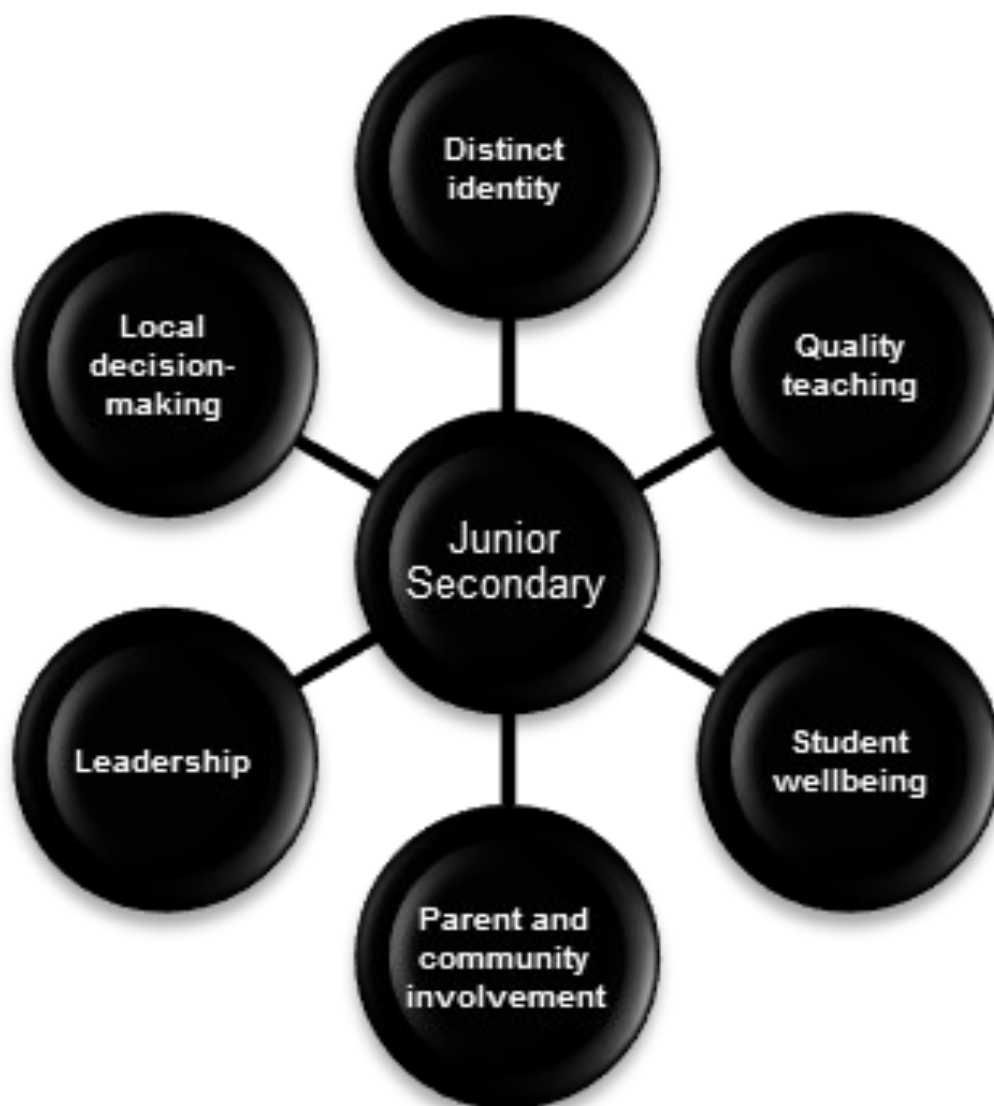


Junior Secondary Strategic Implementation Guide

Guiding Principles



Under the six guiding principles, Bwgcolman Junior Secondary will provide challenging educational offerings that engage young adolescents, while giving them a sense of belonging and support through the changes they face.

Bwgc Colman Junior Secondary



Philosophy

'2 Way Strong'

Our aim at Bwgc Colman Junior Secondary is to promote students' cultural identity and capacity to effectively interact in broader contexts.

Vision

It is our vision that all junior secondary students attending Bwgc Colman Community School are consistently engaged in educational experiences that prepare them for future pathways and positive independence.

Strategic Organisation

Students are provided with high levels of support in their transition from primary school to Junior Secondary. This is achieved through the implementation of a 'gradual release' model that involves *Home Teachers* and strategic timetabling.

Students have been organised into multi-age classes based on a range of factors including, literacy and numeracy capability, application to learning, attendance & social relationships.

