

Bwgcolman Community School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Bwgcorman Community School is a Pre-prep to Yr 12 school situated on Palm Island, an Aboriginal Community 65 kms north east of Townsville. Our School vision is encapsulated by the words : Two Way Strong (proud and strong in Indigenous identity but able to successfully engage in mainstream). Our key work is around lifting school attendance and working closely with Queensland Health to address large numbers of hearing-related problems with our students that hinder their progress at school. Curriculum focuses on literacy and numeracy-focused teaching and learning, with a cultural curriculum delivered one day per week to the Junior secondary.

Principal's Forward

Introduction

The Annual School Report provides parents and the community with an overview of the achievements and highlights of Bwgcorman Community School for the 2015 academic year. This report includes summary information on our student achievements in the National Assessment Program, student retention rates, curriculum offerings and information relating to the professional work of our staff.

Bwgcorman Community School is a Pre- Prep to Year 12 state school providing a caring and nurturing education for all our students. Our school's programs and practices embed our motto, "Two Way strong".

Our students and staff work towards being strong in indigenous culture and strong in mainstream culture and our programs and school trips reflect our commitment to this.

School Progress towards its goals in 2016

Reading Comprehension- all students were tracked for their performance in this area. All students set targets for achievement in reading. Staff accessed significant PD to improve their own capability to teach reading.

- Attendance Promotion- student/ family /community connectedness- Attendance was our number one goal for 2015 and we had a class achieve all students get 90% or above attendance for the term.
- Early Years Education Learning Hearing and Health-Pre-Prep engaged more significantly with literacy this year with goal setting and explicit instruction in vocab.
- Solid Futures- links were made with local employers as well as with a Pathways organisation to provide choice for our senior students.
- Staff Capability Development- coaching and mentoring- Several staff accessed external programs to improve their skill set in this area and then share that with other team members.
- Pedagogical Framework- Fully embedded into our school
- Junior Secondary- We continued to build on the structures using the 6 Guiding Principles. The peer review was very positive in terms of the progress made and we were invited to present at Regional Forums.

Future Outlook

Our 2017 goals are

- Successful Learners- Attendance, academic engagement and pathways.
- Teaching Quality- Evidence based approaches, AITSL aligned capacity building.
- School Performance- Case management of reading and QCE attainment.
- Engaged Partners- Family liaison and community linkages and interschool collaboration.
- Reading - Maintaining a focus on reading particularly in the early years.
- Attendance and Retention- Working the federal Government Remote Schools Attendance Scheme.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	296	138	158	295	84%
2015*	338	171	167	337	78%
2016	304	147	157	302	80%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were 35 students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

We are a remote indigenous community located approximately 65km northwest of Townsville with a student body comprised of 99% Aboriginal and Torres Strait Islanders. In 2016, there were 3 non-indigenous students at the school. Our school has an ICSEA index level of 625. A sample testing sweep of the student body using Education Queensland's English as an Addition Language/Dialect (EAL/D) speaking Bandscale indicates we have 93% EAL/D users at the school. Averaged for years, 5 years, 75% of students present with some level of hearing loss.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	23	19
Year 4 – Year 7	14	24	20
Year 8 – Year 10	21	25	20
Year 11 – Year 12	22	23	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our approach to curriculum delivery

- Language for Learning: a program designed to align with the Curriculum to Classroom (C2C) however cater for students who speak English as an Additional Language or Dialect.
- School Wide Positive Behaviour System: A school wide approach to behaviour, including rewards systems and explicit teaching of positive behaviours that need improvement school wide.

- Bandscales: Incorporates Reading, Speaking, Listening and Writing and diagnoses where students are functioning in relation to speaking Standard Australian English.
- Cultural Days: Are days held to celebrate and teach culture to the students and provide cultural awareness for non-Indigenous community members.
- EAL/D Team: Work as a team to develop teaching ideas and offer support for teachers within the school so they can effectively teach students with English as an Additional Language or Dialect.

Extra curricula activities

- Primary students compete in the annual Obe Geia Carnival
- Netball for Junior Secondary girls afternoon training and matches
- Primary girls compete in the Cathy Freeman netball Challenge
- Student leadership Council activities including meetings with various groups and participation in ANZAC day
- AFL training sessions with QAFL culminating in a trip to compete in the Magnetic Island carnival
- Cathy Freeman horizon trips to Melbourne, Sydney and Canberra.
- Work Expo held at PCYC that was participated in by secondary students.

How Information and Communication Technologies are used to Assist Learning

Bwgcorman Community School students have access to a wide variety of ICT resources to assist learning. In order to promote student engagement, each classroom is equipped with audio-visual equipment (digital projector, speakers). All classrooms are also fitted with, and use as part of daily practise, hearing soundfield systems to support the needs of all who teach and learn in them including those who find learning difficult or who have deficits such as auditory processing disorders, ASD or loss of hearing.

