



Western Cape College

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

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Department of Education and Training

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## School Overview

Western Cape College is a unique state school which comprises three campuses each set in its own amazing cultural, social and geographical environment, spread over a vast area of the Cape York Peninsula in far north Queensland. Western Cape College has three campus locations in Mapoon (Prep to Year 6), Weipa (Prep to Year 12), and the Residential facility.

The purpose of Western Cape College 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.*'

In achieving this vision in 2016 the College has been successful, and students are enjoying increasingly positive school and post school outcomes. As an example of this, the College was recently awarded the State Showcase Award for Excellence in School/Industry Partnerships.

## Principal's Forward

### Introduction

School Progress towards its goals

#### **Priority 1. A positive organisation**

At Western Cape College (WCC) we continue to align our operations so that we are widely regarded as a positive organisation. This is ensuring that we can position ourselves to cater for the schooling, social, and emotional needs of all our community members.

#### **Priority 2. Advancing literacy and numeracy**

For our nation to be socially and economically successful, all Australians require literacy and numeracy skills of distinct quality. Therefore, WCC continues to present these skills to students as 'passports for life' – and consequently they are at the core of our formal academic program, embedded into all courses. In advancing the literacy and numeracy development of all our students, we are committed to differentiating the way we deliver our curriculum programs – a 'one size fits all' approach cannot be successful in our context. A robust range of data sets continue to be utilised to track this advance.

#### **Priority 3. Careers**

At WCC we continue to commit to developing in students the capacity to successfully engage in a variety of pathways that lead directly or indirectly to appropriate and satisfying careers in the real economy. Further, WCC purposely measures the success of this commitment through indicators such as Year 12 QCE attainment, and destination surveys of students one and two years post school ('D1 and D2').

#### **Future Outlook**

Over the last year WCC has remained focussed on these three priorities and emerging data sets indicate that the College is making positive progress towards its improvement goals. This is particularly so in terms of more positive School Opinion survey results, student attendance figures, NAPLAN results, and Senior Schooling results.

# 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 2016:</b>	Early Childhood - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1074	524	550	579	88%
<b>2015*</b>	1073	549	524	576	90%
<b>2016</b>	947	471	476	510	85%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were 14 students enrolled in a pre-Prep\*\* program (in Mapoon).

\*\* 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Our College is a unique state school which comprises multiple campuses and approximately 1000 students, of which about 58% are Indigenous Australians. These Indigenous students include young people from across FNQ in Years 7 to 12 that are able to board at the Residential Campus, located in Weipa. The College's operations reflect a 'cradle to employment' philosophy that ensures students are supported throughout their whole school life and beyond, to achieve a positive career path.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	20	18
Year 4 – Year 7	22	23	22
Year 8 – Year 10	18	19	18
Year 11 – Year 12	15	13	13

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Western Cape College continues to implement the Australian curriculum under agreed Queensland guidelines. The preferred pedagogical approach across our classrooms is the 'Explicit Teaching' model, and we continue to support and coach teachers to delivery that model of teaching to an excellent standard. In the primary year levels we have reviewed and refined the Accelerated Learning Program (ALP), and also utilise the QuickSmart program at the Weipa Campus in the secondary area. ALP is the term associated with our hybrid model for Direct Instruction and it specifically targets those students who require significant support in literacy and numeracy.

The aim of the ALP is to rapidly improve students' literacy and numeracy rates through a highly structured and routine form of teaching and learning. Every day students engage in reading, spelling, handwriting, numeracy and grammar & oral language activities (language arts). Additionally, students are exposed to Health and Physical Education and The Arts in line with the Essential Learnings curriculum. All ALP classes are multi-aged classes (composite class), which means that students from different year levels are in the same class, and can move between classes, depending on their level of achievement.

In the older years Western Cape College provides students with learning pathways of VET or OP (Academic). Our VET pathway provides courses and certificates that meet the needs of our diverse communities, as well as provide our students the skills and knowledge to secure work without having to leave home. Some of these courses include, childcare, tourism, hospitality, engineering, resource management, automotive, and construction.

Students pursuing an OP pathway benefit from small class sizes, as well as the commitment from Western Cape College to provide access to any subject the student wishes to study. If Western Cape College cannot offer the subject, an alternative source such as Distance Education is offered. Western Cape College has a designated teacher who supports all students studying via distance education, and a designated room to provide a conducive learning environment. Much of our innovation in this regard is encapsulated in the recently introduced 'Head Start' program.

