BRISBANE WATER SECONDARY COLLEGE

Annual School Report 2013
School context

Brisbane Water Secondary College is a 7-12 Comprehensive high school set across two campuses. Umina campus houses years 7-9 and Woy Woy Campus houses years 10-12. This model provides diversity of opportunity and age appropriate pedagogy.

Principal’s message

The College continues to develop both a culture of high expectations and a strong sense of social responsibility. In 2013, the College performance in the Higher School Certificate, RoSA and NAPLAN showed areas of strong growth and reflected on the teaching and learning initiatives undertaken. The College was successful in gaining 17 Band 6 results in the HSC. The Brisbane Water Learning Community continues to strengthen the links with the partner primary schools of Empire Bay, Woy Woy, Woy Woy South, Umina and Ettalong. These strong links enable a very comprehensive Transition Program.

Our comprehensive teacher professional development program has continued to focus on quality teaching with a particular emphasis on explicit teaching aimed at addressing individual student need and the use of technology. Differentiation of programming remains a central focus.

The College continues to grow in many different areas including the Positive Behaviour for Learning (PBL) initiative, Technology, Sporting, Cultural and Vocational Academies, Aboriginal Education Focus on Reading and a wide range of Community Partnerships.

The ongoing achievement of our students in a wide and diverse range of activities reflects the dedication and hard work of our staff and the support and assistance of our PandC and whole College community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Sally Conn

College Principal

P and C message

Brisbane Water Secondary College is strongly supported by the parents and Citizens Associations of both Umina Middle School Campus and Woy Woy Senior Campus. During the year the PandC continued to provide funds to benefit students learning at both campuses. Funds have been focused towards the recognition of student achievements, curriculum delivery, a variety of student welfare initiatives and the development of the College APP and Facebook page for up to date communication. Cooperation between parents, teachers, students and the wider community has resulted in the students of BWSC continuing to achieve outstanding results in all curriculum areas. Additionally the PandC are proud of the involvement of our students and teachers in the local community. As a parent group we are proud of the successes of our students and their engagement in the learning environment at BWSC.

Student representative’s message

In 2013 BWSC Woy Woy’s Student Representative Council participated in a wide variety of events and fundraisers throughout both the school and local community. We coordinated fundraisers such as Daffodil Day and Shave for a Cure where we raised awareness of and money for these important charities. Developing an individual’s leadership skills is necessary in order to grow and for positive changes to occur. Knowing this, the SRC helped further their leadership qualities by having several students participate in the ‘National Young Leaders Day’ program. We also helped strengthen our relationships with fellow schools’ through membership of the Regional SRC.

One of the biggest achievements for the SRC were the additions that were made to the school canteen. On several occasions throughout the school year, multiple students were requesting that an eftpos machine be introduced to the canteen as well as a number of changes to the menu. After a great deal of research and consultation we were successful in implementing these changes. Throughout the year a lot of hard work and dedication came from our SRC and every second of it was enjoyable for our
members. We look forward to making even more changes and growing as leaders in 2014.

The Middle School Campus Student Representative Council (SRC) of 2013 worked diligently throughout the year to achieve their challenging list of goals set at their induction. Recognizing some of the needs of many of the homeless in our community, the students raised over $2500 for the Coast Shelter. The day following their overnight ‘sleep out’ in the school library these tired students continued to raise awareness and educate others about this very serious issue.

In support of the local community the SRC continued their tradition of representing our school at the ANZAC Day dawn service and took to the local shopping centre to collect donations for Legacy Day.

Our popular ‘themed’ dance parties continued to be very successful and enabled students safe opportunities to socialise outside of school hours. The “Around the World” themed dance party saw many students and staff dress up in traditional costumes from Scotland, India, Japan and China. Ballerinas, wizards, surgeons and cheerleaders are just some of the groups regularly represented at our dances. The SRC representatives work tirelessly in selling tickets, promoting and the setting up of these very popular events.

Our SRC also supported Rachel Woods, a Year 9 student, in her bid to compete in the National Swimming Championships in Adelaide by hosting a cheeseburger day and a staff car wash.

In building a collaborative community, several of our SRC representatives attended a combined Central Coast SRC meeting at Narara High School to join with other student representatives from surrounding high schools where they shared their ideas and developed their leadership skills. Students also attended a Student Voice conference and are excited to implement some of the ideas discussed during 2014.

Junior Aboriginal Education Consultancy Group (AECG)
The junior AECG at BWSC is a sub-group of the local Koorana AECG. In 2013 the Junior AECG was made up of 22 students from years 10 -12, comprising a President, Vice President, Secretary, media team and general members. The Junior AECG is a leadership group made up of predominantly Aboriginal and Torres Strait Islander students. The role of the Junior AECG is to inform the College in relation to Aboriginal Education.

During term 4 2013, the Junior AECG moved from conducting their meetings at lunchtimes to having their own distinct roll call where the students meet every day to discuss ideas and thoughts in relation to Aboriginal Education at the College. One major achievement of the Junior AECG during 2013 was the desire to purchase a third flagpole for the Woy Woy Campus in order to fly the Torres Strait Island flag alongside our Australian and Aboriginal flags. Due to the leadership and fundraising efforts, along with financial assistance from the P and C, the Junior AECG was able to purchase this flagpole which was installed at the Woy Woy Campus during term 1 2014.

