Background:
Western Cape College is located on the western side of Cape York Peninsula, within the Far North Queensland. The college was opened in 2001 and has a current enrolment of 1031 students from Prep – Year 12. The college consists of a primary, secondary and residential campus in Weipa, a secondary campus in Aurukun and P-6 in Mapoon. The Principal, Leon Proud, was appointed in 2011.

Commendations:
- The Principal and college leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- Schoolwide Positive Behaviour System (SWPBS) provides a foundation and framework for positive relationships, knowing students, collegial student management, data analysis at a cohort and individual level, direct teacher and parent contact, pastoral care and enhanced interactions.
- The college has a small number of positively stated schoolwide expectations and appropriate behaviours, including, *Pride, Respect, Responsible, Safe and Learner.*
- The college has an ongoing commitment to Explicit Teaching as a pedagogical approach.
- Improving attendance, relationships and engagement is a focus across all college campuses.
- The college has responded to the local community by developing a focus upon academic achievement and student support systems which has improved engagement and student outcomes.
- A residential campus and a unique staffing layout, including residential staff, responsible behaviour officer and HOD Student Services, contributes to a well-structured team that meets complex needs.
- The college has excellent systems and programs in place to maximise staff member effectiveness and learning opportunities for all students in a changing environment. There is a layered plan to support diverse student learners of all levels and needs.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for students (RBPS).
- The college has quality partnerships with businesses, community leadership organisations, tertiary education, support and welfare services and members of the wider school community.
- Expectations about students’ behaviour is enhanced in many ways, including explicitly teaching expectations supported by presentations at school assemblies, daily roll classes, staff meetings and in college newsletters.
- The college has a well-structured Student Services Team that work collaboratively to meet the social, emotional, learning and welfare needs of students.

Recommendations:
- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices. Consolidate the implementation of Explicit Teaching by the teaching team.
- Continue the implementation of SWPBS, seeking to imbed practices and learn from other schools.
- Focus upon gaining consistency of practice with all staff members in managing student behaviour, maintaining standards and in developing a collegial and high performing culture for learning.
- Develop a common understanding of what constitutes high standards and clear expectations for behaviour and effort at the college. Ensure that the behaviour and effort standards are consistently and rigorously applied and reported upon by all staff members.
- Explore strategic ways to further engage the wider college community, enhancing relationships and building the college’s positive profile to improve attendance and engagement.
- Complete the current college leadership review, to provide the opportunity for an improved leadership structure that responds to the needs of all school community members.
- Research the concept of establishing a community hub based at the college to provide services, education, venues and a space for community engagement.