



WESTERN CAPE COLLEGE
WORK COURAGE CHOICE

The Journey to Success 2001-2006

A Retrospective on the Development of
Western Cape College



Director's Foreword

The concept for Western Cape College was a vision shared by many. The resulting success of the College today can only be attributed to the hard work and dedication of those who stood by the concept to see it to fruition.

This retrospective is an acknowledgement of the focus and diligence of those who preceded me to make the College a successful organisation with the capacity to deliver a world class education to the children of Western Cape York.

We still have a long way to go in terms of matching state means on benchmark tests and increasing attendance, retention and completion rates but the progress made cannot be denied.

Western Cape College is dedicated to improving outcomes for all its students and to achieve this we have implemented and developed policy, systems and initiatives to not only meet systemic requirements but take a leading position in the development of them.

I would like to thank the staff of Western Cape College past and present for all their hard work and diligence to build a PREP to Year 12 education facility that meets the needs of individual students and the communities within which we operate. The journey ahead is a tough one but I have no doubt in our capacity to match it.

Ian Mackie
Director
Western Cape College



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Purpose

The Journey to Success 2001-2006: Retrospective on the Development of Western Cape College is a celebration of the progress made to improve the education outcomes for Indigenous students on the Western Cape. The success of the College has been a gradual journey and one that must continue. Western Cape College has refined and developed an organisational and educational success model from a history of inconsistent and unsuccessful models previously implemented at the four schools which aligned to build Western Cape College.

Western Cape College adopts an open communication policy and promotes this transparency to stakeholders and peers. This document is not a replication manual, rather a concept piece to demonstrate and highlight how the College has continued its momentum to generate positive outcomes through systems and models developed and adopted. The methodologies adopted by the College are not necessarily the right combination in all environments, but are flexible enough for transference, when different circumstances are considered. Therefore, the College model provides readers with a possible path forward but emphasises that this is not the only path from which to generate improved outcomes for Indigenous students.

Western Cape College has come a long way in the last five years but there is still a long way to travel. This document enables a reflection back on how the College has evolved and therefore promotes increased understanding of where the journey must now go.



The History of Western Cape College

Western Cape College was established as a strategic response to the horrific education outcomes for Indigenous students across the Western Cape. These poor educational outcomes for Indigenous students were not unusual to the region; scarily they reflected an epidemic of National proportions. The data across Australia demonstrated that Aboriginal and Torres Strait Islander students were achieving dramatically below non-Indigenous state benchmarks on measures such as attendance, retention, completion and achievement.

The story of Western Cape College is an interesting one with a series of events driving its formation. Primarily, the poor education outcomes for the Indigenous students in Queensland prompted Education Queensland to develop policy initiatives to address obstacles preventing Indigenous children from achieving success. Education Queensland's subsequent initiatives, *Partners for Success* and *Strategic Plan QSE 2010* introduced a mechanism for the Principals in the Northern Western Cape region, from Weipa North, Jessica Point, Mapoon and Koolkan Aurukun to work collaboratively to address the learning outcomes experienced by their Indigenous students.

Concurrently, in March 2001 the *Western Cape Communities Co-existence Agreement* was signed between Comalco Aluminium Ltd., the Aboriginal communities and traditional owners of Western Cape York Peninsula and the State of Queensland. This agreement commits Comalco to:

"The development and adoption of employment and training policies, strategies and programs in respect of the Weipa operations aimed at: developing employment for local Aboriginal persons; having local employees; and increasing the number of Aboriginal employees who are local Aboriginal people consistent with the basic principle that Comalco employs and treats employees on the basis of ability, performance and qualifications and Comalco's needs."

This agreement, combined with the urgency to improve Indigenous education outcomes was the impetus for the four Western Cape schools to establish a cohesive educational strategy that served the educational needs and interests of individual communities while providing a consistent approach to achieving long term improvement of educational outcomes for students. This new approach to education services would enable the schools to meet their responsibilities under the agreement in terms of increasing work-ready student numbers.

Western Cape College was created in 2001, with the official launch on January 1 2002 by the Minister of Education. The focus of the College has been on achieving organisational effectiveness and individual teacher accountability as the fundamental driver of improved education, training and employment outcomes. As the College has grown there has been increased focus on pedagogy and curriculum innovations, traditional responses to improving poor education outcomes. This has been successful due to the strong foundations created by successful organisational effectiveness models and a commitment to accountability.

The Four Campuses

To gain further insight into the formation of the College and the progress achieved, the historical events which shaped the four communities serviced by the College should be understood. The following historical summaries highlight the differences between the four communities and provide a context within which the College operates. The account also emphasises how the specific issues faced in each community can only be effectively addressed by a structure which recognises their inter-relatedness within a regional context.

Aurukun

The Aurukun community has a population of approximately 1200 people. It is situated on the Archer River 220 km south of Weipa. The community is serviced by plane, road and barge services. These services are essential as the community is inaccessible for six months of the year during the wet season. The original settlement of Aurukun was established as a Presbyterian mission in 1904. The Aboriginal people were encouraged to come into the mission for medicine, schooling and mission teaching. The mission school separated students into single sex dormitories. Despite the missionary presence, many remained outside the mission until the 1950s ensuring the culture remained strong.

In 1975 the community was placed under direct State Government control but the Wik Native Title Case has returned the land to its traditional owners. The tribes or clans in the Aurukun region are based on language groupings. There are approximately 15 tribal language groupings; the primary language however is Wik Mungkan, the first language for most community members.

Aurukun Campus was originally Koolkan Aurukun Community State School, a P-10 education facility servicing approximately 300 students. From 1993 to 2000 the school was structured on a Clan Schooling Model, also termed the 'Aurukun Model'. A review in 2000 found this model to be detrimental to the learning experiences of students and was therefore replaced by a system organised around discreet year levels.

