



Western Cape College

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

In terms of context, Western Cape College (WCC) is a state schooling facility that caters for young people aged 4 to 18. We are focused on being a high quality schooling option of choice for students from the Western Cape communities of Napranum, Weipa and Mapoon. WCC has three campus locations, situated in Mapoon (Prep to Year 6), Weipa (Prep to Year 12) and uniquely, we also cater for secondary students who enroll with us via our Residential Campus in Weipa who come from a range of Indigenous communities across Cape York and the Torres Strait. Importantly, WCC's relatively remote location is not seen by us as a disadvantage, rather our unique setting is as a positive challenge that we embrace and celebrate. We are unique, a relatively large and diverse schooling environment like ours (approximately 1000 students) does not normally exist in a location as remote as the Western Cape.

The purpose of WCC is to "... provide consistent high quality schooling that develops the talents and capacities of all students – socially, emotionally and academically. We will equip our culturally diverse student body to meet the challenges of a rapidly changing world. Staff, parents and community will work together, guided by the principal, to provide students with opportunities to achieve their full potential in learning. Students will develop resilience, self-confidence, respect for others, and the achievement of personal excellence. It is our vision that all of our students have every opportunity to develop as active and informed citizens; as lifelong learners who positively contribute to Australian society."

## Principal's Foreword

### Introduction

#### **School Progress towards its goals in 2017**

Priority 1 - A positive organisation. At WCC in 2017 we continued to align our operations so that we were widely regarded as a positive organisation. In this regard, we were successful in improving our capacity to cater for the schooling, social, and emotional needs of all our community members.

Priority 2 - Advancing literacy and numeracy. We recognised that all our students required literacy and numeracy skills of distinct quality. In 2017 WCC continued to present these skills to students as 'passports for life' – and consequently they were at the core of our formal academic programs, embedded into all courses. In advancing the literacy and numeracy development of all our students, we successfully committed to differentiating the way we delivered our curriculum programs.

Priority 3 - Careers. In 2017 we continued to commit to developing in students the capacity to successfully engage in a variety of pathways that would lead directly or indirectly to appropriate and satisfying careers in the real economy. We purposely measured the success of this commitment through indicators such as Year 12 QCE attainment, and destination surveys of students, all of which indicated that for those students who successfully completed Year 12 with us, their career pathways were comparatively very positive.

## Future Outlook

So far in 2018, we have made significant progress in innovatively aligning our structures and systems so as to support teachers to ensure optimal classroom practices. We know that our College's culture will be at its best when we see and hear around us engaged and successful students, effective and professional teachers, supportive and satisfied parents, and local businesses who actively seek to employ our College graduates.

In reinforcing this type of culture, to date in 2018 we have made significant progress in achieving the three clear areas of improvement we have set ourselves, which we call our 'College Priorities'. These are:

### Priority 1. A positive workplace

*"We will continue to align all our operations so that we are widely seen as a **positive workplace** - where people come together to achieve a productive purpose through professional work, and a practical understanding of human behaviours. As our College becomes and increasingly positive workplace, we will be better positioned to appropriately cater for the educational, social, and emotional needs of all our community members - and most critically our broad range of richly diverse students."*

From the first day of the year in 2018, this has been the clear focus for all our staff here at the College. We all recognise that personal and professional wellbeing is critical to establishing a positive workplace culture, and that requires all our staff to be fit, healthy and professionally vibrant. This then allows the work of each person's role to positively contribute to what is most important - the successful formal schooling of each of our students.

### Priority 2. The explicit teaching of reading

*"For all Australians to be socially and economically successful, we need to purposely acquire the critical skill set of reading. Consequently, confidence and capability in reading must be at the core of our formal academic program, and be embedded into every day classroom practice. In advancing the explicit teaching of reading, we commit to differentiating the way we deliver this approach – a 'one size fits all' approach cannot be successful in our remote P-12 College context."*

To date this year we have made significant progress with this reading priority, especially at our large Weipa primary campus. In conjunction with our new Assistant Regional Director Suzanne Currin, and her Cairns based support staff, a new 'guided reading' strategy is being actively implemented across all classrooms, and early indications about the positive impact of this are all very encouraging.