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

**Umina Campus**

<table>
<thead>
<tr>
<th>Gender</th>
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**Woy Woy Campus**

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Student attendance profile

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Management of non-attendance

The College believes that student attendance is vital to provide students with the opportunity to realise their potential. To this end the college has initiated systemic practices to monitor student attendance and to provide support to the students and families who demonstrate attendance below an average of 85%. These practices include:

- Year Advisers contact students and parents when prolonged absences exist to provide work, counselling or assistance to return to school.
- Work with the Transition Advisor, Careers, Headspace, Counsellor, Home School Liaison Officer and Evolution Case
Workers has assisted students in distress and assisted return to school in many cases.

- Year Advisors and Head Teacher Welfare visit the Middle School Campus in an effort to become as familiar with Year 9 students as possible. Parents also had the opportunity to meet with Year Advisors and Head Teacher Welfare to familiarise us with their children and any assistance they may require.
- The creation of groups for dealing with anxiety and anger has begun to address these widespread issues, increasing the attendance of similar students.
- Special roll calls for low attenders has provided mentoring and improvements in attendance.
- Initiatives have included: 1) Fostered relationship with Regional Youth Support Services (RYSS) to run a Young Men’s Program. All boys in this group increased their attendance by an average of 6.7% by October 2013. 2) STARS and a celebration BBQ recognised the achievement of 120 students, improved attendance of 44 students in Years 10 and 11 and outstanding attendance over 95% of 19% of students.
- Intensive programs with Year 11 students saw ATSI students’ attendance rate in Term 4 rise to 91.8%, and 89.8% mainstream, both significantly improved rates at a time when students reach non-compulsory school age.

**Post-school destinations**

73% of students were contacted.

- 25.4% of all students who finished year 12 are attending University (33 undergraduate, 10 Newstep). This accounts for 35% of respondents.
- 14.6% of respondents looking for work
- 15% of respondents in part-time or casual work
- 7.2% of respondents in full-time work
- 9.7% of respondents enrolled in Tafe
- 3% of students enrolled with a private tertiary provider
- 8.2% of respondents undertaking a traineeship or apprenticeship
- 7.3% - students in Transition to Work (TTW)

**Year 12 students undertaking vocational or trade training**

38.33% of our Yr 12 students were entered into a VET Course and all received a Statement of Attainment towards Cert I II or III or received their full qualification. 87 Year 12 students who completed a VET course achieved 110 VET qualifications.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

All but two students of the Year 12 cohort attained the HSC or equivalent vocational educational qualification in 2013.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

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<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Brisbane Water Secondary College supports the Aboriginal Employment strategy. In 2013 2% of the College staff identified as Aboriginal.
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

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<th>Qualifications</th>
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<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Woy Woy Campus

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Expenditure

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A full copy of the College's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Arts

Once again it is the passion, dedication, talent and time that are the attributes that continue to distinguish Creative and Performing Arts in our College. Once again, staff and students selflessly volunteer their time and talents over and over again, far beyond the boundaries of the curriculum, to achieve and succeed across a vast range of activities. Whether it results in thundering applause or simple admiration, our CAPA students and teachers know that hours of effort are worth a moment of quiet satisfaction.

2013 showed some incredible achievements for Creative and Performing Arts at BWSC: Our Art Club students were responsible for the design
and creation of various artworks and murals around the school grounds. Our creative arts students were selected to have their works proudly exhibited in *A Central Vision* art show at the Gosford gallery, once again taking out the ‘Junior Artist’ award for the third year running.

Our Art Club and Aboriginal Art group identified our gifted artists and were able to offer extension art tuition and opportunities. As such, the Nulla Aboriginal Art Group were also successful in having work selected for display in the Reconciliation Week gallery exhibition.

Another first was our Art students’ involvement in the *Gosford Graffiti Art Project (GAP)* where students gathered together to tackle Graffiti in the Umina Beach Area. Under the guidance of Miss Price, Ms Lawler and as part of the NSW Premier’s Volunteering Awards, our students designed and painted murals on several businesses around the community.

Thanks to David Charles for pioneering his *Beach Painting workshop* that ran over a series of sessions, encouraging our students and teachers to embrace their inner landscape artists.

Year 7 to 9 performing arts students successfully gained places in the *Youth in Performing Arts and Central Coast Showcase* concerts at Laycock Street Theatre. In Dance, our year 7 and 8 CAPA class Dance Ensembles, Year 9 Sport and the Year 9 Dance Elective made us proud, performing at the *Central Coast Dance Festival, Starstruck and Central Coast Showcase*. No other school in the area had so many acts selected for performance across the region. For the first time we also had a dance student, Maddison McLeod, selected as a featured artist in *Starstruck*. Atremendous achievement.

Under the expert guidance of Ms Hocking, we were able to enter our inaugural BWSC Cheerleading group in the Australian 100% Cheer competition. This group of Year 8 Dance girls made us exceptionally proud by not only winning the State finals but also taking the National Championship title on the Gold Coast. In addition, Ms Hocking also compiled our first Aerobics team from our dance groups, who also successfully competed at State level.

Our Didge and Dance Group, *Spirit of the Land*, started in 2011 with a group of Aboriginal boys that came together to learn and perform the traditional dancing techniques of their Aboriginal heritage. With the assistance of Joe Grauner and Aboriginal Community members, this group has developed and earned themselves an impressive reputation. From this success we were also able to develop our Aboriginal Girls Dance group who are equally committed to embracing culture through art. Both groups have been asked to perform at many community and school events, and in 2013 were once again selected to perform at *School Spectacular*.

