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Principal's foreword

Introduction

The Bwgcolman Community School Annual Report is a report on outcomes achieved in 2014 and a reflection on the journey we are taking. The report details the school's journey and its progression toward its shared vision. We continued with a heavy focus on curriculum and pedagogical exploration particularly in reading. The school is continuing its journey to develop a curriculum that meets the needs of our clients and is in a strong position to embrace pedagogical reform in 2014.

The School Annual Report contains:

- School Progress towards goals in 2014
- Future Outlook
- School Profile including Characteristics of the student body, class sizes and School Disciplinary Absences
- Curriculum Offerings- Distinctive/ Extra Curricula/Use of ICTs
- Social Climate
- Parent, student and teacher satisfaction with the school
- Involving parents in their child's education
- Reducing the school's environment footprint
- Staff composition, including Indigenous Staff
- Qualifications of Teachers
- Expenditure on and participation in Professional Development
- Average staff attendance
- Proportion of staff retained from previous year
- School income broken down by funding source
- Student attendance
- Student attendance rate for each year level
- Student attendance distribution
- Description of how non-attendance is managed



Key student Outcomes- attendance/ NAPLAN/ Closing The Gap
 Apparent retention rates Year 10-12
 Outcomes for our year1 2 cohorts
 Vocational Educational training qualifications (VET)
 Post school destination information
 Early school leavers

School progress towards its goals in 2014

- 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.
- Data walls were created to track attendance and reading level performance
- Attendance Promotion- student/ family /community connectedness- Attendance was our number one goal for 2014 and we had a two classes achieve all students getting 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. Five students gained QCEs our best performance with senior and all five gained employment immediately after school finished.
- Staff Capability Development- coaching & mentoring- Several staff accessed external programs to improve their skill set in this area and then share that with other team members.
- 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 2015 goals are
- Reading Comprehension- Maintaining a focus on reading comprehension in particular inferential comprehension
- Attendance and Retention- Working the federal Government Remote Schools Attendance Scheme
- 2014-2015 Curriculum Plan- Finalising our two year plan including Junior Secondary
- Early Years Education (PP-2)- Further commitment to staff training and funding of this area through the Great Results Guarantee
- Solid Partners, Solid Futures- More work placement opportunities for senior students
- Staff Capability Development- coaching & mentoring- Training of several staff members to be accredited coaches for staff development and training.
- Case Management (Putting Faces on the Data) Working on Dr Lyn Sharrat's work in case management of individual students

Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2015 are

- Successful Learners- Attendance, academic engagement and pathways
- Teaching Quality- Evidence based approaches, AITSL aligned capacity building
- School Performance- Case management of reading comprehension QCE attainment
- Engaged Partners- Family liaison and community linkages and interschool collaboration

During 2015 a collaborative Quadrennial School Review will take place. This will see a combined group of staff, students, administration team members and community members review the school's progress for the past four years and then draft a Strategic plan for the next four years

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	296	139	157	83%
2013	267	129	138	81%
2014	296	138	158	84%

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

Characteristics of the student body:

We are a remote indigenous community school that caters for Pre-Prep to Year 12s and our student body is comprised of Aboriginal and Torres Strait Islanders. In 2014 there was one non-indigenous student at the school. Our school has an ICSEA index level of 625. Bandscaling of the school indicates the level of English as a Second Language (ESL) users in the school at approximately 93%. Ear health checks confirm that on average, 75% of students have some level of hearing loss mostly due to otitis media.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	22	20
Year 4 – Year 7 Primary	13	12	14
Year 7 Secondary – Year 10	18	17	21
Year 11 – Year 12	25	21	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	20	24	24
Long Suspensions - 6 to 20 days	2	9	1
Exclusions [#]	0	0	1
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Cultural Studies (Men's business/ Women's business)

Marine and Aquatic Practices

Vocational education- Public safety, Indigenous health (Cert I, II)

Elective Studies (SAS) – Marine and Aquatic Practices, Visual Arts, Social Community and Indigenous Studies

Extra curricula activities

Junior Secondary Sports Club- regular games with Shalolm and Yarrabah

MKR- My Kitchen Rules secondary cooking competition.

Cathy Freeman netball carnival

Obe Geia Challenge, Cathy Freeman Foundation Horizon tours

How Information and Communication Technologies are used to assist learning

Bwgcolman 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). Teachers are strongly encouraged to utilise their CFT's as part of their class routine to access multi-modal stimulus materials. Classes are able to access Ipad's to reinforce classroom concepts. Literacy and numeracy apps in particular have been successful in Early Childhood, Special Education and Junior Secondary classes. Teachers are employing their video and photographic potential to capture student responses and performance. Secondary classes are equipped with laptops to enable students to complete research and desktop publishing.

