



**Western Cape College**

**Annual Report**

**2003**

## **Forward**

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Western Cape College is committed to improving student outcomes and retention of students into higher education and employment. As it is a complex organisation, an external educator, Mr. Steve Miller, was commissioned to develop a College Improvement Framework to determine what should be measured and how. The data has been analysed by Mr. Steve Miller and provides the core of this report.

Staff changes have resulted in challenges in the completion of the document (tasks outside the brief of the contractor). As an organisation committed to holding itself accountable for improved outcomes however, this Annual Report is presented as our inaugural report as the foundation for further growth and development.

This document is our informal document for Education Queensland, Staff and College Board members. Material in the report is available to other interested parties via the Director.

Don Anderson

Director

Western Cape College

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## Introduction

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Western Cape College was established as the platform to achieve worthwhile educational outcomes for all students in the target area from Mapoon in the north to Aurukun in the south, and taking in Napranum and Weipa. The College is committed to the education of all students, but has a particular charter to improve learning for indigenous students.

The context for the College is set by several strategic agreements and plans, including the Western Cape Land Use Co-existence Agreement between Comalco and the indigenous owners. The College has a key role to play in contributing to educational outcomes of Aboriginal students, which in turn helps to meet Comalco employment targets over a ten-year period. The policy framework is also set by Education Queensland's Partners for Success Strategy and QSE 2010 Strategy.

The most visible expression of the College's approach has been the merging in 2001 of the schools of Mapoon, Aurukun, Napranum and Weipa North into one educational institution. There are a number of other reforms that has driven the educational improvement agenda. These are grouped under several operating principles, including most importantly:

- Attending to and being accountable for core business in educational delivery
- Encouraging reform
- Developing an appropriate operational and organisational structure
- Developing a relevant governance structure for managing educational delivery
- Aligning effectively with other agencies working on Cape York
- Developing an aligned and professional culture
- Improving the skills base of education staff

### 1. Commitment

Western Cape College is committed to improving educational outcomes for all its students. Its role is to position young people to be successful in life and to ensure their successful transition from learning to earning. Please view attachment one to see the 2003 destination data for Year 12 Students. The College believes that the key factors in achieving this are an unrelenting focus on student results and absolute integrity in the measurement of these. In summary, the College is committed to its students achieving success; it believes that having evidence on important indicators is fundamental to that success, and it invites its stakeholders to interact with it through conversations about progress on those indicators.

## 2. The Annual Report

This report focuses substantially on the evidence of progress against performance measures contained in Destination 2010 and other College-based measures, collated in the College Improvement Framework. But the report also provides the opportunity to reflect on the principles outlined above, the extent to which they are in place and whether they are working. It necessarily involves both quantitative and qualitative evidence. The approach is to present the information in a way that identifies trends where possible, includes comment from College leaders as to the meaning behind these trends, and suggests adjustments to College emphases where it is clear that these are needed.

In May 2003, College Executive accepted the Balanced Scorecard as the methodology for developing a performance monitoring framework that would contain the measures against which it would be held accountable. The Balanced Scorecard considers that strategic planning is based on **four perspectives** that lie in a cause-effect relationship. The ability of an organisation to deliver its mission is founded on **Learning and Growth (Capacity)** factors that include the skills of its people, organisational culture and structures, resources, and information technology, indeed any capacity that enables **Internal Business Processes (Strategies)** to be developed and delivered successfully. Internal business processes in turn enable the achievement of the expectations of **Stakeholders**, the parents and communities on whose behalf educational services are delivered, and of **Government**, representing the broader community at regional and state level.

Having developed this Strategy Map, performance indicators were selected to enable measurement of progress or status for each element of the Map. These indicators comprise the CIF. It caters for statewide as well as College data requirements. The fundamental strength of this approach is that performance monitoring is linked directly to the strategic intentions of the College, and that because they developed it, the College executive has a stake in its implementation. It is recognised that the CIF is a first stage framework, and that it will be adjusted as knowledge of what works for the College grows, as staff become more experienced in performance monitoring and as the culture of accountability for outcomes grows.

Technical sheets were developed for each performance indicator, identifying how and when data will be gathered, how the data will be represented for purposes of analysis and conversation, and how the total process will be managed. They also identified accountable officers and metric owners, staff who would be responsible for ensuring that the work of performance monitoring would in fact be done.

In early 2004, the staff was interviewed using a process based on four questions:

- What conclusions do those involved in delivering the result make of it?
- What have been the key influences on the result that was achieved?
- What changes would you recommend for improving the result?
- What suggestions do you have for improving the Technical Sheet?

College leadership was interviewed where more information was needed in areas of College activity that fall beyond the CIF. This was not to reduce the importance of the CIF in outcomes accountability, but recognised that the CIF did not cover all aspects of the principles driving the Colleges' strategic agenda.

### 3. Executive Summary

Western Cape College is part way through a dramatic reform process focussing on improving educational outcomes for all students in its catchment, and for indigenous students who live away from home to complete their education. It is likely that few external to the College are cognisant of the magnitude of the vision or of the number of deliberate strategies that are in train to achieve that vision.

Those observing the College towards the end of 2003, as opposed to four years ago, would have seen:

- A secondary ungraded program providing individually tailored courses for some 150 youth between the ages of 15 and 24 to develop their employment skills, and including the use of Registered Training Organisations
- A re-developed Student Hostel as a 35 bed facility for secondary students to attend Weipa campus
- Cooperation with, and substantial resourcing of, an outside agency working on behalf of the Aurukun Council to support the Aurukun Youth Strategy, which focused on self-excluded youth who are not work ready
- Personal support to indigenous students who attend boarding schools elsewhere
- Programs in development with Cairns College of TAFE to expand vocational education and training capability in Weipa
- A leadership program designed to develop advanced leadership capability in indigenous students
- Year 6 to Year 7 transition programs to support the incorporation of students from other campuses into the Middle School at Weipa
- Introduction of staged schooling. Junior P-3, Middle 4-9 and Senior 10-12
- Development of a public partnership with Weipa Multi-Purpose Facility
- Curriculum reform with the introduction of New Basics
- Leadership by Executive
- A data collection and reporting framework
- Application of Systems Theory into a Public School
- Setting of role descriptions and achievable goals
- Development of a College Board
- Advocacy for a State and Federal reform
- Partnerships with all tiers of Government, Business and Community

Substantially, this report deals with the status of the college on performance indicators that were developed during 2003 to support the College Improvement Framework. With 2003 as a developmental year in implementing and embedding revised performance monitoring processes, there are a number of indicators that require the development of systems to make them operational, and recommendations in this regard are contained in the body of the report.