Our *Education Week* tour has become renowned and again saw our students represent us with distinction in their annual tour of local Primary Schools. Over 80 students were involved in playing instruments, singing, dancing, gymnastics and more. With the addition of selected acts from the senior campus, we had students proudly performing in their ninth consecutive year of the tour.

Our students enthusiastically supported our schools illustrious talents through four very successful *Term Concerts* that continue to be the springboard of stardom for our performers. Our singers, instrumentalists, dancers and drama performers also entertained some very receptive audiences. For the first time we were able to present an evening performance of our *End of Year Concert* for the entertainment of parents and community. A selection of our best and brightest talent once again performed to public audiences in our *College Variety Night*. The *HSC Showcase* spotlighted talents from our senior students, striking a nostalgic nerve amongst students, parents and staff who have shared in the development of these stars across the years, the events and their successes.

Gary Lawler’s tutorage in guitar continued to be successful. Creative workshops were again well supported in *Digital Animation* and *Character performance*. Backstage and entertainment crews gained well deserved recognition with the introduction of TEPA training at the Umina Campus. This weekly course trained Year 8 and 9 Students under the instruction of Entertainment Head Teacher, John Maxwell assisted by Ben Ross. The hard work and dedication of these students subsequently became the backbone
behind all of our performing arts and presentation events across the College.

Our auditions for the 2014 CAPA class saw a promising array of applicants from all of our local primary schools. Students entering Year 7 again auditioned for selection in the class based on talents in Music, Dance and Drama. Timetabling allows these students valuable time and assistance to focus and extend in their selected discipline area. Results saw, not only an increase in high-caliber performances, but also substantial academic growth and achievements.

In the third year of our Creative and Performing Arts selective class, we were able to effectively see amazing results, not only in their incredibly successful performance value, but also in impressive academic achievement. Yr 9 NAPLAN results showed a remarkable growth rate across the class and four of the top five students at this year’s academic awards were CAPA class students.

It can all sound exhausting, but we don’t look like slowing down. 2014 hopes to revisit these successes and much, much more. A much earned congratulations to our dedicated staff and students.

Variety Night

The annual Variety Night season featured performances over two nights with two matinees as well and an audience of over one thousand. Over forty student acts including rock bands; soloists, dance and drama entertained a diverse audience including over 300 students from our Primary Partner schools and seniors citizens at the matinees. This year, four Primary school acts were included in the line-up. Entertainment students carried out the high-quality technical production, which included big screens and a live-feed camera. The performers were committed, cooperative and generally outstanding. The Variety Night committee comprising teachers from both campuses worked well to make this production the success that it is. Special thanks to teachers Kristy Garner, Jeff Phillips, John Maxwell and Kylie Hocking.

HSC Show Case

The practical component of HSC subjects were featured at a special night. Parents, students and interested community members were invited to a night that included an art exhibition, displays and performances of HSC practical works in progress. Hospitality students catered for the event. This program also benefits students as it provides a real audience for performances and valuable feedback on art and design works in progress. Many parents who enjoyed the variety and quality of the performances praised this night.

Aboriginal Art Prize

This annual art event takes place in the A Block gallery and determines our school entries into the Gosford Regional Gallery competition coinciding with NAIDOC week. Awards are given for Aboriginal, Non-Aboriginal and Collaborative entries. Two perpetual trophies were awarded.

HSC Visual Art Result

Two students in the 2013 HSC Visual Arts class achieved the highest outcome of Band 6. They join an elite group of only 12% of students in the state. Alana Ryan and Lauren McDonald are both continuing their visual art studies at Newcastle University. Alana also won a scholarship from the university.

Rugby League Sport Academy

2013 was another busy year for the Rugby League Sport Academy. Congratulations to the year 12 students who graduated from the program after fulfilling a two year commitment which gained them refereeing and coaching certificates in Mini, Mod and international league. Students completed a healthy nutrition unit (which included preparing a pre event meal), a strapping and taping course, league safe certificate and a fitness and conditioning module.

Some highlights throughout the year included participation in the Country Cup and University Shield. The open boys’ team defeated both arch rivals St Edwards College and TLSC to be Central Coast Champions in the Country Cup and Central Coast finalists in the University Shield. Other highlights included providing referees and coaches for the Woy Woy Cup and participating in the alternative Sports program.

Congratulations to the recipients of the Rugby League Academy Student of the Year Award – Coen Hardy from year 12 and Nicholas Hynes.
from year 11. The Commitment Award – Phillip Coates and Ryan Coates from year 12 and Nathan Bawden from year 11.

Agriculture Department Annual Report 2013

Brisbane Water Secondary College Agriculture Department provides the opportunity for students from years 7 to 12 to engage with a diverse range of animal and plant enterprises. These include cattle, sheep, pigs and poultry breeding, orchards, vegetable and hydroponic production. The school farm also reaches the whole peninsula school communities providing a range of engaging programs. These include interactive workshops for gifted and talented primary students and farm tours for kindergarten students within the region.