### Priority 3. Professional moderation

*"Professional moderation occurs when teachers engage in focused professional dialogue to discuss and analyse how closely the evidence in student work matches designated achievement standards. This year, we will refine the use of revamped moderation processes to align curriculum, teaching, assessment and reporting. We will support consistency of teacher judgments and comparability of reported results against appropriate standards through quality coaching and management. The outcome of this, for example, will be that a student receiving an 'A' in English in Year 3 at Mapoon and Weipa, will reflect the same standard of work as a student receiving an 'A' in Cairns or Brisbane. Importantly, this is directly aligned with the elements of the Australian Curriculum for all schools wherever they be located across the nation – both state and private."*

Although we are comfortable with the level of moderation currently in place in the College, we believe that it needs to be refined and more heavily promoted. Early planning for this revamp has been developed already over the last few months, with Semester 2, 2018 being targeted as the implementation timeline for this priority (once the reading priority is well established).

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Early Childhood - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1073	549	524	576	90%
<b>2016</b>	947	471	476	510	85%
<b>2017</b>	958	482	476	572	89%

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

In 2017, there were 4 students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

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. 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	20	18	19
Year 4 – Year 6	23	22	20
Year 7 – Year 10	19	18	18
Year 11 – Year 12	13	13	14

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- We deliver the Australian Curriculum
- Our preferred pedagogical approach to be employed by teachers is 'explicit teaching'

### Co-curricular Activities

The comprehensive and extensive out of school curriculum seeks to provide additional opportunities for 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
- School Musical
- 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 our ICT programs/digital pedagogies.

## 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	79%	81%	84%
this is a good school (S2035)	81%	83%	83%
their child likes being at this school* (S2001)	87%	92%	90%
their child feels safe at this school* (S2002)	87%	87%	85%
their child's learning needs are being met at this school* (S2003)	78%	79%	84%
their child is making good progress at this school* (S2004)	77%	83%	91%
teachers at this school expect their child to do his or her best* (S2005)	92%	91%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	82%	89%
teachers at this school motivate their child to learn* (S2007)	80%	82%	87%
teachers at this school treat students fairly* (S2008)	73%	82%	78%
they can talk to their child's teachers about their concerns* (S2009)	89%	88%	92%
this school works with them to support their child's learning* (S2010)	80%	84%	85%
this school takes parents' opinions seriously* (S2011)	78%	80%	80%
student behaviour is well managed at this school* (S2012)	66%	60%	68%
this school looks for ways to improve* (S2013)	85%	85%	84%
this school is well maintained* (S2014)	77%	85%	91%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	88%	89%	89%
they like being at their school* (S2036)	90%	86%	85%
they feel safe at their school* (S2037)	82%	85%	79%
their teachers motivate them to learn* (S2038)	90%	92%	91%
their teachers expect them to do their best* (S2039)	98%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	90%	88%	91%
teachers treat students fairly at their school* (S2041)	78%	74%	76%
they can talk to their teachers about their concerns* (S2042)	81%	78%	79%
their school takes students' opinions seriously* (S2043)	83%	75%	76%
student behaviour is well managed at their school* (S2044)	65%	67%	63%
their school looks for ways to improve* (S2045)	92%	90%	85%
their school is well maintained* (S2046)	86%	77%	78%
their school gives them opportunities to do interesting things* (S2047)	88%	88%	82%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	83%	90%	91%
they feel that their school is a safe place in which to work (S2070)	84%	92%	83%
they receive useful feedback about their work at their school (S2071)	76%	88%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	92%	93%
students are encouraged to do their best at their school (S2072)	86%	94%	86%
students are treated fairly at their school (S2073)	76%	82%	77%
student behaviour is well managed at their school (S2074)	64%	75%	59%
staff are well supported at their school (S2075)	66%	76%	71%
their school takes staff opinions seriously (S2076)	69%	81%	75%
their school looks for ways to improve (S2077)	87%	90%	85%
their school is well maintained (S2078)	87%	86%	89%
their school gives them opportunities to do interesting things (S2079)	77%	79%	77%

\* 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 a college council that informs the strategic direction of the College. Further, campus leaders and teachers attend 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 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.

The Head of Special Education Services has recently implemented processes that allow for adjustments to be made to assist students with diverse learning needs to access and participate fully at school.

### Respectful relationships programs

The College has developed and implemented a program/or 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	320	281	411
Long Suspensions – 11 to 20 days	5	7	20
Exclusions	2	1	5
Cancellations of Enrolment	1	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The College continues to develop strategies that positively impact on its environmental footprint. In 2017, sustainability was 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 decrease of electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	36,000	
2015-2016	33,246	360
2016-2017		

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

## 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 <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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	89	74	19
Full-time Equivalents	84	61	17

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	12
Bachelor degree	74
Diploma	3
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 2017 was \$75,748.

The major professional development initiatives undertaken in 2017 were as follows:

- Mandatory Training (Code of Conduct, Student Protection, Internal Controls, Keys to Managing information, Asbestos Management, Health Safety & Wellbeing, Curriculum Risk Assessment)
- Explicit Direct Instruction
- Using Electronic Whiteboards
- SAS (Pro Digital Soundfield Amplifications)
- Workplace Health and Safety Training
- THRASS
- First Aid
- ESCM's

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	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 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	82%	83%	82%
The attendance rate for Indigenous students at this school (shown as a percentage).	73%	75%	75%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

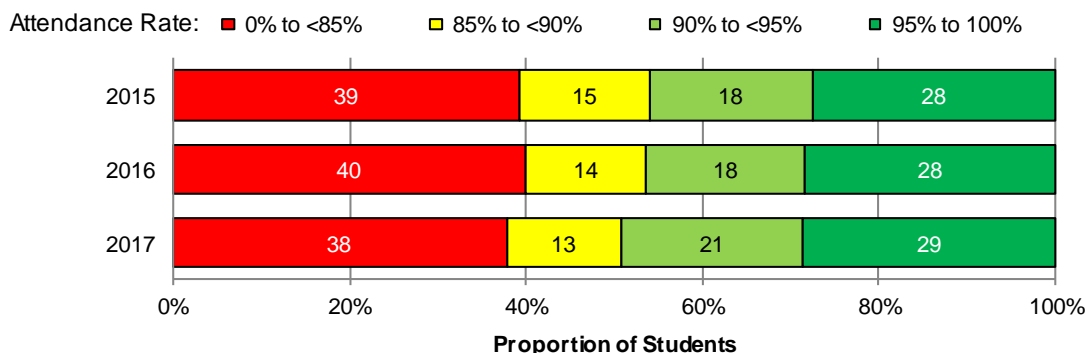
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	86%	83%	85%	82%	82%	83%	78%	79%	80%	74%	75%	80%
2016	84%	84%	87%	81%	84%	82%	83%	83%	79%	81%	84%	81%	86%
2017	84%	86%	86%	90%	82%	86%	85%	80%	79%	74%	77%	76%	84%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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. Whilst attendance rates over the past 12 months have only slightly improved, 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.

## NAPLAN

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

School name

Suburb, town or postcode

Sector:

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	50	43	50
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	0
Number of students receiving an Overall Position (OP)	13	13	9
Percentage of Indigenous students receiving an Overall Position (OP)	4%	15%	8%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	7	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	41	33	48
Number of students awarded an Australian Qualification Framework Certificate II or above.	37	32	46
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	48	41	50
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	93%	95%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	69%	77%	89%
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.	100%	95%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	5	4	4	0
2016	1	2	7	3	0
2017	2	0	6	1	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	28	36	1
2016	22	32	0
2017	28	46	6

As at 14th February 2018. The above values exclude VISA students.

The types of VET qualifications completed by our students in 2017 included certificates in Construction, Engineering, Land and Sea Management, Digital Technologies, Early Childhood, and Tourism.



## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	63%	63%	64%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	45%	45%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.westerncapecollege.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

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 2018 and beyond.

## Conclusion