Social Climate

Through our SWPBL team, our school actively promotes inclusivity and proactive strategies to enhance socio-emotional well-being. As part of our school assembly routine, a target behaviour or value is deconstructed and promoted prior to student engagement in classroom activities.

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.

Each Friday within the secondary school, students are engaged in Men's and Women's Business. Teachers and students share an informal breakfast cooked by students before participating in sessions that promote healthy lifestyles, cultural identity and physical activity.

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. Cultural activities also occur throughout the year and these are well supported by

98% of parents believe that our school is a good school, that their child is treated fairly and motivates their children to do well.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	82%	95%	92%
this is a good school (S2035)	91%	95%	98%
their child likes being at this school* (S2001)	79%	95%	90%
their child feels safe at this school* (S2002)	82%	95%	91%
their child's learning needs are being met at this school* (S2003)	75%	85%	85%
their child is making good progress at this school* (S2004)	82%	90%	85%
teachers at this school expect their child to do his or her best* (S2005)	88%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	100%	85%
teachers at this school motivate their child to learn* (S2007)	91%	100%	85%
teachers at this school treat students fairly* (S2008)	94%	100%	90%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	94%
this school works with them to support their child's learning* (S2010)	85%	95%	83%
this school takes parents' opinions seriously* (S2011)	85%	100%	93%
student behaviour is well managed at this school* (S2012)	81%	90%	88%
this school looks for ways to improve* (S2013)	91%	100%	93%
this school is well maintained* (S2014)	79%	95%	90%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	97%	95%	85%
they like being at their school* (S2036)	95%	93%	95%
they feel safe at their school* (S2037)	89%	88%	90%
their teachers motivate them to learn* (S2038)	94%	95%	96%
their teachers expect them to do their best* (S2039)	94%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	89%	97%	88%
teachers treat students fairly at their school* (S2041)	89%	95%	90%
they can talk to their teachers about their concerns* (S2042)	78%	90%	90%
their school takes students' opinions seriously* (S2043)	89%	89%	86%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
student behaviour is well managed at their school* (S2044)	75%	75%	77%
their school looks for ways to improve* (S2045)	92%	93%	93%
their school is well maintained* (S2046)	72%	76%	82%
their school gives them opportunities to do interesting things* (S2047)	92%	97%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	95%
they feel that their school is a safe place in which to work (S2070)		87%	89%
they receive useful feedback about their work at their school (S2071)		84%	78%
students are encouraged to do their best at their school (S2072)		94%	92%
students are treated fairly at their school (S2073)		94%	79%
student behaviour is well managed at their school (S2074)		71%	63%
staff are well supported at their school (S2075)		77%	74%
their school takes staff opinions seriously (S2076)		87%	76%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		65%	74%
their school gives them opportunities to do interesting things (S2079)		90%	89%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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. Pre-Prep has the highest levels of parent engagement and Junior Secondary Men's and Women's business also has significant parent input.

Reducing the school's environmental footprint

Significant awareness raising of turning off computers and air conditioners was undertaken in 2014 which has positively impacted on the usage levels. Low wattage lights were installed and they have automatic timers which ensure that the lights are off after a period of time.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	102,510	0
2012-2013	283,890	0
2013-2014	132,438	0

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.

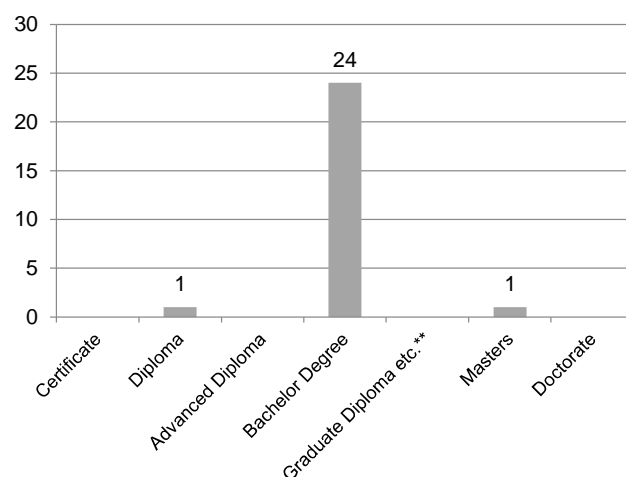
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	24	12
Full-time equivalents	26	16	10

Qualification of all

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	1
Advanced Diploma	
Bachelor Degree	24
Graduate Diploma etc.**	
Masters	1
Doctorate	
Total	26



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$54 877.

