

College Voice – Minutes of Meeting

Purpose:	<p>A forum where our community and College work together to shape the future direction of Western Cape College.</p> <p>Discussion:</p> <p>The purpose of this inaugural College Voice – Parents and Community Forum is to strengthen genuine parent, student and community voice within Western Cape College. The forum is designed to provide open discussion on key topics, gather feedback, and shape future agenda items based on community input. The College also outlined its intention to re-establish a P&C model that is informed by community voice rather than driven solely by formal process.</p>
Date/Time:	Wednesday, 25 February 2026 @ 3.30pm
Location:	Resource Centre
Attendees:	<p>As per sign in sheet:</p> <ul style="list-style-type: none"> • Executive Leadership Team and staff - 6 • Teaching Cohort - 3 • Student Leadership Team – 3 • Parents & Community – 9

Agenda:

Item No.	Agenda Item	Time	Discussion Output - Assign Tasks to who?
1	<p>Welcome and confirmation of purpose of meeting and ongoing processes:</p> <ul style="list-style-type: none"> • Time of meetings • Agenda Items • Attendance • Publishing of Minutes 	10	<p>Acknowledge difficult to schedule time convenient for all. Feedback requested.</p> <p>Minutes will be published on College Website and notification published via Facebook.</p>
2	<p>Uniform Enhancements</p> <ul style="list-style-type: none"> • Unisex Formal Pants • Lighter fabric for sports shirts • Proposed review of girl shorts style 	15	<p>Key Discussion Points</p> <ul style="list-style-type: none"> • Ongoing concerns regarding the fit and cut of current girls' shorts, particularly for older students. • Samples of alternative "ladies cut" designs are being sourced for review. • Discussion around length, waistband fit, and overall comfort. • Suggestion to explore alternative styles (e.g. sports-style shorts) for improved fit.

			<ul style="list-style-type: none"> • Consideration of formal uniform options, including availability of pants for female students. • Feedback regarding skirt cut and flare in formal uniform. • Recognition that affordability remains important for families. <p>Decisions Made</p> <ul style="list-style-type: none"> • Trial alternative girls' short designs once samples arrive (expected within approximately three weeks). • Present samples to students and families for feedback before final decision. • Explore formal pants option for female students as part of broader formal uniform review.
3	<p>Ready to Learn Expectations</p> <ul style="list-style-type: none"> • Student Code of Conduct <ul style="list-style-type: none"> ○ I am School Ready ○ Student Support Network Available 	15	<p>Key Discussion Points</p> <ul style="list-style-type: none"> • Reinforcement of whole-school expectations: correct uniform, punctuality, prepared for learning. • Positive improvement noted in uniform compliance and student presentation. • Discussion around wet season challenges and practical solutions. • Clarification of smartwatch and device expectations in Primary. • Emphasis on departmental requirement for devices to be “away for the day”. • Recognition of parent concerns regarding GPS safety features. • Strong positive feedback regarding improved culture and behaviour standards. <p>Decisions Made</p> <ul style="list-style-type: none"> • Continue consistent enforcement of “Ready to Learn” expectations across campuses. • Maintain current device policy (devices away for the day). • Primary leadership to review feasibility of alternative device collection processes. • Continue strong communication around expectations to families.

			<p>Student Support</p> <p>Key Discussion Points</p> <ul style="list-style-type: none"> • Overview of comprehensive student support structure including: <ul style="list-style-type: none"> ○ Guidance Officers (Prep–12) ○ School Psychologist (maternity replacement in progress) ○ School-based GP service (Thursdays and Fridays) ○ Youth Health Nurse ○ Community Education Counsellors ○ Clontarf and Stars Foundation Programs ○ Adopt-a-Cop partnership • Positive parent feedback regarding school GP service and streamlined hospital referrals. • Clarification on booking processes for GP appointments. • Recognition of the importance of culturally responsive mentoring and pathway support. <p>Decisions Made</p> <ul style="list-style-type: none"> • Continue promotion and re-advertising of school GP service and booking processes. • Maintain existing student support structures. • Strengthen communication to families about available support services.
4	<p>Expanding opportunities for students in:</p> <ul style="list-style-type: none"> • Dance • Athletic Performance 	15	<p>A. Dance Program</p> <p>Key Discussion Points</p> <ul style="list-style-type: none"> • Introduction of structured extracurricular dance program across Primary and Secondary. • Strong initial interest and enrolments. • Delivered by qualified staff. • Potential long-term pathway into curriculum and performance opportunities. • Discussion of balance between structured instruction and enjoyment. <p>Decisions Made</p> <ul style="list-style-type: none"> • Continue rollout of dance program. • Monitor participation and evaluate potential future curriculum integration.