Each class has a Home Room & Home Teacher. To provide guidance and a smooth transition to the secondary model, Year 7 and 8 Home Teachers are responsible for teaching multiple subject areas (English, Maths, HPE, Home Ec. / DAT, Art). Throughout years 7-10 students also have opportunities to interact with their peers in dynamic ways (Men's & Women's Business - gender-based, multi-age learning program).

Distinct Identity



To address this guiding principle, we have established a distinct Junior Secondary precinct for students, across the road from the main campus. To support staff and students the secondary Head of Department's office is located on-site, as is the School Based Youth Health Nurse.

To reinforce a sense of identity, students wear a distinct Junior Secondary uniform.

Staff and students have worked together to create a positive and harmonious learning environment. Key physical features include distinct Indigenous paintings, Junior Secondary signage and mural, as well as tropical gardens.

Key events are posted on a calendar in the Junior Secondary administration foyer next to a "Highlights Board", which features students engaged in learning experiences from the past month.

To further enhance a sense of distinct identity, when students access the Internet they are directed to a Junior Secondary intranet home page. Student councillors are able to post key dates on a digital calendar, as well as add links and documents.

Exclusive Junior Secondary assemblies are organised to communicate key messages, celebrate success and to respond to current issues.



Quality Teaching



The Junior Secondary educational experience at Bwgcolman Community School is founded on a premise of connectedness and inclusivity. Research indicates that adolescent learners perform better when they feel a sense of belonging and meaning.

Students transition from primary to secondary school contexts through a gradual release model. English and Maths are taught by the Home Teacher in Year 7/8 classes. An extra period of English and Maths has been added to the Junior Secondary timetable each week, to allow students to engage in 'Skill Builder' lessons, such as Guided Reading.

The management of the learning environment is integral to student learning at Bwgcolman Community School. To raise their proficiency in implementing the *Essential Skills in Classroom Management*, all Junior Secondary teachers receive formal 3 day *Classroom Profiling* training. This high level of base knowledge has created depth in professional dialogue and a greater willingness to have teaching methods critiqued.

Junior Secondary students set attendance, behaviour and KLA specific learning goals every 5 weeks. Students and staff reflect on achievement at the end of each goal-setting cycle. As a positive reminder and reference, student goals are displayed in each classroom.

To provide Junior Secondary students with a sense of purpose and direction, teachers deconstruct Front-ended Assessment Task Sheets at the commencement of each unit. At the end of each term, levels of achievement are recorded on Student Profiles and work samples are attached to completed GTMJ sheets and gathered within.

All Junior Secondary KLA's are organised by subject Work Programs. All units are hyper-linked on our whole-school curriculum plan. These documents provide teaching staff with syllabus information, yearly plans and contextualised strategies. Our team goal this year is to build our bank of modified C2C plans for future refinement.

Twice a term, teachers actively engage in Junior Secondary professional development workshops. Teachers have a strong awareness of the 6 Guiding Principles and are developing an in-depth understanding of the localised needs and concerns of Indigenous adolescents within remote communities.

Student Wellbeing



Staff take pride in the learning environment that has been established in the Junior Secondary school. Relationships are based on inclusivity and positive support. Staff are able to proactively interact with students in more informal contexts through Men's and Women's Business and the Sports Club.

Each Friday students engage in *Men's and Women's Business*. This program is planned & facilitated by the Junior Secondary Coordinator and aims to promote healthy lifestyles and connection to the local community.

The program has been structured around the following principles:

- ⇒ Health & Well-Being
- ⇒ Participation & Teamwork
- ⇒ Physical Activity
- ⇒ Community Connections

In addition to assisting in the delivery of Health & Well-Being workshops during Men's & Women's Business, the School-based Youth Health Nurse also facilitates the implementation of hearing and dental screens and immunisation schedules. The benefit of being on-site means that students are able to access the School Based Health Nurse about any Health & Well Being issues.

Another key role of the Junior Secondary Co-ordinator is the administration of extra-curricular activities. The advent of the Junior Secondary Sports Club has given students purposeful opportunities to participate in periodic training sessions at lunch and after-school. Selection on bi-termly sporting trips to the mainland is directly associated with student attendance, application to learning and participation at training. In response to Student Council feedback from Classroom Meetings, the Sports Club has also coordinated lunchtime netball challenges amongst student groups and others including staff.

Parent and Community Involvement



Bwgcolman Junior Secondary staff have established strong relationships with parents and families. These partnerships have been strengthened through regular, constructive dialogue. Visits conducted at the home are routine for staff members and are integral in our SWPBS approach.