However, the evidence is:

- Dramatic growth in the enrolment of indigenous students at Weipa Campus, clear evidence that efforts by the College to ensure these students access education are successful, and of improved engagement with the indigenous community
- Improvement in Year 2 Net results across all campuses
- Significant improvement in programs for students with identified needs despite very tight staff availability
- The highest year 12 OP score ever achieved in Weipa
- Variable parent satisfaction across campuses

- Variable student satisfaction across campuses
- A comprehensive approach to developing educational continuity across the four campuses
- Anecdotal evidence of generally acceptable student behaviour but with concern amongst a substantial number of parents at several campuses
- Variable student attendance across campuses
- A very high financial commitment to staff professional development
- Thoughtful attention to staff selection with due consideration to balancing experience, gender and indigenous status

This report demonstrates that Western Cape College is strategically and deliberately addressing the range of issues and challenges to enable it to provide for all students. Having commenced monitoring of performance across a number of indicators in 2003, it now has baseline data in many areas that will enable the setting of targets for 2004 onwards, and it has identified those indicators for which systems will have to be improved.

#### **4. The Approach**

The introduction to this report identified seven operating principles that underpin College activity. This report, based as it is on measures contained within the CIF, focuses substantially on the first principle: *attending to and being accountable for core business in educational delivery*.

This principle is exemplified through the College's focus through measuring important inputs, outputs and outcomes contained within its Strategy Map and related CIF, as explained previously. Brief summaries of results for each indicator are outlined below. Further comprehensive exploration of results on each indicator will be held within the College.

The report also reflects on the status of other operating principles where particular measures enables it to do so, but more on an incidental rather than a structured basis.

In summarising the outcomes for the College, it is generally necessary to deal with each campus separately, as the results vary significantly, and different factors are at play in each setting. It is not feasible to provide one overall comment in these circumstances. Secondly, a number of tables and graphs have been prepared to analyse results. These are retained in the College. Cut-down versions of some tables are included in the summary text below, but the text draws on a number of tables. There has been an emphasis on examining trends in each campus across several years, rather than comparisons with other schools. This is because of the College emphasis on improving outcomes for its students. Examination of the total set of information is advised for full meaning.

## 5. College Results

### 5.1 Enrolment – Additional Measure

School enrolment is a key indicator of College health, and a critical leading indicator for student learning outcomes, enrolment being a precondition for attendance, which in turn is a precondition for learning.

*Table 5.1.1 – Enrolment Trends – Weipa*

<b>February</b>	<b>ATSI</b>	<b>Non ATSI</b>	<b>Total</b>
2000	132	354	<b>486</b>
2001	150	360	<b>510</b>
2002	214	398	<b>612</b>
2003	277	385	<b>662</b>
2004	410	414	<b>824</b>

Enrolments at Weipa campus have increased by 70% in four years, moving from a total of 486 in February 2000 to 824 in February 2004. Indigenous enrolments have grown in this period from 132 to 410, a 211% increase. The drivers for this growth include the Western Cape Communities Co-Existence Agreement (WCCCA), in particular the 35% employment target for Local Aboriginal People (LAP) within 10 years that Comalco is committed to. Some 20 indigenous trainees were employed in 2003 as part of this strategy. In addition, government at state and commonwealth level regard Weipa as a major base for the area, with a consequent increase in the range of services and agencies established. Increase in production of bauxite is also having a dramatic impact on the population of Weipa, but to date non-availability of housing has limited the number of families to move to the town, and therefore this factor has had limited impact to date. Its impact will be substantial in the future.

Of significance are the steps that the College has taken to increase attendance by indigenous students. School buses collect students. Intensive support is given to accelerate the learning of secondary students who commit with their parents to an enrichment program. Some 30 children have moved from Napranum to Weipa. Secondary ungraded programs have been instituted to provide for people of post-school age (15 to 24 years) who wish to re-commence their education. Furthermore, a student hostel is accommodating students from Aurukun and Napranum from Year 7 onwards.

The College has committed to providing for all students in the Weipa area, thus reflecting the demographic characteristics of the community, and the response from indigenous families and students is strong. This is a fundamental shift in the positioning of the Weipa campus, and reflects a genuine culture of accountability for all, and expectations of learning by all. It is an educational agenda, rather than an indigenous educational agenda. The increase in enrolment of indigenous students at the College is a powerful indicator of its success in attracting all students in the area to school, and as a state school, providing genuine access to education for all.



## 5.2 Year 2 Net LE1.1N/R/W

Year 2 Net results identify the percentage of children caught in the Net across the four-year period, and each campus' SAROP (School Annual Report and Operational Plan) target for the Percentage *not* caught.

**Table 5.2.1**

<b>Year 2 Net Results - Weipa ATSI</b>					
		<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
	<i>SAROP Target</i>				<i>90%</i>
<b>Reading</b>	# students caught	45.5	28.6	36.4	51.9
<b>Writing</b>	# students caught	45.5	7.1	68.2	48.1
<b>Number</b>	# students caught	63.6	35.7	54.5	48.1

**Table 5.2.2**

<b>Year 2 Net Results - Weipa Non ATSI</b>					
		<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
	<i>SAROP Target</i>				<i>90%</i>
<b>Reading</b>	# students caught	11.6	8.8	33.3	25
<b>Writing</b>	# students caught	2.3	0	33.3	14.6
<b>Number</b>	# students caught	4.7	5.9	33.3	18.8

Children at Weipa campus are performing comparably or better than children at state schools overall, but performance in the last two years does not match that of the previous two years on which data is presented. This signals the importance of the interventions that are planned for 2004.

**Table 5.2.3**

<b>Year 2 Net Results - Aurukun</b>					
		<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
	<i>SAROP Target</i>				<i>50%</i>
<b>Reading</b>	# Students caught	100	100	94.6	86.7
<b>Writing</b>	# students caught	100	100	94.6	46.7
<b>Number</b>	# students caught	100	100	91.9	80

**Table 5.2.4**

<b>Year 2 Net Results - Mapoon</b>					
		<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
	<i>SAROP Target</i>				<i>50%</i>
<b>Reading</b>	# students caught	100	100	100	60
<b>Writing</b>	# students caught	100	100	100	60
<b>Number</b>	# students caught	100	100	100	60

**Table 5.2.5**

<b>Year 2 Net Results - Napranum</b>					
		<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
	<i>SAROP Target</i>				<i>50%</i>
<b>Reading</b>	# students caught	100	100	90.9	83.3
<b>Writing</b>	# students caught	100	100	90.9	83.3
<b>Number</b>	# students caught	100	100	81.8	75

In comparing the results of indigenous children across the four campuses there are noticeable decreases in the number of children caught in 2003, keeping in mind the impact on percentages of fewer children at Mapoon and Napranum in particular. Weipa results are substantially better. In summary, interventions are starting to have impact; however, there is a long way to go.