			<p>B. Athletics Performance Program</p> <p>Key Discussion Points</p> <ul style="list-style-type: none"> • Early morning strength and conditioning program (Tier 2 criteria-based entry). • Expansion to include open-access sessions for younger students. • Focus on fundamental movement, fitness and sport readiness. • Strong student participation (up to 34 students attending sessions). <p>Decisions Made</p> <ul style="list-style-type: none"> • Expand program access to broader student cohort via weekly open sessions. • Continue structured recognition milestones (session-based singlets).
5	<p>Expanding academic opportunities for students in:</p> <ul style="list-style-type: none"> • Agricultural Studies 	15	<p>Key Discussion Points</p> <ul style="list-style-type: none"> • Introduction of Agricultural Practices pathway (Years 11–12). • Initial focus: land-based plant production (greenhouse redevelopment and vegetable garden). • Future development: aquaculture (red claw system), animal production and potential station partnerships. • Integration with community sustainability goals. • Long-term vision includes food production, sustainability education and possible tuckshop integration. <p>Decisions Made</p> <ul style="list-style-type: none"> • Proceed with land-based plant production unit in 2026. • Develop aquaculture and animal production components for future implementation. • Explore community partnerships to strengthen industry pathways. • Investigate opportunities for primary student engagement and cross-campus learning.
6	Items from the Floor:		<p>Key Discussion Points</p> <ul style="list-style-type: none"> • Feedback regarding communication channels (Facebook reliance, need for multi-platform communication). • Desire for earlier notification of school events.

		<ul style="list-style-type: none"> • BYOD/BYOX device model challenges in remote context. • Tuckshop menu availability and stock consistency concerns. • Questions regarding Year 12 Formal planning and parent involvement in fundraising. <p>Decisions Made</p> <ul style="list-style-type: none"> • Review communication strategy to ensure information is distributed across multiple platforms (email, text, website). • BYOX model to be reviewed and revisited at future meeting. • Tuckshop menu feedback to be addressed operationally. • Year 12 Formal planning update to be provided separately.
7	<p>Next meeting and Agenda Items</p> <ul style="list-style-type: none"> • Date: 11 March 2026 • Review of Student Code of Conduct and behaviour response processes • Review of Uniform Policy • Teaching of Reading in 2026 	<p>Community members encouraged to submit agenda items to shape future discussions via email: principal@westerncapecollege.eq.edu.au</p>

Girls Uniform Shorts – Options

This is the ladies version of your current unisex style. These are slightly shorter (3.5 – 4cm) in the leg than unisex version 434GCC with a slightly different fit.

Details **Measurements**

STYLE_No **535GCR** Type Shorts Gender **Female** Variation **Woven Elastic** 0 Customers using t

DESCRIPTION Ladies Woven shorts -
35mm elastic waist with inner draw cord.
Plain Left Side Pocket
Zip Right Side Pockets
Plain Back

Extra info Left side lower front diagonal leg Panel.
Side Splits 30mm Finished.
(See Boys Pattern is Style 434GCR)

Status **Current Style**

Pattern Ownership

Approved Date

Fit **Semi Fitted**

For Sublimation **No** Patterns created

Kids **N/A**

Adults **Ladies (6 - 28)**

PICTURE 

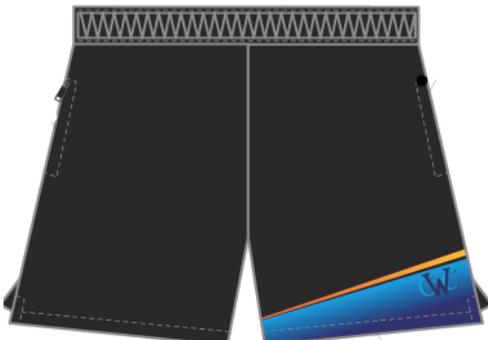
PICTURE Back 

Rating

PDF Details Close Find

Original Job / Custom **Western Cape College**

New Label Sizing Adults	L6	L8	L10	L12	L14	L16	L18	L20	L22	L24	L26	L28
Half Waist Measurement in cm	29	30.5	32	35	37.5	40	42.5	45	47.5	50	52.5	55
Side Seam Length in cm	33	34	35.5	36.5	38	41	42.5	43	44	44.5	45.5	46
Inner Leg Length in cm	8.5	9	9.5	10	11	12.5	13	13	13	13	13	13





463SHS

463GVHZ

463GVH



537TPZ (longer leg by 2.5cm)

463PLN

I am school ready!



1. Phones and headphones away

Keep them out of sight and silent during school time.

2. Wear the correct uniform

Full school uniform with proper shoes—every day.

3. Be on time

Arrive on time to every class.

4. Stay in class

Your classroom is where learning happens—stay engaged.

5. Be prepared

Bring everything you need, including your BYOX device.



