

# Queensland State School Reporting – 2011

## Bwgcolman Community School (0379)



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## Principal's foreword

### Introduction

The Bwgcolman Community School Annual Report is a report on outcomes achieved in 2011 and a reflection on the journey we are taking. The report details the school's journey and its progression towards its shared vision.

We continued with a heavy focus on curriculum and pedagogical exploration.

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 2012.

The School Annual Report contains:

- School Progress towards goals in 2011
- Future Outlook
- School Profile including Characteristics of the student body, class sizes and School Disciplinary Absences
- Curriculum Offerings- Distinctive/ Extra Curricula/Use of ICTs
- School 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- retention of staff
- School income broken down by funding source
- Key student Outcomes- attendance/ NAPLAN/ Closing The Gap

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## Bwgcolman Community School (0379)



### School progress towards its goals in 2011

The school took over the Senior Phase from Kirwan SHS in semester 2.

Attendance levels improved during the course of the year.

The school consulted with outside agencies to develop an Attendance Action Plan for Palm Island.

Profiling of staff was undertaken after skilling the staff with ESCM.

School-wide Positive Behaviour Support was embedded right throughout the school.

### Future outlook

In 2012 the school became a low SES National Partnership School.

A 4 year Strategic Plan was collaboratively developed and the school will be focussing increasing student attendance so that we make headway with literacy improvement.

The key areas in school improvement in 2012 will focus on;

- Student Attendance
- Student Connectedness
- Reading/writing
- Sustainable Structures

This will be actioned through the development of an Attendance Action Plan in conjunction with the Palm Island Council and the Department of Communities. The use of National Partnership funds will enhance the opportunity to be creative in this area.

The formation of streamed composite classes will be trialled in 2012 to enable explicit teaching in specific areas and levels of need.

The continuation of partnerships with the Australian Literacy and Numeracy Foundation to focus on literacy, the Australian Catholic University for RoleM ( Maths) and Queensland University of Technology for Yumi Deadly Maths.

The re-introduction of Marine Studies in the Senior Phase and the introduction of an alternative program for disengaged youth ( Step Up) is progress towards making the school a desirable place to attend.

Training of all staff in particular the indigenous staff, is part of progress towards developing sustainable programs and structures.

Pre-Prep begins in 2012 and this provides 15hours a week of play based learning for children aged 3 ½ and older as part of the commonwealth commitment to early childhood learning.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Pre-Prep - Year 12

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
242	112	130	73%

### Characteristics of the student body:

We are a remote indigenous community and our student body is comprised of Aboriginal and Torres Strait Islanders. In 2011 there were also 3 non indigenous students at the school. Our school has an ICSEA index level of 581

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	17.6
Year 4 – Year 10	15.1
Year 11 – Year 12	11.3
All Classes	14.4

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	30
Long Suspensions - 6 to 20 days	8
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

### Our distinctive curriculum offerings

Cultural Studies

Turtle Talk (Literacy)

Reef Guardian- Marine care

Vocational education- Engineering ( Cert I, II)

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

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### Extra curricula activities

Cathy Freeman Netball Carnival

#### **Obe Geia Challenge(Rugby League)**

Year 7 Transition Tour

Years 9-12 Smart Futures For NQ ( SF4NQ)

Cathy Freeman Foundation Horizon Tours – Mt Buller/ Gold Coast

Vibe Alive

Laura Dance Festival

Week activities

Strike 57 Activities

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### How Information and Communication Technologies are used to assist learning

During late 2011 the secondary department received computers under the NCCSF scheme. These were then used to enable each secondary student access to ICTs at the same time.

Primary teachers began undertaking XO laptop training for the one laptop per child program. Data projectors were used in most classrooms for whole class access to the internet and both the secondary and primary computer labs were timetabled for maximum usage. ICTs were mostly used for word processing, some artwork and for research.

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## Social climate

Our school is a complex educational setting with a high staff turnover. Pastoral care programs require training of staff from year to year and many students are faced with the loss of a teacher they feel connected to over the course of a couple of years. This is problematic for us but our Indigenous Education assistants and Community Education Counsellors work very well in this area.

In our first year of operation as a P-12 ( from semester 2 onwards) , staff have been working with students to ensure that they are provided with a safe and supportive educational environment in which to work.

The school has a Responsible behaviour Plan for Students and this is followed in response to all complaints of bullying. Every incident is investigated and students are counselled if they involved in inappropriate behaviour towards others. Our school rules of Be Safe, Be Responsible and Be Respectful are constantly taught and reviews.

## Parent, student and teacher satisfaction with the school

There was a mixed level of satisfaction in the school during 2011. There was a limited number of parents who were satisfied that their child was getting a good education despite over 8 out of 10 parents who indicated satisfaction with the school.

Three quarters of the students felt they were getting a good education at the school as well.

The staff indicated that they were not satisfied with the professional development opportunities and this was reflected in just under 7 out of 10 staff be satisfied with the morale in the school.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	58%
Percentage of students satisfied that they are getting a good education at school	74%
Percentage of parents/caregivers satisfied with their child's school	83%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	48%
Percentage of staff members satisfied with morale in the school	67%

DW – Data withheld

## Involving parents in their child's education

Parents are involved through the home visits made by staff on a regular basis. Teachers meet with parents to discuss their aspirations for their child and to examine current progress. Suburb meetings did not occur during 2011 but will be re-instituted in 2012. Some parents gave their time to be involved in Cultural studies. The staff send home many certificates to keep parents informed of the positive aspects of their child's education.