The department has enjoyed a very successful year in 2013 continuing to maintain its highly professional performance with the elite Limousin cattle breeding and showing program. Shows attended throughout 2013 include: Maitland Agricultural Show, Canberra Royal Show, Hawkesbury Agricultural Show, Sydney Royal Easter Show, Wingham Beef Week, Brisbane Royal Show, Central Coast Prime Beef Competition, Singleton Prime Stock Competition and Upper Hunter Beef Bonanza.

Throughout the year the Show Team won champions, reserve champions, numerous firsts and placings. At Sydney Royal BWSC won Champion gilt Pig, two silver and two bronze medals with cattle. BWSC won the Stockman’s Award for the Best Presented Pig Exhibition and Allana Norris won the Best Presentation by a Junior Exhibitor. The judge acknowledged the school’s high performance in a professional commercial breeders elite competition environment. Students have also experienced great success in Junior Judging and Paraders competitions at all ages throughout the year.

Young cattle have now arrived from breeders at Forbes, Quirindi, Bathurst and the Hunter Valley to commence preparations for 2014. Students have already commenced training for the coming year.

BWSC would like to acknowledge the generous support from breeders, Umina and Woy Woy Rotary Clubs and the College Parents and Citizens Association. Their sponsorship has enabled the school to continue providing students with a balanced and comprehensive agriculture education. This provides opportunities for our students to learn, not only excellent skills in cattle training and preparation, but team work, accountability, responsibility and work ethic. Such opportunities develop effective work place skills for the future. Graduate students from BWSC continue to progress to further education at college and university level in the agriculture field. Agriculture University and College graduates are in high demand for the employment positions available in the industry.

Canberra Royal 1st National Capital Domestic School Steer /Heifer Medium weight Class bred by Mr and Mrs McCredie led by Kiara Leoni

Careers

Opportunities throughout the year kept the BWSC- Umina campus students busy. Students attended the Ourimbah Campus – ’Try a Skills Day, the Careers Expo, Barista Courses, Whitecard Courses, TAFE Outreach courses and PPI TAFE courses. Exposing the students with career options and allowing them to explore and experiment within them has ‘opened’ many avenues that students can now consider for their future learning and pathway.

Cafe

2013 saw many students trained in brewing the perfect coffee. Nominated students attended the Barista training at Ourimbah Campus and further increased their knowledge at THINK College, North Sydney learning the complex skills of ‘coffee art’. Our school Bush Tucker Café gave students the opportunities to refine the skills gained and venture into the hospitality industry, preparing and serving food to the staff at our campus. Some of the students then used this experience to gain part time work in our community.
Mock Interviews

Over 27 volunteers from the Peninsula volunteered their time for the Mock Interviews. Students worked tirelessly in English classes leading up to the interviews by working on resumes and cover letter writing.

The Mock interview process enabled students to gain some insight into the interview process and the way in which panel interviews run. Students were asked to complete an evaluation form based on the process. All of them found this activity most beneficial. In fact, several of our students even gained employment and other public relation opportunities out of this successful event.

Creating Our Future

The Beacon Foundation Program was a success yet again amongst Year 10 students.

Under the facilitation of the Beacon Ambassadors; Lauren Hayes, Jacqui White, Zoe Pardy, Jahmilla Puntigam, Indigo Verhoeven and Tiana Fackrell the Year 10 students participated in activities including: Speed Careering and Polish Day.

The final chapter of the Beacon Program was the Charter Signing Ceremony where Year 10 took the pledge: I willingly commit to achieving personal success through the Beacon program. I will pursue a positive pathway in further education, training or employment.

At this assembly, the Beacon Ambassadors were presented with certifcates and there were outstanding performances by Georgia Dickinson, the Year 10 and Year 12 Dance Classes.

Umina Homework Centre

The purpose of The Homework Centre has expanded to:

- Allow students access to library resources including reference books, computers and photocopying facilities. (note: charges apply for photocopying/printing)
- Offer a quiet place to do revision or complete homework and assignments
- Provide motivation and focus to meet deadlines
- Encourage peer tutoring
- Offer students general assistance
- Small group tutoring in a subject area (subjects on offer are advertised on the school’s website)

Thanks to the dedicated staff at Umina Campus, we are delighted to offer this resource for students free of charge. More and more students choose to come each week to improve their learning outcomes! Students do not have to commit to attending every week. The flexibility of The Homework Centre allows students to attend during those ‘busy’ times in the term when assignments are due, tests are looming or there is a specific topic they are having trouble with.

Students are provided with a light afternoon tea.

TRANSITION

The TRANSITION PROGRAM 6-7 at Umina Campus is arranged to progress through the four phases of transition as well as include the five areas of action for transition. This framework recognises the importance of a structured and comprehensive transition program which begins in the primary school and continues in the first year of secondary school.

Phase 1: Preparation

- Parent information evenings
- Primary School visits
- Education week open days

Phase 2: Transfer

- Mainstream transition
- Selective class/ CAPA class transition
- Special/ targeted Groups (IM/ IO/ ISTB)

Phase 3: Induction

- Taster Lessons
- GATS days
- Orientation day (over three days)

Phase 4: Consolidation

- First two days of school are Year 7 only
- Induction booklet completed across KLAs
- Year 7 students write letters to their previous Principals and this collection of letters is presented to the Principals at an LMG meeting.
Year 9 Graduation

On Thursday 13th December 2013, Year 9 students, their family, friends and teachers were invited to celebrate the achievements of students and mark the completion of their studies at the Umina Campus, in a special Graduation Assembly. Students were presented with their yearly report and certificate as they came up on stage to shake the Principal’s hand. Certificates are graded (Gold, Silver, Bronze and Attainment) and are based on our Core School Values of Respect, Commitment and Relationships.

