



Bwngcolman Community School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	c/- Post Office Palm Island 4816
Phone	(07) 4770 0333
Fax	(07) 4770 0300
Email	principal@bwgcolmancs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Beresford Domic (Principal)

School overview

Bwgcolman Community School is a Kindy to Yr 10 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 explicit improvement agenda is improving reading and student wellbeing to support the development of a positive school culture and culture of learning. Curriculum focuses on literacy and numeracy-focused teaching and learning, with a cultural curriculum delivered one day per week.

School progress towards its goals in 2018

Bwgcolman Community School's explicit improvement agenda is:

Reading

Student wellbeing

We also have a focus on English and Maths level of achievement

Academic results

Whole school Improvements from semester 1 2018 to semester 2 2019 were as follows:

English

Semester 1	Semester 2
48.3%	53.5%

Maths

Semester 1	Semester 2
54.4%	55.3%

Reading results for NAPLAN from 2017

There was an average improvement in NAPLAN Mean Scale Score from 2017 to 2018 across the school of 21.2 points.

Year 3 improvement = 24.5 points

Year 5 improvement = 40.9 points

Year 7 improvement = 28.8 points

Year 9 unfortunately dropped by 9.3 points from 2017 to 2018.

Wellbeing results (student attendance)

Bwgcolman Community School attendance jumped from 70% to 75% in 2018. An improvement of 5% for the year. The significant factor in this is that the attendance was almost at 75% midyear and the gains were able to be maintained and improved in the second half of the year.

Bwgcorman Community School explicit improvement agenda is the following for the 2019 year:

Reading

Student wellbeing

NAPLAN Reading Target

75% of students at NMS

Strategies:

Curriculum and pedagogy

Early Years Literacy (Four lesson sequence).

Enhanced focus on teaching reading in the curriculum.

An enhanced focus on the teaching of phonemic awareness and elements of the big six through the POSSUM strategy.

The continued embedding of the Gradual release of responsibility pedagogy (GRR).

Continued focus on Visible Learning for Literacy (Hattie et al)

Putting faces on the data (Lyn Sharratt and Michael Fullan)

Alignment with

- Indigenous bandscales.
- Literacy continuum P-6.

Building expert teams (National School Improvement Tool)

Development of Bwgcorman Professional Learning and Practice Community (BPLPC) focussed on the improvement of reading and a responsibility for sharing practice with other staff.

Implementation of Bwgcorman Brain Business to enhance staff understanding of the neuroscience of reading. (what works for the brain and what doesn't)

Intentional collaboration (State Schools Strategy 2019-2023)

Master teacher works across 3 other schools to share best practice.

Attendance Target

90%

Strategies:

Remote Schools Attendance Strategy (RSAS) team employed to help improve attendance.

RSAS team following up and supporting parents to get children to school.

RSAS team surveyed the community to get data on reasons children may not be getting to school with a view to developing strategies to overcome impediments to school attendance.

RSAS/CECs/Office staff recording daily absences and reasons on DoE database (OneSchool).

RSAS/CECs/Office staff recording contacts with families daily.

RSAS School Attendance Supervisor maintaining zero unexplained absences on a daily basis.

Community Education Counsellors (3) employed to support parents of children who are struggling with social issues impacting on families and inhibiting school attendance.

Indigenous teacher assistants support teachers through local knowledge to track children and get them to school.

Intentional collaboration with community stakeholders. Queensland Police Service, Government housing, Department of Prime Minister & Cabinet, Palm Island Community Company Palm Island Aboriginal Shire Council.

Intentional collaboration with other RSAS schools in the region to share best practice.

Plans for the future

We have a ten year plan to get a minimum of 80% of our students at or beyond the national average achievement in literacy and numeracy outcomes.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	304	263	249
Girls	147	133	121
Boys	157	130	128
Indigenous	302	263	249
Enrolment continuity (Feb. – Nov.)	80%	76%	75%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were 28 students enrolled in a pre-Prep program.

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 2018, there was 1 non-indigenous student at the school. Our school has an ICSEA index level of 625. All of our children except the one nonindigenous child speak variations of Aboriginal English as a home language. Approximate 80% of students may at any time present with mild to acute conductive hearing loss. There are 10.4% of our children who have a disability. We at Bwgcolman pride ourselves in being a totally inclusive school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	19	20	18
Year 4 – Year 6	20	16	16
Year 7 – Year 10	20	16	14
Year 11 – Year 12	18	11	13

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Bwgcolman has a kindy program with an enrolment of 31 students. There are 2 groups which go from 8-30am to 2-30pm on a 2 day/3 day cycle. We have a full time early childhood teacher, a full time support staff member with a diploma of early childhood and a full time teacher assistant studying for a certificate 3 in early childhood allocated to the program. Our bus picks the children up each day and drops them home in the afternoon.

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: Are presently done with marker students and Incorporate Reading, Speaking, Listening and Writing and diagnoses where students are functioning in relation to speaking Standard Australian English.