Mapoon

Mapoon is a small Indigenous community of approximately 350 people. Also known as Old Mapoon, the community is located along the shores of Port Musgrave 85kms north of Weipa. The community is relatively easy to access by road, even during the wet season. Mapoon was established as a Presbyterian mission in 1891. By 1907, under the *Reformatories Act*, it was operating as an industrial school with dormitories filled with children from all across the Cape. In the 1950s the bauxite rich land was discovered and mining leases were established with Comalco and Alcan.

In 1963 the Department of Native Affairs relocated people to the region now known as New Mapoon, however by 1973 people were returning to the site. Mapoon State School began as a one teacher community school with only a handful of students. Since then the school has grown into a P-6 education facility.

Napranum

Formerly known as Weipa, Napranum was established in 1898 by the Moravian missionaries on behalf of the Presbyterian Church. The mission moved to Jessica Point, the present site. The community is 12kms south of Weipa with a population of approximately 1100. Napranum has access to all the facilities available in Weipa but transport can be an issue for some community members without access to vehicles. In the 1950s bauxite was discovered with mining commencing in 1960. In 1966 the mission became a Government settlement with the school opening in 1967.

Napranum Campus was formerly known as Jessica Point State School and earlier as Weipa South State School. Before the closure of the Campus the school was a P-6 education facility catering for approximately 80 enrolments. Classes were divided into three enrichment classes and one Re-Entry class. Students now attend the Weipa Campus after an extensive transition support and consultation process.

Weipa

Weipa has a population of approximately 2500 people. It is a coastal mining town which forms part of the Cape York Peninsula. The township of Weipa was originally developed by Comalco as the mine at Weipa South (now known as Napranum) expanded during the early 1960s. The area was called Weipa North and was developed to accommodate the mining personnel. The economy in Weipa is strongly linked to the bauxite mine, but alternative industries are increasingly contributing to the economic growth of the community.

Weipa Campus, formally known as Weipa North State School is a P-12 education facility. Since inception, the school has serviced the senior schooling needs of students from Aurukun, Napranum and Mapoon, despite poor outcomes for these students. The school was originally divided into two stages of schooling, primary 1-7 and secondary 8-12.



Organisational Structure

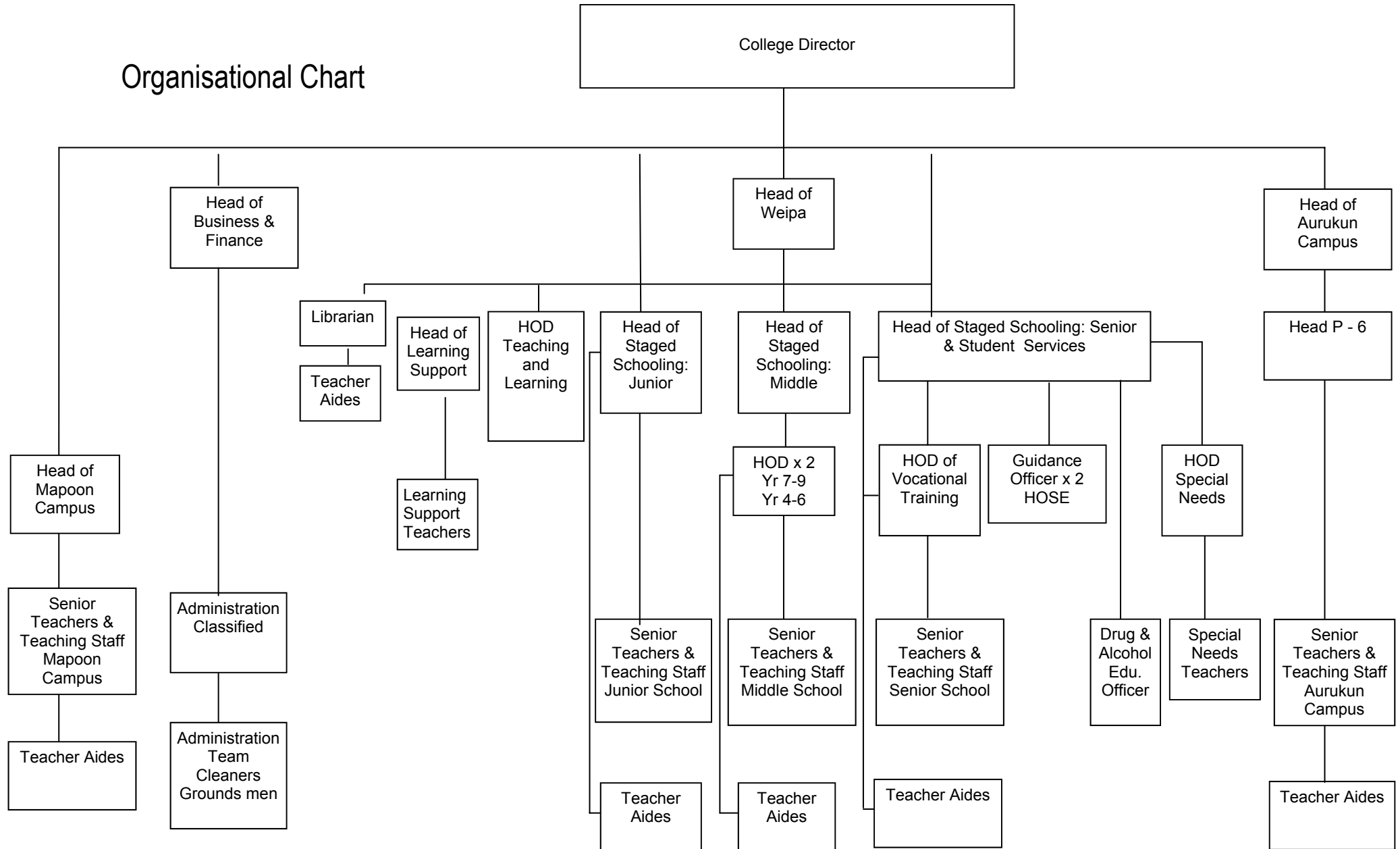
The organisational structure at Western Cape College has been continuously refined since the establishment of the College to further streamline procedures and processes. In 2001 when the College was formed there was a key emphasis on creating a model of organisational effectiveness which generated individual teacher accountability. The vision was for the education facility to achieve a common vision. This vision at the time was to increase the rate of secondary school completion for Indigenous students across the Western Cape. This vision would therefore enable the College to meet its obligations outlined in the *Western Cape Communities Co-existence Agreement (WCCCA)*.