The emphasis on ensuring that all children are better prepared to enter Year 1 is critical, and the College has addressed this well. Campuses seem to vary in the extent to which staff are using diagnostic information to inform teaching, and there is a case for increased coordination of approaches across campuses under the leadership of the Head of Junior School at Weipa.

There is a sense too that few are aware of the College's SAROP targets, which should be strategic drivers in the quest for improvement. The approach recommended is that to be of any use targets, which pertain to group outcomes, should stretch effort but be achievable. This does not condone low expectations in relation to any child, who may perform well above the group target, but suggests that targets that are unattainable within the time frame are a waste of space. They are either regarded as nonsensical by teachers, and rightly so, or they demotivate effort. An alternative, which some schools in Queensland are pursuing, is to establish individual targets for all students, or for selected ones.

At the Weipa campus, it is suggested that where SAROP targets are unrealistic, a different set of targets should be created for indigenous children, commencing at around 10% above current levels. This is not to create low expectations based on race, but to create achievable short-term expectations within the framework of parity with general targets in 5 years. Aurukun should adjust its target for Writing, given its success in 2003.

These notions are contentious. The critical issue is that the College has the conversation, establishes a position, and expects that all children can and will perform.

### **Recommendations**

- a) Review coordination across campuses in the use of diagnostic information and planning in relation to State-wide net and test information*
- b) Establish targets that are relevant to both current and longer-term aspirations.*

### **5.3 Year 3 Test/Year 5 Test/Year 7 Test – CLE 1.1/1.2.1/1.2.2; LE 1.2**

Comprehensive data on these three measures for 2001 to 2003 for each campus is not available for inclusion in this report. To enable tracking of progress in reading, writing and number for individuals and across campuses against national benchmarks, it is strongly recommended that Education Queensland or the Queensland Curriculum Authority as appropriate be requested to provide the data for inclusion in an addendum to this report. Mechanisms for data retention should be reviewed.

### **Recommendations**

*a) Obtain a comprehensive set of Years 3, 5 and 7 data for incorporation into an addendum to this report. Current negotiations are with Q.S.A. (Queensland Studies Authority) to have these added as addendum.*

*NB: This is being addressed with Queensland Studies Authority (QSA) and will be added as an addendum when available.*

## **5.4 Reading Attainment – CLE 1.2.3**

The endeavour by the College to demonstrate progress in literacy outcomes in a way that the community can engage with easily, is a fundamental shift in education accountability, and must be maintained. However, all heads of campus must be accountable for ensuring that agreed testing regimes are carried through.

It is argued that to analyse the available data and to report on it would misrepresent the facts and not contribute to the improvement effort at the College. It is not possible therefore to comment on the College's results on this indicator.

The Waddington is regarded as inadequate for the purpose for which it was intended, and it is proposed that a more classroom-based model of reading assessment be developed, to complement the state-wide testing regime and to inform students, parents and teachers. For example, individual monitoring of reading accuracy, rate and comprehension based on graded texts carried out on a cyclical basis would enable all stakeholders to know each child's level of literacy. There are models of this that could be used or adapted for local purposes. It would also enable each campus and the College as a whole to monitor and report progress. An alternative to this is to consider other more up-to-date standardised literacy tests. The College should create a taskforce to progress this agenda. This would also position the College in terms of literacy assessment to support New Basics. Furthermore, literacy assessment should cater for the several purposes mentioned.

### **Recommendations**

*a) Develop an improved literacy monitoring regime.*

## **5.5 Identified Student Need – CLE 1.5.1**

Data gathered demonstrated the following an increase in the number of ascertained students of 28 from a base of 26 at the end of 2002, achieving a total of 58 such students. It is anticipated that a further 8 students will be ascertained in 2004.

**Table 5.4.1 - WCC Incidence compared with State Incidence levels by category of ascertainment.**

Category	Intellectually Impaired	Hearing Impaired	Visually Impaired	Physically Impaired	Speech/ Language Impaired	Autism
WCC Actual Numbers	16	32		6	2	2
WCC Incidence (%)	1.40%	2.89%		0.54%	0.18%	0.18%
State Incidence (%)						

A total of 125 students across Years 1 to 9 were provided with additional learning assistance, comprising 17.3% of enrolments. This includes 15 appraised students, 60 other students receiving learning support, 18 students involved in Reading Recovery and 32 students in the On-track Program for indigenous students. This does not include students from Aurukun, which is running an ESL in-class model of support.

Finally, a total of 263 students received guidance support as evidenced by the creation of guidance files or case notes. This comprises 23.8% of enrolments. Support for these students ranges from short-term to long-term intensive.

Current Education Queensland staffing formulae are placing heavy pressure on the establishment of effective student programs, and make continuing heavy demands on staff to service students and meet administrative requirements. The policy does not take into consideration the particular circumstances of the College with its service delivery across four geographically distant campuses and its high indigenous population. It has meant that the College has had to lease a modular building to provide for specific programs for students with high needs. Other resourcing pressures continue in relation to providing for staff on the Weipa campus, including office space and communication technology. Space limitations are impacting on a number of aspects of educational provision at the Weipa campus. A proposed analysis of special needs support provision will provide the basis for a further submission to increase levels of state funding in this area.

Within these constraints, student support systems in both primary and secondary are regarded as working well.

Educational outcomes data was not collected for reporting purposes on these children, although there are a variety of data available on each child through, for example, Reading Recovery records and Individual Education Plans. The reasons for the lag in collating data appear to be three-fold – concern with the suitability of a KPM that requires defining agreed standards for students with disabilities and difficulties, uncertainty about what are the key junctures for reporting and delays in putting together the data collection processes.

There is no disagreement with the intention to identify learning outcomes for such students, or with the need to measure and report on progress. However, the KPM must enable individual goal setting and mechanisms to measure progress towards goals. The concept of key junctures remains important, as an incentive for longer-term goal setting and aspirations.

The College might take one of the following approaches to getting an appropriate measurement system in place:

1. Commission a small task force to identify appropriate measures and processes for implementation during 2004. The literature on inclusion should be accessed in this approach.
2. Differentiate between those whose progress could reasonably be assessed through existing standard measures (incl. state-wide tests and generally-applied school tests), and those who need individualised approaches such as those used in ascertainment and appraisal. Students at Aurukun should be included in this process.

Regardless, it is important that this issue is resolved soon, both as a basis for monitoring student outcomes appropriately and to inform the College in its distribution of resources. Until this occurs, resource allocation will not be calibrated sufficiently with desired outcomes. At present, the College is using two models for allocating targeted resources – resources for students with disabilities are applied according to the ascertainment level, whereas resources for students caught in the Net, for example, are placed in the total reservoir. Some thought should be given to the impact of this on the equitable distribution of resources.

