

Wongutha CAPS School / Community Partnership Agreement



WONGUTHA CAPS



Wongutha CAPS is a non-government, year 11 & 12, vocational education school sited on a farm 27 kilometres from Esperance. The school has both boys' and girls' hostels and accepts students from all over Western Australia. The school was commenced in 1990 by the Christian Aboriginal Parent –directed School inc. in facilities previously used by Wongutha Mission Training Farm.

Wongutha Mission Training Farm

Wongutha Mission Training Farm was established in 1954 on a 1000-acre bush block 24 kilometres North East of Esperance and 5 kilometres east of Gibson. The land was purchased freehold by Rod Schenk (son of Rodolphe Schenk who was the founder of Mt Margaret Mission, between Leonora and Laverton). Rod had grown up at Mt Margaret and then studied at an Agricultural College as he had a vision to establish an agricultural school for Aboriginal post-secondary students in the Esperance area. This was in the early days of the discovery of the potential of the Esperance sand plain with the addition of super phosphate and trace elements.

The land at Gibson was cleared, buildings established, and a course in agriculture for post-secondary students initiated. The agricultural boom occurred in the 1960's and Wongutha students were readily able to find work in the area. There were two workers' hostels established for Aboriginal men at Esperance and Condingup, and ex Wongutha students were sought after farm workers.

The Wongutha curriculum also included training in Christian principles and leadership, and students travelled from all over Australia to attend the course. As the demand for farm workers declined Wongutha moved into pre-trade courses and continued with these courses into the late 1980's, when funding and staffing difficulties saw a decline in programs offered.

Many Aboriginal leaders emerged from Wongutha over the years and the program made a significant impact on Aboriginal Education, particularly in the sixties and seventies. Wongutha Mission was operated by a Board made up mostly of local Esperance people; farmers, business people, church leaders and Aboriginal leaders. In 1990 this board invited CAPS (Christian Aboriginal Parent- directed



School inc) from Coolgardie to take over the training program. In October 1993, The Wongutha Board deeded the land and all assets to the CAPS Board, and the Wongutha Board ceased to exist.

CAPS

The Christian Aboriginal Parent –directed School was formed in 1981 by concerned Aboriginal parents who felt that the government schools were failing Aboriginal students. This initial group were Aboriginal people who had grown up at Mt Margaret, or had some links with Mt Margaret. They felt that the standard of education that they had achieved was far better than what their own children and grandchildren were achieving, and they desired education sympathetic to the needs of Aboriginal students, Christian, and modelled on the Mt Margaret school. This group of Aboriginal people involved local non Aboriginal supporters and formed the founding Board who met during 1980. The school commenced in the St Anthony’s Convent building in Coolgardie in February 1981 and catered for years one to ten.

From its inception the school offered boarding accommodation for secondary students who travelled from the NT, Queensland, and all parts of Western Australia to attend the school. In 1980 /81 the new Non Government school movement was just beginning to gather momentum and the move to establish the school was a brave move into relatively uncharted waters. It was a steep learning curve for the new Board who sometimes had to learn from mistakes. Later, pre-school and year 11&12 courses were also offered and a second school was started at Kurrawang Community, between Kalgoorlie and Coolgardie. This school offered pre-primary to year seven.



Over time the school gained recognition as playing an important role in Aboriginal Education in Western Australia. The CAPS Board took on the additional responsibility of the Wongutha program in 1990 and the whole property in 1993. The CAPS Board established a

new incorporated (linked) body to operate the two farms (Wongutha and the ALT leased property at Neridup) and excised the school site from the Wongutha farm.

Wongutha CAPS

CAPS Board members perceived that there existed a gap in the educational market place for Aboriginal students. There didn't appear to be any post compulsory vocational programs for Aboriginal students. They described the program at Wongutha CAPS as Vocationally Oriented and pre-empted the new wave of VET courses in schools. In 1990 Wongutha CAPS catered for 12 male students and the popularity of the course grew quickly, with a girls' hostel commencing in 1993 and the numbers growing. Today about 55 students attend the school and there is a substantial waiting list of students who would like to attend.

Wongutha CAPS has been validated as an RTO (Registered Training Organisation) and is able to deliver and assess AQF training packages within a specified scope. Wongutha courses are a mix of Curriculum Council courses, school-based courses and AQF modules. Vocational English, English (Literacy), Maths, (Numeracy), Bible, & Computers form the core subjects and students can choose vocational subjects from;

- Hospitality
- Plant Operating (front end loader backhoe, Tip truck and Skid steer loader)
- Metals and engineering
- General construction
- Automotive - Servicing
- Automotive - Panel beating & Spray painting
- Conservation and Land Management (Calm)
- Business Services



- Stock and Station

Wongutha CAPS has scope for these industry areas.

