



ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	Central Avenue, Weipa QLD 4874
Phone	07 4090 6444
Fax	07 4090 6400
Email	principal@westerncapecollege.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Jessica Villari, Executive Services Officer, jvill51@eq.edu.au

From the Principal

School overview

Western Cape College acknowledges the traditional owners of the land which our campuses are located on, and pays respect to elders past and present. Welcome to Western Cape College, a K-12 State educational facility that comprises three campuses each set in their own amazing cultural, social and geographical environment, spread over a vast area of the Cape York Peninsula in Far North Queensland. We're delighted to be able to share our College with you. Our College purpose of "We deliver consistent high quality schooling for all our students" guides all our strategic and operational work across the College.

School progress towards its goals in 2018

Priority 1 - A positive workplace. At WCC in 2018 we continued to further align our operations so that we were widely regarded as a positive workplace. In this regard, we were increasingly successful in improving our capacity to cater for the schooling, social, and emotional needs of all our community members.

Priority 2 – The explicit teaching of reading. We recognised that all our students required the purposely acquisition of reading as a 'passport for life' and consequently we focused on the explicit teaching of reading as at the core of our formal academic programs, embedded into all courses. In advancing a focus on reading, we successfully committed to differentiating the way we delivered our curriculum programs.

Priority 3 – Professional moderation – In 2018 we refined the use of moderation processes to better align our commitment to high quality curriculum, pedagogy, assessment and reporting. Consequently, we actively supported improved teacher judgements and comparability of student assessment against agreed standards.

The successful and foundational work involved with these three priorities in 2018 has enabled the College to re-focus and articulate four new priorities in 2019.

Future outlook

Key priorities for 2019

Priority 1- Students matter most

Enhance students' connectedness to the College through their social and emotional wellbeing and ultimately their intellectual engagement.

Priority 2 - Teachers Make the Difference

Every student deserves a great teacher, not by chance, but by design.

Priority 3 – Many communities, one College

Working together with the entirety of the Western Cape College community to deliver powerful outcomes for all students.

Priority 4 – K-12 College Advantage

High quality schooling and residential options that are supported by an organisational structure and service delivery model that underpins success by all students.

Targets and timelines associated with these priorities are an integral feature of each College leader's role description and accountability processes.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	947	958	946
Girls	471	482	476
Boys	476	476	470
Indigenous	510	572	558
Enrolment continuity (Feb. – Nov.)	85%	89%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were 5 students enrolled in a Pre-Prep program.

Characteristics of the student body

The social-economic background of our students varies quite broadly, but overall the index used to assess socio economic advantage ranks our school as well below the national average, and in the 4th lowest percentile of the nation. 60% of our students are Indigenous Australians, including from local traditional owner groups, as well as from distant locations such as the outer islands of the Torres Strait. The second largest grouping of students would be from the mining township of Weipa, of which most of whom would be non-Indigenous Australians.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	18	19	19
Year 4 – Year 6	22	20	22
Year 7 – Year 10	18	18	19
Year 11 – Year 12	13	14	15

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

We deliver the Australian Curriculum to Year 10, and programs associated with the QCAA for the senior years. Our preferred pedagogical approach to be employed by teachers is 'explicit teaching'.

Co-curricular activities

An extensive out of school curriculum seeks to provide additional opportunities for student character development, decision making, leadership, and problem solving. In striving for the education of the whole person, WCC aims to provide as many activities as possible, within and outside the curriculum. Participation in extra curricula activities though not compulsory, is encouraged.

Activities included:

- WCC Choir
- Creative Generation – State Schools Onstage
- MADD (Music, Art, Dance, Drama) evenings
- A broad range of sporting activities including swimming, football and netball

How information and communication technologies are used to assist learning

Information and Communication Technologies (ICTs) are integrated in all teaching and learning in the College. The College supports teachers utilising ICTs in the implementation of the Australian Curriculum in a contemporary classroom. On average, the College has a 1:2 computer ratio and is moving towards 1:1 computer assisted learning. Our desired culture at WCC is that each student has clear access to computing devices so as to accelerate their learning educational outcomes. The College in 2018 has significantly reviewed and revamped its ICT programs/digital pedagogies, and initial collaborative planning exists for the introduction of a BYOx approach in 2020.