The school has continued to invest in having a strong ITC presence in classrooms by purchasing multiple class sets of laptops which are fitted to store and charge trolleys and can be wheeled between classrooms for maximum usage. Use of iPads has also been increased by auditing the school's applications and sourcing applications for the devices that best support the teaching and learning in classrooms. Literacy and numeracy apps in particular have been successful in Early Childhood, Special Education and Junior Secondary classes.

Teachers are strongly encouraged to utilise their CFT's as part of their class routine to access multi-modal stimulus materials. Teachers are employing their video and photographic potential to capture student responses and performance and beginning to upskill students in using the iPads and laptop cameras to deliver and record presentations.

Social Climate

Overview

Through our SWPBL team, our school actively promotes inclusivity and proactive strategies to enhance socioemotional well-being. The school has three key messages of Respect, Responsibility and Safety which are embedded in whole-school dialogue including parade presentations; behaviour management routines; student goal setting; and referred to in our student reporting processes. An additional message of Two Way Strong acknowledges student ability to operate successfully in both Palm Island and Mainland dialogues and academic and social undertaking.

Our School-Based Health Nurse is actively engaged with students across the school through the coordination of oral health, immunisation, hygiene, BBC, sexual health and substance misuse programs and workshops for 6 months of the year. Collaboration exists between the school and the local health care hub to provide informative sessions for students and parents and encourage access to allied health services available in community and online.

At a recent audit, the school's response to Embedding Indigenous Perspectives into teaching and learning was acknowledged to be of high standard. In addition to this, each Friday within the secondary school, students are engaged in Men's and Women's Business which promotes local culture, social awareness and healthy lifestyles. In Primary, the boys are involved in Indigenous dance and yarning with staff and community members and the upper Primary girls in Years 4-6 participate in a young women's circle which encourages cultural values and investment in social welfare of the community.

Community celebrations occur each Term with the Starting Block awards as well as numerous opportunities for family and community to join in with our Pre-Prep activities. Open afternoons operate in the Primary and Secondary sectors. Parents and family are encouraged to attend and visit the classrooms to see what their children are learning. Cultural activities also occur throughout the year and these are well supported by parents and the wider community. The majority of parents believe that our school is a good school, that their child is treated fairly and motivated to do well.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	100%	77%
this is a good school (S2035)	98%	100%	85%
their child likes being at this school* (S2001)	90%	91%	88%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child feels safe at this school* (S2002)	91%	91%	85%
their child's learning needs are being met at this school* (S2003)	85%	100%	77%
their child is making good progress at this school* (S2004)	85%	96%	81%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	84%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	100%	73%
teachers at this school motivate their child to learn* (S2007)	85%	100%	73%
teachers at this school treat students fairly* (S2008)	90%	100%	85%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	80%
this school works with them to support their child's learning* (S2010)	83%	100%	81%
this school takes parents' opinions seriously* (S2011)	93%	91%	84%
student behaviour is well managed at this school* (S2012)	88%	87%	72%
this school looks for ways to improve* (S2013)	93%	100%	84%
this school is well maintained* (S2014)	90%	100%	77%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	85%	95%	97%
they like being at their school* (S2036)	95%	91%	96%
they feel safe at their school* (S2037)	90%	89%	87%
their teachers motivate them to learn* (S2038)	96%	99%	96%
their teachers expect them to do their best* (S2039)	96%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	88%	99%	96%
teachers treat students fairly at their school* (S2041)	90%	93%	90%
they can talk to their teachers about their concerns* (S2042)	90%	94%	83%
their school takes students' opinions seriously* (S2043)	86%	80%	85%
student behaviour is well managed at their school* (S2044)	77%	83%	67%
their school looks for ways to improve* (S2045)	93%	97%	93%
their school is well maintained* (S2046)	82%	91%	72%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	90%	100%
they feel that their school is a safe place in which to work (S2070)	89%	90%	93%
they receive useful feedback about their work at their school (S2071)	78%	78%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	96%	96%	96%

Performance measure			
Percentage of school staff who agree# that: (S2114)	2014	2015	2016
students are encouraged to do their best at their school (S2072)	92%	87%	97%
students are treated fairly at their school (S2073)	79%	92%	97%
student behaviour is well managed at their school (S2074)	63%	72%	80%
staff are well supported at their school (S2075)	74%	82%	83%
their school takes staff opinions seriously (S2076)	76%	73%	93%
their school looks for ways to improve (S2077)	97%	90%	97%
their school is well maintained (S2078)	74%	82%	76%
their school gives them opportunities to do interesting things (S2079)	89%	77%	93%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Bwgcolman Community School has an open door policy and provides opportunities for families and teachers to establish positive and supportive relationships. It is important for the teaching staff to actively engage with the Palm Island Community. The teachers are encouraged to invite parents and to go out to visit parents at the beginning of the year and to deliver students report cards. The School has adopted the term 'Home visits'. Home visits allow teachers to communicate information with parents and carer's. The information isn't only negative but positive reports as well. Cathy Freeman Foundation awards ceremonies each term provide parents and carer's with opportunities to come into the school and view students work and celebrate their child's achievements. The school's Pre-Prep Program exceeded National Guidelines in the recent Assessment Review.