The Graduation Program has been developing since its introduction in 2010. Part of the year long process, students were issued with a ‘PB Booklet’ aimed at encouraging students to achieve their personal best (PB) by self-monitoring their progress each term. With the support of their Team Leader and parents, students evaluated their adherence to the Core School Values and made changes when needed. Regular class meetings and individual conferences with the Deputy and Team Leaders was held.

The Gymnasium was overflowing with some parents required to listen to the ceremony from outside. Students were respectful and smartly attired in their school uniform. The assembly included a fantastic presentation of photos of students since they started in Year 7. The Captain’s speeches were sincere, thought-provoking and eloquent.

Students were presented with a beautiful graduation cake that was later enjoyed as part of morning tea on the front lawn, along with parents and teachers. Students thanked their teachers and laughed as they reminisced about the year that was. There were hugs and tears all round as students made their way off Umina Campus property for the very last time.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

HSC: Course Summary Table

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2013</th>
<th>School Average 2009-2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>67.1</td>
<td>67.4</td>
<td>63.8</td>
<td>69.3</td>
</tr>
<tr>
<td>Biology</td>
<td>69.2</td>
<td>71.2</td>
<td>69.0</td>
<td>72.8</td>
</tr>
<tr>
<td>Business Studies</td>
<td>60.6</td>
<td>69.1</td>
<td>68.2</td>
<td>71.2</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>65.7</td>
<td>71.5</td>
<td>70.4</td>
<td>71.9</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>73.6</td>
<td>74.7</td>
<td>73.3</td>
<td></td>
</tr>
<tr>
<td>English (Standard)</td>
<td>57.4</td>
<td>59.8</td>
<td>61.8</td>
<td>63.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>68.3</td>
<td>70.9</td>
<td>72.2</td>
<td>78.5</td>
</tr>
<tr>
<td>Geography</td>
<td>61.8</td>
<td>65.4</td>
<td>66.1</td>
<td>67.6</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>62.6</td>
<td>67.3</td>
<td>68.0</td>
<td>69.9</td>
</tr>
<tr>
<td>Legal Studies</td>
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<td>77.0</td>
<td>68.2</td>
<td>72.8</td>
</tr>
<tr>
<td>General Mathematics</td>
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<td>69.7</td>
<td>60.5</td>
<td>64.0</td>
</tr>
<tr>
<td>Modern History</td>
<td>67.3</td>
<td>71.1</td>
<td>67.4</td>
<td>73.5</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>65.0</td>
<td>70.5</td>
<td>64.6</td>
<td>68.8</td>
</tr>
<tr>
<td>Entertainment Industry Examination</td>
<td>61.0</td>
<td>66.0</td>
<td></td>
<td>69.2</td>
</tr>
</tbody>
</table>
Year 12 girls (59 students) have improved their average score difference by 6 points from the 2012 data in the test aspect of Human Society and its Environment.

The College’s performance relative to the state performance in the course Mathematics has resulted in a positive for the first time since 2003 with a Z score of +.6 (-.3 in 2012)

**Significant programs and initiatives**

**Aboriginal education**

**Numeracy/Literacy:**

Across years 10 through to 12 our Aboriginal students have been supported in a number of ways to support an increase in their educational outcomes and in particular in literacy and numeracy. These initiatives include Norta Norta tutoring, one on one tutoring with our support teacher along with one on one and in-class support from our Aboriginal teacher’s aid. With this support in place we have seen an increase the literacy and numeracy aptitudes of our Aboriginal students as well as increased retention and attendance rates.

**Attendance/Retention:**

In 2013 the attendance rates of our Aboriginal students surpassed the attendance rates of the mainstream cohort. This increased attendance rate led to increased student learning outcomes, increased retention to year 12 of our Aboriginal students along with successful completion of the HSC for our year 12 Aboriginal students.

**Engagement:**

To increase student engagement we have created partnerships and utilised programs delivered by UTS and Macquarie University to support our Aboriginal students who aspire to University. In 2013 we had 6 Aboriginal students participate in the Summer School program for Aboriginal students and 4 Students attend the Macquarie University Holiday Camp for Aboriginal students. These students are currently in year 12 (2014) and are seeking entry to the Universities of which they participated in these two programs.

During 2013 we have also enhanced links with TAFE and Youth Connections – Green Central for targeted Aboriginal programs, TAFE courses and
trades to support our Aboriginal students who are not seeking University entry.

Along with the academic strategies employed to not only engage our Aboriginal students, but to also increase the literacy/numeracy and attendance/retention rates, we have also created cultural activities for our Aboriginal students in order for our students to connect to and be proud of culture. These include cultural site visits, bi-termly family/community BBQ’s, inviting community Elders into the school to not only talk at NAIDOC, Sorry Day and other cultural commemorative days but also to deliver programs within classes, such as an art program which was delivered to a year 10 class in 2013. We have also had our Aboriginal students work closely with our local AECG (Koorana). This has resulted not in engagement in the classroom but also engagement in culture.