It is perceived that there was a demonstrable improvement in culture in regard to students with special needs. This related to the significant increase in the number of ascertained students and a subsequent growth in parent satisfaction, increase in staff expertise with good access to professional development in 2003, provided substantially through District Office, establishment of a parent network group in the disabilities area, raised awareness of what guidance is, and strong advocacy by special needs staff. There is a continuing need for training of teachers and teacher aides around inclusion of students with special needs.

### **Recommendations**

*a) Develop an appropriate measurement system so that outcomes for all special needs students can be monitored and reported on, and more responsive resourcing decisions can be made. This should be tested on 2003 data to enable comprehensive reporting for 2004.*

## **5.6 Year 12**

Table 5.6.1 Senior Pathways

Year	Total Students	Academic Pathway	Academic/VET Pathway
2001	17	6	11
2002	13	4	9
2003	24	7	17

Table 5.6.2 Sound Achievement in 3 or more Authority subjects

Total Students	Achieve 3 or More Authority Subjects	Achieve less than 3 Authority Subjects
23	18	5
Percentage	78.26%	21.74%

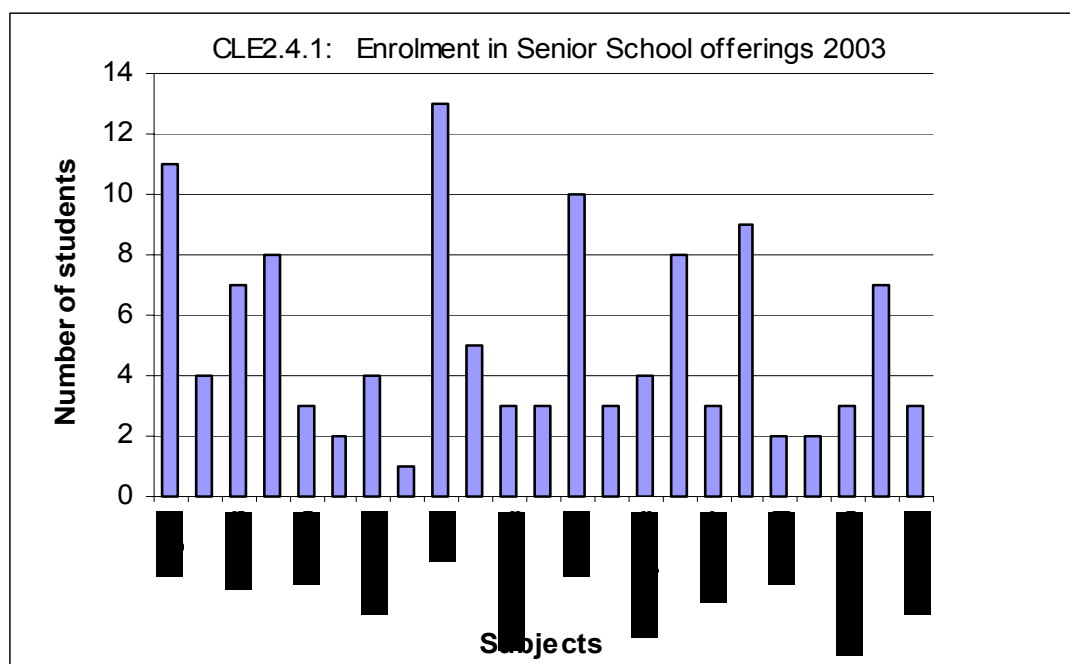
Table 5.6.3 Senior Certificates achieved + VET Certificate at AQTE level

Total Students	Senior Certificate + VET Certificate	Did not complete both
23	4	19
Percentage	17.39%	82.61%

Table 5.6.4 Completion of one Science, Maths or Technology subjects

	Science	Maths	Technology
Enrolled	12	22	12
Passed	6	13	7

Table 5.6.5 Enrolments in Senior Subjects



## 5.7 Parent Satisfaction – LE2.1P

Parents are generally satisfied in 2003 with the quality of education provided by the College, but with lower averages at Aurukun. The table below contains the percentages of parents at each campus who are satisfied or very satisfied with each target area across the three years.

Table 5.7.1

**Parent Opinion Survey Summary**

Target Area	Year	% Weipa Aurukun Mapoon Napranum			
		Weipa	Aurukun	Mapoon	Napranum
Student Outcomes	2001	61.06	100	66.06	82.01
	2002	61.01	95.83	92.19	95
	2003	65.23	60	95.48	77.5
Curriculum	2001	66.33	100	46.48	73.7
	2002	66.8	78.87	75	92.5
	2003	77.83	60	100	75
Pedagogy	2001	44.6	100	22.88	77.94
	2002	49.52	84.4	78.94	92
	2003	65.66	64	92.74	88
Learning Climate	2001	52.57	100	76.17	71.93
	2002	60.83	81.43	95.83	86.67
	2003	64.6	60	96.93	86.67
School Climate	2001	54.6	100	40	73.74
	2002	67.54	82.42	79.64	76
	2003	61.58	67	94.58	60
School-Community Relations	2001	61.7	100	85.7	82.78
	2002	68.12	82.86	85.72	96
	2003	65.82	80	90.94	91
Resources	2001	58.65	100	60.7	78.93
	2002	60.33	90.98	68.75	95
	2003	54.15	70	79.58	85

Parent satisfaction is included as a PI within the CIF, emphasizing its importance to the College's strategic direction. It is suggested that different forces are at play at each campus in creating the final scores. Clearly the improvement in opinion of parents at Mapoon reflects a strong focus on core business by school staff. Napranum results are difficult to interpret, and are more the usual pattern for community schools. Weipa results are improving, and reflect the complexity of the situation.

The shift in Aurukun's' results is likely to reflect a parent group that is becoming more discerning and whose expectations are becoming more informed. If the Parent Opinion Survey is to mean anything at all, problematic results need to be unpacked with stakeholders as a basis for reflecting on practice. It is easy to draw conclusions that favour the provider when it comes to opinion data. Secondly, consideration needs to be given to other sources of data that reflect parent opinion. This might include, for example, number and nature of incidents/interactions involving parents, parental attendance at school functions and staff feedback.

It is suggested that parent satisfaction is not an end in itself. Rather, it is a by-product of an effective focus on the central agenda of educational outcomes and student well being. Part of that focus is to understand why parents hold the opinions they do, to collaborate with them in various ways, and to ensure that they are well informed.

**Recommendations**

*a) Analyse through a structured process the reasons for parent opinion at Weipa, Aurukun and Napranum*

## 5.8 Student Satisfaction – LE2.1S

The table below contains the percentages of students at each campus who are satisfied or very satisfied with each target area across the three years.