Respectful relationships programs

Youth Justice ran a 6 week program focused on respectful and healthy relationship. The school piloted the "strong safe proud" program.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	24	82	115
Long Suspensions – 6 to 20 days	1	0	4
Exclusions	1	0	0
Cancellations of Enrolment	0	6	7

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

During 2013, the school installed energy saving lights and fans in the primary school rooms. The solar power panels were removed due to vandalism and were not replaced.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	132,438	0
2014-2015	53,717	

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	228,542	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	27	14
Full-time Equivalent	27	19	12

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	7
Bachelor degree	28
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$40000

The major professional development initiatives are as follows:

Literacy and numeracy support and professional development.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 65% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	66%	68%	68%
The attendance rate for Indigenous students at this school (shown as a percentage).	66%	67%	68%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

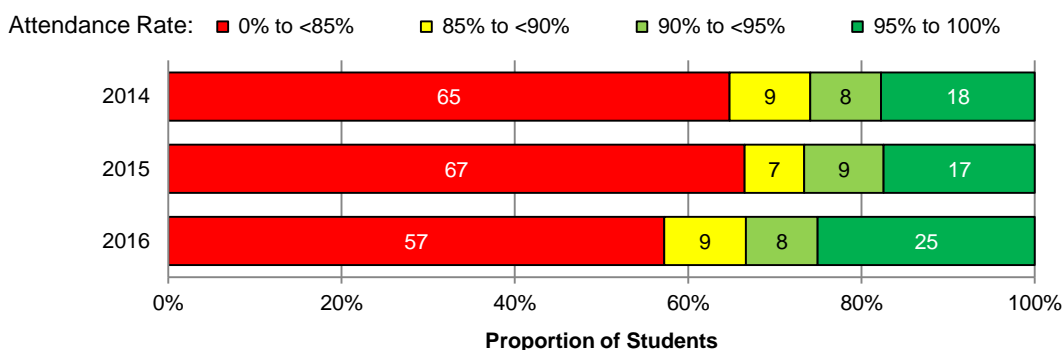
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	63%	76%	79%	72%	69%	81%	78%	78%	66%	60%	40%	51%	68%
2015	70%	77%	80%	77%	79%	81%	76%	66%	50%	48%	46%	53%	53%
2016	72%	77%	77%	79%	76%	71%	77%	63%	57%	48%	50%	44%	68%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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Attendance promotion is a key driver at Bwgcolman Community School that is explicitly documented in our Annual Implementation Plan. We work with community stakeholders to enact a holistic approach to increase student attendance. At a school level, the following actions occur:

Daily Roll Marking Procedures

- ID Attend was introduced to the school at the end of 2015.
- Classroom teachers are required to mark the class roll at least twice a day;
- The classroom roll is a legal document that needs to be signed each day by the classroom teacher at those times when it is required eg lead up to day 8;
- Prior to the introduction of ID Attend, teachers were required to return their classroom rolls to the office at the end of each day for data entry; and
- School Attendance Officers support the school to promote attendance every day.

When attendance requirements are not met by a student, the following actions occur:

Student Absence Information

1 Day Absence

Teachers follow up all student absences by asking for notes from parents, conducting a home visit or urging students to have their parents contact the school office for and explanation. An explained absence is then recorded into OneSchool by the Roll Marking Officer.

3 Day Absence

- Teachers, with the assistance of support personnel, are required to follow up this period of absence;
- Several options are available to the teacher to complete this task. A OneSchool Absence Report can be printed and sent to the family, a phone call directly to parents or a home visit can be conducted.

10 Day Absence

- Administration follow up (Deputy Principal and CECs) will be initiated at this stage in the process.

Bwngolman Community School, in conjunction with the Cathy Freeman Foundation, celebrates the success of students that are able to maintain an attendance rate of 90% or better. These students are recognised through the Starting Block and Horizon Tour programs.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	8	9	7
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	3	7	7
Number of students awarded an Australian Qualification Framework Certificate II or above.	3	7	7
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	5	7	7
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	63%	78%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	63%	78%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.		100%	

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	0	0	0
2015	0	0	0	0	0
2016	0	0	0	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	0	3	0
2015	0	7	0
2016	0	7	0

As at 3rd February 2017. The above values exclude VISA students.

Certificate II in Aboriginal and Torres Strait Islander Primary Health Care.

Certificate II in Skills for Work and Vocational Pathways.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	33%	60%	21%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	33%	60%	21%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

Fewer than five responses to the 2017 *Next Step* survey were received from students who completed Year 12 at Bwgcolman Community School.. Consequently, information on the post-school destinations of Year 12 completers from 2016 are not available for reasons of data confidentiality.

The report will be available at:

<http://www.bwgcolmacoms.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Conclusion

