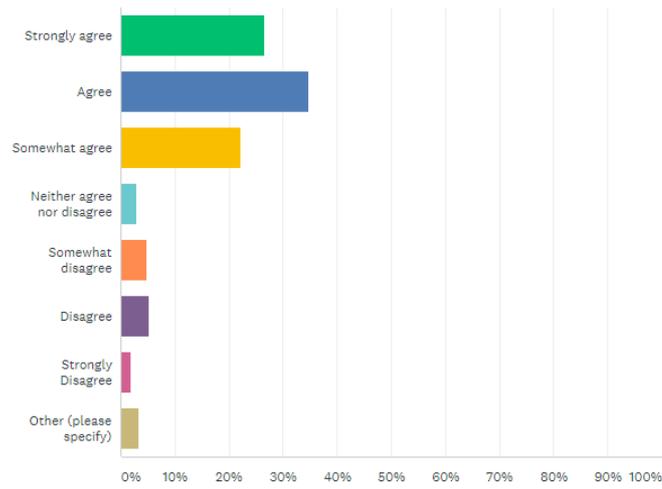

I would recommend Brisbane Water Secondary College as the school of choice.
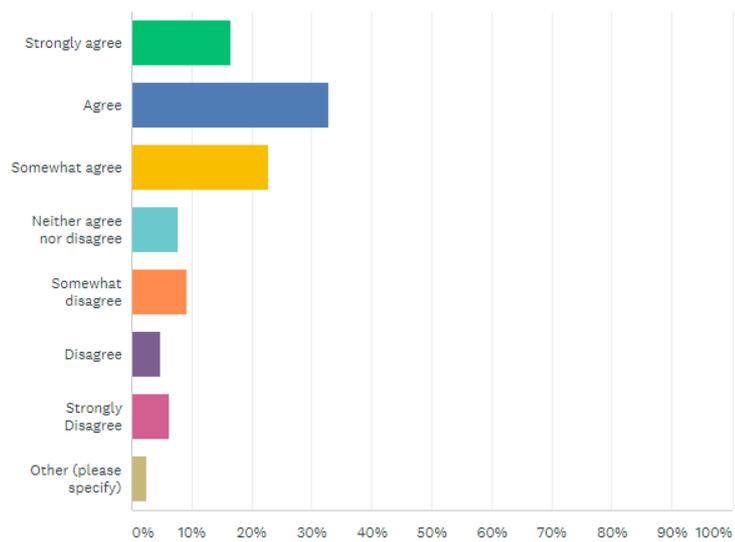
Answered: 207   Skipped: 0

I am happy with the standard of the education my child receives at BWSC.
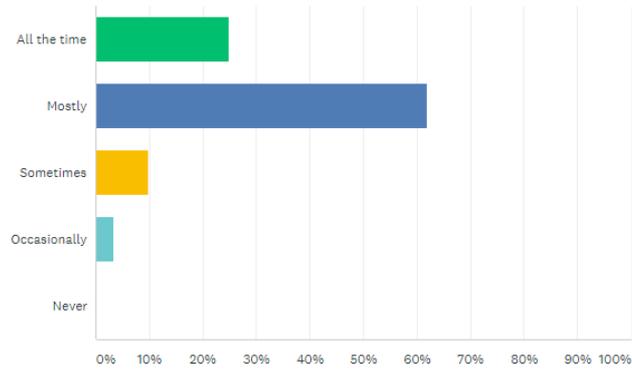
Answered: 207   Skipped: 0

Response	
Strongly agree	
Agree	
Somewhat agree	
Neither agree nor disagree	
Somewhat disagree	
Disagree	
Strongly Disagree	
Other (please specify)	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

I am satisfied with the parent communication from BWSC.

Answered: 207   Skipped: 0

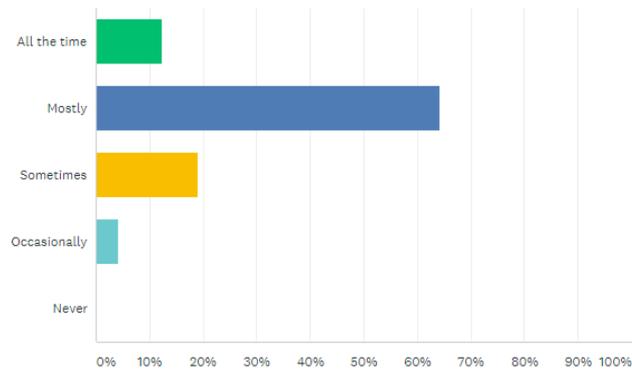| Response	
Strongly agree	
Agree	
Somewhat agree	
Neither agree nor disagree	
Somewhat disagree	
Disagree	
Strongly Disagree	
Other (please specify)	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