To ensure success the organisational structure would have to achieve aligned curriculum, pedagogy and assessment across all four sites; supporting successful transitions to secondary school at the Weipa Campus. An innovative management structure was required to achieve the vision with new delegations of authority created. Additionally, accountabilities and responsibilities of staffing, financial and physical resources, business operations, teaching operations, professional development and training and community partnerships all required alignment across the four sites to enable the College to function as a single entity. This task was one which took an extreme amount of planning and consultation to ensure the needs of individual communities were met whilst ensuring the initiative of turning four schools into one dynamic organisation with a strategic purpose remained on course. Weipa, with its resource base, central location and schooling capacity became the regional hub for the College.

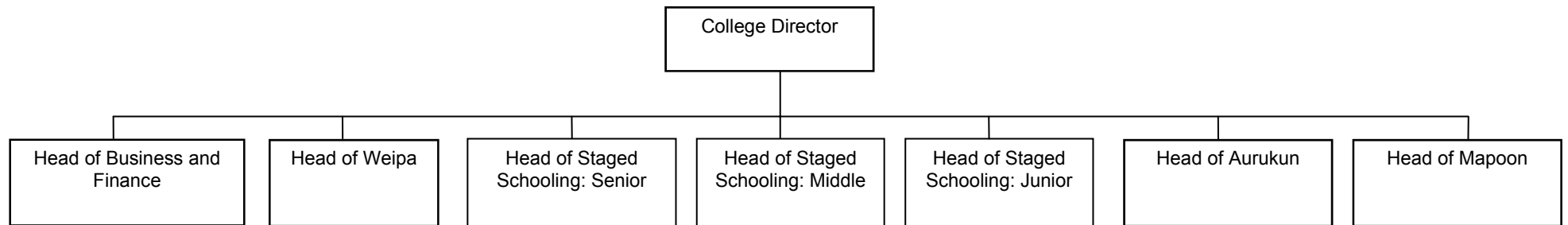
To build an aligned organisational structure, *Systems Leadership Theory* was adopted and implemented. Effective partnerships between Comalco and Education Queensland made this possible, with Comalco providing the initial funding for the College to employ the services of an organisational effectiveness consultant. After consideration of the strategic direction and systemic operations of developing the College the consultation process generated two recommendations; primarily that an Executive Committee be established and secondly that specific roles and accountabilities were required.

The governing structure of Western Cape College from inception to present remains under an Executive Management Team which takes on a deliberative role (see chart below) and a College Board with an advisory role. The organisational structure of Western Cape College is constantly evolving as the environment changes and as systems streamline. The one constant within the organisational structure is a senior stable leadership. This is achieved by attaining the commitment of a College Director, accountable for the operational and strategic outcomes of the College as an organisation and education provider. Accountable to the Director are the Head's of each Campus, responsible for the operational and strategic outcomes for their assigned site. Each Head of Campus has a flow down structure with accountabilities and responsibilities clearly defined. This structure, outlined in the following chart enables Heads of Campus to concentrate on the core business of teaching and learning to improve education outcomes. The other aspects of business are organised at a College level by the College team, including the Director, Head of Business and Finance and the Heads of Staged Schooling.