Parents are invited to all award ceremonies throughout the year and to all major school activities. Parent attendance at sporting and cultural events is quite high.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Electricity usage was minimised through a focussed effort on power saving. Classes were more aware of their use of power and monitored the use of air conditioners , lights and fans.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	179,111	0
2010	187,800	0
% change 10 - 11	-5%	N/A

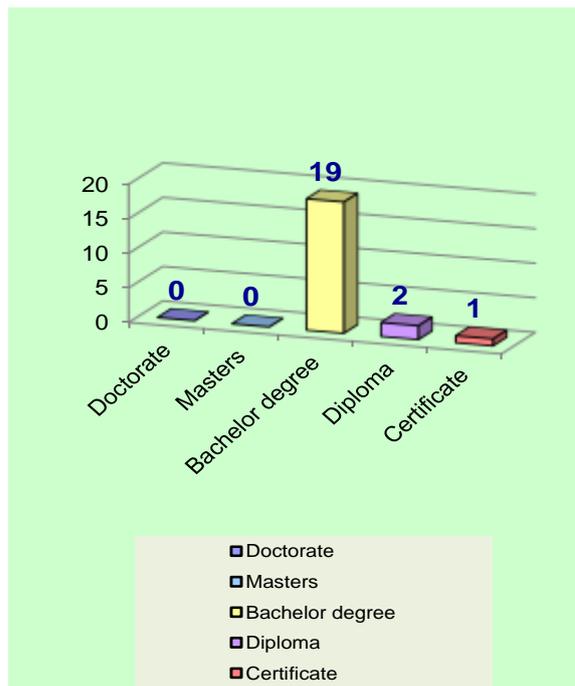
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	22	21	15
Full-time equivalents	21	15	10

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	19
Diploma	2
Certificate	1



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$28 875.

The major professional development initiatives are as follows:

School Wide Positive Behaviour Support,

Australian Literacy and Numeracy Foundation training in literacy,

Yumi Deadly maths through QUT

Profiling training

RoleM ( maths training through the Australian Catholic University)

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2011 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/>. Upon request this can be obtained at the school office.

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 web page.

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

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 70%.

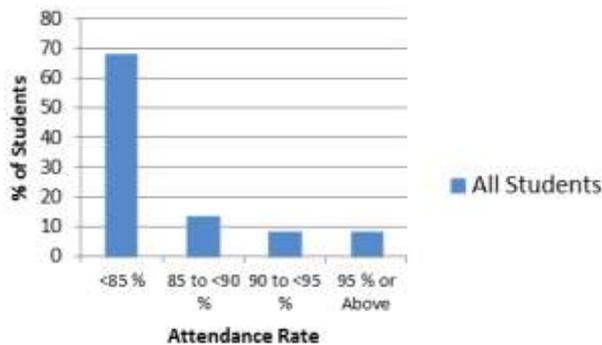
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
69%	69%	71%	81%	70%	79%	72%	66%	65%	51%		

### 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 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.

Rolls at our school are marked twice daily, morning and afternoon. Teachers are required to follow up absenteeism with a home visit or contact on third consecutive day of absence or for patterns of repeated absenteeism. Continued absence after this time results in an administration member making a home visit along with a CEC (Community Education Counselor). For students who come late continually, teachers and their IEAs (Indigenous Education Assistant) are required to make contact to highlight the importance of coming to school every day and on time.

The school along the Palm Island Community Company, the Palm Island Council, the Queensland Police Force and the Department of Communities, have made a joint effort to improve the attendance rate of all children to our school. A range of activities including the creation of an alternative program (Step Up) for disengaged youth have been undertaken in order to positively influence students to attend more regularly.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing,

# Performance of our students

## 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.

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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.

# Performance of our students

## Achievement – Closing the Gap

In 2011 the enrolment was 276 of which 273 students are indigenous. There was a difference of 20% between the attendance rate of indigenous to non-indigenous students. The gap between indigenous attendance and the state attendance rate is also 20%. This is an improvement on 2010.

The apparent retention rate of indigenous students in 2011 sits just under 50%. The state percentage is just under 60%.

The gap in performance for our Year 3 students is closest in reading and widest for writing. Our students performance in numeracy has continued to improve over the past two years.

Our Year 3 scores have improved over the past two years in reading and writing as well.

## Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 25%

## Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	3
Number of students awarded a Queensland Certificate Individual Achievement.	2
Number of students receiving an Overall Position (OP).	N/A
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	1
Number of students awarded one or more Vocational Educational Training qualifications.	2
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	2
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	2
Number of students awarded an International Baccalaureate Diploma (IBD).	N/A
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	N/A
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.	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	N/A

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I

Certificate II

Certificate III or above

# Performance of our students

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The school offered a Certificate 1 in Engineering .

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## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

## Early leavers information

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

The incidence of Early School leavers is an area of concern for Bwgcolman Community School. Disengagement from senior schooling is a systemic issue for our school. In 2011 we had many students elect to leave school before the end of the year. Many of these students have registered with Job Find while others seem to be 'lost' from the system. In following up these issues, it is clear that parents feel helpless and that they lack influence to change this worrying trend. A common sentiment is that the students get their own money now through CentreLink payments and are therefore in-charge of their own decisions or simply not in their care anymore. Several community-based task groups, that sit around the upcoming Capital Works project, are in operation to address this situation.