EAL/D : Support staff from region and within 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.

Reading taught explicitly in reading groups as well as classroom teacher emphasis on teaching with a literacy focus from Kindy to 12.

Australian curriculum is being taught across the school to year 10. We use the Gradual Release of Responsibility as our signature pedagogy (GRR).

Extra teacher assistants are employed to support learning across the school. Extra teaching staff are employed to ensure teaching and learning is still able to continue during times of large staff absences.

Co-curricular activities

Primary students compete in the annual Obe Geia Carnival

Primary girls compete in the Kathy Tarpaulin Netball Challenge

Participation in ANZAC day

AFL training sessions with QAFL culminating in a trip to compete in the Magnetic Island carnival

AFL – Garbutt Magpies Boys to Men

AFL – Garbutt Magpies Senior Cup – Post-Secondary Pathways

Challenge Games from students with disabilities

Global Tropics Futures – STEM Enrichment Academy

OZTAG All Schools Tournament

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

Bwngcolman 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 ICT 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.

This will be expanded to the purchase of ipads to support the full implementation of digital technologies by the end of 2020.

Teachers are strongly encouraged to utilise their CFT's as part of their class routine to access multi-modal stimulus materials. Teachers have worked with the digital technologies support teacher to develop capability in delivering digital technologies curriculum.

Social climate

Overview

- SWPBL team 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.
- 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, students in years 5 and 6 participate in a contextualised health and wellbeing program that aligns with the Australian Curriculum.
- At the beginning of term the children parents, staff and community participate in a back to school march. Community celebrations occur in the middle of each term (open afternoon) with a Cuppa Murri. At the end of term we have the Starting Block awards as well as an afternoon of fun and cultural activities..
- Parents and family are encouraged to attend and visit the classrooms to see what their children are learning. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	77%	91%	94%
• this is a good school (S2035)	85%	89%	94%
• their child likes being at this school* (S2001)	88%	92%	80%
• their child feels safe at this school* (S2002)	85%	94%	88%
• their child's learning needs are being met at this school* (S2003)	77%	93%	88%
• their child is making good progress at this school* (S2004)	81%	92%	80%
• teachers at this school expect their child to do his or her best* (S2005)	84%	95%	86%
• teachers at this school provide their child with useful feedback about his or	73%	91%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
her school work* (S2006)			
• teachers at this school motivate their child to learn* (S2007)	73%	95%	94%
• teachers at this school treat students fairly* (S2008)	85%	90%	88%
• they can talk to their child's teachers about their concerns* (S2009)	80%	93%	80%
• this school works with them to support their child's learning* (S2010)	81%	93%	84%
• this school takes parents' opinions seriously* (S2011)	84%	90%	94%
• student behaviour is well managed at this school* (S2012)	72%	90%	90%
• this school looks for ways to improve* (S2013)	84%	93%	88%
• this school is well maintained* (S2014)	77%	95%	90%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	86%	76%
• they like being at their school* (S2036)	96%	91%	76%
• they feel safe at their school* (S2037)	87%	84%	76%
• their teachers motivate them to learn* (S2038)	96%	88%	82%
• their teachers expect them to do their best* (S2039)	96%	93%	91%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	84%	79%
• teachers treat students fairly at their school* (S2041)	90%	79%	88%
• they can talk to their teachers about their concerns* (S2042)	83%	79%	74%
• their school takes students' opinions seriously* (S2043)	85%	88%	82%
• student behaviour is well managed at their school* (S2044)	67%	60%	67%
• their school looks for ways to improve* (S2045)	93%	89%	88%
• their school is well maintained* (S2046)	72%	81%	68%
• their school gives them opportunities to do interesting things* (S2047)	93%	93%	81%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	93%	85%
• they feel that their school is a safe place in which to work (S2070)	93%	89%	80%
• they receive useful feedback about their work at their school (S2071)	97%	82%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	94%	90%
• students are encouraged to do their best at their school (S2072)	97%	93%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	97%	82%	100%
• student behaviour is well managed at their school (S2074)	80%	68%	65%
• staff are well supported at their school (S2075)	83%	79%	75%
• their school takes staff opinions seriously (S2076)	93%	71%	70%
• their school looks for ways to improve (S2077)	97%	82%	89%
• their school is well maintained (S2078)	76%	79%	75%
• their school gives them opportunities to do interesting things (S2079)	93%	75%	95%

* 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

- Bwgcorman Community School has an open door policy and provides opportunities for families and teachers to establish positive and supportive relationships. We strongly believe it is important for the teaching staff to actively engage with the Palm Island Community.
- Teachers are invited to visit parents at their homes or invite them to come in to the school to discuss student report cards. Home visits allow teachers to communicate information with parents and carer's.
- School attendance and achievement 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 kindy Program is consistently delivering a high quality educational experience for our youngest students.

Respectful relationships education programs

Through the school's SWPBL processes, staff and students focus on particular positive and respectful behaviours each fortnight. The focus lessons teach students about appropriate, respectful, equitable and healthy relationships & behaviours. Students and teachers take turns to make a video depicting the appropriate behaviours for the fortnight. This proves very popular with the other students and a few laughs are had by all during screening.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	115	222	271
Long suspensions – 11 to 20 days	4	3	6
Exclusions	0	0	0
Cancellations of enrolment	7	6	5

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Staff are given constant reminders of the need to ensure that if they are last out of buildings then they must turn off the light and all electrical equipment. We have plans to start up plastic and aluminium collection as a strategy to reduce waste and make some funds for the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	228,542	352,884	
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	28	20
Full-time equivalents	31	22	19

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	31
Diploma	2
Certificate	

*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 2018 were \$50 000

The major professional development initiatives are as follows:

- Mentoring beginning teachers.
- PD for staff in the implementation of QCE changes.
- Boat licences for staff.
- Defensive driving course for school vehicle drivers.
- Training for staff to upgrade skills in teaching areas.
- WH&S training for staff.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 77% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	68%	70%	75%
Attendance rate for Indigenous** students at this school	68%	70%	75%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	72%	74%	79%
Year 1	77%	70%	80%
Year 2	77%	78%	81%
Year 3	79%	72%	82%
Year 4	76%	74%	77%
Year 5	71%	73%	86%
Year 6	77%	68%	78%

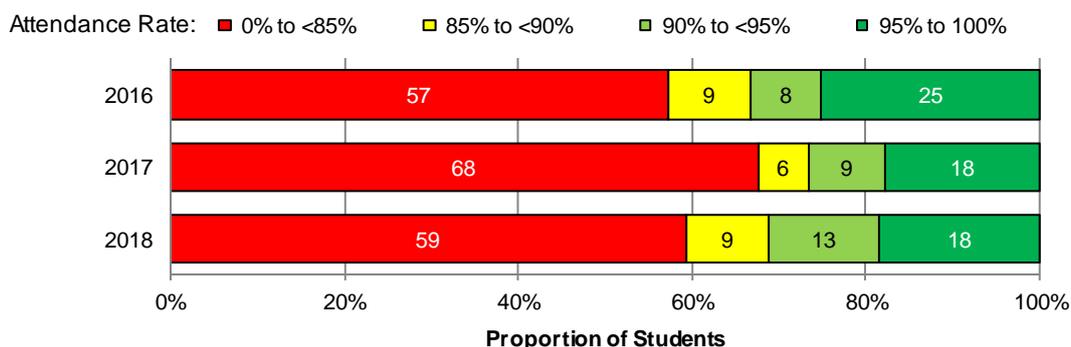
Year level	2016	2017	2018
Year 7	63%	70%	69%
Year 8	57%	56%	62%
Year 9	48%	65%	50%
Year 10	50%	52%	67%
Year 11	44%	65%	68%
Year 12	68%	80%	76%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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 an explanation. An explained absence is then recorded into OneSchool by the Roll Marking Officer.

School attendance officers bring children to school each day and follow up with teachers and parents when children are absent.

All unexplained absences are cleared from the system on a daily basis as the reason for absence is verified.

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.

School attendance officers support teachers in this process,

10 Day Absence

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

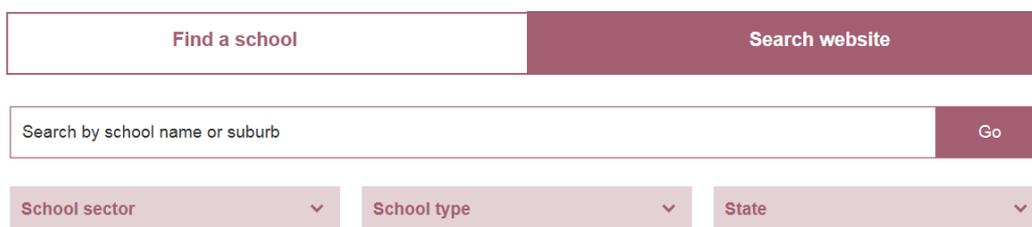
Bwgcorman Community School, celebrates the success of students that are able to maintain an attendance rate of 90% or better. These students are recognised through daily, weekly and end of term/year awards presentations and programs including the Starting Block and Horizon Tour programs.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	7	3	6
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	7	3	6
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	7	3	6
Number of students awarded a VET Certificate II or above	7	3	6
Number of students who were completing/continuing a SAT	0	2	3

Description	2016	2017	2018
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	0
Certificate II	7	3	6
Certificate III or above	0	0	2

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	21%	9%	50%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	21%	9%	50%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies, eg TAFE here on Palm Island, to support students who left school early. Our Deputy Principal and secondary Head of Department, liaise with early school leavers and their parents, providing support to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers support these students into alternative training pathways.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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