Norta Norta Tutoring:

During 2013 we were able to facilitate Norta Norta tutoring for underperforming year 10 students (based on year 9 NAPLAN results), of which there was only 1 and all year 11 and 12 Aboriginal students who requested tutoring. The year 10 student increased attendance from 48% in term 1 to 100% in terms 3 and 4, also had higher completion rates of classwork, increased rate of engagement/task completion/submission of assessment tasks.

The tutorial sessions for the ‘Individual Sponsorship’ component (years 11 and 12) were run after school and those students who undertook this tutoring have seen an improvement in their academic results. See summary below:

<table>
<thead>
<tr>
<th>Number of students receiving tutoring through Year 11/12 Individual Sponsorship Component in 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Subtotals:</td>
</tr>
</tbody>
</table>

The Individual Sponsorship Program was well utilised by our year 11 and 12 students, there was a significant increase in uptake from 2012 (2012 = 4 students, 2013 = 18 students). As a result, in 2013 we saw an increase in attendance and a reduction in N-Warning letters for those students who took part in the program.

The Individual Sponsorship Program was delivered one-on-one to the year 11 and 12 students on a weekly timetabled basis, either before school, at lunch, after-school or in the students ‘study period’, if they had one, as well as regular in-class support.

Reduction in N-Warning letters, increased attendance, completion of assessment tasks and little to no ‘drop-out’ rate from school.

Some feedback about the program is listed below:

Students: Increase in attendance, reduction in N-Warnings, all students in program handed in every assessment task.

Teachers: Feel more supported.

Parents: feel less stress re: assessment tasks, significant reduction in phone class home from teachers where work has not been completed or handed in.

Multicultural education

The makeup of the school remains similar to previous years. There are 41 ESL students in the senior campus and 10 on the Middle School Campus. The College participates in Harmony Day and the School Welfare Policy has inclusivity as a central focus.

National partnerships and significant Commonwealth initiatives (participating schools only)

National Partnerships and significant Commonwealth initiatives

Improving Literacy and Numeracy National Partnership

Brisbane Water Secondary College Umina Campus received funding under the Improving Literacy and Numeracy National Partnership (ILNNP) Guidelines and the school chose to focus on Literacy. A focus group of students were
selected and their literacy skills in Comprehension and Reading (as per the Literacy Continuum) were tracked across teams in the school. These were again revised in term 4.

School Actions over 2013 have included:

- Six staff members including the Principal were trained in the Focus on Reading course through regional training.
- All teachers started training in Focus on Reading 3-6 during 2013. All members of the Executive team will complete the Leadership component of the course and a strategy will be developed with Partner Primary schools completing the program to monitor student progress between Years 5 and 8 in reading and comprehension using the Literacy Continuum.
- Sentral has been purchased as a means to track students across the college in terms of their literacy development. It is planned that Partner Primary schools will also be able to track students using Sentral (Not all PP Schools have purchased it) so that students will be tracked from K-12 by 2015.
- Student Voice has been incorporated into the program via surveys and focus groups. This began with students responding to surveys on new assessment procedures within Umina Campus.
- Technology has been purchased and apps created. For example, a video recorder and tripod have been used to complete videos of lessons displaying best practise in terms of the strategies from FoR. It is foreseeable that MacBooks may be purchased for students at risk of falling ‘well below’ in the baseline data collection for Literacy in May 2013.
- Professional Learning will form a strong base from which to implement new Literacy strategies. A large part of this will be the implementation of the Focus on Reading program and purchasing the resources required to run this course effectively.
- The school has revised its school plan in line with the revised actions for literacy and additional resources.

Term 4 tracking occurred in week 7. Tracking was based on summative assessment (assessment of learning) as required by the ILNNP; the Term 3 and 4 common assessment tasks – English. The Term 3 assessment task was a speaking task whereby students were to compose a speech delineating their personal evaluation of the relationship of visual and written language in a self-chosen picture book. This task was used to assess students’ independent skills in Reading Texts. In particular, the two threads - Navigation of pathways for reading and Fluency, pacing, phrasing etc.

The Term 4 assessment task was a narrative writing task whereby students were required to use previously seen visual stimulus to inform a first draft narrative composition linked to genre. This task was used to assess students’ independent skills in Comprehension. In particular, the three threads – Character actions and perspectives, Main ideas and key events, Text organisation and language features.

The marking criteria of both tasks were then aligned with appropriate thread markers moving through the clusters. Teachers used this information only to plot students’ independent achievement. Clusters achieved by students were seen to be significantly lower than in Term 3, in particular in one class where achievement in the task was quite poor. Factored into these results must be the formal testing conditions and associated student anxieties attendant to such assessing procedures.

Overall,

7.5.2 Tracking data shows 71% cluster growth\(^1\) in both Reading Texts and Comprehension aspects between Term 2 and Term 4, 2013.

7.7.1 Tracking data shows 62% cluster growth in both Reading Texts and Comprehension aspects between Term 2 and Term 4, 2013.

7.7.2 Tracking data shows 28% cluster growth in both Reading Texts and Comprehension aspects between Term 2 and Term 4, 2013. This result will be explored in more detail in this paper.

Focus class Aboriginal students tracking data shows 30% cluster growth in both Reading Texts and Comprehension aspects between Term 2 and Term 4, 2013.

