

# Bwgcorman Community School (0379)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

The Bwgcorman Community School Annual Report is a report on outcomes achieved in 2012 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 2013.

The School Annual Report contains:

- School Progress towards goals in 2012
- 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

# Queensland State School Reporting

## 2012 School Annual Report



- 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
- Post school destination information
- Early leavers information

### School progress towards its goals in 2012

Senior phase was implemented for the whole year for the first time as part of Bwgcolman Community School.

Pre-Prep began in term 1 and the enrolment count built to 45 during the year. A very successful start to this initiative.

Student attendance- whole school tracking and reward system in place. Teacher home visit follow ups. Resulted in improved attendance in the primary school and identified more areas for improvement in the secondary department. A community engagement officer was appointed for part of the year to help address this issue.

Particular emphasis was placed on staff training in the areas of literacy in conjunction with the Australian Literacy and Numeracy Foundation and numeracy in conjunction with Yumi Deadly (QUT) and RoleM (ACU).

Reading comprehension strategies were the major focus of curriculum professional development in 2012.

90% of class teachers were Classroom Profiling trained. This was part of a skill development approach to behaviour management as a component of our School wide Positive Behaviour Support program.

Significant training of local staff was undertaken as part of progressing all elements of the school's policies and procedures to a sustainable level.

Three whole of school committees were formed as part of a drive to promote school attendance, early literacy and pathways for exiting senior students. These committees will take on increasing profiles during 2013.

The formation of streamed composite classes to enable explicit teaching in specific areas and levels of need was successful and will be continued whilst the data is monitored to ensure that the structure achieves outcomes.

Step Up, the alternative program for disengaged youth was also deemed to be successful with a number of students re-engaging with mainstream classes on a full time basis by the end of the year.

The school continues to strengthen its relationship with the Cathy Freeman Foundation and holds award ceremonies four times per year with their sponsorship.

### Future outlook

In 2013 the major focus areas will be;

- Reading Comprehension
- Attendance Promotion- student/ family /community connectedness
- Early Years Education Learning Hearing and Health
- Solid Futures
- Staff Capability Development- coaching & mentoring
- Pedagogical Framework
- Junior Secondary
- Sustainable Structures

The Year 7 students will be placed in a distinct Junior Secondary campus as we move towards implementing the 6 Guiding Principles of the Junior Secondary Flying Start program.

Yumi Deadly maths will be expanded into the Years 4-6 thus meaning that from Year 4-10 the Yumi strategies will be implemented.

# Queensland State School Reporting 2012 School Annual Report



The three island committees, Attendance Promotion, Early Years Hearing and Health and Solid Futures will continue their leadership roles and take a more prominent position in the education agenda for Palm Island.

Pre-Prep to Year 3 will be the major focus of our literacy efforts as we move to “Close the Gap on Palm Island”

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Pre-Prep - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	239	122	117	76%
2011	242	112	130	72%
2012	296	139	157	83%

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

### Characteristics of the student body:

We are a remote indigenous community and our student body is comprised of Aboriginal and Torres Strait Islanders. In 2012 there were also 3 non indigenous students at the school. Our school has an ICSEA index level of 581. Bandscaling of the school indicates the level of English as a Second Language (ESL) users in the school at approximately 93%.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	18	20
Year 4 – Year 10	27	15	18
Year 11 – Year 12	N/A	11	25

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	115	30	20
Long Suspensions - 6 to 20 days	3	8	2
Exclusions	2	0	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

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

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

### Obie Geia Challenge(Rugby League)

Year 6/7 Transition Expo

Years 9-12 Smart Futures For NQ ( SF4NQ)

Cathy Freeman Foundation Horizon Tours – Melbourne/ Mt Buller/ Sydney

Vibe Alive

NAIDOC Week activities

Strike 57 Activities

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### 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). 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 8-12 laptops to enable students to complete research and desktop publishing. Years P-6 all have XO laptops and teachers trained to certificated level in their use.

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## Social climate

Through our SWPBS 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.

