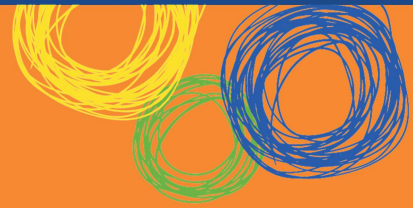



Bwgcolman Community School

Queensland State School Reporting

2013 School Annual Report



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	Contact Person	Principal – Jeff Jones

Principal's foreword

Introduction

The Annual School Report provides parents and the community with an overview of the achievements and highlights of Bwgcolman Community School for the 2013 academic year. This report includes summary information on our student achievements in the National Assessment Program, student retention rates, curriculum offerings and information relating to the professional work of our staff. Bwgcolman Community School is a Pre- Prep to Year12 college providing a caring and nurturing education for all our students. Our school's programs and practices embed our motto, "Two Way strong".

Our students and staff work towards being strong in indigenous culture and strong in mainstream culture and our programs and school trips reflect our commitment to this.

School progress towards its goals in 2013

- 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.
- Attendance Promotion- student/ family /community connectedness- Attendance was our number one goal for 2013 and we had a class achieve all students get 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.
- 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.
- Pedagogical Framework- Fully embedded into our school
- 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.

Queensland State School Reporting

2012 School Annual Report



Future outlook

- Our 2014 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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	242	112	130	72%
2012	296	139	157	83%
2013	267	129	138	81%

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

Characteristics of the student body:

We are a remote indigenous community located approximately 65km north west of Townsville with a student body comprised of 99% Aboriginal and Torres Strait Islanders. In 2013, there were 4 non-indigenous students at the school. Our school has an ICSEA index level of 625. A sample testing sweep of the student body using Education Queensland's English as an Addition Language/Dialect (EAL/D) speaking Bandscale indicates we have 93% EAL/D users at the school. Averaged for years, 5 years, 75% of students present with some level of hearing loss.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	18	20	22
Year 4 – Year 7 Primary	18	13	12
Year 7 Secondary – Year 10	15	18	17
Year 11 – Year 12	11	25	21

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	30	20	24
Long Suspensions - 6 to 20 days	8	2	9
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Language for Learning: a program designed to align with the Curriculum to Classroom (C2C) however cater for students who speak English as an Additional Language or Dialect.
- Role-M: strategies for teaching maths from Prep – Year 3.
- YUMI Deadly Maths: strategies for teaching maths from Year 5 – Year 6.
- Behaviour Program: 5 – 6 students in Prep – Year 2 participate in a program to improve their classroom behaviour and provide them with coping strategies for one hour each morning.
- School Wide Positive Behaviour System: A school wide approach to behaviour, including rewards systems and explicit teaching of positive behaviours that need improvement school wide.
- Bandscales: Incorporates Reading, Speaking, Listening and Writing and diagnoses where students are functioning in relation to speaking Standard Australian English.
- Student Leadership Team/Council: A group of high school leaders who engage in activities that positively promote and represent the school with local council and Island meetings.
- Dimensions of Teaching and Learning Framework: A pedagogical framework that underpins all teaching and learning within the school.
- Cultural Days: Are days held to celebrate and teach culture to the students and provide cultural awareness for non-Indigenous community members.
- EAL/D Team: Work as a team to develop teaching ideas and offer support for teachers within the school so they can effectively teach students with English as an Additional Language or Dialect.

Extra curricula activities

- Football for senior primary and Junior Secondary afternoon training and matches, including training with NRL Cowboys players. Primary students compete in the annual Obe Geia Carnival
- Netball for Junior Secondary girls afternoon training and matches
- Primary girls compete in the Cathy Freeman netball Challenge
- Student leadership Council activities including meetings with Palm Island Shire Council, ANZAC day attendance
- AFL training sessions with QAFL culminating in a trip to compete in the Magnetic Island carnival
- Cathy Freeman horizon trips to Melbourne, Sydney and Snowy mountains.
- Secondary students travel to Townsville for work Expos

How Information and Communication Technologies are used to assist learning

Here at Bwgcolman Community School we strive for academic excellence which challenges and motivates students through a bicultural approach. We call this bicultural approach 'Two-Way Strong'. For students to be Two-Way Strong they need to be strong in their culture and strong in the world outside their community. To be effective teachers and motivate students teachers incorporate a wide range of Information Communication Technologies (ICT's).

