Western Cape College

Executive Summary

School Improvement Unit

Queensland Government
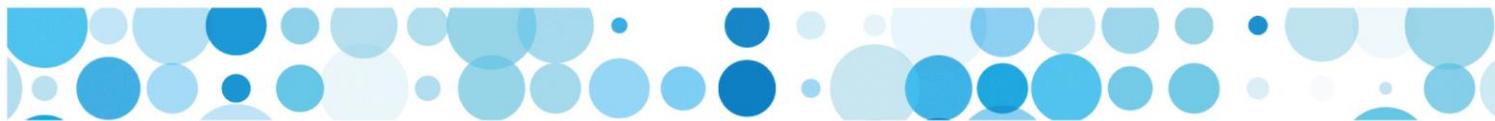
Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.
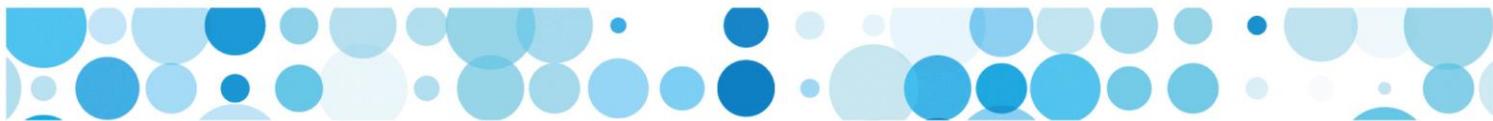
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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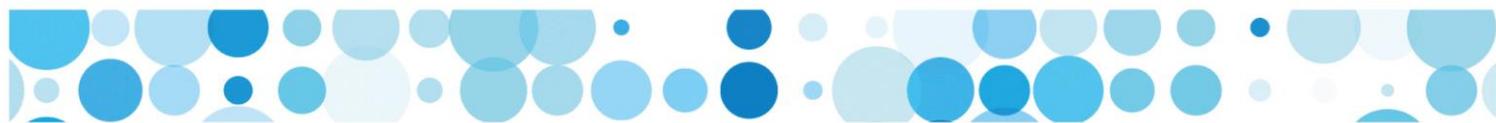
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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Western Cape College** from **16** to **19 September 2019**.

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

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

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

The principal will meet with their Assistant Regional Director (ARD to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.
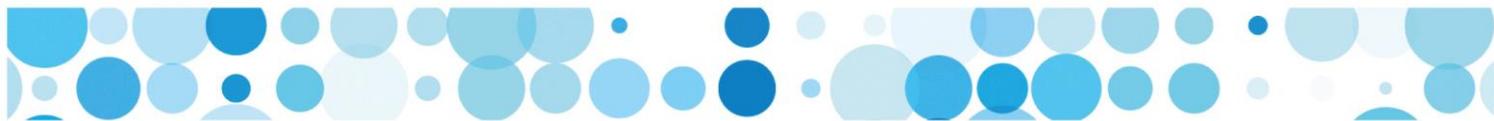
1.1 Review team

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Wayne Troyahn	Internal reviewer, SIU (review chair)
John Brew	Peer reviewer
Judith Ketchell	Peer reviewer
Raelene Fysh	External reviewer

1.2 School context

Location:	Central Avenue, Rocky Point
Education region:	Far North Queensland Region
Year opened:	2002
Year levels:	Kindergarten to Year 12
Enrolment:	979 – Western Cape College 51 – Mapoon Campus 499 – Weipa Primary 429 – Weipa Secondary
Indigenous enrolment percentage:	59.9 per cent – Western Cape College 100.0 per cent – Mapoon Campus 57.7 per cent – Weipa Campus 100.0 per cent – Residential Campus
Students with disability enrolment percentage:	6.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	843
Year principal appointed:	2019
Day 8 staffing teacher full-time equivalent (FTE):	86.92
Significant partner schools:	Meridan State College, Woree State High School, Lockhart State School, early relationships with Nambour State College, Caboolture State High School, Noosa District State High School, Tewantin State School Northern Peninsula Area College and Tagai State College – Indigenous Leaders of Tomorrow Project Western Cape College Residential Campus – Lockhart State School, Aurukun State School, Kowanyama State School, Pormpuraaw State School
Significant community partnerships:	Western Cape Communities Trust (WCCT) - Western Cape Communities Co-Existence Agreement (WCCCA), Rio Tinto, Technical and Further Education (TAFE), North Queensland Cowboys Try for 5!, Police-Citizens Youth Clubs (PCYC), Weipa Town Authority, Western Cape Chamber of Commerce, Indigenous Land and Sea Corporation

Significant school programs:	Schools Up North (SUN) program, Napranum Prep, Napranum Shopfront, Napranum Rangers, Bring Your Own 'x' (BYOx), Brisbane Youth Education and Training Centre (BYTEC) – WCC Enrichment Centre, CQUniversity (CQUni) – Start Uni Now (SUN) program, James Cook University (JCU), Registered Training Organisations (RTO), Science, Technology, Engineering and Mathematics (STEM), Vocational Education and Training (VET)
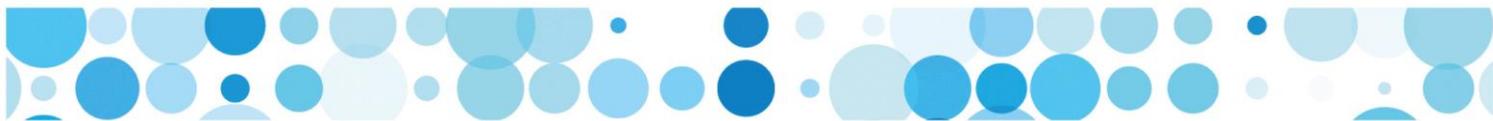
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

College community:

- Principal, two associate principals, heads of campus, five deputy principals, eight Heads of Department (HOD), Head of Special Education Services (HOSES), Head of Curriculum (HOC), 46 teachers, two year level coordinators, guidance officer, head of residential campus, manager corporate services, two facilities support officers, three Business Managers (BM), two executive support officers, two administration officers, 10 teacher aides, three residential campus officers, industry liaison officer, Parents and Citizens' Association (P&C) president, 30 parents and 38 students.