Student Support Network

Staff at Western Cape College emphasise the need for developing and maintaining a strong Student Support Network, to help the social, emotional and physical wellbeing of every student. The personnel who provide this support will vary according to the needs of each campus – some examples are:

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • liaises with parents, teachers, or other external health providers as needed as part of the counselling process • delivers a system of effective guidance and counselling services within the school setting, based on a Solutions Focussed Brief Intervention approach • forms and enhances partnerships with key inter-agencies providing student support as part of a comprehensive Student Referral and Case Management System.
School Psychologist	<ul style="list-style-type: none"> • Psychologists use their professional knowledge of psychological interventions and treatments to deliver appropriate and tailored therapeutic interventions that support students' mild to moderate mental health concerns. • Psychologists in schools can help to identify when students require additional mental health support outside of the school context, making referrals to external agencies and providing assistance to ensure students access this additional support.
School GP	<ul style="list-style-type: none"> • WCC Students can access free primary healthcare at school. General practitioners (GPs) and nurse practitioners work with students and their families to identify and address health issues. The service provides timely and appropriate access to healthcare for a wide range of health and mental health concerns at no cost to students or their families. GPs and nurse practitioners provide referrals to medical specialists, allied health professionals or other external agencies when required.
Youth Support Coordinator	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
Primary DPs / Head of Department Student Support	<ul style="list-style-type: none"> • leadership of sector to promote an inclusive, positive school culture • monitor student concern and intervention data to align whole school student wellbeing programs • coordinate student leadership programs to develop student character and connectedness within the school and wider community. • promotes and tracks positive behaviour within the school • supports students, teachers and HODs in managing and dealing with behaviour incidents • tracks student data to identify 'at risk' students and implements intervention strategies to minimise class disruption • promotes positive student engagement in learning and extracurricular activities • lead role for implementation of Positive Behaviour for Learning (PBL)

Role	What they do
School-Based Youth Health Nurse (Secondary)	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs
Community Education Counsellor/Community Liaison Officer	<ul style="list-style-type: none"> • provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities
Clontarf Foundation	<p>The Foundation partners with Western Cape College to create 'Clontarf academies' which is embedded within the school grounds and education programme in Yr5-12.</p> <p>Full-time, locally based Clontarf staff mentor and counsel students on a range of behavioural and lifestyle issues while the school caters for their education needs. Any Aboriginal and Torres Strait Islander male enrolled at the school/s is eligible to participate in the Clontarf academy. Academy activities are planned within the focus areas of education, leadership, employment, well-being, life skills and sport. In order to remain in the programme, participants must continue to work at school and embrace the objectives of the Foundation.</p>
Stars Foundation	<p>Stars operates on a full-time basis within Western Cape College. It provide a culturally safe, nurturing environment in a dedicated 'Stars Room'.</p> <p>Stars offers personal development activities and experiences in many different areas, including academic support, personal health and wellbeing, music, drama and dance, art, cooking and nutrition, and exercise and sport. Students also take part in community, cultural and volunteering activities to build their life-skills and confidence and further develop their links to culture and community.</p> <p>Stars has a strong focus on successful transitions from school into full-time work or further study.</p> <p>Both before and after graduation, our Transitions Managers provide intensive support to help our young women move successfully into full-time employment, training or tertiary study.</p>
School Adopt a Cop	<p>Attends Parades, Assemblies and lunch times to promote positive relationships.</p>

Other regional support services are also available to supplement the College's network. These include Senior Guidance Officers, Principal Advisors (i.e. Student Protection, Restrictive Practices, etc.), Mental Health Coach, Autism Coach, and Advisory Visiting Teachers.

Expanding academic opportunities for students in: Agricultural Land-based plant production unit