As part of our anti-bullying strategy, a community Police Liaison Officer has been engaged to formally (classroom workshops) and informally (lunchtime visits) interact with students.

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

In excess of 90% of parents believe that our school is a good school, that their child is treated fairly and motivates their children to do well.

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## Parent, student and staff satisfaction with the school

## Our school at a glance

During 2012 there was a significant increase in the satisfaction levels of the parents with regard to their child's schooling at BCS. 9 out of 10 parents indicated that BCS was a good school. In the 16 areas of Nationally agreed performance areas parent levels of satisfaction were about 80% in 13 aspects.

Student satisfaction levels sit above 80% in 10 out of 13 areas, with nearly all students indicating they are getting a good education at BCS.

Staff satisfaction levels rose substantially during 2012. Staff satisfaction with Professional Development sits at 86% and staff morale sits at almost 90%.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	81.8%
this is a good school	90.9%
their child likes being at this school*	78.8%
their child feels safe at this school*	81.8%
their child's learning needs are being met at this school*	75.0%
their child is making good progress at this school*	81.8%
teachers at this school expect their child to do his or her best*	87.9%
teachers at this school provide their child with useful feedback about his or her school work*	84.8%
teachers at this school motivate their child to learn*	90.9%
teachers at this school treat students fairly*	93.9%
they can talk to their child's teachers about their concerns*	93.9%
this school works with them to support their child's learning*	84.8%
this school takes parents' opinions seriously*	84.8%
student behaviour is well managed at this school*	81.3%
this school looks for ways to improve*	90.9%
this school is well maintained*	78.8%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	97.2%
they like being at their school*	94.6%
they feel safe at their school*	89.2%
their teachers motivate them to learn*	94.3%
their teachers expect them to do their best*	94.4%

## Our school at a glance

their teachers provide them with useful feedback about their school work*	89.2%
teachers treat students fairly at their school*	88.9%
they can talk to their teachers about their concerns*	78.4%
their school takes students' opinions seriously*	88.9%
student behaviour is well managed at their school*	75.0%
their school looks for ways to improve*	91.7%
their school is well maintained*	72.2%
their school gives them opportunities to do interesting things*	91.7%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	86.1%
with the individual staff morale items	88.2%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

At Bwgcolman Community School, one of our four guiding principles is *Working Together*. We enact this principle by fostering positive, supportive relationships with our students parents/carers and their families. Our school staffing structure includes multiple Community Education Councillors (CEC's) and Indigenous Education Assistants (IEA's) who provide an invaluable link between the school and the community. Teaching staff work effectively at using the local knowledge and understanding of our indigenous staff to promote community relationships for the educational enhancement of our students. Strategies that are employed here at the school to promote these relationships include: suburb/area barbeques, regular parental visits (for both positive and negative feedback) by teachers, CEC's and IEA's, daily discussions with parents at the Pre-Prep year level, parent open days, report cards are hand delivered and accompanied with a student-centred conversation. Parents and community are always invited to our major school events, such as our end of term CFF Starting Block celebrations, sports carnivals, representative sporting trips, end of year Presentation Night, Pre-Prep Orientation Day and NAIDOC school celebrations. Bwgcolman Community School is a student-focussed educational organisation that enjoys a positive and supportive relationship with its community by working together.

### Reducing the school's environmental footprint

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

A significant reduction was achieved in the past 12 months due to a number of factors. Classes worked with the Power Savvy team to identify ways we could lessen our environmental footprint and reduce energy waste. Several strategies were introduced around ensuring computers, school fans and air conditioners were turned off after use. During the course of the year 19 air conditioners were identified as either not working or faulty and these were all disconnected and will be made safe and usable during 2013. This would also have contributed towards lessening our impact on the environment.

