Western Cape College

Executive summary

Queensland Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Western Cape College** from **21** to **25 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the National School Improvement Tool. From this, the school identified affirmations – the achievements, successes and celebrations – over the previous 4 years, and improvement strategies – the next steps for the improvement – to inform the school's next 4-year strategic planning cycle. This school is prescribed to deliver a Kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the seven areas of the National Quality Standard. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
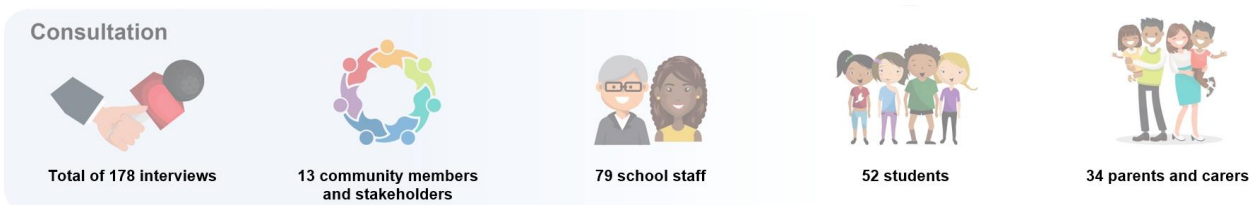
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal reviewer, SRR (review chair)
Shelley Butcher	Peer reviewer
Chris Erbacher	Peer reviewer
Lauren Wade	Peer reviewer
Wayne Troyahn	External reviewer

1.3 Contributing stakeholders

Consultation

Total of 178 interviews | 13 community members and stakeholders | 79 school staff | 52 students | 34 parents and carers

1.4 School context

Indigenous land name:	Alngith
	We acknowledge the shared lands of the Alngith nation and the Alngith people of the Alngith language region.
Education region:	Far North Queensland Region
Year levels:	Kindergarten to Year 12
Enrolment:	Weipa Campus – 975 (ECDP 5 / Primary 482 / Secondary 488)
	Mapoon Campus – 66
	Residential Campus – 46
Indigenous enrolment percentage:	55%
Students with disability percentage:	38.55%
Index of Community Socio-Educational Advantage (ICSEA) value:	846

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **16** to **19 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 843 and the school enrolment was 979 with an Indigenous enrolment of 59.9% and a student with disability enrolment of 6.3%.

The key improvement strategies recommended in the review are listed below.

- Build a strategic engagement policy with Indigenous and community stakeholders to strengthen trust and respect in order to successfully engage students in learning. (Domain 3)

- Investigate and consistently implement college practices, processes and procedures across all campuses to collaboratively build a united Kindergarten to Year 12 college direction. (Domain 1)

- Introduce a formal coaching approach across the college that builds upon the trust developed through existing feedback processes to enhance performance. (Domain 5)

- Collaboratively build a whole-college approach to implementing attendance and engagement strategies across the college, inclusive of those students with extended absence. (Domain 3)

- Review college-funded positions and designate human and physical resources to maximise learning opportunities and a clear line of sight for college accountabilities. (Domain 4)

2. Executive summary

2.1 Key affirmations

The college principal articulates the importance of building students' capacity to 'engage and learn, not by chance but by design'.

Parents and community members share that the college has a 'strong reputation across the Cape'. Staff members identify the importance of a quality education for all students. They express a commitment to cultivating a learning climate that supports student wellbeing. A strong culture of care for students across Kindergarten to Year 12 (K–12) is apparent. Students and parents speak with a sense of pride for their school.

Staff members convey pride in the range of curriculum opportunities provided, describing academic and vocational pathways, and co- and extracurricular activities.

Leaders acknowledge the importance of a systematic approach to curriculum delivery. Many parents express support for teachers' work in providing curriculum and learning experiences for all students. In Years 11 and 12, a range of Queensland Curriculum and Assessment Authority (QCAA) general and applied subjects are offered to cater to students' interests, aspirations, and abilities. Students are able to access a variety of Vocational Education and Training (VET) programs through the college and Registered Training Organisations (RTO). They speak positively of the range of subjects offered.

Members of the leadership team articulate a commitment to building a highly professional team of teachers to support quality outcomes for all students.

Programs and strategies for enhancing the efficacy of teaching are developing consistency within a patient and positive timeframe. Staff indicate a high level of enthusiasm for improving their skills to positively impact on student learning outcomes. They describe a culture of positive collegial relationships including support networks across various teams and faculties. The regional Senior Advisor for State Delivered Kindergarten (SDK) supports college leaders to build capability and understanding of the SDK setting. The Kindergarten to Prep (K-P) teacher is proactively engaging with the region in the Kindergarten learning progression tool trial.

Leaders express a unified commitment to using accurate and timely data to gauge the effectiveness of current strategies and guide future directions.

The systematic collection of students' academic, attendance, behaviour and wellbeing data is described as fundamental for supporting the learning of all students. Leaders outline the college data plan and describe its use in guiding practice regarding all aspects of data use. Leaders highlight the use of data walls, with one exemplar being a data wall that tracks traineeship progress and includes Years 13 and 14 for students who have successfully completed traineeships. The K-P teacher monitors individual kindergarten children's learning progression using the QKLG continua of learning and uses this information to tailor future learning experiences.

A range of strategic partnerships with local businesses, community groups and organisations, education institutions, and government services is established.

Leaders indicate these partnerships allow students to access expertise and resources not typically available in school settings, and they are aligned to student needs. They articulate that these relationships and opportunities are designed to enhance students' participation, engagement, and learning outcomes. Staff and parents describe the commitment of leaders and other staff to

establishing partnerships with local employers that are responsive to the needs of the community and encourage students to play a part in building their local community.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Sharpen practices and leaders' capabilities to drive and monitor enactment of the improvement agenda to support precision of practice and consistency of implementation.

Domain 6: Systematic curriculum delivery

Systematically enact processes for aligning curriculum documentation and endorsing summative assessment in all learning areas to support teachers to implement curriculum with precision and fidelity. (Weipa primary and Mapoon)

Formalise and systematically enact college-wide approaches to moderating at the planning stage, including conversations aligning pedagogy to assessment, to deepen teacher understanding and optimise student engagement and learning.

Domain 7: Differentiated teaching and learning

Build staff capability to fully understand and support the needs of Indigenous English as an Additional Language or Dialect (IEAL/D) learners, with a particular focus on the language demands of the intended curriculum, to ensure all students are able to access their entitled curriculum.

Domain 1: An explicit improvement agenda

Sharpen the Explicit Improvement Agenda (EIA) to reflect a data-informed approach to school improvement to promote shared understanding of, and commitment to, strategies, targets and accountabilities.

Domain 7: Differentiated teaching and learning

Collaboratively develop a vision for inclusive practices across K–12 and build leaders' and teachers' understanding of how differentiation and inclusion are to be implemented to support the diverse needs of all students.