Social climate

Overview

At WCC the social and emotional wellbeing of all our students is the core work of all staff at the College – it is integral to the overall philosophy of the College. In order for a student to achieve their personal best they need to be happy, contented and safe in their learning environment. Consequently, it is our stated objective to be specifically concerned about the social, physical, emotional and intellectual wellbeing and development of each student while they are at school. The WCC Student Support Services team supports all students and staff at the Mapoon, Residential and Weipa Campuses in the areas of:

- Student Health and Wellbeing
- Behaviour Support and Management
- Inclusive Education
- Learning and Disability Support

WCC has employed two Guidance Officers who work as members of the Student Support Services team. The Guidance Officers provide support and assistance to students and families across a wide range of issues. They also work closely with school administration, teachers and staff to ensure that the welfare needs of all students are met. WCC has a School Based Health Nurse based at the Weipa Campus who provides support to all of our campuses. School Wide Positive Behaviour Support (SWPBS) was introduced at all campuses of WCC in 2011. SWPBS or PBL (Positive Behaviour for Learning) as it is more recently known as, provides a framework to assist schools assess what behaviour systems and expectations are currently in place, whether they are affective, and what needs to be added or improved. This long-term process will assist WCC develop proactive systems of support teams for defining, teaching, and supporting appropriate behaviours to create positive school environments.

WCC Weipa Campus employs a range of full time staff including classified officers to support the PBL agenda.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	81%	84%	89%
• this is a good school (S2035)	83%	83%	83%
• their child likes being at this school* (S2001)	92%	90%	90%
• their child feels safe at this school* (S2002)	87%	85%	84%
• their child's learning needs are being met at this school* (S2003)	79%	84%	86%
• their child is making good progress at this school* (S2004)	83%	91%	90%
• teachers at this school expect their child to do his or her best* (S2005)	91%	90%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	89%	86%
• teachers at this school motivate their child to learn* (S2007)	82%	87%	89%
• teachers at this school treat students fairly* (S2008)	82%	78%	81%
• they can talk to their child's teachers about their concerns* (S2009)	88%	92%	93%
• this school works with them to support their child's learning* (S2010)	84%	85%	87%
• this school takes parents' opinions seriously* (S2011)	80%	80%	82%
• student behaviour is well managed at this school* (S2012)	60%	68%	62%
• this school looks for ways to improve* (S2013)	85%	84%	84%
• this school is well maintained* (S2014)	85%	91%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	89%	89%	88%
• they like being at their school* (S2036)	86%	85%	90%
• they feel safe at their school* (S2037)	85%	79%	84%
• their teachers motivate them to learn* (S2038)	92%	91%	88%
• their teachers expect them to do their best* (S2039)	97%	95%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	91%	90%
• teachers treat students fairly at their school* (S2041)	74%	76%	74%
• they can talk to their teachers about their concerns* (S2042)	78%	79%	75%
• their school takes students' opinions seriously* (S2043)	75%	76%	76%
• student behaviour is well managed at their school* (S2044)	67%	63%	66%
• their school looks for ways to improve* (S2045)	90%	85%	87%
• their school is well maintained* (S2046)	77%	78%	78%
• their school gives them opportunities to do interesting things* (S2047)	88%	82%	84%

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	91%	86%
• they feel that their school is a safe place in which to work (S2070)	92%	83%	77%
• they receive useful feedback about their work at their school (S2071)	88%	81%	69%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	93%	86%
• students are encouraged to do their best at their school (S2072)	94%	86%	87%
• students are treated fairly at their school (S2073)	82%	77%	75%
• student behaviour is well managed at their school (S2074)	75%	59%	54%
• staff are well supported at their school (S2075)	76%	71%	62%
• their school takes staff opinions seriously (S2076)	81%	75%	55%
• their school looks for ways to improve (S2077)	90%	85%	83%
• their school is well maintained (S2078)	86%	89%	89%
• their school gives them opportunities to do interesting things (S2079)	79%	77%	71%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

WCC values and encourages a close relationship between the school and the family. Parental involvement plays an integral role in the life of the College, and individual campuses. The College operates Parents and Citizen's (P & C) association meetings to present reports and updates, as well as being available for questions from parents. The Residential Campus has an advisory board which consists of 9 representatives from each community boarding students come from. The College hosts a number of parent evenings throughout the year, whether it is to welcome families at the start of the year, provide information on subject selection, or guest presenters who provide support and information for parents. All parents and caregivers are encouraged to attend. As a large number of students reside in Napranum, throughout the year, the Weipa Campus hosts community information sessions at

Napranum as a means of further engaging these families. A range of community engagement strategies continue to be utilised to better involve parents in their child's education.

Respectful relationships education programs

Once again in 2018, the College has developed and implemented a programs that focus on appropriate, respectful, equitable and healthy relationships. These programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The College works with a broad range of other community organisations to achieve this.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	281	411	267
Long suspensions – 11 to 20 days	7	20	8
Exclusions	1	5	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The College continues to develop strategies that positively impact on its environmental footprint. In 2018, sustainability remained a regular topic of discussion at staff meetings, within classrooms, and generally across the College. The College is working towards all staff, and students understanding the role they play as an individual in the wider school. The maintenance program in particular at the Weipa Campus, with the upgrade and replacement of air conditioners has assisted in the decreased use of electricity.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	33,246		48,862
Water (kL)	360		410

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	88	71	20
Full-time equivalents	84	58	17

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	8
Bachelor degree	71
Diploma	2
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$135,706.77.

