

# Bwngcolman Community School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bwgc Colman Community School** from **13 to 15 August 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

John Collins	Internal reviewer, SIU (review chair)
Brian O'Neil	Peer reviewer
Jo Diessel	External reviewer



## 1.2 School context

<b>Location:</b>	Creek Road, Palm Island
<b>Education region:</b>	North Queensland Region
<b>Year opened:</b>	1964
<b>Year levels:</b>	Kindergarten to Year 12
<b>Enrolment:</b>	296 – enrolled 280.5 – FTE
<b>Indigenous enrolment percentage:</b>	99.6 per cent
<b>Students with disability enrolment percentage:</b>	10.14 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	660
<b>Year principal appointed:</b>	2017
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	40.73
<b>Significant partner schools:</b>	St Michael's Catholic School Palm Island
<b>Significant community partnerships:</b>	Palm Island Community Company, Palm Island Aboriginal Shire Council, Queensland Police Service (QPS)
<b>Significant school programs:</b>	Four lesson sequence, Gradual Release of Responsibility (GRR), Nudge for schools, Bwgcorman Brain Business, Bwgcorman Compact, Positive Behaviour for Learning (PBL)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), two Heads of Department (HOD) – teaching and learning, master teacher, guidance officer, 18 teachers, four teacher aides, Business Manager (BM), two administration assistants, nine Indigenous education assistants, two remote school attendance strategy supervisors, nine school attendance officers, Community Education Counsellor (CEC), president and seven members of the Parents and Citizens' Association (P&C), 30 parents and 21 students.

Community and business groups:

- Community Elders, Cathy Freeman Foundation (CFF), Palm Island Community Company – bistro, café and supermarket.

Partner schools and other educational providers:

- Connect and Grow – Health services traineeships.

Government and departmental representatives:

- Mayor of Palm Island Aboriginal Shire Council, Councillor for Palm Island Aboriginal Shire Council and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Collegial engagement framework	Curriculum planning documents
School improvement targets	Staff handbook 2019
School pedagogical framework	School newsletters, website and Facebook
School data plan	School Annual Report 2018
School Opinion Survey	Positive behaviour for learning documents
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan for Students (reviewed 2017)



## 2. Executive summary

### 2.1 Key findings

**The school services a remote Indigenous community and is proud of its ongoing endeavours to build an inclusive, welcoming environment.**

School leaders and staff are united in their commitment to help students achieve success. The school's vision of '*Two Way Strong*' reflects a commitment to helping all students 'become proud and strong in Indigenous identity and be able to successfully engage in mainstream society'. School leaders and teaching staff articulate a shared belief that all students can achieve success in their learning when motivated, supported and challenged.

**The school has a whole-school curriculum plan that clearly documents an explicit, coherent, sequenced overview for curriculum delivery to provide consistent teaching and learning expectations across the school.**

The school curriculum includes a strong focus on the development of general capabilities including literacy and numeracy, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding. The school's curriculum offerings from Prep to Year 12 provide for the delivery of all key learning areas, allow for locally relevant learning activities and incorporate vocational training for senior students.

**School leaders articulate high expectations for student attendance, learning, engagement and behaviour.**

Community members and staff are highly supportive of the school's approach to the stated expected outcomes. Some staff and community members report a need to further expand expectations to consider the social emotional needs of students, the complexities of some students' family backgrounds and the impact this has on their learning and wellbeing. Some staff additionally report the impact that the current workload is having on their wellbeing, morale and their capacity to deliver on high expectations within a context of continuous staff changes due to leave and high staff turnover.

**A number of significant, mutually beneficial partnerships exist.**

These partnerships exist between the school, the community and local industry. Various school partners, community Elders and parents indicate they would value a strategic approach to engaging with the school to build consistency and sustainability of programs and initiatives that benefit students and the wider community.

**The leadership team and staff members value the diverse cultural, linguistic and socio-economic backgrounds of students and families.**

The school is committed to a belief that all students, including those from priority groups, can engage with schooling and learn successfully. Special Education Program (SEP) teachers have a pivotal role in providing advice and support to individual teachers regarding differentiation strategies and, alternative assessment and adjustments. SEP staff



involvement with whole of school processes for curriculum and assessment planning is yet to occur.

**The school has a comprehensive pedagogical framework that identifies effective teaching practices to enhance learning opportunities for all students.**

The leadership team promotes evidence-based teaching strategies related to the Dimensions of Teaching and Learning (DoTL) and the Gradual Release of Responsibility (GRR) model. Teachers across year levels are incorporating this model into their practice. They strive to connect new material to past learning and prior knowledge to assist students to recognise the continuity in their learning over time. Members of the leadership team articulate that they plan to review this framework in light of current initiatives within the school and contemporary research.

**The leadership team expects all teachers to commit to continuous improvement of their own teaching as central to improving student learning and success.**

A broad range of professional learning opportunities is offered to staff throughout the year. A documented, whole-school professional learning plan and associated budget are yet to be developed to support school and individual learning priorities and to align staff Professional Development (PD) plans, and the school's professional agenda with the Explicit Improvement Agenda (EIA).

**School staff share the belief that every student can engage successfully with schooling and achieve progress in their learning.**

School leaders and teachers recognise that students learn at different rates. Teachers use data in planning for differentiated teaching and learning to enhance wellbeing and academic outcomes for all students. A whole-school reading strategy, Learn to Read – Read to Learn (L2RR2L), is implemented across Prep to Year 6 to improve student reading levels. A writing program based on 'Seven Steps to Success' has commenced across Years 7 to 9.

**Parents are valued partners in student learning; with parents, teachers and school leaders working together in mutually supportive ways.**

The school actively invites parents and community members into the school in a range of ways including a Kup-Murri dinner once a term, monthly Elders' lunch and a weekly 'Friday Coffee' catch up for staff, parents and members of the wider community including staff from other government agencies.





## 2.2 Key improvement strategies

Collaboratively develop and implement a whole-school wellbeing strategy to effectively address identified workload and morale issues for staff and the social-emotional needs of students.

Jointly develop a framework focused on deepening connections with parents and the wider community for the benefit of students.

Utilise the expertise of special education staff in curriculum planning processes to enhance differentiated teaching and learning practices across the school.

Review the school's pedagogical framework to reflect the current focus on the GRR model and contemporary research, and quality assure its implementation across the school.

Jointly develop and implement a professional learning plan that builds the capability of all staff and supports the delivery of the EIA.