Students also choose an Agriculture subject from

- Equine,
- Aquaculture,
- Horticulture,
- Poultry.

Career Guidance

Students are involved in a program of intensive career guidance that exposes students to a variety of different employment and training opportunities, and develops a career pathway for each student. These pathways are revisited regularly to ensure that the best educational and training programs are being implemented to meet the individual needs of students.

Each year students are involved in a vocational excursion. Many of the students at Wongutha come from remote communities and often arrive at the school with a very limited range of possible employment opportunities. The vocational excursion exposes students to a broad variety of employment possibilities

Work Placement Program

All Wongutha CAPS students are involved in Workplace Learning and most students travel into Esperance or out to local farms each Wednesday. Students are involved in an intensive work preparation course which includes fire safety (levels one to three) St Johns First Aid qualification, Occupational Health and Safety and general work preparation. Each student has a mentor and the mentor finds

placements for the student and visits the workplace to ensure that the work placement is proceeding satisfactorily for both the employer and the student. The student receives a high level of support from the mentor.

There are two levels in the Workplace Learning Program.

- Starfish Enterprises
- Structured Workplace Learning

Starfish Enterprise students do not have the skills to go out on work placement. These students are involved each Wednesday in a structured program of work readiness training which has been developed by Wongutha CAPS and delivered by Wongutha CAPS staff in the CWA rooms in Esperance during the morning. In the afternoon students work in small teams under supervision. Student progress is closely monitored and students receive awards and prizes for achievement.

“Starfish Enterprise” students work in teams (three to five students) on enterprises in Esperance. These enterprises include;

- Gardening
- Cattle Project
- Indigenous Art
- Esperance Care Services
- Lunch preparation and distribution

Students develop work skills and work ethic and over a period of time develop a track record of work attainment. Students progress from “Starfish Enterprises” to SWL (Structured Workplace Learning) which is an accredited Curriculum Council Subject.

Esperance is a relatively small town with a finite number of workplace opportunities. Some of these workplaces have been lost because of poor work performance by workplace students from Wongutha CAPS and other schools. The purpose of the staged entry

into SWL work placement is to ensure that each workplace students has the skills, work ethic and work habits to ensure that they can perform satisfactorily for employers.

SWL students travel into Esperance each Wednesday and are involved in generic work placement. A mentor who is responsible for five students, carries out the following;

- Provides work readiness counselling
- Student workplace selection (and career counselling)
- Organises appropriate clothing
- Secures work placement
- Meets with mentoring group Tuesday afternoon and prepares for SWL
- Takes the student to the work placement each Wednesday
- Visits the work site during the day and liaises with the employer
- Assists with filling out log books
- Picks student up at the end of the day
- SWL debrief in mentoring groups Thursday morning

The mentor is also involved if the student has a non SWL concern or problem at the school. The VET Coordinator looks after the whole program, ensures that all students have places, organises “School to Work” and “Work Training”. Coordinator monitors paperwork and forms, ensuring that material is current.

Driver Training Program

All students who are sixteen years or older are assisted to obtain a drivers licence as funding or staff time is available. Discussion with potential employers has revealed that for most employers a drivers licence is more important than Curriculum Council year 11 and 12 course achievement, or achievement of VET Units of Competence. This is particularly the case when students are targeting employment on mine sites.

The Wongutha CAPS Driver training program involves students in classroom and “on line” learning to achieve the written aspects of the licence process and then sufficient practical driving to ensure that a student can attain their “L’s”. Students are then involved in a further 25 hours of practical driving to complete the process. It is intended to extend the driver training program to include medium rigid licences, and advanced skill driver training.

2007 End of Year Results

At Wongutha the 2007 end of year results included

Curriculum Council Subjects:

English EALD 1A	19 passes
English EALD 1B	12 passes
English EALD 1C	10 passes
English EALD 1D	3 passes
English EALD 2A	4 passes
English EALD 2B	2 passes
Math (D500)	4 Passes



Agriculture (D721 / D725) 25 passes
SWL (D962) 15 passes

Vet Subjects:

Conservation and Land Management 1 Certificate and 9 units of competence
Automotive Servicing 4 Certificates and 17 units of competence
Automotive Panel and Paint 1 Certificate and 6 units of competence
Kitchen Operations 5 Certificates and 7 units of competence
Metals and Engineering 2 Certificates and 10 units of competence
General Constructions 2 Certificates and 12 units of competence
Business Studies 5 Certificates
Plant Operating 16 units of competence

* Students won the local area positive image award, three ADF awards, and two VET in Schools awards.