The major professional development initiatives undertaken in 2018 were as follows:

- Professional Conferences
- QELI Leadership
- Anita Archer
- Restorative Practices
- Auslan
- QCE
- Using Electronic Whiteboards
- SAS (Pro Digital Soundfield Amplifications)
- Workplace Health and Safety Training
- Trainer & Assessor
- First Aid

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	83%	82%	79%
Attendance rate for Indigenous** students at this school	75%	75%	71%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	84%	84%	81%
Year 1	84%	86%	81%
Year 2	87%	86%	84%
Year 3	81%	90%	84%
Year 4	84%	82%	86%
Year 5	82%	86%	79%
Year 6	83%	85%	85%

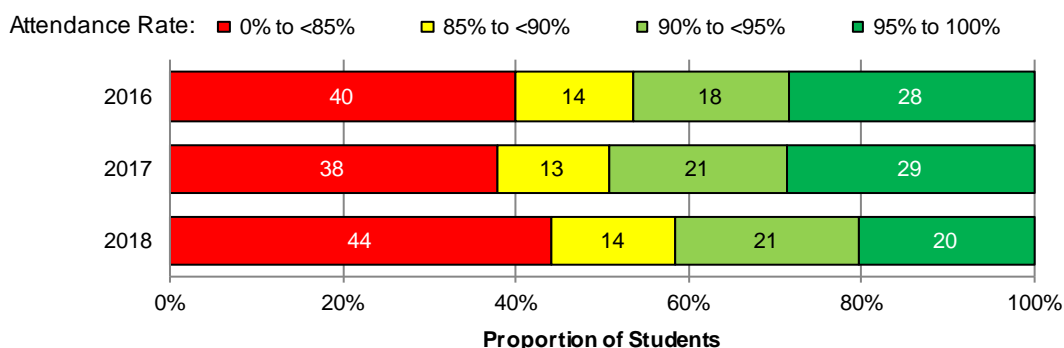
Year level	2016	2017	2018
Year 7	83%	80%	80%
Year 8	79%	79%	75%
Year 9	81%	74%	73%
Year 10	84%	77%	61%
Year 11	81%	76%	74%
Year 12	86%	84%	75%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

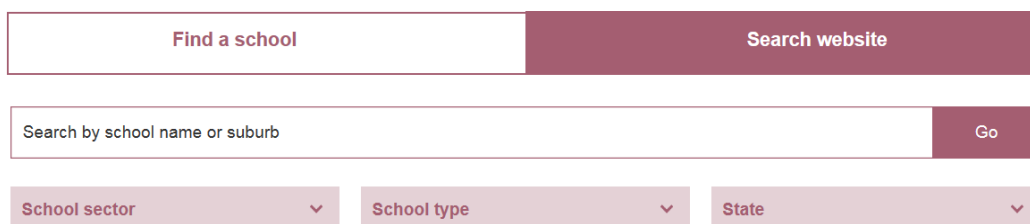
WCC has a dedicated attendance team under the leadership of an Associate Principal. Attendance is a priority of all staff. Any unexplained absences are followed up with text messages and phone calls to parents/caregivers. A proactive process is in place to deal with students who are chronically late or absent. This includes referral, parent contact and/or meeting, detentions and counselling. Student attendance will continue to be a key priority for the College. The ID Attend software package has been introduced to assist in this regard, with rolls now being marked each lesson, as well as same day text messaging of parents highlighting absences. Significant collaborative work has been undertaken across a range of agencies to address the significantly poor levels of attendance from students from the Napranum community.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	43	50	48
Number of students awarded a QCIA	2	0	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	41	50	46
Percentage of Indigenous students awarded a QCE at the end of Year 12	95%	100%	100%
Number of students who received an OP	13	9	9
Percentage of Indigenous students who received an OP	15%	8%	4%
Number of students awarded one or more VET qualifications (including SAT)	33	48	45
Number of students awarded a VET Certificate II or above	32	46	45
Number of students who were completing/continuing a SAT	7	13	13

Description	2016	2017	2018
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	77%	89%	56%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	95%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	2	1
6-10	2	0	3
11-15	7	6	1
16-20	3	1	4
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	22	28	30
Certificate II	32	46	45
Certificate III or above	0	6	10

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The types of VET qualifications completed by our students in 2018 included certificates in Construction, Engineering, Land and Sea Management, Digital Technologies, Early Childhood, and Tourism.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	63%	64%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	45%	45%	96%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

It is important to note that the apparent retention rates for students in 2018 was highly improved. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 vary broadly, from positive destinations including work, study, overseas and interstate family migration, and negative destinations in terms of school disengagement and social security dependency. The rate of disengaged Indigenous students continues to be a major factor in this regard. The College's approach to managing early leavers will continue to be a major community engagement priority into 2019 and beyond.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<https://westerncapecollege.eq.edu.au/Pages/default.aspx>