At the commencement of each semester a Parent Information Night is held at the Junior Secondary campus. Families are able to ask questions and clarify issues, as well as be briefed on curriculum intent and school policies (eg Statement of Expectations).

In term 2 and 4, Junior Secondary staff engage in hands-on surveys at the community mall. Community members are given information regarding secondary education and asked to respond to targeted questions. The feedback gathered is then analysed, discussed and actioned upon through team meetings.

Parent and community involvement is invited during Men's & Women's Business and on school camps. We see a great opportunity to enhance family & community involvement during this time through the introduction of a Community Mentors project. It is envisaged that local role models will share personal journeys with students and lead activities to impart skills and knowledge.

Parents and community members are kept well-informed of teaching and learning experiences and key events in the Junior Secondary calendar through newsletter submissions, school Facebook postings and website updates.

Bwgcolman Junior Secondary maintains an active connection with key community organisations. School Activity Officers, Palm Island Community Company Youth Workers, PCYC staff and Joyce Palmer Health Services engage with students in diverse and routine ways.

Leadership



STAFF

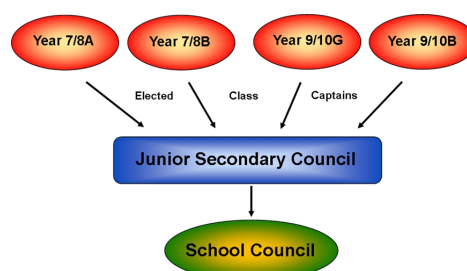
Bwgc Colman Junior Secondary is managed by a Head of Department (Secondary) in partnership with a Junior Secondary Co-ordinator. Explicit roles for the coordinator have been defined and a line has been allocated in the master timetable for its administration. The Head of Department and Junior Secondary Coordinator meet daily to discuss student or organisational needs. The HOD reports weekly to the school administration team regarding pertinent Junior Secondary issues.

Through targeted workshops at secondary Curriculum Team meetings, all staff recognise the importance of implementing the 6 Junior Secondary Guiding Principles effectively.

A key teacher has been appointed for each subject area to ensure consistency in planning and resourcing throughout the Junior Secondary school.

STUDENTS

Four Class Captains are elected from each cohort to form the Junior Secondary Leadership Council. Classroom Meetings are conducted by the leaders each fortnight and the team periodically meet to discuss current issues and plan future activities. Meetings are run formally, following an agenda, with councillors performing designated duties as Chairperson, Deputy Chair, Secretary & Treasurer. It is an expectation that Student Councillors are active in their organisation of projects and act as positive agents of change within our school. Student Councillors engage in Leadership Enhancement workshops throughout the year to develop their confidence, communication and leadership skills.



Local Decision-Making



Decision-making is facilitated by the Head of Department in partnership with the Junior Secondary Coordinator and teaching staff. Junior Secondary staff meet formally each week in Curriculum Meetings to address organisational matters and student needs. Targeted Junior Secondary workshops are scheduled throughout the term to up-skill staff on the unique nature of teaching Indigenous, Junior Secondary students in a community context.

Decision-making is informed through formal, periodic events such as Community Surveys and Parent Information Evenings. The feedback gained by the Student Leadership Council through the facilitation of Classroom Meetings has also informed the Junior Secondary Co-ordinator and teachers of how they can enhance students' experience at school.

The Head of Department works closely with Subject Co-ordinators to implement contextualised curriculum work programs using consistent strategies, including the efficient provisioning of resources, across Junior Secondary year levels.

The timetabling of a *Careers* subject throughout Junior Secondary to implement the Australian Blueprint Career Development is an example of proactive action; responsive of professional dialogue. The subject was introduced at the commencement of 2014, after it was identified that student awareness of employment opportunities and tangible pathways needed to be dramatically and explicitly enhanced in order to make informed decisions regarding Senior Education and Training (SET) Plans .

Staff and students in the Junior Secondary phase of learning are supported by two Indigenous Education Assistants. These staff members hold a wealth of localised knowledge and a depth of understanding regarding community protocols, social dynamics and student backgrounds. IEA's are highly valued in the classroom, with the best results gained when they are given the opportunity to have input into lesson design and delivery. Indigenous Education Assistants are readily consulted when dealing with problematic student behaviours and matters of sensitivity.

Decisions regarding major Junior Secondary policy updates and significant upcoming events will be communicated through the school newsletter, website or Facebook Page.