Student Numbers

2004 55
2005 55
2006 64
2007 66

Attendance Rate

2004 79% attendance rate
2005 89% attendance rate
2007 92.44%

Retention Rate



2004

Semester one 83%

Semester two 72%

Whole year 56%

2005

Semester one 85%

Semester two 74%

Whole year 58%

2007

Semester one 86.27

Whole year 62.7

	who leave mid term (without an acceptable reason such as a funeral etc) are not accepted back into the school program for at least a year.	monitoring process maintained and ongoing	
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		with appropriate clothing	
School	<ul style="list-style-type: none"> • I.T. social/family networking options(s) built into new hostel (e.g. Myspace, Skype, Facebook, etc); • Pastoral care and mentorship program; • Christian ethos; • Health screening remediation follow-up, including nutrition; • Local organised sport and out of hours fitness program; 	<ul style="list-style-type: none"> • Reflected in new hostel plans • Consistency with processes and procedures between hostel & school. • Induction of all staff/students in processes & procedures. • Health screening maintained • Program negotiated each term 	<ul style="list-style-type: none"> • Hostel plans • Student entrance level checklists; • Combined hostel school staff meetings • Induction checklist; • Weekly well-being checklist • Health screening; • Sports program

Student Behaviour

Objectives	Students display a pattern of behaviour that is consistent with the CAPS Board’s vision and standards so that: <ul style="list-style-type: none"> • All staff can teach and students can learn effectively; • Students can enjoy a home like hostel environment. 		
Partners Responsible	Strategies	Targets	Indicators and / or Assessment Tools
Community Community Input Community Responsibility	What the School Can Do. <ul style="list-style-type: none"> • The school can have good rules. • School uphold rules, • School reward good behaviour. What Parents Can Do. <ul style="list-style-type: none"> • Support the school rules, • Support school action on rules, • Encourage students to mix with the right kids and not to mix with kids that are in trouble, • Talk to students on the phone, • Encourage good behaviour. 	<ul style="list-style-type: none"> • Every student communicates with a parent at least once a week. 	<ul style="list-style-type: none"> • Communication checklist/survey
School Staff	<ul style="list-style-type: none"> • School / hostel maintain a positive code of behaviour • Students are rewarded for positive behaviour 	<ul style="list-style-type: none"> • Code of behaviour is an agenda item at each Term Review Meeting (Post-mortem) • All new staff are inducted in the operation of the code of behaviour • Positive behaviour recording / rewards process maintained 	<ul style="list-style-type: none"> • Minutes of TRMs • Induction checklist • Record of rewards process

Hostel

Objectives	Provides a safe, respectful home-like environment where students are comfortable.		
Partners Responsible	Strategies	Targets	Indicators and / or Assessment Tools
Community Community Input Community responsibility	What the School Can Do <ul style="list-style-type: none"> • Make the hostel a home for kids because many have never been away before, • Make the Hostel a safe place, • Make the hostel warm and comfortable, • Have lots of activities including lots of sport, • Contact parents if there is a problem or emergency How Parents Can Help <ul style="list-style-type: none"> • Supporting the hostel in their rules • Talk through issues when students are upset <ul style="list-style-type: none"> • Regularly communicate with parents 	<ul style="list-style-type: none"> • Parents know about hostel rules and agree to them on student enrolment <ul style="list-style-type: none"> • Weekly parent contact by phone 	<ul style="list-style-type: none"> • Enrolment protocols and procedures <ul style="list-style-type: none"> • Free weekly phone access available
School	<ul style="list-style-type: none"> • Students follow predictable routines & expectations to ensure a supportive atmosphere. 	<ul style="list-style-type: none"> • Students' routines & expectations displayed and discussed with students monthly. • Student wellbeing survey 	<ul style="list-style-type: none"> • Routines/expectations displayed • Discussions take place • Student well-being survey