I enjoy coming to work

Answered: 357   Skipped: 2

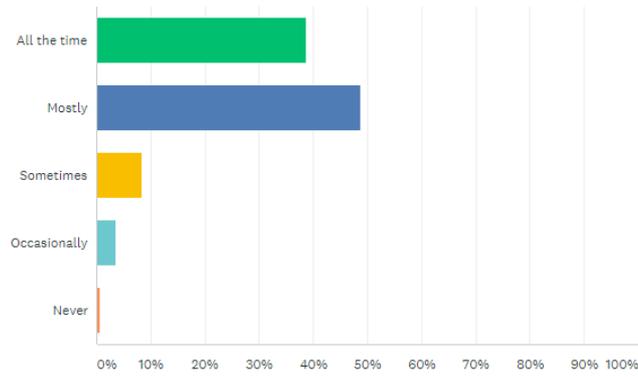| ANSWER CHOICES	RESPONSES	
All the time	24.93%	89
Mostly	61.90%	221
Sometimes	9.80%	35
Occasionally	3.36%	12
Never	0.00%	0
TOTAL		357

My school is a positive place in which to teach

Answered: 356   Skipped: 3

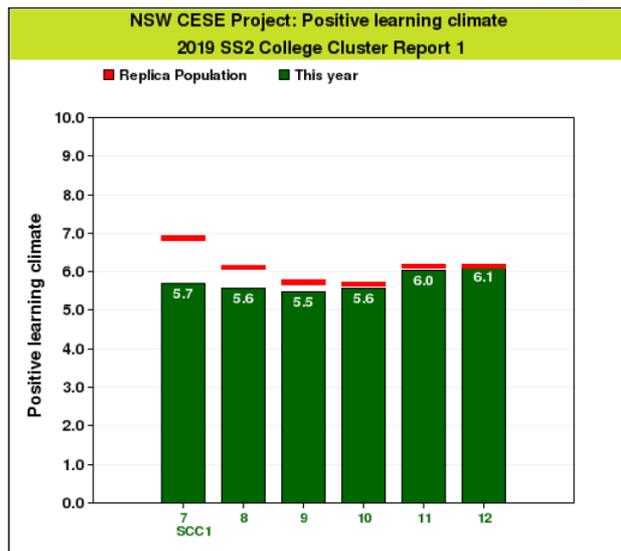| ANSWER CHOICES	RESPONSES	
All the time	12.36%	44
Mostly	64.33%	229
Sometimes	19.10%	68
Occasionally	4.21%	15
Never	0.00%	0
TOTAL		356

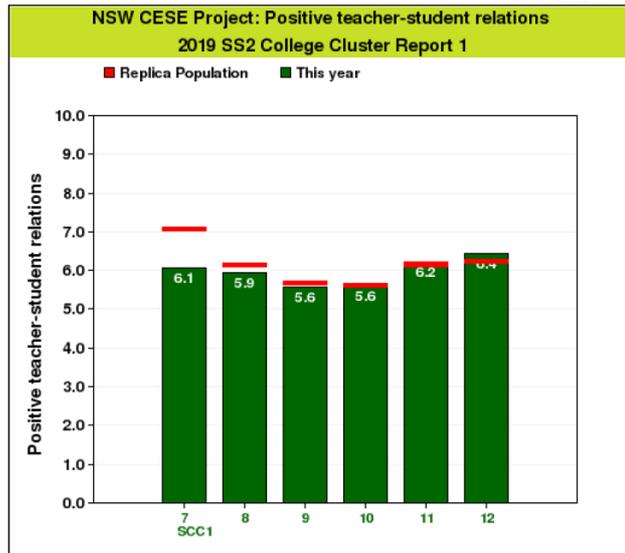## I am supported by my Colleagues at work.

Answered: 359   Skipped: 0

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

Positive Learning Climate

Positive Teacher-Student Relations

Policy requirements

Aboriginal Education Policy

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

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

Aboriginal Education continues to be a strong focus for the College. Our Aboriginal Education team was strengthened in 2019 with two additional Aboriginal SLSO positions to support students. They conducted a gap analysis on policy and practice and strategically developed a planned to bridge and exceed the gap for our students. This has allowed the already strong partnership with the Aboriginal community and cross college connections. Aboriginal perspectives are being embedded into the teaching and learning programs across the campus and informed by support from our ATSI team. The Cultural Continuum continues to be a Brisbane Water Learning Community initiative that connects all Indigenous Students K–12 across the Peninsula in the teaching and learning of Aboriginal cultural perspectives.

Anti-Racism Policy

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

The campus has appointed a Anti–racism Education Officer Mr C. Wright. The campus has in place a transparent process which teachers and other members of the school community can express their concerns or report incidents that they interpret as being of a multicultural or anti–racist nature. Teacher training in this area is offered on an annual basis and updated at a point of need.

Multicultural Education Policy

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

The Woy Woy Campus has developed a range of strategies to support students from a culturally diverse background. In 2019 we hired a class teacher to support and provide programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. This included developing individual learning plans, mentoring and coaching, supporting teachers to differentiate learning and supporting then implementation of EALD reports to parents.