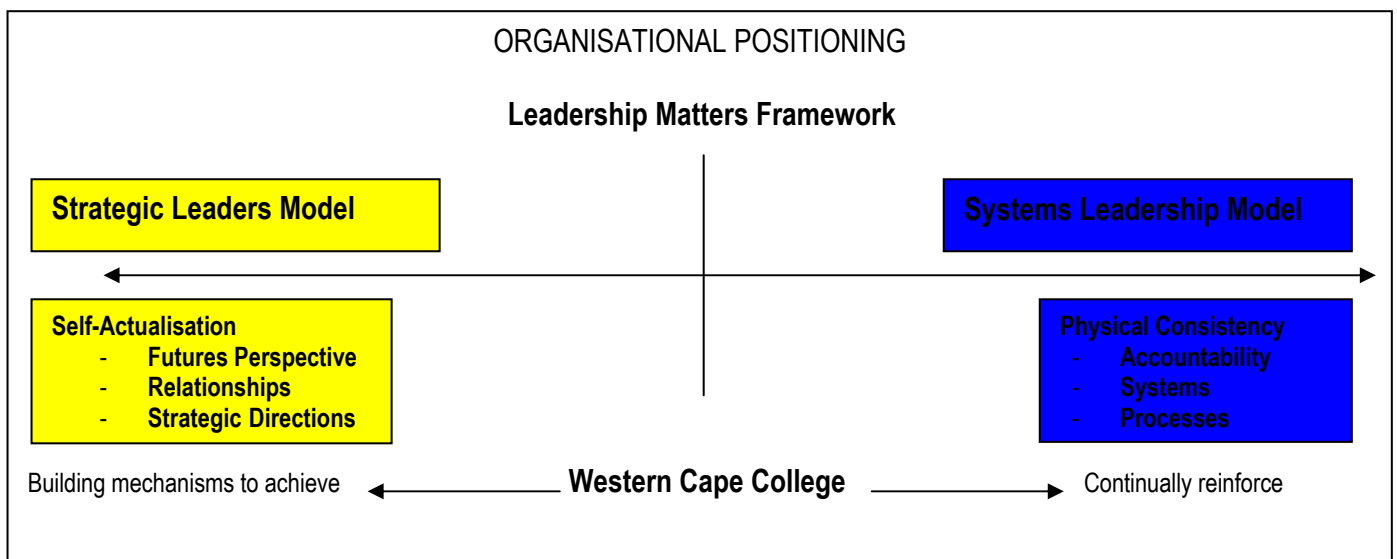
Organisational Chart



Executive Management Team Structure



The stability of the leadership team is not the only component which enables the organisational structure of the College to thrive. High turn over of staff, amongst others is an issue for all schools across Torres Strait and Cape District. This is a core reason the *Systems Leadership Theory* is an essential component for the College. The application of this methodology provides a strong foundation of systems, process and accountability setting. Therefore, the College can boast one constant within an environment of continuous change. The systems, processes and procedures need to be effectively established and adhered to, ensuring consistency and stability with the constant cycle of staff. This ensures the work of staff members is not attributed to the individual but to the role, thus maintaining the momentum to improve education outcomes. The continuum below highlights how the implementation of strong systems has enabled the College to move toward self-actualisation. It is emphasised though that this progress could not have occurred without a primary foundation built on consistency.



This continuum highlights the strong foundations in systems and processes valued by Western Cape College. As a result of the dogmatic commitment to set operations the College is now in a position to achieve self-actualisation. At present Western Cape College is systemised to reinforce its foundations and is gradually building mechanisms to move successfully along the continua. The College now has the capacity to leverage the *Strategic Leaders Model* which has a heavier emphasis on relationships. Western Cape College is currently rewriting the *Executive Management Team Manual* to capture the 10 themes outlined in the *Leadership Matters Framework* this allows the College to find an appropriate balance between systems and relationships. This manual is a user friendly document utilized by the leadership management team at Western Cape College to focus activities and promote possibilities to drive effective systems.

The current emphasis for the College is ensuring organisational models are flexible enough to build effective partnerships with business and industry, explore other enterprises, and generate understanding utilising quality communication. Additionally, demonstrating accountability to key stakeholders and enforcing a commitment to strategic directions are two major areas of focus. During 2005 the College underwent a process of restructure to phase out operations at the Napranum Campus and transition students across to the Weipa Campus. This has further streamlined the organisational effectiveness of the College operationally and educationally and highlights the progress Western Cape College is making.

Curriculum & Pedagogy

The Structure

The establishment of Western Cape College required the alignment of curriculum, pedagogy and assessment across all four original campus sites. This would foster the effective transition of students between the different phases of learning. The primary goal at the inception of the College was to dramatically improve the senior schooling outcomes of Indigenous students. Therefore, an alignment of curriculum and pedagogy across campuses would support the transition of students having to relocate to access senior schooling options. To assist the organisation of a consistent, streamlined curriculum and pedagogy across campuses a 'staged schooling' structure was introduced.

Western Cape College organised curriculum and pedagogical practice around three stages of schooling; Junior P-3, Middle 4-9 and Senior 10-12. This organisational structure provides best practice in learning and management. Each stage of schooling is co-ordinated across campuses by a Head of Staged Schooling. The Head of Staged Schooling collaboratively works with teaching staff to develop curriculum relevant to a College strategy that reinforces consistency across classrooms, year levels and stages of schooling. The Head of Staged Schooling is accountable for ensuring staff are supported within their roles to develop consistent and quality curriculum that meets the needs of students with a focus on literacy and numeracy.

The Programs

Western Cape College provides early education services at each of the college sites and supports the alternative early education services available in Western Cape communities. College curriculum programs in early education are based on the Queensland Studies Authority's *Early Years Curriculum Guidelines*. These guidelines inform the *Junior School Curriculum Guidelines* developed by the College to ensure consistent curriculum across sites and levels to assist successful transitions during the early years. Western Cape College is prepared for the implementation of the Preparatory Year and has employed a Preparatory Year Facilitator to provide training for PREP teachers at already established early education centres. The focus at Western Cape College during Kindergarten and PREP is play-based and developmentally appropriate learning, reflected in the curriculum programs implemented at the College.

Since inception Western Cape College has been engaged in a process of curriculum renewal through the implementation of the *New Basics Framework*. Western Cape College was accepted as part of the second group of trial schools for the *New Basics Framework* in July 2001. Since *New Basics* implementation the College has developed suites of *Rich Tasks* and *Depth Studies* that connect student's learning to their lived experience. This ensures the curriculum, pedagogy and assessment at the College are culturally appropriate and equip students to participate in new technologies, economies, cultures and communities.

The College is currently in the process of aligning the *New Basics* curriculum with the *Queensland Curriculum, Assessment and Reporting Framework*. This process has required the College to demonstrate that they are covering all of the essential learnings identified in the new framework. These essential learnings will form part of the

curriculum offered at the College and a team has been established to ensure staff understand the implications of the new framework at a classroom level.

The curriculum programs offered in the senior stage of schooling are based on the Queensland Studies Authority's *Key Learning Outcomes* syllabus documents. The College has recently broadened the senior schooling selection to further meet the needs of individual students. Vocational education and training courses are also included in the curriculum for students following a clearly articulated VET pathway. The College has established a support network to guide students through the senior phase of learning. The process is initiated in Year 9 with a *Rich Task* involving career planning and Senior Education and Training Plans in Year 10. Students are then registered in the *Queensland Certificate of Education* where pathways are monitored by staff, parents and students.

The Initiatives

Strategically the College is placed to deliver a world-class P-12 education facility with an emphasis on transitions, accountability and excellence. An Early Years Transition Team has been established to coordinate the transition of students through the early phase of learning. This involves an intense support network established with parents, community members, students pre-PREP to Year 3, and alternative early education providers in each Western Cape community. This network will coordinate the approach to early years education, highlighting age appropriate progression. Western Cape College also supports the Transition Support Unit to deliver a service to students leaving their community to access senior education options. The transition of students through the early years of schooling and from primary to secondary education are times when the students of Western Cape College require targeted support to ensure these transitions are successful.