#### 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, Western Cape College aims to provide as many activities as possible, within and outside the curriculum. Participation in extra curricula activities though not compulsory, is encouraged.

#### Creative Activities

- Western Cape College Choir (P-3) and (4-7)
- Western Cape College Instrumental Music Program (4-12)
- Creative Generation – State Schools Onstage (Dance and Choir)
- School Musical
- MADD (Music, Art, Dance, Drama) Evenings
- Minister's Arts Awards

#### Academic Activities

- Academic Competitions (ICAS, Rio Tinto)
- Opti-MINDS
- Chemistry Titration Competition
- Premiers Reading Challenge
- Marine Studies Turtle Camp (Mapoon)
- ICT Club
- Extension programs

#### 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 Contemporary Practice Resource developed by teachers for teachers that has been released by the Department of Education and Training supports teachers with 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 Western Cape College is that each student has clear access to computing devices so as to accelerate their learning educational outcomes. The College in 2017 will significantly review and revamp our IT programs/digital pedagogies.

## Social Climate

### Overview

At Western Cape College pastoral care of students is the domain of all staff at the College – it is integral to the educational philosophy at Western Cape 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 overtly concerned about the social, physical, emotional and intellectual well-being and development of each student while they are at school.

The Western Cape College Student Support Services team supports all students and staff at the Mapoon, Residential, and Weipa Campuses in the areas of:

- Student Health and Well-Being
- Behaviour Support and Management
- Inclusive Education
- Learning and Disability Support

Into 2017, Western Cape College has 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 administration, teachers and staff to ensure that the welfare needs of all students are met. Western Cape College has a School Based Health Nurse, whilst based at the Weipa Campus, provides support to all of our campuses. School Wide Positive

Behaviour Support (SWPBS) was introduced at all campuses of Western Cape College 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 Western Cape College develop proactive systems of support teams for defining, teaching, and supporting appropriate behaviours to create positive school environments. Western Cape College Weipa Campus employs a range of full time teachers to support the PBL agenda.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	79%	81%
this is a good school (S2035)	86%	81%	83%
their child likes being at this school* (S2001)	90%	87%	92%
their child feels safe at this school* (S2002)	88%	87%	87%
their child's learning needs are being met at this school* (S2003)	84%	78%	79%
their child is making good progress at this school* (S2004)	86%	77%	83%
teachers at this school expect their child to do his or her best* (S2005)	95%	92%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	78%	82%
teachers at this school motivate their child to learn* (S2007)	88%	80%	82%
teachers at this school treat students fairly* (S2008)	80%	73%	82%
they can talk to their child's teachers about their concerns* (S2009)	93%	89%	88%
this school works with them to support their child's learning* (S2010)	89%	80%	84%
this school takes parents' opinions seriously* (S2011)	82%	78%	80%
student behaviour is well managed at this school* (S2012)	71%	66%	60%
this school looks for ways to improve* (S2013)	86%	85%	85%
this school is well maintained* (S2014)	76%	77%	85%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	88%	89%
they like being at their school* (S2036)	85%	90%	86%
they feel safe at their school* (S2037)	83%	82%	85%
their teachers motivate them to learn* (S2038)	92%	90%	92%
their teachers expect them to do their best* (S2039)	98%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	90%	88%
teachers treat students fairly at their school* (S2041)	70%	78%	74%
they can talk to their teachers about their concerns* (S2042)	78%	81%	78%
their school takes students' opinions seriously* (S2043)	76%	83%	75%
student behaviour is well managed at their school* (S2044)	69%	65%	67%
their school looks for ways to improve* (S2045)	89%	92%	90%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school is well maintained* (S2046)	83%	86%	77%
their school gives them opportunities to do interesting things* (S2047)	89%	88%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	88%	83%	90%
they feel that their school is a safe place in which to work (S2070)	92%	84%	92%
they receive useful feedback about their work at their school (S2071)	77%	76%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	93%	92%
students are encouraged to do their best at their school (S2072)	90%	86%	94%
students are treated fairly at their school (S2073)	82%	76%	82%
student behaviour is well managed at their school (S2074)	79%	64%	75%
staff are well supported at their school (S2075)	66%	66%	76%
their school takes staff opinions seriously (S2076)	70%	69%	81%
their school looks for ways to improve (S2077)	84%	87%	90%
their school is well maintained (S2078)	74%	87%	86%
their school gives them opportunities to do interesting things (S2079)	80%	77%	79%

\* 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

Western Cape College 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. 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 board meets quarterly.