## Our school at a glance

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	187,800	0
2010-2011	179,111	0
2011-2012	102,510	0

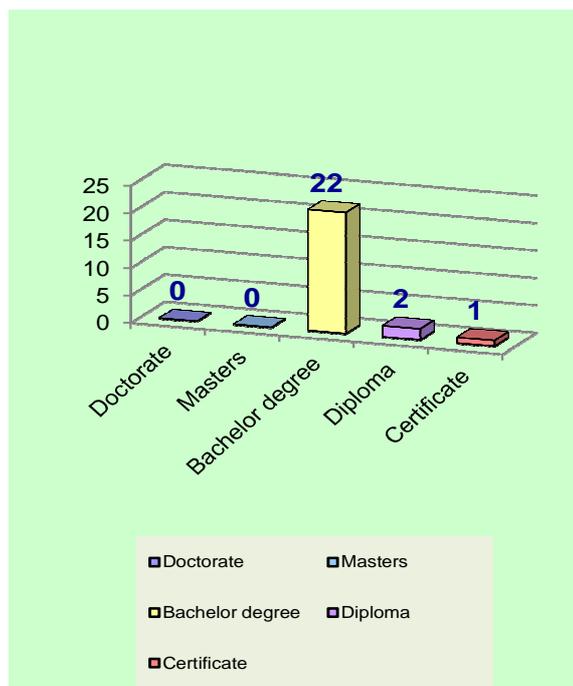
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	20	14
Full-time equivalents	25	13.4	9.8

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	22
Diploma	2
Certificate	1



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$40 629.

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

# Our staff profile

Classroom Profiling training

Role M ( maths training through the Australian Catholic University)

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	91.7%	94.6%	97.5%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2012 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 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	64%	70%	64%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

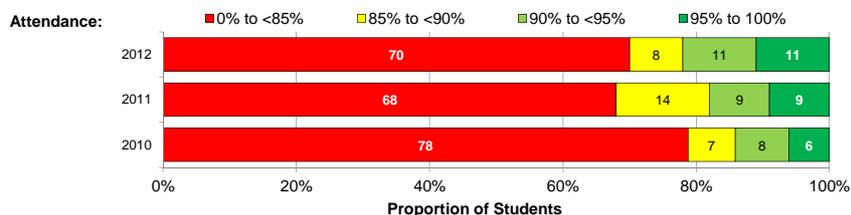
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	58%	62%	75%	64%	73%	66%	66%	59%	52%	N/A	N/A	N/A
2011	69%	69%	71%	81%	70%	79%	72%	66%	65%	51%	N/A	N/A
2012	72%	70%	70%	70%	75%	74%	76%	52%	57%	45%	52%	38%

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 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 Bwgcolman 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.

Bwgcorman 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.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN res

Achievement – Closing the Gap

# Performance of our students

During 2012 , NAPLAN results indicate the following- overall improvement in;

Year 3 Reading,

Year 5 Reading and Writing,

Year 7 numeracy,

Year 9 numeracy.

Attendance levels ended the year with a whole school rate of 63.9%

## Attendance Rate Range (%)

% of All Student Attendance < 85%	69.9
% of Indigenous Student Attendance < 85%	70.4

The apparent retention rate for our school is not available at this yime. It will be the first year that this applies to Bwgcolman as previously the students were enrolled at Kirwan SHS

*(Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior)*

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	N/A	N/A	

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.			2
Number of students awarded a Queensland Certificate Individual Achievement.			0
Number of students receiving an Overall Position (OP).			0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			1
Number of students awarded an Australian Qualification Framework Certificate II or above.			0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			1
Number of students awarded an International Baccalaureate Diploma (IBD).			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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			
As at 2 May 2013. The above values exclude VISA students.			
2012	0	0	0

# Performance of our students

As at 2 May 2013. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	N/A	N/A	N/A
2011	N/A	N/A	N/A
2012	1	0	0

As at 2 May 2013. The above values exclude VISA students.

In 2012 certificate courses on offer were;

Cert II in Engineering

Cert II in Hospitality

## Post-school destination information

Fewer than five responses were received from students at Bwgcolman Community School. Consequently, information on the post-school destinations of Year 12 completers from 2012 are not available for reasons of data confidentiality.

## Early 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.