The partnership with the Transition Support Unit provides Western Cape College with an additional mechanism to ensure Indigenous students from our remote communities have supported access to a senior education. The College provides a boarding facility located at Weipa for students who cannot access a senior education. The successful management of the Hostel is a recurring issue for the College and sustainability mechanisms are being explored.

Western Cape College has implemented a number of other initiatives to ensure the delivery of consistent, quality curriculum, pedagogy and assessment across all campus sites and year levels. For example the College:

- Developed a *College Curriculum Strategy* that clearly outlines the vision and aim of the curriculum programs at Western Cape College. This ensures the College provides a curriculum that flows and transitions students through P-12.
- Plans to develop a set of guidelines which teachers will use to base planning around the key aspects of literacy and numeracy.
- Implemented planning time-blocks for teams of teachers, Heads of Department and Heads of Staged Schooling.
- Introduced best practice professional development opportunities.

- Developed a coordinated approach to Teacher Aide professional development
- Implement programs that successfully embed the literacy and numeracy agenda.
- Structured management of funds to increase Teacher Aide support which in turn increases classroom support.
- Implement programs which provide teachers with ESL and language strategies.
- Promotes teacher participation in research to facilitate the identification of structure and pedagogical changes to teaching.
- Extends the RAIS conference to deliver a *New Basics* overview which is continued with ongoing support.
- Built a College Curriculum Committee which drives the strategic direction of curriculum, pedagogy and assessment at a College level. Campus Curriculum Teams feed into this Committee to cement the accountability of staff in curriculum programs and promote consistency across campuses.



The Data

One of the major driving forces behind establishing Western Cape College was to improve the learning outcomes for Indigenous students across the Western Cape. This was epitomised in the College vision to enhance the senior schooling outcomes of Indigenous students. During this period in education there was a systemic push for strategic decision making based on school data. Therefore, when the College was formed there was a strict focus on developing rigorous data frameworks. The implication of developing and implementing these frameworks was an increased focus on individual teacher and school effort to achieve positive teaching and learning outcomes. In 2001 the College set a series of achievable goals to ensure the concept of a data framework progressed.

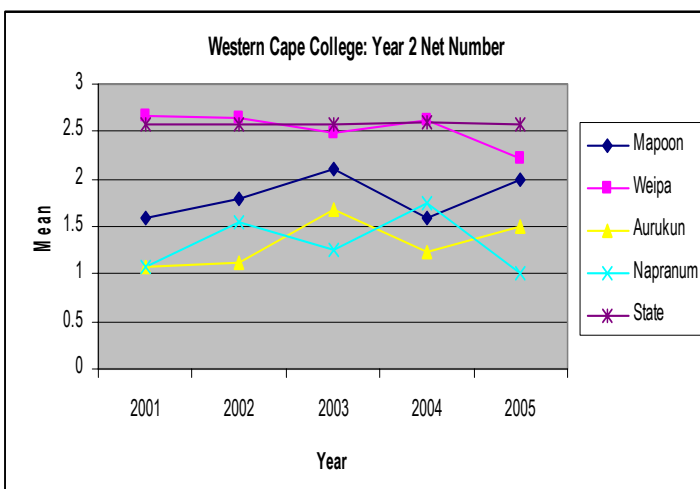
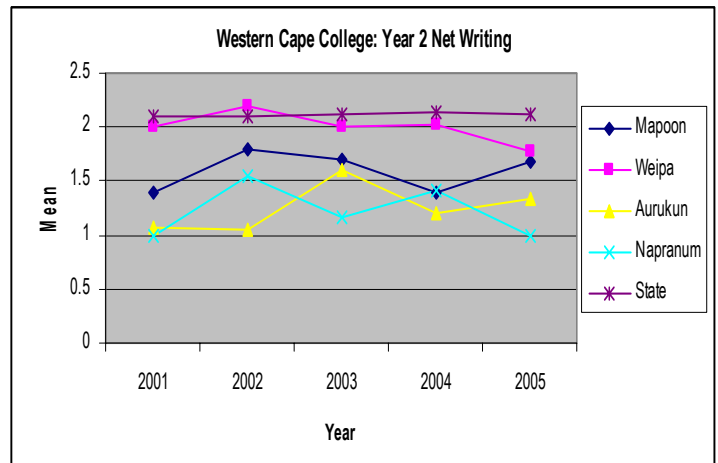
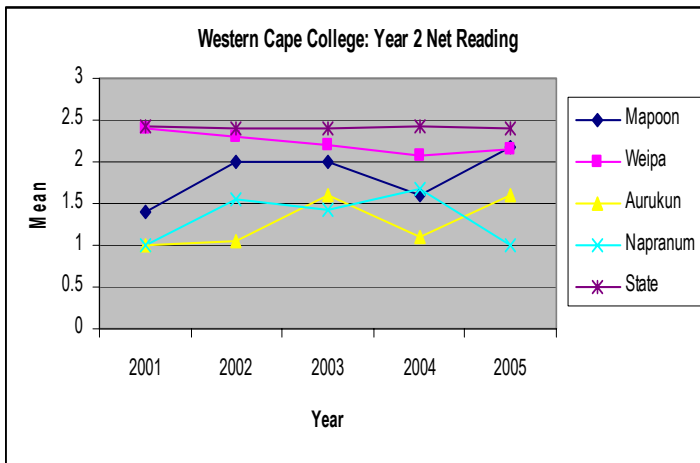
Primarily, the College needed to establish baseline data from which to assess future progress. A statistical database was built to retain information on student attendance, behaviour and retention. This provided the College with a common statistical base across all Campus sites. Quantitative data on benchmark tests, attendance and senior schooling results were also collated and stored for future comparison. This was achieved through the *College Improvement Framework* which enabled the monitoring of performance on clearly specified indicators across the College. The aim of establishing this system was to build a mechanism with integrity. In turn the establishment of this framework promoted the exploration how the information could be utilised.