Table 5.8.1

### Student Survey Summary

Target Area	Year	% Weipa	% Aurukun	% Mapoon	% Napranum	% Secondary
Student Outcomes	2001	37.7	91.65	70.83	66.67	52.2
	2002	38.21	87.5	93.4	73.83	48.73
	2003	39.45	96.67	100	72.23	54.15
Curriculum	2001	33.93	81.43	66.67	51.83	47.25
	2002	35.15	79.2	100	82.43	53.6
	2003	36.78	95	100	77.8	47
Pedagogy	2001	32.48	94.45	81.25	38.85	50
	2002	37.32	87.55	96.65	67.85	53.63
	2003	35.53	95	100	91.65	61.28
Learning Climate	2001	37.21	94.45	81.25	69.43	51.8
	2002	34.9	87.53	100	81.03	49.75
	2003	37.6	100	100	79.18	42.88
School Climate	2001	31.05	100	62.5	63.88	45.15
	2002	26.93	84.38	96.68	73.23	37.5
	2003	28.09	80	95.8	58.38	42.13
Resources	2001	31.82	96.3	87.5	74.07	52
	2002	30.05	78.63	93.33	80.97	42.67
	2003	33.08	100	100	88.87	47.13

There are significant variations in reported student opinion across the four campuses, with ranges from 33% to 100% satisfaction. The opinions of secondary students at Weipa are problematic. Where up to 60% of students are neutral or dissatisfied, there is a need for investigation and intervention.

Several campus heads expressed concern with the reliability and validity of the results for primary children. For many young children, this measure reflects their global experience of school, being to do for example with success, safety, relationships and certainty. It may not be to do with satisfaction that they are getting a ‘good education’. Secondly, the results may reflect other factors such as literacy, capacity to remain on task and response tendency – i.e., marking one particular column. Thirdly, the results vary dramatically in terms of their relationship with student outcomes.

Each campus should take the time to unpack their results, keeping in mind that while their validity and reliability may be suspect, student satisfaction is an important feature of an effective school. The conversation should seek to address the six categories of the survey, and identify other *observable* indicators against which student satisfaction can be triangulated.



## **5.9 Student Satisfaction – Computers – LE 2.2**

Student satisfaction with the way computers are used for learning is at 59.9% for secondary students at Weipa campus, and varies from 80 to 100% for primary students across the campuses.

A substantial effort has gone into establishing the platform to enable all children an appropriate access to computer technology. Classrooms at all campuses are cabled, enabling Internet access, consistent with the level of provision for new schools. There does however seem to be substantial variation in how computers are in fact used in the classroom, from the context at Mapoon, where a process of changing student attitude towards and use of computers was carried out, to Napranum where it was reported that the use in 2003 had little to do with learning.

This measure was included in the CIF to support the development of an integrated learning framework that engages all students appropriately in technology for learning. It is considered that this performance indicator fails to provide the sort of information to the College needs to address the key current issues in technology. Suffice it to say, there is evidence of significant variability across campuses in the use of technology by children, and in the capacity of teachers to integrate technology. There is a sense of uncertainty about how things are in technology at the College. This is acknowledged, and the proposed review will respond to this.

In retrospect, evidence on technology for this report should be obtained from questions relating to the technology platform within the College, technology support services, teacher skill and integration in teaching processes. Such questions should be included in the proposed College review.

## **5.10 Satisfaction with New Basics Implementation – LE2.4.2**

During the review in which information was gathered for this report, it was agreed that the College should carry out a survey of staff against structured criteria to enable a response to this measure. The results of this survey should be included in an addendum to this report.

## **5.11 Extent of P-12 Continuity – CLE 2.4.4**

The College has put in place a comprehensive set of strategies to support P-12 continuity across its four campuses. It is to be applauded in this respect. There will continue to be adjustments and improvements based on monitoring and feedback, as is the case with all learning organisations, and the format that this will take place in will be more structures. This will involve a whole-of-college culture amongst all officers who have across-campus responsibilities – i.e., the Heads of School based at Weipa must ensure that the roles they fulfil and the level of attention they give to Weipa campus is matched at other campuses. By the same token, heads of campus must not place any barriers in front of the total inclusion of these staff in the operation of the campus. This will likely involve some re-thinking of roles and how accountabilities are met.

The College agenda is complex and demanding. Executive should ensure that specific continuity issues are targeted as priorities, and given a high level of attention. It is believed that it is better to do some things comprehensively, and that others should be deliberately not addressed. Success in a few areas spins off onto the organisation as a whole.

A restructuring of the College Executive and commitment to its leadership authority during Term 1 2004 has acknowledged these concerns. Executive members are optimistic that these issues will be addressed effectively.

## 5.12 Student Behaviour – CLE 2.5

College policy emphasises that there is to be a consistent Behaviour Management policy across all campuses, and that consistent standards and consequences are reinforced at all sites. This is important for all students as they enter post-school life in a range of contexts. At a specific level, it is critical in the transition of Year 7 students from other campuses to Weipa.

The MSB system is followed across the College, but comprehensive data collection and monitoring processes are not in place. It is critical in the context of managing student behaviour strategically that data management is improved immediately. This is not to say that behavioural incidents at any of the campuses are excessive in number, indeed the anecdotal evidence is that student behaviour is not a great concern and that it is managed well. It is likely though that some incidents would not occur with better-targeted strategies, and the school would be in a position to report with confidence.

The only data directly available is the opinion of parents about student behaviour reported in the Parent Opinion Survey, outlined in Table 5.12.1. This suggests significant concerns with both Napranum and Weipa campuses.

Table 5.12.1

Target Area	Year	Aurukun %	Mapoon %	Napranum %	Weipa %
<b>Response to S148*</b>	2001	100	0	52.6	38.4
	2002	66.6	62.5	40	52.1
	2003	75	91	40	37.5

\* parent satisfaction about the behaviour of students at this school

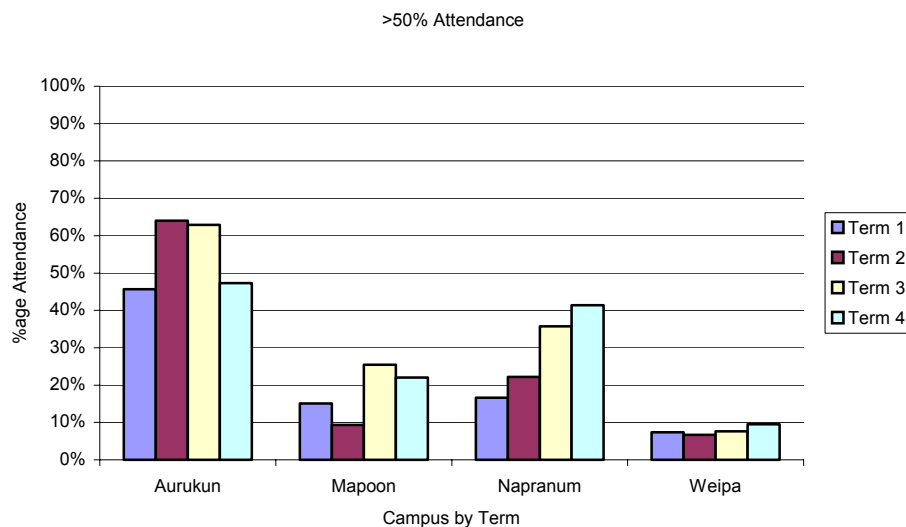
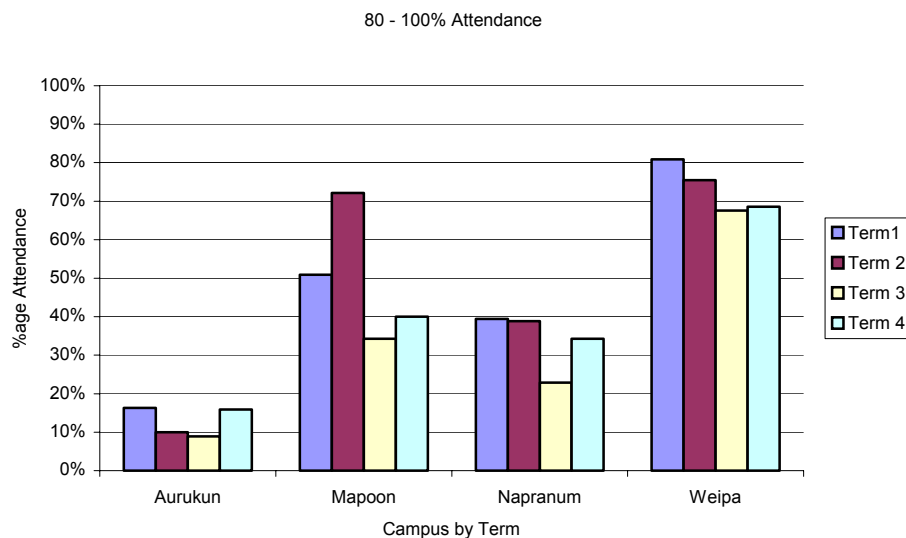
It is difficult to confirm with certainty the quality of student behaviour across the College, given the lack of structured analysis of data. Weipa campus has some 18 months of data available for analysis, though there is some conjecture as to the consistency of data entry. Aurukun has data from Term 4 2003. As neither Mapoon nor Napranum have access to SMS, data is not collated centrally for analytic purposes. Any data entry has to be done at Weipa. Given current technological capability, there is no good reason why Mapoon and Napranum could not be connected to Weipa SMS for behaviour management data entry and for accessing information on specific students on a case-by-case basis.

The value of this analysis is that it enables the school to identify cohorts and places that need attention, focuses thinking on improving or changing strategies and resource allocation (human as well as dollars) and reduces the number of one-off incidents that require attention.

### 5.13 Attendance – CLE 3.0

Data on attendance at each campus from 2001 to 2003 has been analysed and presented as percentage attendance for students in four bands – those attending between 80 and 100% of the time, 70 to 79%, 50 to 69%, and less than 50% of the time.<sup>1</sup>

The 2003 graphs for the two extreme groups (80 – 100%, and less than 50%) are presented below. A full listing of tables and graphs is available in the College.



Comparisons of attendance bands show significantly different patterns for each campus in 2003. Lack of attendance for the majority of students at Aurukun is a substantial impediment to their learning across all terms in 2003, with between 46 and 64% of students attending less than 50% of the time across the four terms. Attendance at Napranum and Mapoon was

<sup>1</sup> The assumption in deciding these bands is that these levels of attendance differentiate students in terms of their real access to schooling. An analysis of the relationship between access and learning outcomes in due course will help to identify bands on other than this rule of thumb.

somewhat higher, but comparatively large numbers of students have very poor attendance. Attendance tailed off across the year at Napranum. Attendance at Weipa was high across the year.

#### **5.14 Annual Expenditure – CSC 5.1**

College budgeting is based on major cost centres of Learning, Schools, Workforce and Replacement. Cost codes are linked to Destination 2010 performance indicators, enabling annual expenditure against each indicator to be calculated for the College overall. The College has established a formula that allocates funds to each campus, providing \$270 per FTE student from Preschool to Year 9, and \$500 per student from Years 10 to 12. It is essentially a combination of historical, formula and inputs-driven approaches.

It was reported that the model was generally regarded as suitable and workable, in that few concerns were expressed and budget management was effective and workable. However, there are still some adjustments required to match budgeting processes to the Colleges' improvement vision. Priorities outlined in the College Improvement Framework (CIF) additional to Destination 2010 indicators need to be included explicitly in the budget; and cost codes should be rethought to enable disaggregation of per student costs overall and by major categories by campus/college/cohorts (junior/middle/senior) to identify resource allocation, and to provide the basis for discussion of resource equity issues. It is therefore not possible to report against the performance measure of *annual expenditure by category and selected cohort*.

Performance data should be available for key areas, regarded as student expenditure per campus, student expenditure per Junior/Middle/Senior School, and average expenditure per key priorities. This should not include a large number of priorities – the more that are included, the more effort is required to service the data needs, and the more diffuse the dialogue around them.

A further innovation to be considered is the creation of a budget category denoted Strategic Intention. In many respects this is a formalisation of the thinking behind a number of the College reform initiatives, including for example the hostel, Aurukun Youth Strategy and secondary ungraded. However, it seeks to embed strategic reform at all levels of the College by making funds available for staff to trial initiatives under action learning principles. This concept has been outlined more fully in the summary for CSC5.1.

#### **5.15 Learning and Development – WO 1.2**

The College demonstrates a very high financial commitment to L&D. A minimum of 10% of state core grants must be applied for this purpose. This comprised \$35 286 for 2003. New Basics professional development funding for the year totalled \$50 748. Against this aggregate amount of \$86 034, actual expenditure amounted to \$98 753, an additional amount of \$12 719. This amounts to close to 30% of core grants, demonstrating a strong commitment on the part of the College to professional development. In addition, some \$K190 from external sources was also expended on professional development, which demonstrates the College's dedication to this field.

#### **5.16 Engagement in Learning and Development Activities – WO 1.3**

Teachers at the College report through the School Staff Survey that 76.5% of them participated in learning and development activities as against a state level of 78.6%. Some 30 to 35% report frequent or very often participation, whereas between 35 and 50% report no or rare participation.

The mean participation is above the state level, but the numbers who report low levels of participation is problematic for an organisation that is at the edge of change in so many areas.

It is not possible at present to confirm the teacher reports through hard data. Data internal to the school has not been maintained to enable monitoring of actual participation of staff - both individually and collectively - in learning and development activities, or to ascertain whether what was funded was in line with systemic and College priorities. This is the case for all campuses. The Professional Development/Travel Register could be adapted easily to include a list of all priorities, with a requirement that applicants tick the priority for which they are seeking funding support. The maintenance of this system should be ensured.

## 5.17 Employee Diversity CWO 1.5

This measure was included in the CIF to track staff balance by cultural background, gender and experience, to enable tracking and maintenance of staff capability. The data is essential for Equal Employment Opportunity (EEO) monitoring and as a basis for assessing overall staff balance and capability.

**Table 5.17.1**

2003 Workforce Diversity Summary

		Teaching Staff			Non Teaching Staff			Total
		Non Ind	<sup>2</sup> Ind	LAP <sup>3</sup>	Non Ind	Ind	LAP	
<b>Aurukun</b>	M	4	1		2	1		8
	F	12			2	1	8	23
<b>Mapoon</b>	M	1			1			2
	F	2			1	1	4	8
<b>Napranum</b>	M	1						1
	F	5	1		4	1		11
<b>Weipa</b>	M	19			4		1	24
	F	37	3		37	5		82

This table provides a snapshot of employment across the College by indigenous/non-indigenous background and gender, and is a baseline for EEO targets.

The College has been careful in its selection of staff within the Partners for Success Strategy, which enables the school to bypass the 'transfer points' model in favour of individual suitability. The College would like to see an interview process added into staff selection as a further refinement. This is under consideration at a policy level.

Over the past two years the College has employed three RATEP graduates. Concerns about maintaining teaching standards are being dealt with head on, and a mentoring and up-skilling program is delivered where required to both indigenous and non-indigenous staff. Expanding the number of indigenous staff is made more difficult in Weipa by the fact that all employees in the town have a similar employment agenda – eg Comalco has a 35% target for indigenous employees. Staff accommodation also impacts of staff selection. For example, of 14 new staff in 2004, only two with families could be appointed. This has an impact on the balance of experience on site.

<sup>2</sup> Indigenous

<sup>3</sup> Local Aboriginal Person

It had been planned to develop a pool of local indigenous people for employment within campuses. This did not occur in 2003, and should be revisited in 2004, keeping in mind the level of competition for such staff in Weipa.

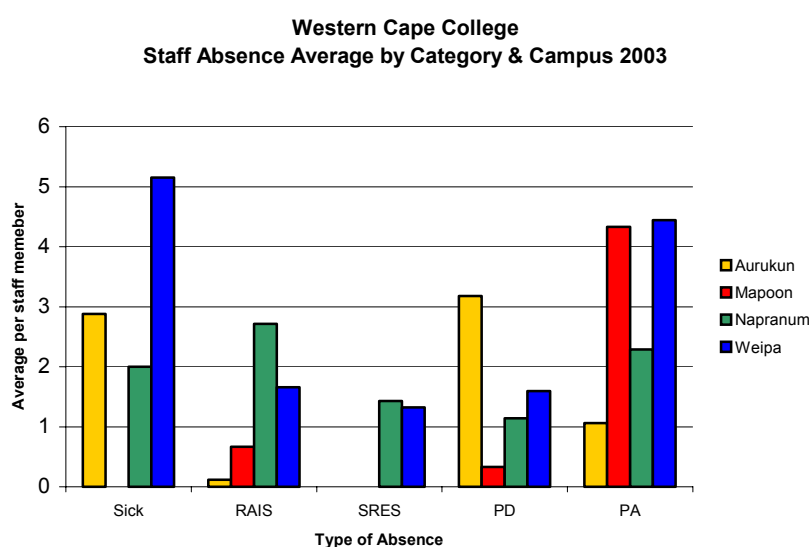
### **Recommendations**

a) *It is suggested that the data should also be disaggregated by gender and years of experience, to assist in staffing strategies.*

## **5.18 Staff Absence CWO 2.2**

The College has collected data on the major categories of teacher absence from direct teaching duties for each campus. This is outlined in Table 5.8.1 below.

**Table 5.8.1**



Total absence from direct teaching duties for all teachers in the College for all reasons averages 12 days for the full year of 2003.

Tracking of staff absences was introduced following concern that 195 days of staff student contact disruption may be a contributor to concerning educational outcomes.

The average of 12 days per staff member with discrepancies between campuses raises this as a concern. As sickness is not the largest, in total, contributor to this situation, capacity to address this delivery issue appears to be within the scope of College resource allocation and heads allocation of policy.

### **Recommendations**

a) *It is recommended a realistic target be set to maximise staff student contact.*

## **5.19 Learning Organisation CWO 1.6**

The College has outlined a set of learning organisation principles but no review has been undertaken directly to assess the extent to which they have become embedded in its culture and operations. It would be feasible to survey stakeholders on this, if criteria were identified

for each principle, and a view developed of how the College was progressing in these respects.

It is considered that the College should embed other CIF measurement and evaluation processes as outlined in various sections of this report before a further data gathering process is commenced. Indeed, there is likely to be greater benefit if, in discussing results in relation to these measures, that learning organisation questions be included, such as:

- a) Are the management processes working well so that people are freed up to be creative?*
- b) How much conversation is occurring around the College about this agenda/strategy/measure?*
- c) Is everyone who needs information included in the communication processes?*
- d) What innovations have been tried to improve results?*
- e) What has been done to support and to challenge those responsible for the result?*

## **6. Other Operating Principles**

### **6.1 Encouraging reform**

The culture the College is developing is strategic and outcome focused. It positions itself to maximise life opportunities for students. In doing so it does not always see itself as the centre for education delivery per se. Strategies are selected for the anticipated impact they will have on outcomes. This means, for example, that a range of partnerships exist including:

- The Aurukun Youth Strategy, an independently operated College, TAFE, Council partnership.
- Napranum Youth Strategy – a College, Department of Families, Napranum Council partnership.
- Weipa Multi Purpose Facility – Western Cap College, Aboriginal Hostels, D.W.E.R, State Development, Comalco, Weipa Town Office partnership.
- Computers in Homes – a Mapoon Council, Western Cape College partnership.

### **6.2 Developing an appropriate operational and organisational structure**

A State School based in four campuses spread over 300kms provides a context with needs not easily matched by Education Queensland's standard operational and organisational structures. Structures of Western Cape College are based on Systems Leadership Theory with Leadership focused on the Executive.

In 2003 the Executive, led by the Director, was made up of Head of Curriculum, Head of Business and Finance, Head of Human Resources and Head of Aurukun. Concerns exist matching this structure to Systemic accountability that rests with Heads of Campuses (Principals).

The 2004 Executive Manual sets to address this by placing decision making within the Executive but operational authority in the hands of Campus Heads.

### **6.3 Developing a relevant governance structure for managing educational delivery**

In 2003 it was resolved all four campuses were to retain their P&C Associations. Refinement to the College Board was also made. The Board has struggled to fulfil its promise of being the strategic arm of the College. The recent development of an inner and outer circle focusing on active and informed members, provided with quality data has gained membership confidence to move forward in 2004.

### **6.4 Aligning effectively with other agencies working on Cape York**

As the Western Cape College was generated in response to the Western Cape Co-Existence Agreement (a partnership between Government, Comalco and Traditional Owners), it is important that the College addresses issues with each of its Partnerships. In 2003, projects were linked with the four Community Councils, Comalco, Weipa Multi Purpose Facility, TAFE, Aboriginal Hostels, Department of Families, D.E.S.T. and lesser partnerships with a range of other Governmental agencies.

### **6.5 Developing an aligned and professional culture**

The College has identified as a key role the changing of what has been called an ‘industry of failure’ into an example of best educational practice by addressing the assumptions that lie at the heart of the educational failure. This involves dealing directly with the mindsets that bedevil indigenous education. These include paradoxically an over-emphasis on success in the future at the expense of dealing with failure in the present. The fundamental questions of ‘what is working’ ‘what is not working’ and ‘what is missing that would make the difference’ tend not to be asked, and the agenda is not pursued with urgency and persistence.

The mindset also includes the belief that success for indigenous students is not possible in terms comparable with their peers in urban schools. These mindsets frequently lead to a staff focus on survival in what for many is genuinely a difficult environment personally, rather than on a continuing enthusiastic commitment to effective teaching and organisational learning.

The leadership of the College is attempting to change mindsets and organisational culture through focusing on evidence as the basis for conversation and improvement, and accountability for outcomes.

### **6.6 Improving the skills base of education staff**

Sector 5.16 Engagement in Learning and Development Activities, highlights a mixed staff response to Professional Development opportunities. Sector 5.15 demonstrates a high financial input, and the Table in Sector 5.18 highlights Aurukun 1 day, Mapoon 4.2, Napranum 2.2 and Weipa 4.2 days release average for Professional Development.

One could claim the College expends a large budget on Professional Development, which disrupts student teacher contact and does not satisfy staff. Given staff turnover and the aggressive College reform agenda, the requirements for Professional Development would appear obvious. How this should be provided is a question generated by this data. Traditionally recruitment selection and induction has been delivered and owned by employees



outside of the College. Consequently the capacity to have teachers College ready at the start of the year is a concern.

Staff expressed support for the Working Together Program and it is recommended this program be run in lieu of the traditional external processes, supported by the systemic budget. This would fast track teacher engagement with the College.

## **7 Individual Campus Analyses**

### **7.1 Aurukun Campus**

Against State bench marks Aurukun Year three results were strongest in Reading and Viewing and weakest in Number. This trend extends to a pattern of showing numeracy organisers in all areas weaker than literacy.

While the discrepancy between state and Aurukun's benchmarks provide a challenge the discrepancy between literacy and numeracy is challenging. Given the ESL issues a different outcome may have been expected.

Is an exceptional job being done in regard to literacy? Is numeracy being neglected?

From year three to year five the increase measured by benchmarks in Aurukun exceeds State. This pleasing statistic is dampened by the low benchmarks in year three affording high opportunity for improvement. The data raises possibility that students in the Aurukun context are most receptive to accelerated learning between years three and five.

The pleasing trend from three to five is countered by concerning lack of parity to State benchmarks between five and seven. A negative development from year five to year seven in spelling is a standard concern.

#### **Recommendations**

- a) *While acknowledgment must be made of differing cohorts and percentages of students in year levels who undertook the tests, data would indicate the Campus needs to consider numeracy pedagogy and schooling post year five.*

### **7.2 Analysis of remaining Campuses**

Analysis of year three, five and seven for Weipa, Napranum and Mapoon are to be included as an appendix one data available from Central Data Base.

## 8. Attachment One

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**Western Cape College**  
*Destination Data Year 12 2003*

***For Internal Use at the Western Cape College Only***

No.	Gender	Destination	Indig Status	Notes
1	F	Full time Retail Assist		
2	M	Full time Appr Boilermaker	LAP	Convert from SAT Goodln
3	F	Full time Teach Aide Mapo	LAP	Deferred Uni Dip Health
4	F	Full Time Study		Griffith B Food Science
5	F	Full time health care assist		Deferred B Bus UQ
6	F	Full time Study		Monash Un B Soc Science
7	F	Full time study		JCU B Psychology
8	F	Full time Trainee HR	LAP	Comalco
9	F	Full time study		B Visual Arts USQ
10	M	Full time Appr Boilermaker	LAP	Goodline
11	F	Full time health care assist	LAP	
12	F	Full time Bar Service		
13	F	Full time retail assist		
14	F	Full time Trainee Health Care	LAP	Comalco
15	M	unemployed	Ab/Isl	Has refused job offers
16	F	Full time retail assist		Deferred JCU B Tourism
17	M	Full time RAAF Appr Fitter		
18	M	Full time Appr Chef		
19	F	Full time Trainee Gov Agen		QLD Gov Agent
20	F	Full time Bar attendant		
21	F	Full time study		JCU B Teaching
22	F	Full time retail assist	LAP	
23	F	Full time trainee hospitality	LAP	Converted from SAT.

**Notes:**

1. 96% of all students who completed year 12 are either in full time employment or full time study.
2. 100% of all LAP students who completed year 12 are either in full time employment or full time study.
3. 88% of all Aboriginal or Torres strait Islander students who completed year12 are in either full time employment or full time study
4. 12% of all Aboriginal or Torres strait Islander students who completed year 12 have been offered some employment but declined.

Lance Jarrett HOD Sen School

**Number of VET Courses (Certified only) offered by W.C.C 2001 – 2004**

Year	Cert I	Cert II	Total
2001	2	1	3
2002	4	2	6
2003	7	6	13
2004	8	8	16

**Number of Year 12 Students who completed a certificated VET Course 2001 - 2004**

Year	Student No. Non Indigenous	Student No. Indigenous	Overall Cohort Number
2001	14	2	20
2002	7	3	14
2003	6	10	24
2004 (projected)	4	8	14