\(^1\) Of one or more clusters in either Reading Texts or Comprehension aspects, where the ‘other’ aspect shows nil growth (see attached excel document).
Student Voice

BWSC Umina Campus took part in the ‘Tell Them From Me’ (TTFM) pilot project in 2013 and was one of 172 secondary and central schools to participate. The TTFM student survey asked questions about factors that are known to affect academic achievement and other outcomes. The survey is designed to measure, assess and report insights at the school and system levels. The focus on this NSW pilot project is on student wellbeing, engagement and effective teaching practices.

In 2013, 242 Year 7 students, 211 Year 8 students and 226 Year 9 students participated in this survey and based on the results a number of new initiatives were introduced into the school. Students were surveyed about the new assessment procedures at BWSC-Umina and the results were shared with the whole staff. This allowed students to comment on their understanding of assessment and assessment procedures as well as the value in the marking rubrics. Staff were overwhelmed by the student’s positive feedback and all assessment tasks will now take this form.

In 2013 Brisbane Water Secondary College undertook to be a part of the Central Coast Principal’s Learning Alliance which led to the development of the Student Voice Project. This project aims to develop within each school an authentic model for a student centred school which is reflective of the powerful and necessary interrelationship between student voice, teacher professional learning and reflective practice and able to transform learning.

The Vice Captains of the school were also invited to participate at the Principal’s Alliance Conference where they discussed the assessment procedures with students from across the Central Coast. They were also able to discuss the TTFM survey and plans for a ‘Bullying Website’ which was in the process of being created. This will be linked in to the school’s PBL (Positive Behaviour for Learning) focus and will give all students an opportunity to lead initiatives across the school. Our Vice Captains were also able to discuss the aspirational data that came out of the survey and from this, stronger links with Newcastle and Macquarie University are being investigated.

All students in years 5-10 in the BWLC will be surveyed in regards to how they learn and the strategies that engage them in learning. In 2013 all of year 10 and part if year 9 were surveyed and years 5 – 8 will be completed in 2014.

At BWSC the Student Voice Project recognizes the importance of genuine student voice in developing opportunities for students and staff to work together collaboratively through engaging in participatory learning that is focused on the development the two key areas of student learning and leadership. To date students in Years 7-9 have completed the survey Tell Them From Me and students in Years 10-11 have completed an additional survey. This data reveals a comprehensive analysis of the preferred learning styles of all our students and is invaluable in further developing the quality of learning opportunities for students across the college. Students have also participated in a number of leadership workshops and forums exploring ways of increasing opportunities to both participate and be acknowledged for the development of their leadership skills. Central to this is the development of Student Action Teams that target specific areas to improve the school experience for all students. Student Action Teams include peer mentoring, best buddies, technology support, social justice and community service are the first ones being trialed and are already revealing some outstanding successes.

Student Voice at BWSC is a long term project that will continue to develop, transform and build opportunities and engagement in participatory learning for all of our students.

School planning 2012—2014: progress in 2013

School priority 1
INCLUSIVE CULTURE

Evidence of progress towards outcomes in 2013:

Targets

- Increase the attendance rate for Yr10 – 12 from 87.8% in 2012 to 88.3% in 2013
- Increase the attendance rate for year 7-9 from 86.9% to 87.4% in 2013

Our Achievements include:

- Overall attendance in 2013 10 - 12 was 87.8%. Although this was under our target of 88.3% there was significant improvement in the monitoring and reporting process.
- Overall attendance rate 7-9 was 88.7% which was above the target set.
- Small group roll call mentoring for students with chronic attendance issues has had a positive impact on students with prolonged absences.

Strategies to achieve these outcomes in 2014

- Employment of a Head Teacher Administration on the Senior campus to track and monitor year 10 attendance.
- Introduction of PXP electronic roll marking each lesson with back to base notification of truancy
- SMS notifications to parents re absenteeism and truancy
- Structured support program from DP and HT for students with high absenteeism.

School priority 2
21st Century Learning

Target

Maintain staff usage of laptops on a daily basis above 90% across college.

Our Achievements include:

- All staff provided with a laptop that has led to 100% usage for student administration.
- Improvements in campus sharepoint and staff training has significantly improved communication across the college

Strategies to achieve these outcomes in 2014:

- Expansion of the College’s collaborative online workplace via moodle and sharepoint.
- Development of the College BYOD policy.
- Ongoing professional learning in the concept of the “Flipped Classroom” and Cloud learning.

School priority 3
Teacher Quality

Targets

- Increase the number of HSC Band 5/6 results from 106 to 120 through targeted program to improve extended response questions
- Increase the percentage of students at or above the minimum standard for year 9 NAPLAN writing from 70.1% in 2012 to 75% in 2013

Our Achievements include:

- Although there was a reduction in the number of band 5 results there was a significant increase in Band 6 results from 8 in 2012 to 19 in 2013.
- The introduction of a timetabled ATAR workshop has been well received by Yr12 students
- Explicit HSC data analysis by all Yr12 teachers has led to changes in teaching practice
- Year 9 writing did not meet the target in 2013

Strategies to achieve these outcomes in 2014:

- The introduction of AVID in years 7-10
- The establishment of mentoring programs for year 12 students.
- The introduction on Focus on Reading to teach explicit reading and writing skills in 7-9
School priority 4.

Strengthening of partnerships with Local management Schools.

Target:
- Increase enrolments in year 7 from 250 to 270.

Our Achievements include:
- Enrolments in Year 7 are 276
- CAPA auditions increased to 47 with 28 placements made.