In 2006, a retrospective benchmark data report was compiled to analyse the efficiency and effectiveness of the framework. This report revealed that the vision was not materialised, as data is not an end in itself. Only the strategic injection of data into decision making can drive change. Accordingly, the College drive to achieve its strategic vision of improving the education outcomes of its students has seen the adoption of the 17 actions outlined in the *Bound for Success: Cape York and Torres Strait Education Strategy*, as the framework from which to base strategic work. This includes the collation, reporting and utilisation of data. The benchmark data retrospective highlighted that to achieve its vision, the College must use data collected to inform teaching practice more effectively. The premise being that the information gathered from testing procedures can inform teaching staff of individual student needs and therefore improve student outcomes. To materialise this concept the College has developed a strategy to ensure teachers understand what benchmarks are measuring and how to interpret data to inform teaching in classrooms.

The effective utilisation of data to improve education outcomes is a new focus for the College as the framework evolves. The benchmark, attendance and senior schooling data over the last five years has improved dramatically at Western Cape College. There is still a long way to go in terms of meeting state benchmarks on standardised testing but the progress highlighted by the following graphs is evident.

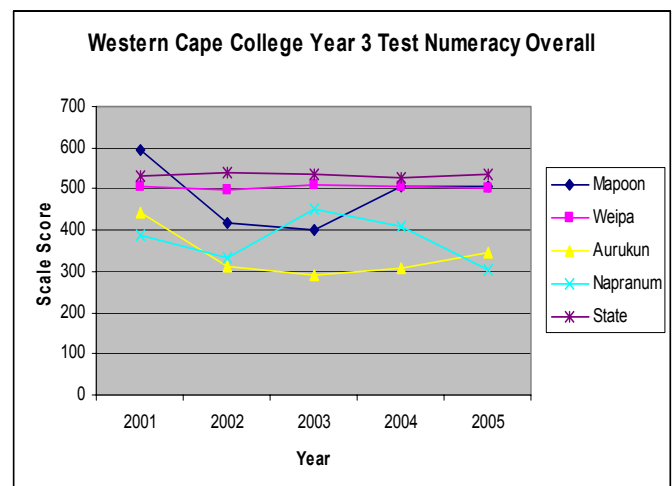
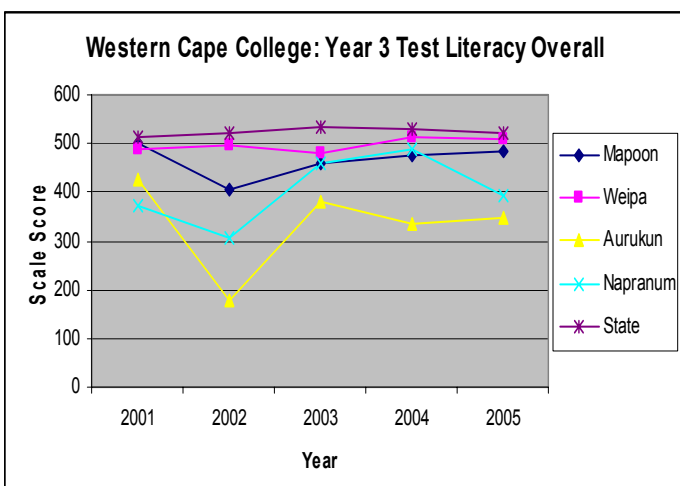


The Year 2 Diagnostic Net



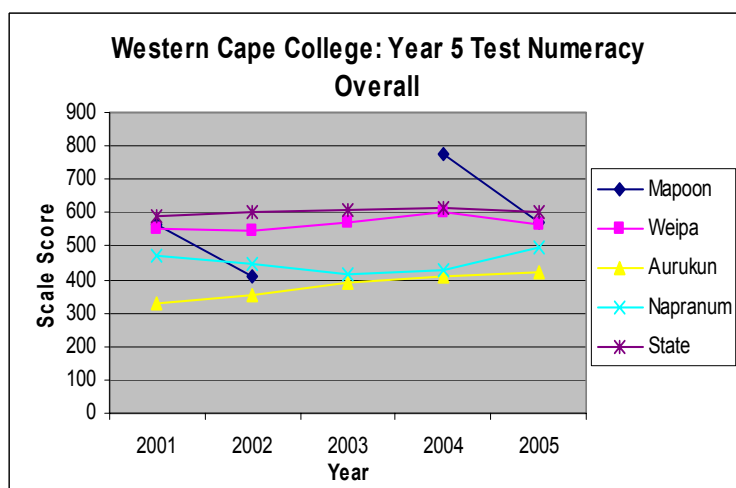
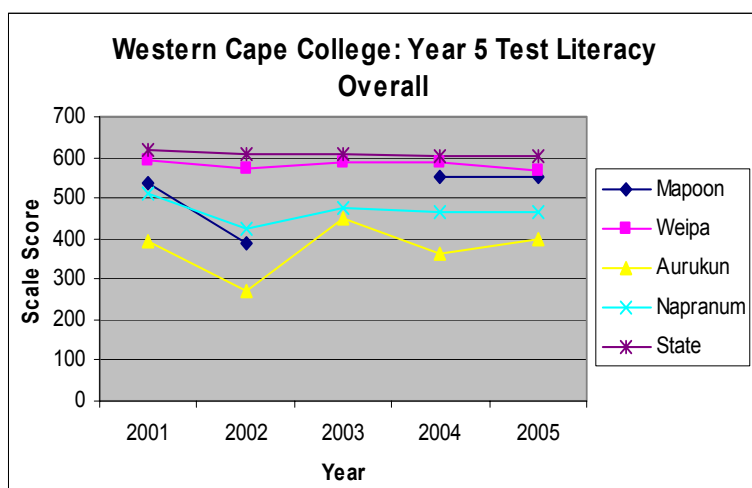
These three graphs compare outcomes for students across all Western Cape College campuses. These graphs demonstrate the disparate outcomes experienced between the campuses at Western Cape College. Mapoon, Aurukun and Napranum have consistently poorer outcomes than Weipa and state benchmarks. The results for Aurukun and Mapoon are slowly improving. A drop in 2005 for Napranum and Weipa is attributed to the transition of students from Napranum to Weipa as school operations were phased out.