The major professional development initiatives are as follows:

- Classroom profiling training

- Essential skills for Classroom management
- Reading PD with a focus on Guided Reading
- Queensland certificate of Education training

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 77% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	64%	64%	66%

The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

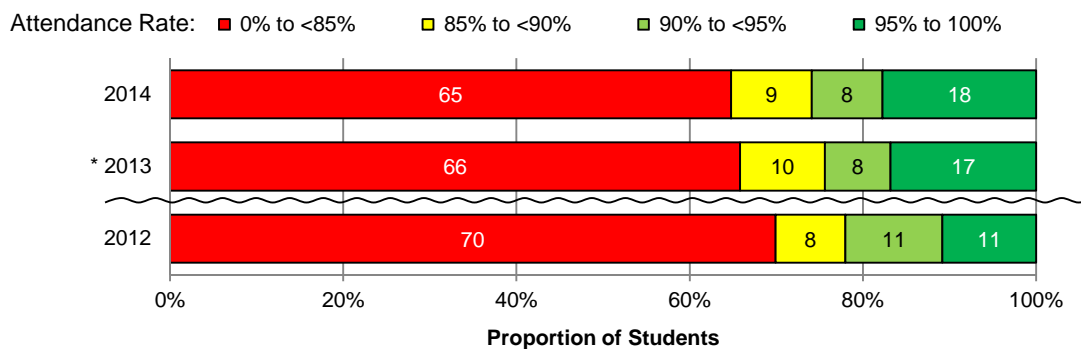
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	72%	70%	70%	70%	75%	74%	76%	52%	57%	45%	52%	38%
2013	74%	84%	82%	80%	75%	81%	76%	69%	39%	35%	49%	44%
2014	76%	79%	72%	69%	81%	78%	78%	66%	60%	40%	51%	68%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

Daily Roll Marking Procedures

- Classroom teachers are required to mark the class roll twice a day and tally their student numbers.
- The Classroom roll is a legal document that needs to be signed each day by the classroom teacher.
- Teachers need to return their classroom rolls to the office at the end of each day for data entry.

When the 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 the student to get their parents to contact the office. An explained absence can then be recorded into OneSchool by the Roll Marking officer.

3 Day Absence

- The Teacher, with the assistance of other support personnel, is required to follow up this period of absence.
- Several options are available to the teacher with this task. A OneSchool Absence Report can be printed out and sent to the family, a phone call can be made direct to the parents or a home visit can be conducted.

10 Day Absence

- Administration follow up will be initiated at this stage in the process.
- A list of students is given to the Deputy Principal and CEC's to follow up.

In 2014 the school engaged with the remote Schools attendance strategy to involve community members in the promotion of school attendance. This program is a federal government initiative from the Office of Prime Minister and Cabinet.

Bwgcolman Community School, in junction 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

NAPLAN results indicate a significant improvement against performance of all year levels. The students improved in 13 out of the 20 in attaining National minimum Standards. Closing The Gap is supported at Bwgcolman Community School through an intensive attendance, literacy and numeracy strategy that is monitored daily in class for Starting Block Awards at the end of term. Teachers are supported through rigorous Professional Development in literacy and numeracy.

Retention of students to Year 12 indicates an increase over the last two years. The number of students attaining either a Student Statement, Vocational Educational Training qualification or Queensland Certificate of Education has increased.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.		64%	33%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	2	6	8
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	0	0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	1	4	3
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	4	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	1	3	5
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.	50%	67%	63%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 19 February 2015. The above values exclude VISA students..

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	1	0	0
2013	0	4	0
2014	0	3	0

As at 19 February 2015. The above values exclude VISA students.

In 2014 students engaged in the Cert II volunteering.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

At present, Bwgcolman Community School's Senior Secondary program is characterised by frequent student absenteeism and disengagement. As a product of this occurrence, we have many students that exit our school as 'early leavers'. The School makes every attempt, through our Attendance and Roll marking procedures, to actively engage our students in meaningful programs that are tailored to both on-island and off-island work and career opportunities. If students aren't captured through this process, we aim to match students to a more suitable pathway through the efforts of the Solid Futures team. The Solid Futures team comprises of key community stakeholders, not just the staff of Bwgcolman Community School. This team links early school leavers with agencies such as Centrelink, Job Find and CDEP in order to promote further study or employment opportunities.