Community and business groups:

- Rio Tinto, Weipa Town Authority, Traditional Owners/Elders, PCYC and Netball Queensland Diamond Spirit.

Government and departmental representatives:

- Mayor and Deputy Mayor of Mapoon Shire Aboriginal Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016- 2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School data plan	School newsletters and website
School Opinion Survey 2018	Responsible Behaviour Plan for Students
Professional development records	Performance Reflection Tool
Primary Handbook	Secondary Teaching and Learning Handbook
School pedagogical framework – primary and secondary	School based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

The leadership team and college staff are united and support an understanding of the importance of positive and caring relationships.

Staff identify partnerships with students, parents and the community are required to be developed for successful student learning to occur. Students and parents speak highly of the teachers and the level of support across the college. Staff members demonstrate a strong collegial approach to teaching and student support based on mutual trust and respect.

The college's commitment to success for all students is clearly apparent.

College leaders convey the importance of Explicit Improvement Agenda (EIA), priority number one – classroom teachers knowing students and addressing the needs of individual students in their day-to-day classroom teaching. There is an expectation that teachers know their students and are able to identify where each student is in their learning, in addition to starting points for teaching.

The care and wellbeing of all students in the college is a priority.

Aboriginal and Torres Strait Islander students constitute over 59 per cent of the college population. Indigenous staff comprise 18 per cent. Some staff articulate the building of cultural knowledge of college staff is yet to be consistent apart from the initial induction program. Some staff and students comment that the inclusion of the traditions and protocols of Indigenous students in curriculum areas and college events is critical to student engagement.

College leaders are driving the EIA and college systems and processes are documented.

This is exemplified by the support documents 'WCC Secondary Teaching and Learning Handbook 2019' and 'Weipa Primary Handbook 2019'. Some staff express a degree of uncertainty regarding consistency of expectations and practices across the whole college. They articulate a preference for all college systems to align with the whole 'K-12 college advantage' so as to provide high quality schooling and residential options that ensure success for all.

College-wide structures are established to support staff development and their collective capabilities.

A feedback culture has been implemented through a number of strategies including profiling and walkthroughs with an agreed feedback template. Leaders and staff indicate the college is in a good position to formalise a coaching approach to enhance capability and performance.

College leaders recognise the importance of high levels of attendance.

Student attendance is an ongoing focus area for the college. Many staff articulate attendance is the determinant that most significantly impacts on successful student outcomes and engagement. Some staff indicate that while students may attend it is at times challenging to encourage them into class.

The college leadership articulates the importance of the best use of staff expertise to support student learning.

The college has identified and committed to an extensive array of targeted K-12 support services. Some parents and some staff comment the college leadership structure appears to reflect a degree of imbalance in terms of leaders and support staff. Some staff, parents and students identify the employment of more teacher aides to support student learning would be desirable.

The college leaders and staff share a common belief that the appropriate use of reliable student data is essential to support improvements in student learning whilst catering for student wellbeing.

The widespread use of data is apparent throughout the college. College leaders are driving a focus on improving the data literacy of all staff. Data is used to identify starting points from which improvement can commence and to monitor progress. Many staff outline processes to use data to track student performance in their classes.

Deliberate and strategic use is made of partnerships with families, local businesses and community organisations to access resources for the purpose of improving student outcomes.

The college continues working with existing and potential community partners based on their capacity to contribute to improved student achievement and/or wellbeing. There is an authenticity to the partnerships in terms of the benefits for all stakeholders.
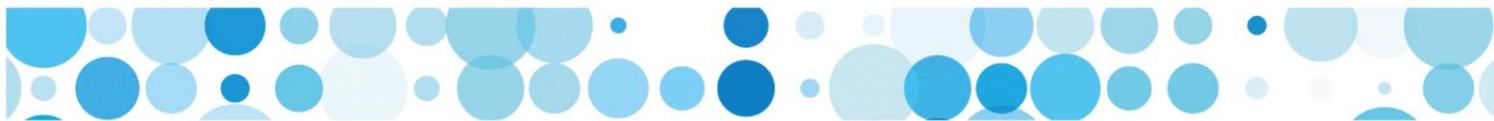
2.2 Key improvement strategies

Build a strategic engagement policy with Indigenous and community stakeholders to strengthen trust and respect in order to successfully engage students in learning.

Investigate and consistently implement college practices, processes and procedures across all campuses to collaboratively build a united K-12 college direction.

Introduce a formal coaching approach across the college that builds upon the trust developed through existing feedback processes to enhance performance.

Collaboratively build a whole-college approach to implementing attendance and engagement strategies across the college inclusive of those students with extended absence.

Review college-funded positions and designate human and physical resources to maximise learning opportunities and a clear line of sight for college accountabilities.