	<ul style="list-style-type: none"> • Quality nutrition through the meal program. • Students make a photo album to take back to their communities. • Hostel parents visit targeted communities. • Organise activities that value community experiences (i.e. damper making, etc). • Sensitive management & access to “pocket money”. • Uniform behaviour management strategy across school & hostel. • Regular combined informal & formal staff meetings between teaching & hostel staff. • Facilitate visits to the nurse as required. 	<ul style="list-style-type: none"> • All meals prepared on the basis of sound nutrition • Each term • Once every year • Activity program developed at the beginning of each term • Policy (Go for Gold) in place and discussed with students • Policy maintained, reviewed by all staff annually & new staff trained re process • Informal – Daily • Formal - Once a term 	<ul style="list-style-type: none"> • Menus • Photo albums • Number of visits • Activity program • Policy • Review meetings & induction checklist • TRMs minutes • Records
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	<ul style="list-style-type: none"> • Parents/care givers contacted as soon as possible in the event of an emergency of a problem happening • Ensure hostel is warm and comfortable • Ensure hostel is a safe place 	<ul style="list-style-type: none"> • Nurse access process maintained • 100% contact rate • Student Management Committee meets once a month to discuss and plan hostel facilities • Health and safety checks maintained 	<ul style="list-style-type: none"> • Incidents records • Meeting minutes • Health and safety records
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Literacy: Accelerated Literacy

Description of assessment of students

On entrance to Wongutha CAPS School all new students are assessed for their IRLs in literacy and are then placed in their classes accordingly using scaffolding literacy methodology as the primary mode of delivery:

- All students with an IRL of Year 8 or higher and whose writing levels are NLLIA Bandscales 4/5, or above, are placed in Level 2 and participate in 1C/1D EALD. On completion of EALD 1C and 1D some students will do 2A and 2B EALD the following year.
- Students assessed with an IRL of Years 6 – 8, but with lower NLLIA Bandscales writing levels, are also placed in Level 2 but participate in 1A/1B EALD.
- Students who are assessed with IRLs 3-6, but with low NLLIA Bandscales writing levels, are placed in Level 1 and participate in 1A for two semesters.
- Students who are assessed with IRLs year 3 and lower and with low NLLIA Bandscales writing levels are placed in Level 1 but do not do EALD. These students participate in concentrated AL for approximately 90 minutes each school day using narratives but with other genres of texts also introduced.

Rationale for this approach

The students with very low IRLs are not able to read or write at levels that would enable them to perform and complete any EALD tasks to a suitable level.

Rationale for using AL

Wongutha's assessment data shows that AL improves students' literacy at an average which is greater than one level per school year (1.3 in 2006 and 2007).

The majority of the students at Wongutha CAPS are ESL speakers and also have low reading and writing levels.

The year or years these students spend at Wongutha CAPS are their final years at an educational institution. It is unlikely that most of them would attend further education. Thus they can be considered 'at risk'.

AL has proved to help these kinds of students to improve their reading levels by two or more years each school year. Thus these students will leave their final years of school with a better capability for reading texts.

Objectives	Engage students in literacy and improve their literacy levels to age appropriate level.		
Partners Responsible	Strategies	Targets	Indicators and / or Assessment Tools
Community Community Input Community Responsibility	What the School Can Do <ul style="list-style-type: none"> • Provide good literacy, • Teach students to read and write How Parents Can Help <ul style="list-style-type: none"> • Encourage students to read • Encourage them to do crosswords and read magazines • Encourage reading habit • Be an example to students • Talking about their future and the importance of reading 	<ul style="list-style-type: none"> • Students reading for pleasure and information in home communities 	<ul style="list-style-type: none"> • Student survey
School	<ul style="list-style-type: none"> • Establish a hostel library – supported by literacy teachers’ periodic Low Order of selected texts. • Engage students in AL program • Integrate the teaching of literacy across learning areas: <ul style="list-style-type: none"> ○ Non-literacy teachers to participate in Low Order & High Order AL 	<ul style="list-style-type: none"> • Library maintained • Increase reading for pleasure. • Minimum of 90 minutes per day that students are available. • School structures in place to support this by the end of Term 1 	<ul style="list-style-type: none"> • Library stocked • Observations • Teacher program and timetables • School support structures