These ICT's include functioning computer labs, class sets or groups of iPad's, XO laptops from the One Laptop Per Child Program and class sets of laptops and projects. Teachers are expected to expose their students to a range of ICT's and imbed these in their daily lessons. For example a weekly journal maybe typed on an XO or laptop instead of being written into a journal or emails written to people at Credit Suisse a major sponsor of the Cathy Freeman Foundation. Accessing the internet and researching is a skill being taught to many of the students from the junior classes to ensure they will be prepared and ready for higher education programs.

ICT's are one of the most important ways of educating children to become independent learners. Therefore all classrooms have access to a range of ICT's with teachers being encouraged to plan using ICT's and deliver multimodal presentations to the students. Many teachers present information or discussion questions using PowerPoint or Prezi Presentations. The School has a range of ICT's that are consistently being used to enhance the education of students.

Social climate

Bwgcorman Community School provides pastoral care support and dealing with bullying through the activities of the School Wide Positive Behaviour System. Pastoral care support is also given through the support of teacher aides and Community Education Counsellors. All teachers are given professional development with Essential Skills in Classroom Management. Safe supportive school environment is underpinned through high expectations of academic outcomes and behaviour. School Opinion survey generally has increased the percentage of satisfaction of parents, students and staff over the year.

Parent, student and staff satisfaction with the school

During 2013 there has been a significant improvement in the satisfaction of the school from parents, students and staff.

Parents have indicated that of the 16 measureable performance aspects of parent satisfaction the school has improved in all 16. 95% of surveyed parents believe that Bwgcorman Community School is a good school. 15 out of 16 aspects of parent satisfaction scored 90% or greater.

Students have also indicated significant improvements within the school with 10 out of 13 (77%) performance measures being maintained or improved. 11 out of the 13 (85%) measures show that more than 80% of students believe positively about the teachers, curriculum, pedagogy and school environment.

Staff satisfaction levels are strongly placed with all teachers indicating that they enjoy working at the school and believe the school is constantly looking for ways to improve. 8 out of 11 performance measures scored above 80%.

Performance measure (Nationally agreed items shown*)

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

Performance measure (Nationally agreed items shown*)

Our school at a glance

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	95%
they like being at their school* (S2036)	95%	93%
they feel safe at their school* (S2037)	89%	88%
their teachers motivate them to learn* (S2038)	94%	95%
their teachers expect them to do their best* (S2039)	94%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	97%
teachers treat students fairly at their school* (S2041)	89%	95%
they can talk to their teachers about their concerns* (S2042)	78%	90%
their school takes students' opinions seriously* (S2043)	89%	89%
student behaviour is well managed at their school* (S2044)	75%	75%
their school looks for ways to improve* (S2045)	92%	93%
their school is well maintained* (S2046)	72%	76%
their school gives them opportunities to do interesting things* (S2047)	92%	97%

Performance measure

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

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

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.

Our school at a glance

Involving parents in their child's education

Bwgcorman 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.

Reducing the school's environmental footprint

During 2013, the school installed energy saving lights and fans in the primary school rooms. The solar power panels were removed due to vandalism and were not replaced. Students were selected to be Powersavvy monitors and were charged with the roles of ensuring computers were turned off at the end of each day. During 2103, 19 air conditioners that were not working were replaced and this added to our electricity usage.

All electricity usage is based on predictions by the power company and are not always accurate

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	179,111	0
2011-2012	102,510	0
2012-2013	283,890	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

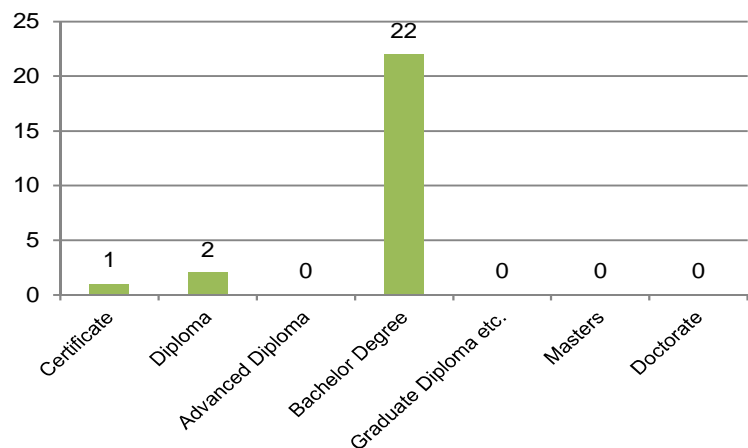
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	26	21	14
Full-time equivalents	25	14	11

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	2
Advanced Diploma	
Bachelor Degree	22
Graduate Diploma etc.	
Masters	
Doctorate	
Total	25



* 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 2013 were \$ 35 137

- Yumi Deadly Math training
- Classroom Profiling
- Middle Leaders Program
- Literacy Training

Our staff profile

- Language for Learning training for EAL/D

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 70% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	70%	64%	64%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

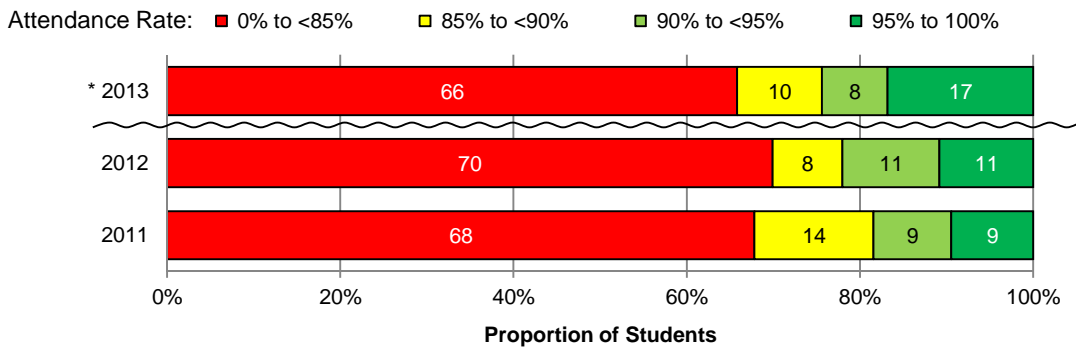
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	69%	69%	71%	81%	70%	79%	72%	66%	65%	51%		
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%

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 from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

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 a key driver at Bwgcolman Community School that is explicitly documented in our Annual Implementation Plan. We work with community stakeholders to enact a holistic 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 return their classroom rolls to the office at the end of each day for data entry.

When 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 students to have their parents contact the school office for an explanation. An explained absence is then recorded into OneSchool by the Roll Marking Officer.

3 Day Absence

- Teachers, with the assistance of support personnel, are required to follow up this period of absence;
- Several options are available to the teacher to complete this task. A OneSchool Absence Report can be printed and sent to the family, a phone call directly to parents or a home visit can be conducted.

10 Day Absence

- Administration follow up (Deputy Principal and CECs) will be initiated at this stage in the process.

Bwgcolman Community School, in conjunction 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>.

Performance of our students

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 slight improvement against performance of Non-Indigenous students in writing whilst improvement is still needed for the areas of language, reading and numeracy. Overall the school improved in 8 out of 12 areas in NAPLAN. 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	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	0%		64%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.		2	6
Number of students awarded a Queensland Certificate Individual Achievement.		0	0
Number of students receiving an Overall Position (OP).		0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).		1	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).		1	4
Number of students awarded an Australian Qualification Framework Certificate II or above.		0	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		1	3
Number of students awarded an International Baccalaureate Diploma (IBD).		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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011					
2012	0	0	0	0	0
2013	0	0	0	0	0

As at 5 May 2014. 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
2011			
2012	1	0	0
2013	0	4	0

As at 5 May 2014. The above values exclude VISA students.

A Cert II in Active Volunteering was offered with students undertaking a range of personal and skill developing classes. Students were able to complete practicums throughout the community.

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 leavers information

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

Students who disengage from senior studies at Bwgcolman Community School are provided with targeted and personalised support to connect them with a meaningful, alternative pathway. Staff conduct home visits to provide information regarding employment and training options. Active assistance is given to ensure students and families meet scheduled appointments with Centrelink and Campbell Page Employment Services.