The Year 3 Test



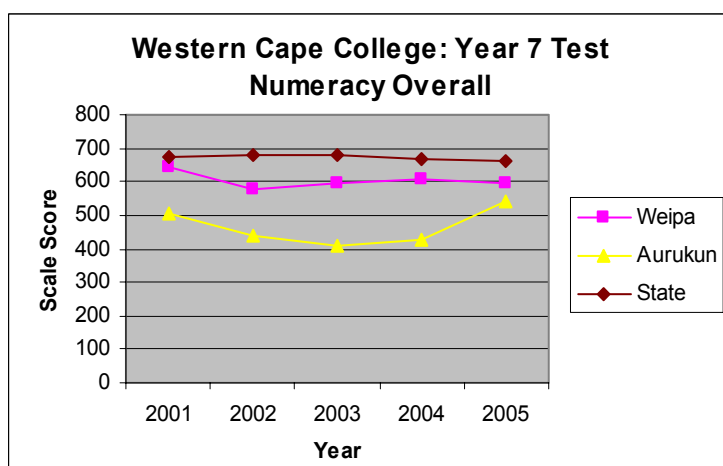
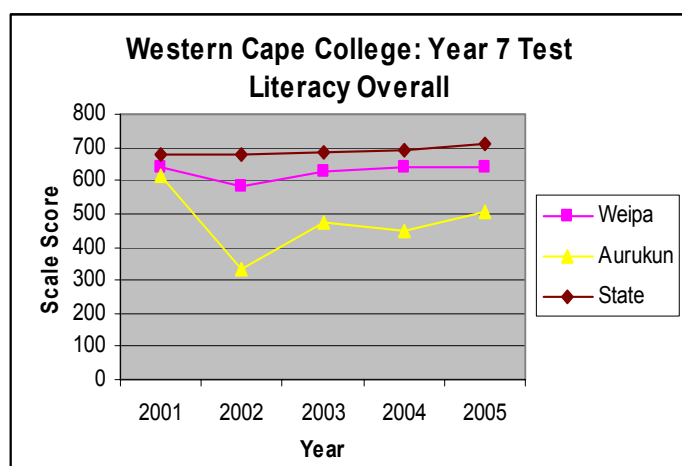
The two graphs above highlight the improvements made across Western Cape College on Year 3 literacy and numeracy measures. The dramatic drop in scores for Aurukun and Mapoon in 2002 is consistent with a dramatic increase in student numbers. All campuses scores have since stabilised, with the exception of Napranum associated with the rolling out of school operations.

The Year 5 Test



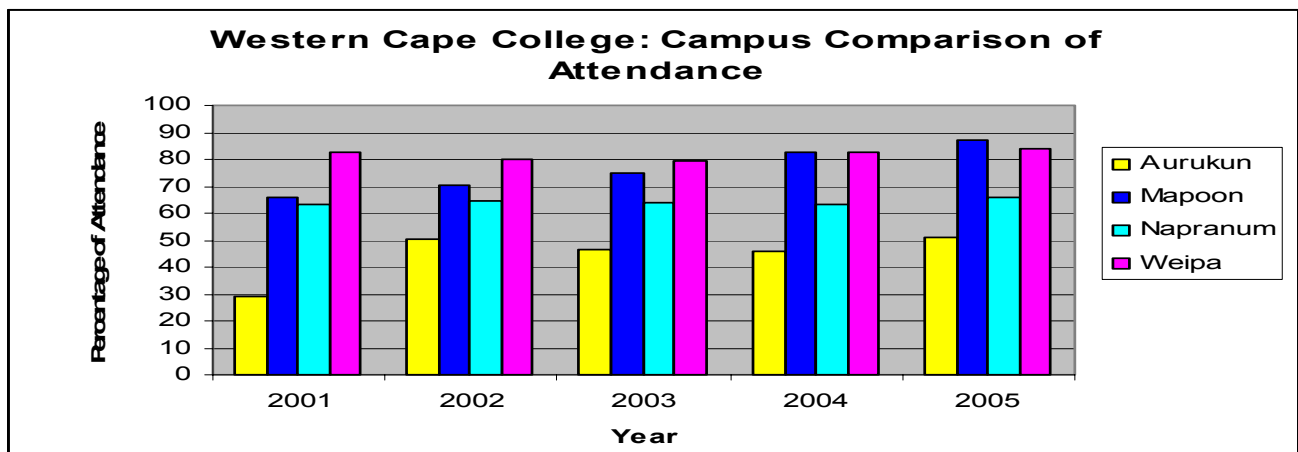
The above graphs show a stabilisation of scores on the Year 5 Test across all campuses with the exception of Mapoon where scores were disrupted in 2003 due to no enrolments that year. Aurukun, Mapoon and Napranum experience a drop in 2002 associated with an increase in class sizes across all three campuses. Scores recover in 2003 and have steadily improved to 2005. Weipa has maintained consistent scores on the two components of the test, with a slight drop in 2005 noted, attributed to the influx of Napranum students to the campus.