	<p>training (Read to Learn).</p> <ul style="list-style-type: none"> ○ Literacy teachers develop High Order scripts. <ul style="list-style-type: none"> ● All literacy staff meet to consider the texts, data and strategies. ● All literacy staff to meet to consider key assessment data. ● Teachers analyse Working Level (WL)/class text assessment ● All literacy staff attend AL professional development ● Network with staff from feeder schools. ● EALD in place ● Communicate with parents about student literacy development ● Set consistent and considered development goals 	<p>2009.</p> <ul style="list-style-type: none"> ● Meet each fortnight ● At the beginning of the year and the end of each semester ● Each fortnight ● All staff attend ● All AL PD attended ● Once each term ● Students achieve Levels 1a & 1b. ● Each semester ● Aim to move students at least 2 ILs per year. ● 60% of students achieve a satisfactory ToRCH test level. ● 80% of students progress between 	<ul style="list-style-type: none"> ● Meeting action records <p>Meeting action plans</p> <ul style="list-style-type: none"> ● Teacher records ● Teacher records ● Student achievement ● Reporting records ● Assessment records
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	<ul style="list-style-type: none"> • Engage students in appropriate assessment • Regular meeting with AL consultant • Tutoring of the weakest students to prepare and up-skill for coming literacy lesson 	<p>1 & 2 NLLIA Bandscale levels.</p> <ul style="list-style-type: none"> • Appropriate assessment tools in use • Fortnightly with English staff • Fortnightly individually • At least one session per week 	<ul style="list-style-type: none"> • ILs • WL (Running Records) • NAPLAN • ToRCH • NLLIA ESL Bandscales (writing)
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Numeracy

Objectives	Increase each student's Numeracy Skills		
Partners Responsible	Strategies	Targets	Indicators and / or Assessment Tools
<p>Community Community Input</p> <p>Community responsibility</p>	<p>What the School Can Do Provide good solid numeracy programs</p> <p>How Parents Can Help Encourage value for money Be wise with money, important for future for shopping, use of money</p>	<ul style="list-style-type: none"> Parents talking with students about money 	<ul style="list-style-type: none"> NAPLAN Student surveys
School Staff	<p>Provide a numeracy development program that is:</p> <ul style="list-style-type: none"> Linked to the WA Curriculum Framework Integrated with workplace performance needs Linked life skill needs around number, measurement & money. 	<p>Teaching programs curriculum links explicitly</p> <p>Work placement include an evaluation of numeracy needs</p> <p>Life skill links delineated n teaching programs.</p>	<p>WA Curriculum Framework outcomes</p> <p>Work place assessment plans</p> <p>WA Curriculum Framework outcomes</p>

	<ul style="list-style-type: none"> • Transition to work network liaison officer; • Examine & identify areas where students can be given more responsibility for self – management (e.g. work boots for VET classes; teaching time (analogue, digital, 24 hour), etc...) • Maintain drivers licence instruction 	<p>Officer in place</p> <p>Investigation completed by end of Term 1 2009 & recommendations implemented</p> <p>All eligible students hold a DL</p>	<p>Line management process</p> <p>Student self management occurring</p> <p>Number of students</p>
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Aboriginal Cultural Studies

Objectives	Encourage students to appreciate and respect their own cultural heritage		
Partners Responsible	Strategies	Targets	Indicators and / or Assessment Tools
Community Community input Community responsibility	What the school can do <ul style="list-style-type: none"> • Talk about culture generally, respect for language and culture • Teach about Aboriginal Leaders • Teach respect about other peoples' cultures and respect for Indigenous culture How parents can Help <ul style="list-style-type: none"> • Teach own children language and culture • Learning about language to happen at home • Encourage own language • Talk in both language and English 	All students engaged	Programs and time tables
School	<ul style="list-style-type: none"> • Implement Aboriginal Studies program 	All students engaged	Programs and time tables

Self Esteem

Objectives	Encourage and develop positive views of Self for all students		
Partners Responsible	Strategies	Targets	Indicators and / or Assessment Tools
Community Community input Community responsible	What the School Can Do <ul style="list-style-type: none"> • Talk to students about self esteem • Going out to work, school should talk to students about their self • Encourage students to talk up about themselves and not to be ashamed • Encourage students to not think about other kids in the room – just say what you want and don't be ashamed How Parents Can Help <ul style="list-style-type: none"> • Talk to and encourage kids to have a good and positive relationship with other students • Encourage students to be who they are, especially when they leave school to get jobs • Tell them not to be ashamed and not to worry about what other people think 	Review and implement school-based self esteem program by Term 1 2009	Program and timetable
School	Implement school-based self esteem program	Review and implement school-based self esteem program by Term 1 2009	Program and timetable

Chairman

Date

Principal

Date

Community Representative

Date

Community Representative

Date

Staff Representative

Date

??Other Representative(s)

Date