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 programs

The College has developed and implemented programs that focus on appropriate, respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	246	320	281
Long Suspensions – 6 to 20 days	18	5	7
Exclusions	6	2	1
Cancellations of Enrolment	0	1	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The College has committed to decreasing 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
2013-2014	39,201	0
2014-2015	36,000	
2015-2016	33,246	360

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

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	93	75	18
Full-time Equivalents	89	62	15

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	12
Bachelor degree	70
Diploma	4
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 2016 were \$143,112

The major professional development initiatives are 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
- Consolidations
- Using Electronic Whiteboards
- SAS (Pro Digital Soundfield Amplifications)
- ESL Training
- Enabling Learners
- Workplace Health and Safety Training
- Pedagogical Licence
- Pedagogical Certificate
- THRASS
- Visual Literacy
- First Aid
- 4WD Training
- ESCM's Mighty Minds
- Leadership Lounge – Stage 1,2 and 3
- Systems Leadership approaches

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	80%	82%	83%
The attendance rate for Indigenous students at this school (shown as a percentage).	72%	73%	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 2016 for all Queensland P-10/P-12 schools was 90%.

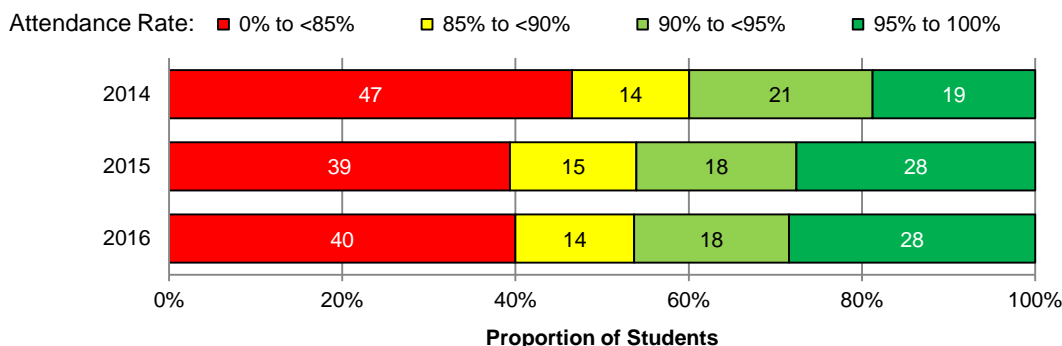
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	84%	83%	82%	83%	85%	80%	86%	78%	73%	65%	77%	81%
2015	89%	86%	83%	85%	82%	82%	83%	78%	79%	80%	74%	75%	80%
2016	84%	84%	87%	81%	84%	82%	83%	83%	79%	81%	84%	81%	86%

\*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 DET 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.

Western Cape College 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 a phone call to parents/caregivers. A 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 improved, attendance will continue to be a key priority for the College. The ID Attend software package has recently 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:

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 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	2014	2015	2016	
Number of students receiving a Senior Statement	46	50	43	
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	2	
Number of students receiving an Overall Position (OP)	15	13	13	
Percentage of Indigenous students receiving an Overall Position (OP)	9%	4%	15%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	14	7	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	42	41	33	
Number of students awarded an Australian Qualification Framework Certificate II or above.	28	37	32	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	41	48	41	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	82%	93%	95%	
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.	93%	69%	77%	
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%	100%	95%	
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
2014	2	7	5	0	1
2015	0	5	4	4	0
2016	1	2	7	3	0

As at 3rd February 2017. 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
2014	40	27	2
2015	28	36	1
2016	22	32	0

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

The types of VET qualifications completed by our students vary across a range of content and technical areas, including automotive, hospitality and art.

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	63%	63%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	84%	50%	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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 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 are described below.

The destinations of young people who left the College in Years 10, 11 and prior to completing Year 12 vary broadly, from work, study, overseas, interstate, etc. The rate of disengaged indigenous students continues to be a major factor in this regard. The College's approach to managing early leavers will be a community engagement priority into 2017 and beyond.