The Year 7 Test



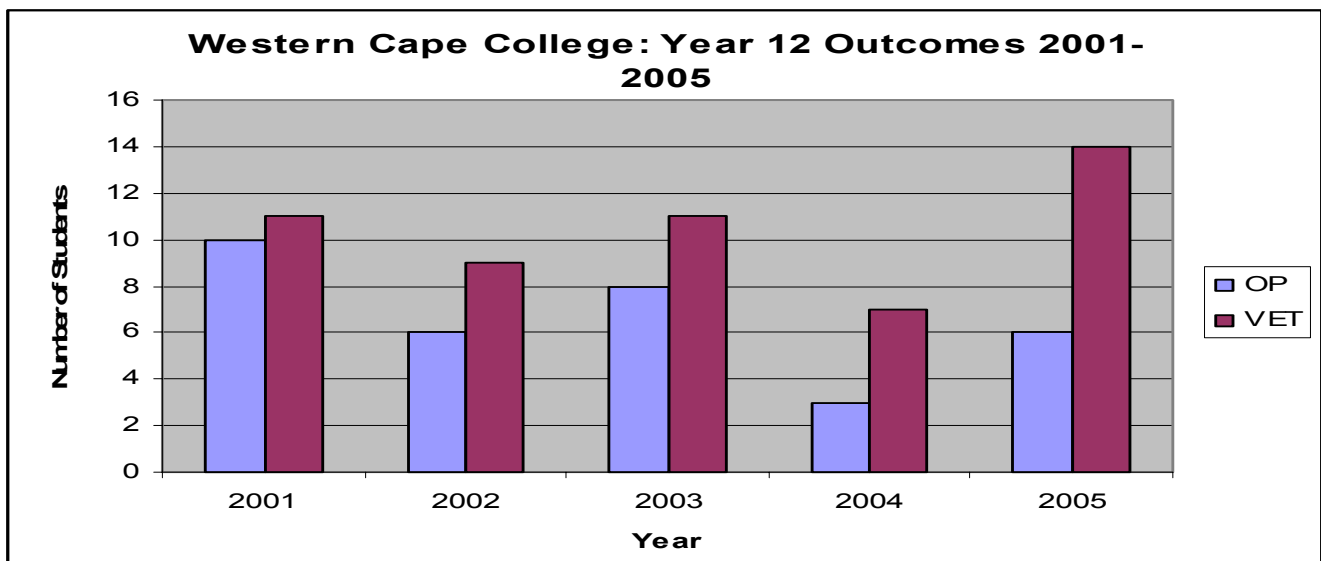
The above graphs compare results on the Year 7 Test for Aurukun and Weipa, from 2001-2005 there were no Year 7 enrolments for Napranum and Mapoon. Aurukun has made steady progress on the Year 7 test with scores graphically similar to Weipa in 2005. Both campuses remain below state benchmarks, with Aurukun having a significantly higher proportion of students in the bottom 15% on literacy and numeracy than Weipa.

The Attendance



This graph highlights the difference in attendance numbers experienced at each Western Cape College campus. Aurukun campus has particularly low attendance rates compared to the other campuses. There has been improvement over time for each of the campuses which is encouraging. There is still a long way to go for Western Cape College to meet the strategic priorities of 90% attendance at Weipa and Mapoon and 80% attendance at Aurukun.

The Year 12 Outcomes



The senior schooling outcomes at Western Cape College have changed as the College has broadened the subject offerings in the senior years. This is reflected in the number of students accessing VET pathways. There remains a gap between enrolment numbers and year 12 outcomes which Western Cape College is aiming to address with the implementation of the *Service Guarantee for Torres Strait and Cape District: A Senior Schooling Strategy*. This initiative guarantees all students at Western Cape College will achieve an overall position, VET pathway or paid employment.

Strategic Directions

The establishment of Western Cape College was one of the initial steps in a broader reform agenda at a State and National level to improve the education outcomes for Indigenous students. The College operates within this policy environment and actively contributes to the direction and development of education policy and reform, particularly in the Torres Strait and Cape District.

Western Cape College has taken a leading role in the implementation of the:

- *Partners for Success Action Plan*
- *Education and Training Reforms for the Future*
- *Queensland Curriculum, Assessment and Reporting Framework*
- *Preparatory Year*
- *Bound for Success: Cape York and Torres Strait Education Strategy*
- *Service Guarantee for Torres Strait and Cape: A Senior Schooling Strategy.*

This commitment to fulfilling and contributing to systemic requirements has placed the College at the forefront of Indigenous education delivery. The College monitors and conducts qualitative and quantitative research to test the flexibility, appropriateness, rigour and quality of the education service provided to all the students of Western Cape College.

The major focus of the College when it was first formed was the senior schooling outcomes of Western Cape Indigenous students, this remains a strategic focus with the contribution and commitment to the service guarantee for senior schooling outcomes. As the College has embedded and extended reforms the strategic focus has shifted to 'halving the gap' between Indigenous students scores and state means on benchmark tests. The College has developed a coordinated approach to address the learning needs of students performing below state averages. This approach forms part of a larger strategic plan around curriculum development and efficiency, particularly around the areas of literacy and numeracy.

The *Bound for Success Education Strategy* has been adopted by the College as the framework for its current strategic direction. The College conducted an extensive audit on each of the 17 indicators outlined in the strategy to determine areas of action. These areas will drive the next three years of strategic effort.

The College sets a number of priorities annually, these priorities drive the strategic efforts for that year and ensure focus is maintained. The Western Cape College strategic priorities for 2006 are:

- Improve student outcomes
- Increase student attendance
- Increase retention and transition rates
- Implement the *Bound for Success: Cape York and Torres Strait Education Strategy*

- Embed and extend previous College reforms
- Create an organisational effectiveness model
- Build quality curriculum
- Move students into the workforce
- Improve the efficacy of resource management
- Action community engagement models.

The College outlines these priorities to key stakeholders at the beginning of each year, this highlights the College's commitment to demonstrating its accountability to the parents and students of Western Cape College.



Conclusion

Western Cape College is committed to delivering a quality P-12 education to the children of Western Cape communities. The last five years have seen significant progress in moving the Indigenous education agenda toward a platform of success at Western Cape College. The history of Western Cape College and the individual communities within which the College operates have established a unique environment within which to drastically improve the life outcomes for the children of these communities. Partnerships with business and industry and strong directions based on accountability, systems and process has developed a foundation from which the three campuses of Western Cape College can concentrate on the core business of improving the learning outcomes for each student. The data demonstrates significant improvement across all campuses on benchmark tests, attendance and year 12 outcomes. There remains a long journey ahead of Western Cape College to achieve success for its students but the significant steps toward achieving that success cannot be ignored.