Agricultural Practices — Composite Study Plan 2026

CURRICULUM	Year A (even years) – PLANTS / WATER BASED ANIMALS				Year B (odd years) – LAND BASED ANIMALS			
	Semester 1		Semester 2		Semester 1		Semester 2	
Syllabus Unit	Unit E – Land Based Plant Production		Unit D – Water Based Animal Production (Red Claw or Fish)		Unit C – Land Based Animal Production (Chickens)		Unit A – Animal Industries (Cattle)	
Unit description	In this unit, students gain a broad understanding of plant production practices, with a focus on the selection of suitable plant varieties and factors affecting plant production. Students explore systems and production cycles, best practices for health and safety, and the factors that influence plant growth. Through practical tasks, students make decisions about testing soils and selecting suitable plants. Students also consider tools for and methods of testing and measuring quality and improvement in horticultural practices.		In this unit, students investigate challenges and issues that affect practices and decisions in managing water-based animal production. Students explore animal growth, nutrition and health. They research the use of different technologies for producing freshwater and saltwater marine species and technologies for animals in the contexts of food production. Students undertake practical tasks relating to the growth and management of animals.		In this unit, students investigate challenges and issues that affect practices and decisions in managing land-based animal production. Students explore animal growth, nutrition, health and principles of selective breeding. Students research reproductive processes and technologies for animals in the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of animals.		In this unit, students are introduced to animal industries that are valued by Australians for economic, cultural and social reasons. Students explore different animal industries that are significant in their local or regional area and consider factors to achieve long-term sustainability. Students investigate sustainable land management and ways to rehabilitate environmental degradation. They examine the importance of creative and innovative agricultural practices. Students consider the use of land and the sourcing of food, fibre and medicine by Aboriginal peoples and Torres Strait Islander peoples. They investigate agricultural production from past and present perspectives. Students analyse influences on the establishment of industries and explore career pathways and opportunities.	
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Excursion	Incursion Industry expert talk / hands on Bush Tucker	Lakeland / Tablelands Cairns Show – Produce Display Competition	Incursion – Industry expert	Trawlers	Incursion – Industry expert talk / hands on		TBA – On site experiments in Paddocks.	TBA – Mustering Careers
Practical Activities	Soil testing Variety of planting techniques	Effects of shade, water, fertiliser etc	Building Aquaculture system	Red Claw dissections Red claw growth	Building Chicken Coop and Brooder	Chicken Growth		Roping Branding
ASSESSMENT								
Assessment objectives								
Type	Practical Project	Applied Investigation	Practical Project	Applied Investigation	Practical Project	Applied Investigation	Applied Investigation	Practical Project
Description	Optimised Greenhouse Production Plan for Weipa (Performance) Students: <ul style="list-style-type: none"> Students must demonstrate the correct technique for transplanting seedlings into pots, garden beds, or larger containers. 	Effect of an Environmental Factor on Crop Growth Students: <ul style="list-style-type: none"> Test one factor (e.g. shade level, watering frequency, fertiliser type) on a selected crop (lettuce, basil, etc.). Measure growth 	Construct a Small-Scale Recirculating Aquaculture System Prototype for Red Claw (Product) Students design and construct a working aquaculture system that demonstrates: <ul style="list-style-type: none"> Water flow/pumping system Filtration 	Feeding vs growth rate for Red Claw Students investigate the effect of two different feeding rates (1% vs 3% of total biomass per day) on the growth and survival of red claw in a small, closed aquaculture system over a 5-week period.	Designing a Chicken Brooder for Weipa (Physical Product) Students: <ul style="list-style-type: none"> Build a fully functioning brooder system built and set up by the student (or small group). Must include: <ul style="list-style-type: none"> Heat source (lamp/plate) 	Factors Affecting Chicken Growth Students: <ul style="list-style-type: none"> Run an 8 week chicken growth trial (e.g. different feed, lighting, bedding or brooder temp). Record mass, feed intake, calculate FCR, 	Paddock Condition & Stocking Rate Students <ul style="list-style-type: none"> Collect data on paddock condition (species mix, ground cover, biomass estimates, signs of overgrazing. 	Roping (Performance) OR Branding Students: <ul style="list-style-type: none"> Skill Performed Students learn and demonstrate: Correct rope handling Loop formation Swing technique Accurate placement of the loop over a

	<ul style="list-style-type: none"> Plan a production cycle for selected crops in the greenhouse. Include crop choice rationale, planting schedule, fertiliser/irrigation plan, pest/disease management and predicted yield. <p>The task includes two components, performance and plan.</p>	(height, mass, leaf number) and monitor plant health.	<p>(mechanical + biological)</p> <ul style="list-style-type: none"> Aeration Temperature control (if needed) Housing/substrate structures for red claw Waste management Safety and sustainability considerations <p>Physical Product: A mini RAS built from:</p> <ul style="list-style-type: none"> 20–40 L tank/tub Small water pump PVC piping Filter media (scouters gravel, bio-balls) Aerator Netting/shelters Sensor/thermometer Power supply Waste-water capture tray <p>This task includes two components, physical product and plan.</p>		<ul style="list-style-type: none"> Bedding Waterer and feeder Temperature monitoring setup Wind/ventilation management (suited to Weipa heat) <p>The task includes two components – Physical product and plan.</p>	note welfare indicators.	<ul style="list-style-type: none"> Analyse what stocking rate / carrying capacity would be sustainable 	<p>dummy steer's horns</p> <p>The task includes two components</p> <p>Branding Option</p> <ul style="list-style-type: none"> Prepare and fire brand an animal from a local cattle station (subject to approval/ethics) and evaluate your practice (a cold branding iron is substituted for the hot branding iron at the time of branding for practicality and likely herd numbers). <p>This includes two components – skill performance and written report/risk assessment.</p>
Specifications	•	•	•	•	•	•	•	•
Conditions	•							
Response requirements	•	•	•				•	

Ethics Considerations