Strategies to achieve these outcomes in 2014:
- The College will undertake extensive surveying of students in years 5 – 10 to determine learning styles.
- Parent forums will commence at all Partner primary schools
- The Aboriginal Cultural Continuum will be implemented k - 12

Professional learning

Annual School Report
All staff across the college participated in a range of professional learning activities including a two day College Learning Conference ‘Rethink, Reshape and Re-culture’ focusing on developing resiliency in students. Staff also participated in cross campus learning for the Australian National Curriculum implementation and completed mandatory training in anaphylaxis, disability standards, resuscitation and e-emergency care.

On the Senior Campus 53% of staff accessed external professional learning. 44% of staff from the Woy Woy campus and 53% of staff from the Umina campus participated in at least one of the internal professional learning sessions that was offered throughout the year. Topics include child protection, WHS, behavior management, guidelines for the safe conduct of sport and physical activity, autism, Asperger’s, mental health, risk assessments, standardizing grades, SharePoint, gifted and talented, adobe captivate, Photoshop, budgeting, engaging with data, differentiating curriculum, handling difficult conversations, desktop publishing, CV writing, 8 ways training, quality teaching, movie making, focus on reading and program builder.

Strategies included leadership team, online courses, PL days, afterschool workshops, faculty meetings, external courses, relief time to team teach/ share / develop collaborative programs, combined time for cross campus meetings.

On the Woy Woy campus, average expenditure per teacher was $743.88. Total campus expenditure was $45897.67. At the Umina Campus, total expenditure was $47,372.33.

On the Woy Woy campus, one permanent teacher worked towards and received NSW Accreditation whilst another 2 temporary teachers also gained accreditation. 15 staff have maintained accreditation at Professional Competence (all staff under the new scheme status). All new staff to the campus also underwent a specially designed new staff induction program held fortnightly throughout Term 1. 96% of staff indicated they were very happy with PL opportunities at college and the senior campus.

In terms of New Scheme Teachers at the Umina campus, there was one permanent member, seven temporary staff and three regular casual staff members working towards accreditation. There were seventeen New Scheme Teachers maintaining accreditation and six temporary staff. There was also one staff member working on accreditation at a higher level. At this stage no other staff members have voluntarily undertaken the accreditation process.

Another significant professional learning program at Umina Campus has been the formulation of networks to implement the new curriculum. Staff from the English, Mathematics and HSIE faculties have met with teachers from our partner Primary schools to create Scope and Sequences across the stages and shared teaching ideas. This has also occurred in terms of stage 5.

The main focus of Professional Learning on the Umina Campus was the Focus on Reading program. Six staff members (a mixture of executive and classroom teachers as well as a LAST member) were trained in the implementation of this program. The entire
Executive of Umina Campus were then trained as leaders and then the entire staff including long term casuals were trained in Phase 1 Module 1 of the program. There has been 100% attendance at these courses as staff who have been absent have been required to complete the course during catch up sessions.

Staff complete a survey on the quality of Professional Learning opportunities provided to them at the College and based on the results of the survey and the school’s strategic plan, the next year’s internal training is developed. This has proven to be very positive.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students, and teachers about the school. Their responses are presented below.

- Parents felt that the level of communication in the school had improved but needed to further improve.
- Staff identified the need to gain more knowledge of the community they serve and the needs of that community.
- Students indicated that they had greater opportunities to participate in a more diverse curriculum.
- Students volunteered detailed information about how they learn and the strategies that engage them in learning.

Program evaluations

Communication

Background

- School satisfaction surveys highlighted the size and complexity of the College and the difficulties associated with communication between campus and parents on both campuses.
- Positive Behaviour for Learning data identified the need to provide regular positive feedback to students and parents.

As a result, the College recognised the need to improve channels of communication in order to include parents and carers in their student’s learning.

Findings and conclusions

- The college, with the assistance of the PandC, purchased a college telephone APP in order to establish instant communication via “push technology”
- The college website was deemed by the PandC to be the most accessible form of updated communication. The college provided a website coordinator on each campus and undertook to keep the site up to date.
- Positive reinforcement / feedback postcards were created to provide a quick way of providing positive information to parents on a regular basis and to congratulate students.
- The telephone system was upgraded.
- The college also developed a Facebook page to enable positive promotional material to be readily available to students, parents, and staff.

Future directions

In 2014, the college will continue to focus on improving communication in order to further involve parents and the community. This will be achieved through:

- Parental access to website pages and a parent SharePoint portal
- Moodle area developed for parent access to teaching programs and assessment tasks.
- Parent forums across all 5 partner primary schools to determine best practice for communication

National Curriculum Implementation

Background

The NSW Syllabuses for the National Curriculum will come into effect in 2014 in English, Mathematics, HSIE, and Science and Technology. 2013 was dedicated to familiarisation with the new syllabuses and planning for this implementation.

Findings and conclusions

- The college needed to ensure that all staff across both campuses had in-depth knowledge of the syllabuses and any changes within the syllabuses.
Cross campus Professional Learning was structured around staff 7-12 working together to develop programs and resources for the implementation of the syllabuses.

Future directions

In 2014, the college will continue to focus on the National Curriculum. This will be achieved through:

- Close links with the partner primary schools to develop K-12 learning continuums in the subject areas.
- The further development of programs for years 8 and 10.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: